

# SWARTHMORE

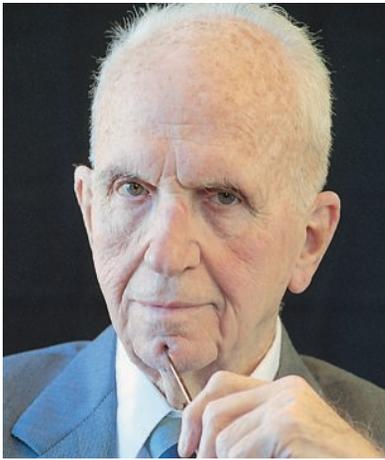
College Bulletin

December 1997



## **FACES LIKE MINE**

Identity  
and  
Diversity  
at  
Swarthmore



*For me, Swarthmore was the difference between intellectual salvation and the outer darkness....*

**M**y life since college has consisted pretty much of giving myself one Honors course after another, in one field after another, and it is interesting to recall that not one course I took in college has ever been of much practical use to me, but that the systems of attack I learned there have been invaluable. I learned what a library was, how to use an index, and the steps required for reaching an intellectual conclusion. So many of my contemporaries learned none of these things and have been the poorer for it.”

*—James A. Michener '29  
1907–1997*

*From Swarthmore Remembered, 1964*

# SWARTHMORE

COLLEGE BULLETIN • DECEMBER 1997

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**Cover:** In the mirror four seniors find images of self—and of diversity. Photograph by Eleftherios Kostans. Story on page 10.

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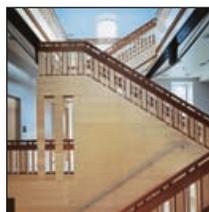


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## 10 Faces Like Mine

*Today's young people are facing an increasingly diverse world. As they grow from adolescence to adulthood, they must grapple with issues of race, ethnicity, and gender. Meet four students who work to find common ground while seeking their own identities.*

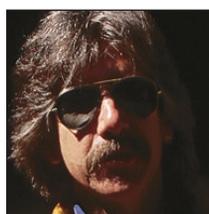
By Jeffrey Lott



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## 18 Trotter Transformed

*At the beginning of the fall semester, the three-year \$27 million North Campus Project was completed with the reopening of Trotter Hall. Now housing the departments of Classics, History, and Political Science, the totally renovated spaces include wide halls, a sun-filled atrium, and the latest in teaching technologies.*

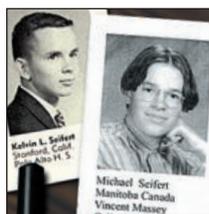


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## 24 Military Intelligence

*Vietnam War veteran and antiwar poet Bill Ehrhart '73 has a continuing distrust of the U.S. government and the military which put him and his generation in harm's way. But his experiences teaching cadets has given him new respect for today's military.*

By W.D. Ehrhart '73

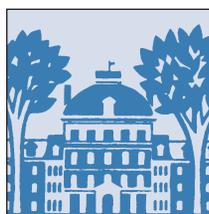


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## 64 Saying Our Goodbyes

*When Kelvin Seifert '67 brought his son, Michael, to campus as a freshman in August, the experience brought back memories of his own first steps at college: Would Michael feel as cut off from home by coming to Swarthmore as he had felt 34 years earlier?*

By Kelvin Seifert '67



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One of the joys of editing this magazine is working with good writers, and we try to bring you as many as we can. W.D. Ehrhart '73, whose article "Military Intelligence" appears on page 24 of this issue, is certainly in this category.

I first met Bill Ehrhart in 1991, shortly after I became managing editor. He approached me about doing a profile of his friend and classmate, the actor Stephen Lang, and I went to then-editor Maralyn Orbison Gillespie '49 to ask about him. She smiled. Twenty years earlier, she remembered, the *Bulletin* had published Bill's poem, "To Swarthmore." Bill was a sophomore then and a rising literary star.

An antiwar activist at Swarthmore—he had been a Marine infantryman in Vietnam in 1967 and 1968, before coming to the College—Ehrhart has become known as a "Vietnam" writer.

Many of his poems, and his autobiographical trilogy, *Vietnam-Perkasie*, *Passing Time*, and *Busted*, chronicle a journey familiar to members of my generation, whether or not we served in the military.

Although he is primarily

known for this subject, it's not all he writes about. He once said he is "uncomfortable about basically making what modest reputation and living I have out of an experience that was irredeemably repugnant.... [But] if people did not identify me as a Vietnam War writer, they probably wouldn't see me as anything. So I have to be grateful for that."

I like Bill's work because of its clear voice. He has a direct, conversational but artful way of writing that reminds me of having a beer with a friend who wants to tell me something important about himself—or about me. Yet as artful as his writing can be, Bill says: "I have never approached my 'art' from the avenue of *art*. It's been simpler; I have these things I want to say ... that I want others to understand. It's a silly obsession, really—the notion of using my writing as a tool for education."

That 1971 poem has endured, by the way. It's been in almost continuous use by the College ever since, gracing the pages of admissions materials since the early 1970s. "To Swarthmore" is a timeless description of the College and the experience of young people that is as compelling today as it was 26 years ago. Many young alumni will remember its beginning lines: "The night I got here, / The mosquitos formed a solid black carpet / On the ceiling of the Meeting House." And its straightforward conclusion: "This place is all right." Write me, and I'll send you a copy.

—Jeffrey Lott

## PARLOR TALK

*Good writing reminds me of having a beer with a friend who wants to tell me something important.*

### Globalization and the "next Cold War?"

To the Editor:

Thanks for publishing President [Alfred H.] Bloom's Commencement Address and letting us share in his wise words (September 1997). As a lifelong internationalist, I have been close to the effects of the globalization of our world in many ways. President Bloom is right in urging us all to take into account the "perspectives and priorities that distinguish" other worlds from our own.

There is one step further, which I believe President Bloom would also point out.

We may all have reservations about aspects of our civilization. Like it or not, our technological advances and our relative prosperity are reflected all over the globe with increasing intensity by the media, CNN, and the Internet—plus the increasing volume of international trade and travel.

The challenge facing us, therefore, is to be aware of other countries' ways of doing things and how there will be sometimes bitter local resistance to having our ways superimpose themselves and possibly smother local mores, all in the name of progress and development. Here may well be our next Cold War.

Congratulations to President Bloom on an inspiring and informative send-off to the Class of 1997. We can all learn from it.

S. PETER KARLOW '41  
Carmel, Calif.

### Intentional communities range from co-housing to communes

To the Editor:

Thank you for the very informative article on co-housing ("Under One Roof") in the September issue of the *Bulletin*. The authors succeeded in bringing up and getting answers to most of the pressing questions surrounding this fascinating movement. Deborah Hyman '81 may be right that very few Swarthmore grads seem to be visibly involved in it, but I'm sure that many of those who participated in the communal experiments of the 1960s and 1970s are still living in some kind of intentional communities. I was intro-

duced to this lifestyle through an exchange with Haverford College's Educational Involvement Program in 1970 and have enjoyed it ever since. My current community, Bright Morning Star, is about to celebrate its 18th birthday. We would consider co-housing a step back from the level of economic and personal sharing we have achieved. We also live much less expensively than most co-housers because we bought an old house rather than construct a new one. Swarthmoreans who are interested in more information may also contact the Fellowship for Intentional Community at Rt. 1, Box 155, Rutledge MO 63563; check out their Web page at [www.ic.org](http://www.ic.org), or see the latest issue of *Communities* magazine, available from the same address.

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### Remove grading or give Honors "a proper burial"

To the Editor:

You won't believe how disappointed I was to find so few letters to the editor in the latest *Bulletin* about the June issue's Honors story ("The New Face of Honors," June 1997). I hope that won't be the last installment of letters criticizing the whitewash Craig Williamson wrote.

The article points out many of the good attributes of revised Honors but glances over the question of adding grades to seminars. Professor Williamson buries this monumental change in the bottom of his sixth paragraph, and the only dissenting opinion about grading seminars was left to the second to last column in the question-and-answer section of the story written by Jeffrey Lott. Readers should note that none of the students profiled in the story mention receiving grades as important in convincing them to go Honors.

The problem is not changing Honors but changing the program in a way that doesn't include the people served by the old program. Along with many other Honors alumni, I was attracted to the program because of the no-grade poli-

*Please turn to page 32*

I made a new friend one day, and we decided to walk down to Sharples for lunch. We bullied our way through the crowd walking down the hill and took the sneaky back entrance. After 15 minutes of culinary warfare in the lunch lines, I met my new acquaintance in front of the vat of ketchup. I had scavenged a grayish, gelatinous concoction, some fries, and a bowl of lettuce. My friend had managed to make full use of the grill, the wok bar, the microwaves, toaster, and condiment bar, and somehow prepared a brilliant display of nouvelle cuisine. Hmph. We filled our plastic cups with water. It was time to sit and eat.

I turned to the right. My dining companion turned to the left, then we looked back at each other in horror. Finally the truth was out—my new friend was a big-room eater, but I, through snow or sleet, for better or for worse, in sickness and in health, am a middle-room diner.

I'd say Sharples is three dining halls in one—the big room, the middle room, and the small room—each with its own character and clientele.

The big room is the loudest and obviously the most populated. Here dine most of the athletes, it seems, plus econ majors, fraternity guys, Willets residents, and many other smaller circles of friends.

In the middle room, with its shorter tables and enclosed, quiet booths, you find plenty of humanities majors, a preponderance of artificial hair color, and a higher than average percentage of vegetarians.

The small room is the domain of the sci-fi buffs, and, honestly, I'm not sure who else. The small room, usually the quietest, makes a good place for one-on-one conversation.

When I first came to Swarthmore, I spent a while figuring out which room I liked the best. The big room allowed me to see nearly everyone at the school, which was interesting but ultimately too overwhelming.

Next I tried the small room. That was quieter—perhaps too quiet—but I

couldn't see enough people.

Still, I was intimidated by the middle room because not very many freshmen sit there. But eventually I settled on it. Not too loud, not too quiet. Plenty of people to watch but not to the point of dizziness.

The middle room has remained my dining locale since my first year. Now I feel like I know every face, if not every name. Almost all of my friends eat there, and I even know what time most of them usually get to each meal.

You can imagine my horror, then, at the thought of eating with my new friend anywhere but the middle room. We compromised by sitting at one of those liminal tables between the big room and the middle room.

Now perhaps I am exaggerating—it's not quite "horror" that I feel when I

sit somewhere else in Sharples. But the dining hall is a territorial place, so you can sometimes feel out of your element.

Swarthmore can be kind of strange. It's small enough that you can know who almost everyone is, or at least you can identify groups of friends. It's pretty easy to cross social boundaries and get to know an interesting cross section of people—because they live in your

dorm or you have classes together or you have on-campus jobs in the same place. But in the dining hall, some social boundaries are more prominent.

I think that's because Sharples is where students have the most control over their social situation. Residence halls are purposely variegated, classes are slightly random, but at the dining hall we can choose to surround ourselves with our long-standing group of close friends, or we can branch out. This self-regulation is what gives Sharples its distinct patterns.

I don't think that this is always a bad thing. It's great to know where to find your friends—or at least some familiar faces. And our eating habits are far from hard-and-fast rules. I do get over to the big room or the small room now and then—though not without a little protest.

—Jim Harker '99

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*The truth was out: My new friend was a big-room eater, but I am a middle-room diner.*

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# COLLECTION

SWARTHMORE TODAY

## *James Michener '29, in an act of "remarkable generosity," leaves bulk of estate to College*

The millions of readers of James Michener's ['29] books will remember him for his intricately spun tales. And many others will recall his deeply held commitments to civil rights, cultural understanding, and higher education. With his death in October, Michener added to his already generous giving to Swarthmore when he bequeathed the majority of his estate to the College.

When news of the bequest became public, President Alfred H. Bloom said: "Swarthmore College is deeply honored by Jim Michener's expression of confidence in his alma mater. The rigorous intellect, intercultural reach, generosity of spirit, and commitment to a just world reflected in his person and work exemplify the deepest purposes of a Swarthmore education, and his remarkable generosity continues to enable the College to realize those purposes.

"His gift emerges from his own belief in the power of fine liberal arts education to create a noble society and inspires us with an even greater sense of responsibility and commitment to that shared mission."

Over the years Michener made gifts to the College totaling \$7 million: an unrestricted gift of \$5 million in 1991 and a \$2 million no-strings-attached donation in 1984 as repayment "with \$1,998,000 interest" for the \$2,000 scholarship the College granted him as an incoming freshman in 1925. He went on to graduate with Highest Honors in English literature and history.

"As a boy I lived in dire poverty," Michener once said, "and was rescued by scholarships, fellowships, and the generosity of our nation. I owe a debt to America."

Although no dollar amount is being ascribed to the worth of the bequest until the estate is settled, it includes the rights and royalties to all of Michener's 40 published works.



*James Michener's bequest to the College includes the rights and royalties to all of his published works.*

## **Harry Gotwals, vice president, dies suddenly**

Harry D. Gotwals, vice president for alumni, development, and public relations, died of an apparent heart attack on Oct. 2. He was 50 years old.

As vice president for more than seven years, Gotwals played a central role in enhancing the College's national and international visibility as a leading institution in higher

education. Under his management the College's development program raised more than \$140 million.

He worked closely with Swarthmore's Board of Managers and alumni to build a community committed to supporting the excellence of a Swarthmore education over the decades ahead. At the same time, he led the College in recognizing and acting on its responsibilities to the Swarthmore borough and its school system.

"Harry's profound understanding of the critical ingredients of fine liberal arts education, and of what is required to increase public recognition of those ingredients, made him an extraordinary spokesperson for this college and for quality higher education," wrote President Alfred H. Bloom in a message to the campus community. "His remarkable ability to guide others to the kind of contribution from which they would derive their deepest sense of joy and satisfaction, and the pleasure he took in seeing them realize that satisfaction, made him an exceptional fund-raiser."

Gotwals graduated from The Johns Hopkins University in 1969 and received a master's degree there in 1976. He served as a development officer at Johns Hopkins from 1971 to 1976 before joining the Gilman School in Baltimore as assistant headmaster for development. From 1982 to 1985, Gotwals was vice president for development and public relations at Goucher College in Towson, Md. In 1985 he became associate vice president and director of university development at Duke University. He joined the Swarthmore administration in August 1990.



DENG-JENG LEE



### Three young graduates return to the nest

You can go home again—even though the stay may be brief. This year three young Swarthmore graduates are back on campus teaching in temporary positions: Garikai Campbell '90, Keith Reeves '88, and David Root '90. Both Campbell and Reeves are at Swarthmore as Minority Scholars in Residence; Root is a visiting assistant professor.

The Minority Scholars in Residence is a program begun in the 1989–90 academic year to provide fellowships for minority scholars in two classifications: Dissertation Fellows (still in the process of completing their dissertations) and Postdoctoral Fellows (in the early stages of establishing academic careers). The goal of the program is to attract outstanding minority scholars into liberal arts teaching. Campbell is here for two years in the Department of Mathematics and Statistics. Working on completing a Ph.D. from Rutgers University, he's finishing up research for his dissertation this semester and will teach a course in discrete math next semester.

"I really enjoy the small school atmosphere," he says. "What's also attractive is being able to look in on what Professor [Eugene] Klotz is doing with the Math Forum. If I don't end up teaching, I'd like to explore how new forms of technology can be used to help teach math."

Campbell is the son of Mary Schmidt Campbell '69, a member of the Board of

Returning to Swarthmore to teach are (left to right) David Root '90, Keith Reeves '88, and Garikai Campbell '90.

Managers since 1988.

Reeves, here for one year, is teaching Race, Ethnicity, and Public Policy in political science with Professor Richard Rubin and will conduct a seminar next semester on Racial Politics, Representation, and Redistricting in America. On leave this semester from the Kennedy School of Government at Harvard, Reeves finished a Ph.D. at the University of Michigan in 1994.

With his first book, *Voting Hopes or Fears: White Voters, Black Candidates, and Racial Politics in America*, recently published by the Oxford University Press, Reeves is currently collecting data for his second.

"I'm getting the chance to read and write and test my ideas with the students and have them critique those ideas by trashing them. It's partly why I enjoy being here."

Root handed in his dissertation for a Ph.D. in chemistry at Stanford a few days before coming to campus in late August. He's both lecturing and teaching a lab course in general chemistry; his appointment is for one year.

His plans after this year include either continued teaching at a small college or pursuing postdoctoral research.

"I've enjoyed the teaching, but I've only done research at one place," he says. "It's pretty common to do a post-doc, at least in the sciences, before you finally settle into teaching."



**Our neighbors' keepers? ...** Is it the responsibility of academic institutions to become involved in helping their neighboring communities? And if so, how do they go about discharging those responsibilities? Those questions were taken up at a conference held at Swarthmore in October that brought officials, professors, and students from Philadelphia-area colleges and universities for two days of discussion. Putting poverty at the core of many of today's societal ills, President Alfred H. Bloom said, "We have to find ways within our educational programs to invest the same energy and urgency in coming to grips with issues of poverty that we have invested in addressing issues of gender equity, multicultural understanding, and environmental concern." Sponsored by the Philadelphia Higher Education Network for Neighborhood Development, the long-range goal is greater institutional cooperation in undertaking projects that stress school–community partnerships.

**Admissions Fellows ...** A new program to assist the admissions deans with interviewing prospective students was begun over the summer. A group of eight seniors, called admissions fellows, made it possible to make significant progress toward the office's goal of meeting all requests for on-campus interviews. The fellows for this year are Nancy Benson-Nicol, Rachel Brakke, Manuel Carballo, Connie Cheung, Michanne Haynes, Charlie Mayer, Chris Rockmore, and Tara Zahra.

**Bowled Over ...** Swarthmore's College Bowl team took home its first tournament title on Nov. 29, winning 13 games and losing only one on the way to victory in Princeton University's Buzzer Fest. The team, Fred Bush '98, Jessica Harbour '99, Ed Cohn '99, and Josh Miller '00, outbuzzed teams that included Johns Hopkins, Pittsburgh, and the University of Pennsylvania. Swarthmore twice defeated Cornell, considered one of the best College Bowl teams in the country and favored to win the tournament.

## Wheel of time

**T**he Venerable Lobsang Samten, leader of the Tibetan Buddhist Center of Philadelphia, creates a Kalacakra (“Wheel of Time”) mandala as part of a week-long series of events focusing on the religion, culture, politics, and human rights issues of Tibet. The Venerable Samten created the intricate sand painting over a five-day period in the lobby of McCabe Library. On the sixth day, the mandala was ritually destroyed and carried in a procession to Crum Creek, where it was returned to the earth. Also included in the week’s events were a performance of traditional Buddhist chants and dances by nine Tibetan lamas, a symposium on Tibet today, and several lectures.



DENG-JENG LEE

## Foundation grant provides \$100,000 to support pluralism and unity programs

**A** \$100,000 grant from The William and Flora Hewlett Foundation’s Pluralism and Unity Program, received by the College in 1995, has helped spur several diversity projects. In reporting to the Hewlett Foundation, President Alfred H. Bloom wrote that the Pluralism and Unity Program “seized a critical opportunity. It was the moment to move multiculturalism on our campuses—and through them in our society—from a necessary first emphasis on inclusion and on the building of separate strengths toward recognizing commonalities and developing senses of shared purpose.” Among the new initiatives undertaken are:

The development of a community approach to instances of hate speech: In the fall of 1996, following broad community discussion, the faculty adopted a policy that defines hate speech as that of a purely harassing nature that is devoid of any basis for protection on the grounds of academic freedom. A first offense is understood to be an opportunity for educational intervention, but a second offense is subject to adjudication by College judicial procedures.

Efforts to ensure that classrooms are places where all students may engage in the learning process with comfort, confidence, and efficacy regardless of their backgrounds and learning styles: As a founding member of the Consortium for a Strong Minority Presence at Liberal Arts Colleges, Swarthmore has used visiting scholar appointments and other innovative strategies to recruit and retain a racially and ethnically diverse faculty. In addition, the Provost’s Office has worked vigorously with departments to recruit minority faculty for available positions and has used these appointments to extend the study of issues of diversity

within the academic program. The College has successfully sought the help of prominent minority academics at other institutions, such as Columbia University’s Manning Marable, in identifying promising minority candidates for faculty appointments at Swarthmore. The responsibilities of the associate provost now include faculty programming on diversity and responding to faculty concerns about these issues.

Pluralism and unity programs beyond the classroom, including:

- A series of race and ethnicity study groups, begun by an interracial group of students in 1995, has been expanded by the new student organization Diversity Umbrella into “Dialogues,” a more extensive dormitory-based discussion series facilitated by trained student leaders. Diversity Umbrella also publishes *Ourstory*, a journal of intercultural understanding.

- In 1996 and 1997, the Dean’s Office sponsored a Winter Cultural Institute during the January break. Workshops on the social and political dynamics of race, ethnicity, class, gender, religion, and sexual orientation were attended by 28 students and 10 members of the faculty and staff in 1997. The institute will continue in 1998.

- A student-run, credit-bearing interdisciplinary course called Race, Ethnicity, and the College Experience was first offered in fall 1996 under the auspices of the Program in Education. It included several public lectures and will be repeated in spring 1998, supervised by members of the Department of English Literature.

- Grants to students were made for the production of a film called “Voices of Color,” for a women’s retreat to bring white women and women of color together in dialogue, and for Harambe, a popular springtime festival celebrating diversity in the community.

## Q&A: Does Swarthmore have a drinking problem?

Paul Mangelsdorf '49, the Morris L. Clothier Professor Emeritus of Physics, once observed that “when I first came here as a student, people had to go off campus for sex, for alcohol, and for chamber music.” A half-century later there is plentiful chamber music, and the College is no longer in loco parentis as regards the romantic lives of its students. But alcohol remains an issue, both at Swarthmore and throughout higher education. In September, according to *The Chronicle of Higher Education*, there were five alcohol-related deaths on American college campuses. What are Swarthmore’s policies on alcohol? To find out, we had a conversation with Associate Dean Tedd Goundie.

### Is alcohol a problem at Swarthmore?

“Alcohol does cause problems at Swarthmore. It plays a role in virtually all of the vandalism we see, and in most other types of misconduct—including sexual misconduct and the rare fistfight. But the degree of the problem is not as serious as at many other schools. It’s pretty clear that young people don’t choose to come to Swarthmore to party.”

### But alcohol is served at campus parties almost every weekend. How are these parties regulated?

“Every party requires a permit from the Student Activities Committee (SAC). The application must be signed by two responsible 21-year-old hosts, who must be in attendance for the entire party. It is then signed by the student activities coordinator in the Dean’s Office. All hosts are required to provide nonalcoholic beverages and food, and they are made aware of the laws that prohibit underage drinking.”

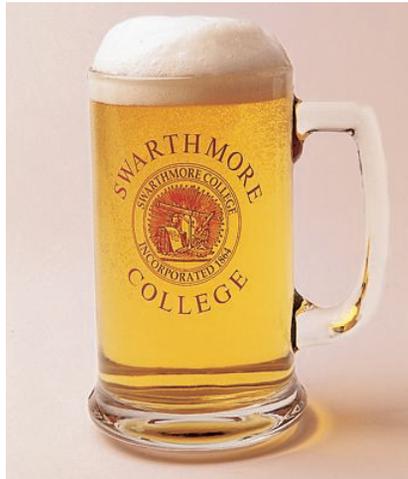
### The legal drinking age in Pennsylvania is 21. Does the College enforce this?

“Our standards of conduct state that possession or consumption of alcoholic beverages by those under 21 is a violation of College policy that may result in specific disciplinary action. By signing a party application, our party hosts take responsibility for compliance. But no, the deans and the public safety officers do not go around to parties seeking to catch underage drinkers. We are more interested in responsible behavior than in being a police force, though if an

underage student who is drunk comes to our attention through misconduct, we will impose sanctions.”

### How does the College encourage such responsible drinking?

“One way is through our system of Party Associates, or PAs. Two or more trained PAs attend every party. They help check IDs at the door to assure that only Swarthmore students or their guests are admitted, they monitor the serving of alcohol and assist the hosts in preventing excessive drinking, and they make sure that other party guidelines are being followed—including shutting the party down when it’s supposed to be over.”



### Are SAC funds used for alcohol?

“If SAC funds are requested, the money cannot be used for the purchase of alcohol but must go to entertainment, food, nonalcoholic beverages, decorations, etc. We heard rumors of abuse of this system, students turning in false receipts for sodas when they were actually buying beer, so SAC no longer takes receipts from any store that also sells alcohol.”

### So who pays for the beer?

“The students must purchase it themselves. At private, non-SAC-funded parties, students often collect a fee for entry but never sell beer by the drink. This is one instance in which we go against the College’s usual policy of having events free and open to all, but we can’t be in the business of purchasing alcohol for students.”

### What about private parties?

“Private parties still need a permit, and

they still have PAs assigned to them. The difference is that because the entire campus isn’t invited, no SAC funds are made available. A party is defined as a gathering of 10 or more people or any gathering where alcohol is served from a common source, such as a keg, so even a small get-together at a frat house is regulated under the College’s guidelines.”

### Have you had particular problems with Swarthmore’s fraternities?

“No. In a lot of ways, the fraternities have been better about controlling parties because they have something at stake—their houses.”

### Are students educated about the health and behavioral consequences of alcohol abuse?

“We do alcohol education workshops for all first-year students, facilitated by our resident assistants. The focus is on three points: We try to make people feel it’s fine if they choose not to drink—and we hear over and over that Swarthmore is not a place where kids feel pressured to drink. We talk about the party culture here and the health risks of alcohol abuse. And then we try to educate about the secondary effects of drinking. We emphasize that it’s not OK to come out of your room Sunday morning to a pool of vomit in the hall, and it’s not OK for someone to be obnoxious or abusive just because he or she is drunk. This helps students be assertive and say, ‘I don’t have to put up with this.’ We tell them how to handle these situations—not to confront the drunk when he or she is drunk but to say something the next day, such as, ‘Your behavior was ridiculous.’”

### Should colleges ban all drinking on their campuses?

“It is not realistic and could not be enforced. Drinking would go underground. People would hide in their rooms in small groups and drink for the express purpose of getting drunk. Or it would tempt people to drive off campus to drink. In an ideal world, we wouldn’t want people under 21 to drink, but given the reality that it’s going to happen, what we focus on is eliminating abuses, supporting those who choose not to drink, and making sure that if they do, it’s an informed decision, and they do it responsibly.”



ELEFTHERIOS KOSTANS

### *Look! Up in the sky! It's a bird!*

A shaft of light from a 1,500-watt halogen spotlight on the roof of the Martin Biological Laboratory pierces the autumn night sky. Instantly millions of tiny particles dance in the light. "Pollen," says Timothy Williams '64, professor of biology. Not the object of his class's hunt.

Lying on their backs, some using binoculars or telescopes, students are actually searching for migrating birds as part of Williams' field ornithology course. With luck they may see a number of warblers or thrushes on their way to South or Central America, or yellow-rumped warblers or flickers flying to the southern United States.

The giant spotlight replaces a smaller unit, in which Williams says the birds appeared only as brief streaks as they flew through the light. With the larger beam, "we can follow them for two or three seconds and actually see these songbirds as they flap their wings."

Equally important for use in the lab is ORNITHAR, one of only a few bird-watching radar systems in existence, which covers a one-kilometer area over the campus for tracking low-altitude birds. "We're the only undergraduate institution in the world that is regularly using this high-tech radar equipment," Williams says.

The class is popular among students who want to see biology in the field and who have the opportunity every other weekend to make trips ranging from the New Jersey shore to the Pennsylvania mountains. "And this class is taught 'verti-

*Lupe Jimenez '00 operates a parabolic microphone to pick up the sounds of migrating birds as her classmates visually scan the sky. All ornithology laboratory work is done outdoors, a big draw for students who want to study biology in the field.*

cally': We study everything from molecular and cell biology to conservation, ecology, and animal behavior. It's designed so that students have to think across disciplinary lines."

In the spring students are given the option of taking a course attachment to learn to identify birds by their calls. "Most professionals who do bird counts do it by sound," says Williams. "It takes a second to hear a bird and identify it, but it might take 10 minutes to find the bird and identify it visually."

Williams is aided in his classes by his wife and longtime research collaborator, Janet. Their research on migration has been going on for nearly 30 years. Along with their students in the early 1970s, they were the first to show—by tracking their flight with radar—that tiny endangered songbirds, called neotropical migrants, fly nonstop from North America to South America and the Caribbean. Radar, sound recording, and light beams are the three components for observing nocturnal bird migration.

And, he adds, the reason for studying migration at night runs counter to what most of us were brought up to believe. About 90 percent of all species *do* fly after dark.

## Field hockey posts 19-2 mark to win ECAC championship

The **field hockey** team capped off its most successful season ever with a victory in the ECAC mid-Atlantic region championship game. The top-seeded Garnet hosted the two-day tournament, in which they outscored their opponents 7-1. Senior captain Danielle Duffy paced Swarthmore with three goals and one assist, including two goals in the 4-1 win over William Patterson College, and was named tournament MVP. The Garnet finished the season with a school-best mark of 19-2 and their third consecutive Centennial Conference (CC) championship. Swarthmore fielded a prolific offense that outscored opponents 99-13 and featured the CC's three leading scorers. Duffy led the way with 29 goals and 23 assists for 81 points; junior Holly Baker scored 17 goals and 15 assists for 49 points; and junior Lurah Hess added 19 goals and three assists for 41 points—all career bests.

The **football** team struggled through another winless season (0-10), extending its losing streak to 20 consecutive games. The undermanned squad was outscored 541-54 on the year, suffering through six shutouts. Despite the dismal record, there were some excellent individual efforts on the field. Junior wide receiver Mason Tootell set an NCAA Division III mark for kickoff returns in a game (11) and in a season (48). Tootell also caught a team-high 38 passes for 418 yards, extended his reception streak to 23 consecutive games, and was named second-team all-CC for the second straight year. Running back Joe Aleffi '00 set the Swarthmore mark for most carries in a season, toting the ball 191 times for 410 yards and two touchdowns.

The **women's cross country** team finished second at the CC championships, snapping their run of three straight third-place finishes. The Garnet was paced by the trio of Jokotade Agunloye '01; Danielle Wall '98, who placed second and third, respectively; and Alissa Parmelee '01, who placed seventh to earn all-CC honors. At the NCAA Division III mid-east regional championships, the Garnet finished in ninth place out of 43 squads. Wall led Swarthmore with a 15th-place finish, earning a spot on the all-region team and

her first trip to the NCAA championships.

The **men's cross country** team finished seventh at the CC championships. Freshman Sam Evans just missed all-CC recognition with a 15th-place finish to lead the Garnet. Senior Graham Lucks finished in 28th place, sophomore Jeff Doyon placed 47th, junior Phil Jones finished 49th, and senior Wyn Strodbeck rounded out the Garnet scorers with a 55th-place finish. At the NCAA mideastern regionals, the Garnet finished in 14th place. Marc Nierman '01 was named to the freshman all-region second team.

The **women's soccer** team ended its season with a record of 6-14, losing their last five contests. Senior captain Betsy Rosenbaum posted a career-best nine goals to lead the Garnet offense with 18 points. Junior midfielder Diana Hunt also posted a career high with six goals and one assist to finish with 13 points. Senior captain Sarah Jaquette scored four goals and added two assists.

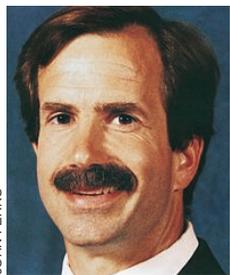
The **men's soccer** team struggled to find the back of the net this season under first-year head coach Peter Dicce. The Garnet posted a 3-17 record, mustering only 14 goals on the season. Junior captain Mike Schall, junior Scott Samels, and sophomore Marcus Shin all recorded a team-high three goals and one assist for seven points. Schall, a defender, received all-CC second team recognition.

The **men's tennis** team provided a productive fall, winning both the singles and doubles championships at the Rolex Mid-Atlantic Small College Tournament. Senior Roger Werner captured the singles, and the sophomore doubles team of John Leary and Jon Temin topped Werner and junior Greg Emkey to take the doubles title.

Because the Tarble Pavilion was getting a new wood floor, the **volleyball** team played the part of road warriors. With all but two games away from the friendly confines of the pavilion, the Garnet struggled to a 4-15 mark. Holly Barton '99 led the squad with 122 kills and 145 digs, and senior Jordan Hay led the team with 252 set assists.

**Hood Trophy:** Swarthmore trails Haverford 4-2 in the race for the Hood after the fall contests. Swarthmore won field hockey 8-1 and women's cross country, whereas the Fords took men's cross country, men's soccer 5-0, women's soccer 2-0, and volleyball 3-0.

## Miran resigns football post after two winless seasons



Karl Miran

defection of seven team members in midseason. At the end of this season, the squad had just 33 players, plus two

lacrosse players who had joined the team after the defections.

In a prepared statement, Miran said: "At the conclusion of this season, I looked forward eagerly to the challenge of rebuilding the football program. I have been informed that the administration believes that the process of rebuilding can go forward better with a new face at the helm. In fairness to the College, I was not asked to step down because we lost. Nonetheless, losing as we have the past two seasons creates problems and perceptions that must be overcome. The College believes that this job can best be done by someone new."

Athletic Director Robert Williams

praised Miran for his contribution to Swarthmore athletics: "Karl Miran is a good person and a fine man, and he has worked hard on behalf of our football program and our total athletic program," said Williams. "He has been truly dedicated to the College and its mission."

During his eight years as coach, Miran's teams compiled a 25-51-1 record. He had two winning seasons, going 7-3 in 1990 and 5-3-1 in 1992.

Miran is a tenured faculty member and will retain his teaching position in the Department of Physical Education. He has told the College, however, that he plans to take a sabbatical leave and pursue other coaching opportunities.

FACES  
LIKE  
MINE

# FACES LIKE MINE



## *Conversations about identity and diversity at Swarthmore*

I remember spending a lot of time while in college looking at my face in the mirror. Call it vanity if you will, but I think it was more than that.

Beyond combing my hair or watching my first mustache come in, there was a deeper search in my gaze. As I stared myself straight in the eyes, I wondered who I was. Like all kids, I had lots of questions: Who was I like? How did others see me? Was I comfortable with that? How might I change?

Adolescents try new selves on for size like new clothes. They form self-images through academic interests, as members of organizations, in the mentors they choose, through their circles of friends, and in their closest relationships.

It's not always easy. The questions, conflicts, and epiphanies that mark the transition from adolescence to adulthood are a necessary part of discovering one's self. And in a diverse society, young people must look beyond the mirror to consider broader issues of race, ethnicity, gender, and sexual orientation. These issues can't be dismissed as matters of political correctness or of merely "getting along." They are among the central intellectual and social questions of our time, and are thus the subject not only of interpersonal dialogue but also of serious academic inquiry.

Swarthmore is now a richly diverse community; persons of color currently constitute about a third of the student body. And in recent years, the College has undertaken significant initiatives to help students from groups that have historically met with discrimination to build the confidence they need to par-

ticipate fully in the Swarthmore experience.

These initiatives, which include support systems and dedicated spaces, began with the Black Cultural Center, founded in 1969. Later came a Women's Center that focused attention on gender issues. And in 1991, in one of his first acts as the College's 13th president, President Alfred H. Bloom inaugurated the College's Intercultural Center (IC). Its rooms in Clothier Hall Cloisters house three support groups: the Hispanic Organization for Latino Awareness (HOLA), the Swarthmore Asian Organization (SAO), and the Swarthmore Queer Union (SQU).

In addition, the College has hired more faculty members of color and has expanded the curriculum—especially in the social sciences and humanities—to make it more inclusive of a broad range of cultural traditions. In doing so, the faculty is recognizing that to educate leaders for the next century, Swarthmore needs to help its students redefine and renegotiate the relationship of white, Western culture to the new international political, social, and cultural landscape. In a way, the questions of identity and culture that students face on campus, and the debates they engage in over diversity, are a microcosm of the world into which they will graduate.

Is the College a perfect place? Of course not. Swarthmore is clearly not entirely insulated from the racial and cultural tensions that persist in society at large. But it is a place where bigotry never goes unchallenged, where the conversation about difference is positive and ongoing, and where we are always seeking common ground. In the pages that follow, we invite you to meet six Swarthmoreans who are at the center of this important conversation.

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**By Jeffrey Lott**

PHOTOGRAPHY BY  
ELEFThERIOS KOSTANS

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## Planning for change

Vincent D. Jones '98

Vincent Jones has a plan, and going to Swarthmore is part of it: "My mission in life is changing the world—or my little piece of it. Wherever I go I want to be a change agent for the better in my little piece of the world."

The opportunity for social change, in fact, is what brought Jones to Swarthmore. The Los Angeles native knew he wanted to attend college in the East, and as a high-achieving minority candidate, he was sought after by many schools. "But when I read about Swarthmore—especially the Lang [Opportunity Scholars] Program—that did the trick. I knew where I wanted to go."

In 1994 the fast-talking, high-energy Californian was accepted into the Lang Scholars program, which covers the loan and work-study portions of a student's financial aid package and provides funds for the implementation of a social change project. Being a Lang Scholar has allowed Jones to continue a commitment to change that began in high school, where he was co-founder of an organization called STAND (Socially Together and Naturally Diverse), a student club that addressed racial issues in his high school, and spread across his school district and eventually to other areas of California. At Swarthmore Jones' Lang-sponsored project was a similar career education and peer mentoring program for inner-city students in three Philadelphia schools.

A double major in economics and history, Jones is serving this year as co-president of the 29-year-old Swarthmore Afro-American Students Society (SASS). He says that improving understanding among members of Swarthmore's black community, who come from many different backgrounds, is the focus of SASS this year. "You can't worry about others unless you yourself are all together," says Jones. At the same time, SASS continues to press its historic goals: "a more diverse student body, a more diverse faculty, and a more supportive environment for black students once they get here."

Jones feels that the College is moving in a positive direction in all of these areas, but that "having numbers alone is not the primary thing. You have to have people who are men-

tally different as well as physically different, people who have different experiences, perspectives, and interests. You could find 100 black students, 100 Asians, and 100 Latinos to add to the mix, and still keep Swarthmore the same place." Although he thinks that all students have a responsibility to keep pressure on the College to "stay ahead of the rest" in embracing both socioeconomic and racial diversity, Jones says that students of color "bear the brunt of the work."

Does he think that the student body views diversity and race as a big issue? "It does," says Jones. "But most students don't see the direct effect on them unless they are people of color."



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*"I don't think that diversity means everyone has to be friends with everyone else, or that there has to be an exact mix in every setting," says Vincent Jones '98, co-president of SASS.*

Although he acknowledges that there is a degree of self-segregation on campus, “I don’t see it as a bad thing. I don’t think that diversity means everyone has to be friends with everyone else, or that there has to be an exact mix in every single setting. I think more in terms of a salad bowl diversity, where you have strong, viable communities, and the people in those communities interact well with everyone else. I think that’s what we have for the most part at Swarthmore. There are vibrant minority communities that are cementing their own bonds and at the same time are working with other students to make Swarthmore a better place.”

There’s a healthy tension between the two goals, says Jones: “I am very active in the black community; I am very pro-black. But at the same time, I’m very active in the larger community. I advocate members of each group taking care of themselves, identifying with themselves, but we can’t forget that we are part of the whole.” Consequently Jones hasn’t worked within only the black community at Swarthmore but has provided leadership in a number of areas. In addition to SASS, he has served as co-president of the College Democrats, treasurer of the Student Council’s budget committee, and co-director of the

College’s student-run Writing Center. “Diversity discussions tend to focus on only the impact of communities of color,” says Jones. “My community activities have played a critical role in developing myself as a leader, an activist, a friend, and a person.”

This young man seems to know exactly where he is going. His postcollege plan includes law school, where he wants to learn tax law, which he sees as a key to social change in the future—“We need to make the tax system work for the poor and also make it attractive for the rich.” He wants to return to Southern California to start something he calls the “Village Institute,” to “pull together California’s talent for research, lobbying, and advocacy of change.” After that? Political office—mayor of his hometown of Inglewood, or of Los Angeles. Maybe governor of California. Maybe even president someday.

No one who knows Vincent Jones would say that he is lacking in self-esteem. Still, he says, Swarthmore has enabled him “to see what I’m not so good at. My first paper, oh my God—I did so bad on that. I found out from day one what I needed to work on.... Swarthmore has opened my mind, given me more ideas, and made me even more committed to what I want to do.”

## Mirrors of yourself: The Intercultural Center

*Anna Maria Cobo*

“I am not a multiculturalist; I am an interculturalist,” says Anna Maria Cobo, director of the College’s six-year-old Intercultural Center. The difference?

“Multiculturalists look at the broad range of cultural influences on society and seek to understand them as a whole. As an interculturalist, I am more interested in the different—and sometimes quite separate—groups themselves, in their unique cultures, and in how they interact.”

The subtle difference between these two terms illustrates a tension often faced by the Intercultural Center and its three student groups: the Swarthmore Asian Organization, the Hispanic Organization for Latino Awareness, and the Swarthmore Queer Union (SQU).

“I’ve worked hard to balance having support groups for these stu-

dents and providing outreach to the campus,” says Cobo. “It’s important that the IC groups have their own time, their own safe haven to look at their issues and to work within their groups. But I also believe it’s important to provide educational, cultural, and social opportunities that

improve the quality of life at Swarthmore.”

The inclusion of SQU, which supports gay, lesbian, and bisexual students, makes Swarthmore’s Intercultural Center unique among such centers on campuses nationwide. Cobo explains: “These students face many of the same issues that racial and ethnic minorities do, only

sometimes they feel even more isolated. When you are Asian, Latino, or African American, you’ve presumably had support from your family and your community. But many queer students have never had that. They’ve never had their families tell them, ‘It’s OK to be gay.’ The IC is a place where these students can find acceptance, where they learn that

it’s fine to be who they are.”

It’s all about growing up, says Cobo: “All young people deal with issues of identity and self-esteem, the normal growing-up things, trying to fit in. College is where you really do develop your identity, where you discover things about yourself that you had never discovered—whether academically or socially—and where you develop the human and intellectual sides of yourself. Getting involved in an academic discipline, a team, an organization, an activity, or a support group is how you learn who you are. It’s where you see mirrors of yourself. You never walk in and walk out the same. You change.

“Latino, Asian, and queer students arrive on campus with challenges drawn from their previous experiences in society. The IC is a place that helps them make a smoother transition to college—and also develop the leadership skills they can carry into the future,” says Cobo, who credits the IC’s success to the activism of the students, the support of faculty members and administrators, and “the vision of a president who truly believes in the Center’s purpose.”



*IC Director Anna Cobo*



## Coalition builder

*Amy Sara Albert '98*

**A**my Albert is a fiercely committed young woman who seeks to answer, by her own actions, Rodney King's plaintive question, "Can't we all get along?"

Albert, a senior sociology major, has been the driving force behind Diversity Umbrella, a two-year-old coalition of student groups that has made it difficult for anyone on campus to avoid the conversation on race. In addition to Albert, Diversity Umbrella's leadership includes members of most of the minority organizations on campus. She sees an important function of the group as promoting "an atmosphere in which white people are expected to be involved in issues of diversity."

This fall the organization continued to lead a series of "dialogue groups" that had been started two years ago by Rebeccah Bennett and Rebecca Schosha (both '96). The dormitory-based discussions encourage students—especially white students—to explore their attitudes about race. Another of its goals is to press for more minorities on Swarthmore's faculty. Its members are also organizing a conference on diversity in liberal arts colleges, to be held at Swarthmore in February.

A self-described "white chick from the suburbs," Albert says that her race relations activism stems from her experience at a "conservative, very white high school" outside Boston. "I was pretty much considered a person of color there because I'm Jewish—one of two

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*When she first came to Swarthmore, race relations activist Amy Albert '98 says, "It took me a long time to think about what it meant to be a white person, how that meant my intentions weren't trusted, and how I needed to stick my neck out."*

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Jews in my entire class. I noticed that the few people of color who were there were having experiences very similar to the anti-Semitism I was feeling." Determined to do something about it, Albert threw herself into feminist and multicultural activism, even helping write some new curricular materials for the school's history department.

Once at Swarthmore she faced a very different challenge—being a member of the white majority. "I was in a panic," she says, "because there wasn't a set path for how white people did race relations work on campus. I didn't understand why there weren't a lot of whites doing this, and I was also feeling really excluded from the activism that was going on."

It's not that no one cared about these issues. But Albert found that support groups like SASS and HOLA were about the only sources of such activism: "It took me a long time to think about what it meant to be a white person, how that meant my intentions weren't trusted, and how I needed to stick my own neck out first."

It wasn't easy for her, but she has learned how important it is for students to be secure in their own identities before they can reach out to others in the community. "When I got to Swarthmore, I looked for people I could be immediately comfortable with, and the vast majority of my first-year friends were other white people from

the suburbs. That was a security thing in a lot of ways, and I think it's especially true for people of color, who are coming to a school where the vast majority of people do not share their cultural attributes. When you come to college, you think about your background and how it relates to who you are and who you're going to be. That process is a really intense one, and for a while I had my own little white-chicks-from-the-suburbs support group."

To Albert building a coalition like Diversity Umbrella was the solution. Her personal goal is to help foster "a community at Swarthmore that is more comfortable for me and for all of my friends to go to school in."

"A lot of people think I'm weird," she laughs. "I get comments ranging from 'Why do you care so much?' to 'Why are you so self-righteous about this?' Swatties don't react well to other people trying to influence their politics in an overt way." So in her conversations about race with other students, Albert has learned to reveal her own struggle: "A lot of my work involves bringing conscious-

ness to white people, and that creates a strange dynamic.... Lately I've found that I can connect to people by letting them know that I am still struggling to find that consciousness myself, that I still have issues. When I talk about having been bitter about the [exclusivity of the] support groups, or having been in a place where I've not known how to react with people of color, that gives other people an entry point from which to start talking about their own feelings."

Small liberal arts colleges, says Albert, make it both easier and harder to work on race relations. "We cut ourselves off from the world so that our community interactions are really intense. When a controversy happens [such as the racist graffiti that appeared on Magill Walk two years ago], it lingers for a long time. But here everybody knows about it and talks about it in a way that doesn't necessarily happen on a lot of campuses."

And if everybody *isn't* talking about it, Amy Albert is likely to see that they do.

## Unity in ideas: The Black Cultural Center

*Timothy E. Sams*

Tim Sams is new to Swarthmore, but he already sees great possibilities. As director of the Black Cultural Center (BCC), Sams views the College as a place that has not only deeply held values, but also the commitment and the resources to act on them. "There's something vigorous and active here," he says. "It's a place where endowments are established for social change, where it is woven into the fabric of the institution."

Coming this fall from Williams College, where he was director of its multicultural center, Sams faces an increasingly diverse black population at Swarthmore—not only African Americans, but black students from continental Africa, Latin America, and the Caribbean. He says this diversity within diversity is drawing the Black Cultural Center away from its "tradition of activism and leadership centered around the African American community.... As the demographics

change, we have two main needs: First, we need to support black students in a predominantly white institution. Second is a developmental goal—that all black students need to be able to learn from one another in a pan-African sense, that they become culturally rooted. We have to be able to respond to the larger question of blackness."



*BCC Director Tim Sams*

Unity and pluralism are not necessarily incompatible, says Sams, but whites' expectations may be unrealistic. He thinks that unity, either among black students or across the campus, is something that cannot be forced. It bothers him that "there is an expectation that all of the black students have to get along when there are white students on this campus who do not get along. Unity is something that's found around ideas, not around conditions or situations."

Referring to W.E.B. DuBois' idea of a black elite, Sams says, "We need strong, capable, highly intellectual leadership." Black students at Swarthmore, he says, are among "the most talented, smartest 10 percent of black America."

What they will take from the Col-

lege's classrooms is not enough, however. "It's a given that all of these students will be members of the black middle class," says Sams. "But we need our black middle class to be effective, not struggling, not wrestling with a lot of issues among themselves. So the BCC helps them reconcile some of these issues by connecting with black people of all backgrounds, and achieving a constructive world view."

He responds to criticism that the BCC and other cultural centers are places of separation and isolation with a challenge to whites: "People who don't like these centers are asking what it means for them, how it helps them grow. No one has answered that. We are sometimes so accepting that we forget that part of liberalism is questioning ourselves and one another. White students need to challenge black students to come out and change the way in which whites construct their understanding of the world. They have to be willing to listen, to change, and to adapt."

"If whites don't see anything from the BCC that helps them grow, then maybe these centers are obsolete. The answer," says Sams, "is that these centers have to become part of the educational mission of the College and the educational experience of every student."

## As American as ...

*Cecilia Tsu '98*

**A**s a research assistant for Bruce Dorsey, an assistant professor of history writing a book on antebellum social movements, Cecilia Tsu spent last summer reading periodicals and popular literature from the 1830s and 1840s. Because of the sudden immigration of large numbers of Irish, the period was one of tremendous social ferment. The nativist, anti-Catholic fervor that swept America 150 years ago struck a chord with Tsu because she herself was born in another land.

"The experiences of the Chinese immigrants who followed the Irish in the late 1800s can't be seen in isolation," said Tsu, who emigrated from Hong Kong to the United States with her family at the age of 5. "It's a continuous cycle of American history."

Finding historical context has been important for Tsu, who hopes to earn a Ph.D. in American history. While taking courses in Asian American studies at UC-Berkeley during the summer of 1996, she began to realize that "Asian American studies doesn't have to be something in and of itself—it has to be seen as part of the whole. When you look at American history in that light, seeing it as something that should be inclusive and diverse, it's something that naturally follows." That context, she says, is something she might not have gotten in the big Asian American studies department at Berkeley, but that she has been grateful for at Swarthmore.

As co-president of the Swarthmore Asian Organization (SAO), Tsu has tried to make that organization as inclusive as possible. Like other minority groups on campus, Asian students are a varied lot. And like other support groups, SAO has a varied agenda. It first seeks to foster mutual understanding, cultural awareness, and friendships among Asian students—everyone from the third-generation Japanese American to the daughter of Vietnamese refugees to the international student from Bangladesh. And through its programs for the entire campus, SAO also tries to educate the student body about Asian cultures and about issues that face Asian students—whether it be the stereotype of the "model minority" or the contributions of Asian Americans such as AIDS researcher (and *Time* Man of the Year) Dr. David Ho or playwright David Henry Hwang, both of whom are visiting the campus this year. Finally, SAO engages in campus political action, often in concert with other student groups under Diversity Umbrella.



*"There are many ways of being American," says Cecilia Tsu '98, who emigrated to the United States from Hong Kong at the age of 5. She sees her own life as "being just as American as anyone else's. It's less about straddling two cultures than it is about finding a place within them that is still American."*

Tsu describes Diversity Umbrella as “a great way for nonminority students to learn about these issues. Diversity concerns everyone, even if you’re not a member of a minority group.” She credits classmate Amy Albert with “seeing how we could all get together to work on the larger issues, such as diversity in admissions, new faculty appointments, and curriculum.”

For Tsu, it’s especially important that courses taught at Swarthmore include the culture and experiences of minority groups: “For instance, when you teach 19th- and 20th-century American social history, you can’t ignore the influence of Asians or other minorities who are part of that history. The fact that we don’t have big ethnic studies departments in our small college makes it even more important to incorporate these ideas into the mainstream curriculum. I think our faculty recognizes that when you do this, it’s broader intellectually and more interesting for everyone.”

Through SAO she has explored what it means to be Asian in America, including the stereotypes about Asian Americans—that they are uniformly smart, highly motivated, and always get good grades. She has come to understand how holding up Asians as a model to other minority groups is damaging to race relations in general: “The stereotype drives a wedge between minorities. Whites point to Asian Americans and say to blacks and Latinos, why can’t you do this too? The model-minority myth ignores the fact that the Asian population in America is rapidly changing. It now includes a large number of recent immigrants and refugees, many of whom live in inner cities and do not have the opportunities more affluent Asian Americans do.”

Growing up in Cupertino, Calif., Tsu graduated from the high school once attended by Apple Computer co-founders Steve Jobs and Steve Wozniak. The student body of the school is now about a quarter Asian American, and Tsu’s mostly Asian friends warned her that she might be uncomfortable at Swarthmore because there weren’t enough people like her. “But from the beginning,” she said, “I felt that it was about the right number, that I didn’t have to associate with Asians, but I could if I had the choice. I have many Asian friends through SAO, but I also have friends of other backgrounds, and that’s been very positive.”

Born in China but growing up in America, Cecilia Tsu is of two cultures, often questioning her own identity. As she has matured at Swarthmore, it has become clear to her that it’s more important to define what being American means than to define what being Asian means. “I don’t know where to draw the line between what’s American and what’s Chinese,” she says. “Through SAO and through my academic work, I have seen that there are different ways to define what is American. I think it’s more helpful to see that there are many ways of being American, and to see my own experience as being just as American as anyone else’s. It’s less about straddling two cultures than it is about finding a place within them that is still American.”



## Diversity within diversity

*Manuel Carballo Sayao '98*

**F**or Manuel Carballo, the big change came a year ago, when the Class of 2000 entered Swarthmore. Suddenly there were more—a lot more—fellow students to whom he could say, “Hola!”

Although the enrollment of nearly 50 new Hispanic students in a single class (the number had never before exceeded 25) brought joyous greetings, it also brought challenges to the small, close-knit Hispanic group already at Swarthmore. And it certainly changed HOLA, the Hispanic Organization for Latino Awareness, which serves as a cultural support group for Latino and Latina students.

There is arguably more diversity now within HOLA than in any other minority support group. Carballo, the current HOLA president, explains: “We are supposed to have so much in common, yet we are from so many different backgrounds. There are kids from the U.S. and a big international group. (Every country in Latin America is represented.) There are kids from private schools who have lived in the suburbs all their lives, and there are kids from the inner city who went to predominantly minority high schools. Yet we are all thrown together in this organization and told, ‘You guys should relate; you guys are the same.’”

So how do they relate? Through the Spanish language?



*Faculty mentors don't have to be Latino, says Manuel Carballo '98, an international student from Costa Rica, "but it's easier with someone who has a common background. It automatically makes you feel comfortable, and you can be more open."*

Not even that, says Carballo, who grew up in Costa Rica: "A lot of our meetings are run in English because some kids don't know Spanish. That's a real shocker for someone from Latin America."

Yet unlike some other support groups, HOLA has not seen the formation of splinter groups based on country of origin or other differences. Carballo says that despite their varied backgrounds, HOLA members see common cultural threads, and they are using the organization as an opportunity to tell their stories and learn from one another.

And, Carballo adds, the increased numbers and diversity of Latinos means that not all Hispanic students need to join HOLA to find faces like theirs. "Now everybody's out there," in class or at the dining hall, in strong numbers. Everywhere, Carballo says, but on the faculty. He taps each of the fingers on one hand as he names all of the Latinos on the faculty.

Why does it matter? "We look at them as our mentors, as examples we would like to follow, and there simply aren't enough, especially in the sciences," says Carballo, explaining that because most Latino students see college as a vehicle for upward social mobility, many are attract-

ed to careers in medicine, science, and engineering. Faculty mentors don't have to be Latinos, he says, and he has found many supportive faculty members who are not, "but it's easier with someone who has a common background. It automatically makes you feel comfortable, and you can be more open and have any discussion."

The mentoring problem is particularly acute for students who are the first in their families to attend college or who want to become academics themselves. Marialuz Castro '98, a sociology/anthropology major whose family emigrated from Ecuador to Miami when she was a child, has a "great adviser who is not a Latino," but she speaks of a particularly close connection last spring with José-Manuel Navarro, a Puerto Rican-American visiting professor. "I asked him, 'What did your parents say when you told them you were going to grad school instead of medical or law school?' And he said that they flipped—just like my parents are flipping because they don't see an advanced degree in anthropology as a guarantee of a job. It was tremendous to know that someone from my culture had had the same experience I was having, and that he had succeeded—even making it in a place like Swarthmore."

David Andrade '98, a linguistics major from the Bronx, is the first in his family to go to college, but for him it's not something to worry about or which adds a burden. He says: "My parents assume that I am getting all A's in my classes and that I will get the best job offer after graduation. It's a little hard to live up to—particularly the A's. But like other students, I'm just trying to graduate and succeed later in life."

Within HOLA and beyond, there are 1,370 different Swarthmore students—white, black, brown, Latino, Asian, gay, straight—all growing up, searching for their identities, and learning about community. Manuel Carballo wears the label "Latino." But he is also an economics major who wants work in international relations. He is a soccer player, a music lover, a keyboard player, a dancer, and an activist who feels himself to be a part of the Swarthmore community, not just the Hispanic community.

"You have all kinds of people in your major, in your classes, in your dorm, and as a part of your day-to-day life. Sure, many of my friends are people in HOLA," says Carballo, "but it's the interaction with everyone, with different people who have different points of view, that makes the Swarthmore experience worthwhile." ■

#### DISCUSS THIS ARTICLE ON THE INTERNET

To join fellow Swarthmoreans in an Internet discussion forum on this article, send an e-mail message to: [macjordomo@scb.swarthmore.edu](mailto:macjordomo@scb.swarthmore.edu). In the body of the message type: **subscribe diversity Your Real Name**. If you have problems subscribing, send an e-mail to [listmom@scb.swarthmore.edu](mailto:listmom@scb.swarthmore.edu).

# Trotter Transformed



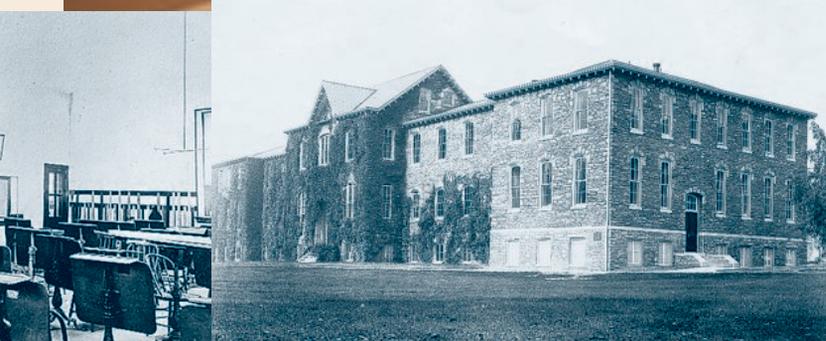
*Larry Shane '56, chairman of the Board of Managers, speaks at the reopening of Trotter Hall on Sept. 26. Hundreds attended a gala celebration in the new Tarble Atrium, a grand staircase in the center of the building. The elimination of steps at three of the building's entrances, plus a new elevator, have made the new Trotter fully accessible to the disabled.*

Carved in simple panels above the door of Trotter Hall are three words and a date: Engineering, Physics, Chemistry, 1881. Raised the same year Parrish Hall burned, this building was the hope of Swarthmore's next century, a state-of-the-art facility for learning the practical subjects of the scientific age. Now, with a new century almost upon us, these stones again speak of history and promise, of a hundred years of teaching with a hundred more to come. Trotter Hall is new again.

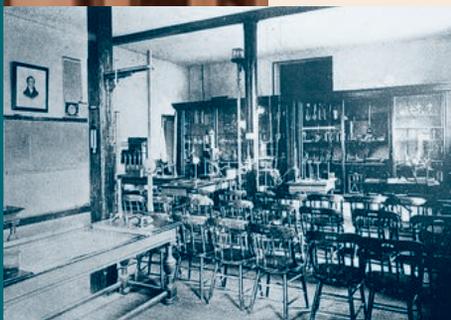


**Originally known as Science Hall, the College's second-oldest building grew in stages from the 1880s to the 1920s. Physics classes remained there until 1959.**





**The building's labs were lit by skylights and gas jets, and it boasted machine and blacksmith shops, a brass foundry, a drafting room, and a library of chemistry.**





Science Hall was renamed in 1937 in memory of Dr. Spencer Trotter, a popular teacher of biology and the natural sciences for nearly 40 years.



LEFT: STEVEN GOLDBLATT '67 / ARCHIVAL PHOTOS : FRIENDS HISTORICAL LIBRARY

Few Swarthmore students escaped the essential Trotter experience—waiting in its narrow halls to see a faculty member.



© PAUL WARCHOL

From engineering to art, from chemistry to classics, and from natural sciences to social sciences to modern languages, these stone walls have held nearly every discipline. Spencer Trotter wouldn't recognize the place, but he would know well what goes on in here: a quiet hour with a book, a conversation with a valued teacher, a word or two with a friend in the hurry of the day—and learning all the way.



© PAUL WARCHOL



© PAUL WARCHOL



STEVEN GOLDBLATT '87

*Trotter Hall is now home to the Classics, History, and Political Science Departments. Richard Valelly '75, associate professor of political science, confers with a student in his new office (above). Most faculty offices now overlook the Dean Bond Rose Garden to the south, giving the building's spacious hallways views of Hicks Hall to the north. Each of Trotter's nine classrooms, such as the classics seminar room (left), is equipped with the latest computer and teaching technologies. Even the student lounge atop the atrium has hookups to the Internet. The furniture was the gift of the Class of 1997.*



*Former President John Nason visits with Helen Pennock, widow of J. Roland Pennock '27, the late professor of political science, at the dedication of a department seminar room named in his memory. The room features his furniture, books, and Mrs. Pennock's china tea service—mementos of the legendary seminars held in their home.*



ABOVE AND TOP: © PAUL WARCHOL / INSET: STEVEN GOLDBLATT '67

STEVEN GOLDBLATT '67



**The old Trotter was literally crumbling. Every mortar joint had to be repointed, and nothing remains of its original rooms but a few strong beams and the “U.N. Room” skylight.**

STEVEN GOLDBLATT '67



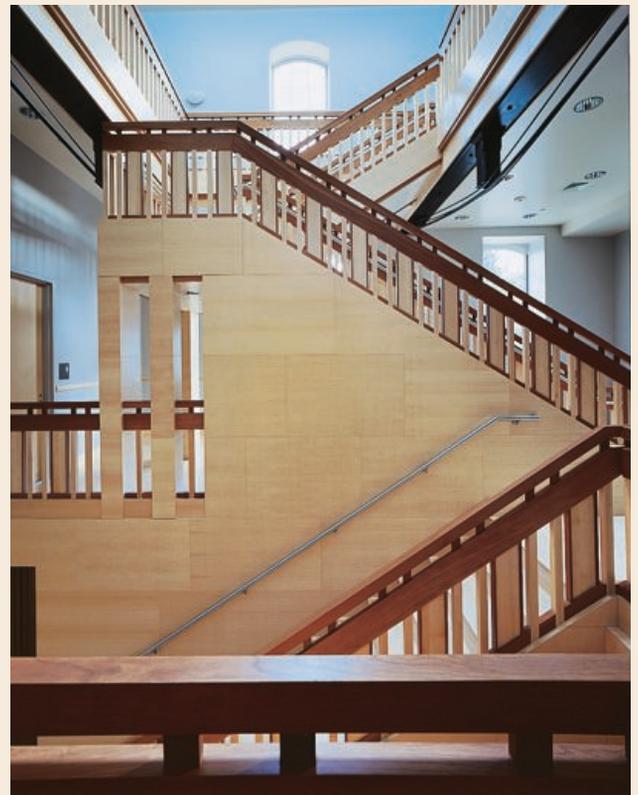
Left: The Nason Garden, a gift of the Class of 1948, is a newly landscaped space between Trotter and Hicks Halls.

Right: Professor of Philosophy Charles Raff teaches an introductory course in Room 301, one of four large classrooms in the renovated building, one of which was donated by the Class of 1954.

Below: The wood-paneled Tarble Atrium is the gift of Mrs. Newton Tarble.



The three-year, \$27 million North Campus Project, which also included the new Kohlberg Hall, is complete. On one corner of Trotter Hall, an old brass plaque intones: “This wing of Science Hall was dedicated by the Class of 1890 ... as a token of their affection to their alma mater and to commemorate the happy days spent under the good influences of Swarthmore.” On the Class of 1889 steps out back, long-dead classmates pay tribute to “the professors who taught them in Science Hall.” Not much has changed: affection, happiness, and teaching—you might say it’s set in stone.



ABOVE: © PAUL WARCHOL / TOP: STEVEN GOLDBLATT '67



RAINBOW PHOTOGRAPHIC INC.

**Trotter’s curious old bell, which once signaled classes and called students to Quaker meeting, still graces the roof, waiting to ring the College into a new century.**

PHILIP MAYER



# MILITARY INTELLIGENCE

*The work of antiwar poet and Vietnam War veteran Bill Ehrhart '73 has found a surprising new audience—members of the U.S. military.*

**By W.D. Ehrhart '73**

One Friday morning last March, I found myself sitting at the kitchen table of a house in West Point, N.Y., while a U.S. Army colonel—in uniform, a silver eagle gleaming from either shoulder—stood at the stove cooking scrambled eggs and bacon for breakfast. It was at once perfectly normal and perfectly strange, and I couldn't help thinking to myself, "My, my, haven't you come a long way."

You must understand that when I was an 18-year-old Marine in Vietnam, my battalion commander was only a lieutenant colonel, and he was God. You had to go all the way to regimental headquarters to find a full colonel, and I don't recall ever actually speaking to one. Now I had one making breakfast for me. You must also understand that ever since I got out of the Marines, I have been a vocal and persistent critic of the American war in Vietnam in particular and of the U.S. government in general.

So you wouldn't really expect to find me hanging around colonels' kitchens, but the story gets even stranger because I'm at West Point to speak to a group of U.S. Military Academy cadets who have been reading my poetry in Col. Joseph T. Cox's English class. Later that morning, a cadet will ask me what I think the United States should have done differently in Vietnam. I will reply that the U.S. government had only one choice to make, and that was on Sept. 2, 1945, the day Ho Chi Minh declared Viet-

nam an independent country. I will tell the cadets that we made the wrong decision in not recognizing Ho's government, and from that day forth, all other choices we made regarding Vietnam were not only wrong but irrele-



*W.D. Ehrhart '73 is currently a research fellow of the American Studies Department, University of Wales, Swansea, Wales. His most recent publication is a chapbook poem, Mostly Nothing Happens, published by Adastra Press in 1996.*

vant to the final outcome of the war. The only question left to be settled was how much destruction and misery and death the United States of America would inflict on the Vietnamese before the Vietnamese got their independence.

I spent three days at the Military Academy, speaking in a half-dozen classes and giving a poetry reading for the English Department faculty, and more than once I noticed heads nodding in agreement, especially among the officers—even at times when I wouldn't have expected it.

If you had told me just 10 years ago that I would be reading poetry at West Point, I'd have asked you what you'd been drinking, and could I have some? I would certainly not have included members of the U.S. military among those interested in what I have to say.

But in December 1993, at a conference on the war at Notre Dame University, I met Joe Cox, Lt. Col. Thomas G. Bowie Jr., and Maj. (now Lt. Col.) Elliott Gruner. It is a rare and wonderful thing for me to meet someone who has actually read and likes my work. These three had and did, and the fact that they were active duty military officers certainly got my attention.

At Notre Dame Cox read a paper titled "American War Myths and Vietnam Veteran Narratives," and Bowie presented one called "Reconciling Vietnam: Tim O'Brien's Narrative Journey," and for all the world they sounded just like a couple of scholarly college professors. I soon discovered

that whatever else each man is—Cox is a paratrooper and ranger, Bowie is a B-52 navigator, and Gruner's field is special forces—each is also a doctor of philosophy and a college professor.

My encounter with these men was a kind of epiphany for me. It is my opinion that the officer corps of the U.S. military was decimated by the Vietnam War. Many thoughtful and competent officers were driven out of the military for objecting to U.S. policies in Vietnam, or quit in disgust, leaving behind those who either supported the war or were willing to hold their tongues in the interest of their careers. (As an army major in Vietnam, for instance, Colin Powell wrote an official report dismissing rumors of a massacre at My Lai and other atrocities, concluding that "relations between [American] soldiers and the Vietnamese people are excellent.")

Two points I had not considered, however, until that conference at Notre Dame: First, some very good officers did stay in, men like Joe Cox, who earned two Bronze Stars in Vietnam. Second, an entire generation of younger people like Tom Bowie and Elliott Gruner had entered the military after the end of the Vietnam War. These men considered the war something to be examined, pondered, and learned from. For someone whose main contact with the military in the previous 25 years had been watching Stormin' Norman Schwarzkopf, dressed in his desert camouflage combat uniform, boldly addressing television cameras 300 miles from the fighting, these men were something to think about.

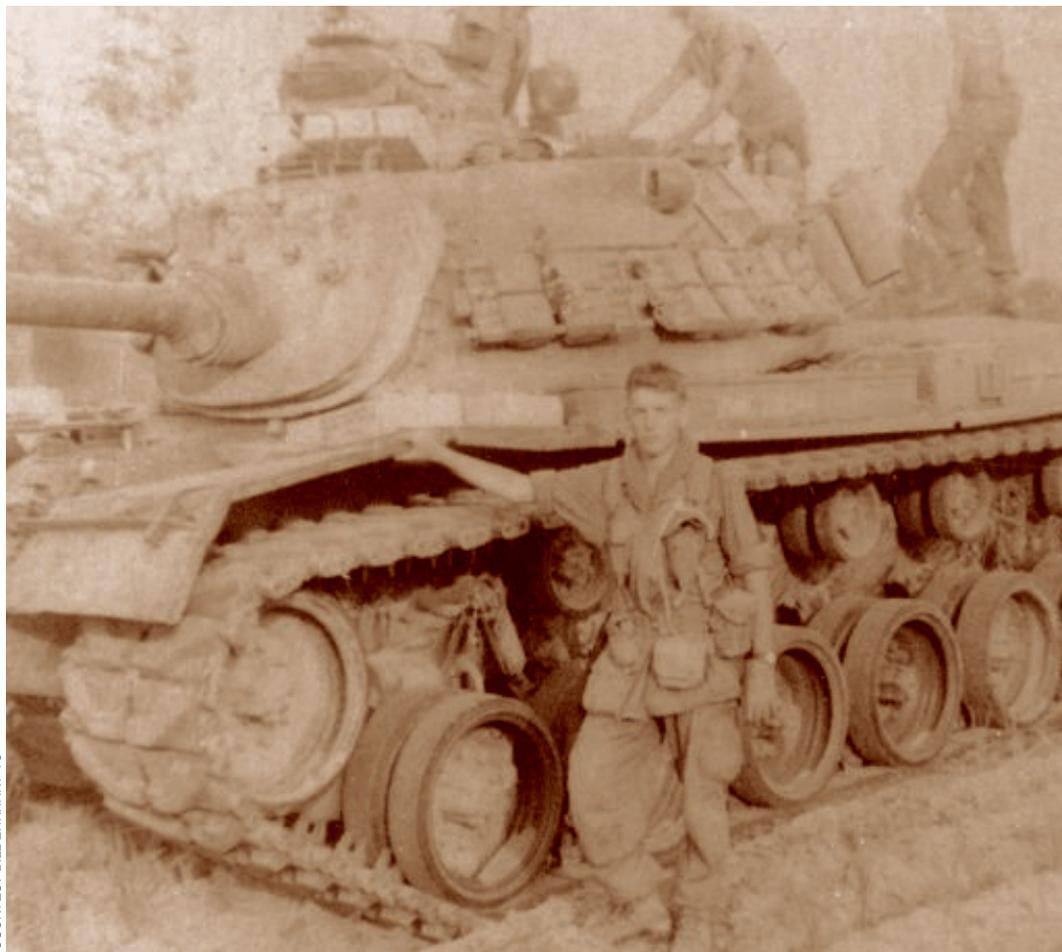
Shortly after the Notre Dame conference, Cox sent me some poems he'd written. Along with a couple that dealt with war themes (none about his own experiences) were a love poem to his wife, an elegy for Geronimo, an imagined meeting between Walt Whitman and Emily Dickinson, and a reverie about his father as a young man. They were beautiful and well-wrought poems.

Gruner, meanwhile, sent me a copy of his just-published book, *Prisoners of Culture: Representing the Vietnam POW*, a book so insightfully iconoclastic that I had to keep looking at the back cover to remind myself it had been written by an Army major.



1973 HALCYON

*Bill Ehrhart enlisted in the Marines in 1965 at the age of 17, eager to fight for his country. He served in the infantry in Vietnam during 1967 and 1968 (below). Ehrhart entered Swarthmore in the fall of 1969, and he became known for his antiwar activities and his writing. He is seen (left, with hat) with Delta Upsilon fraternity brothers Mark Myers '73 and Jon Messick '72.*



COURTESY BILL EHRLHART '73

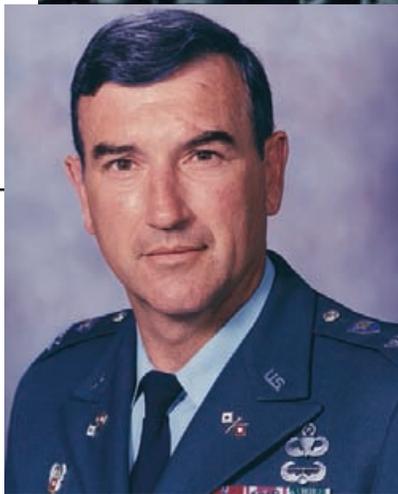
Also within weeks of the conference, I got a letter from Bowie asking if I might submit poetry to *War, Literature & the Arts*, a journal of the humanities published by the U.S. Air Force Academy. In 1985, during my first postwar visit to Vietnam, I had met the editors of the Vietnamese army literary journal, and I remember thinking, “Imagine the U.S. Army publishing a literary journal.” Which I could not—but here it was. OK, this was the Air Force, not the Army, and it wasn’t started until 1988, but close enough.

The next year, Bowie and the journal’s managing editor, Donald Anderson, asked me if I would come to the academy for four days in the winter of 1996, when Bowie would be teaching my book *Passing Time*. I accepted the invitation.

This, remember, was a year before my visit to West Point, and I was not at all accustomed to hanging around with field grade officers. People kept introducing themselves as Jack Shuttleworth and Rich Lemp and Jim Meredith, and I’d look at those silver eagles and silver and gold oak leaves, and I’d think of my battalion commander who was God, and for a day and a half I’d smile and nod and say, “Pleased to meet you.” They clearly didn’t want to be called “colonel” or “lieutenant colonel” or “major,” but for the life of me I just couldn’t get “Jack” or “Rich” or “Jim” out of my



JOSEPH SOHM; CHROMOSOHM/INC./CORBIS



UNITED STATES MILITARY ACADEMY

*Col. Joseph Cox, who teaches English at West Point, invited Ehrhart to spend three days at the military academy, reading his poetry and discussing his work with cadets. One of Cox’s poems is at left.*

### **Baseball Reflections at Middle Age**

Imagine that singular last blink of a star centuries dead, its cold light solitary traveling void toward oblivion.  
 Imagine, too, the last flash of a common firefly turning out the lights of summer.  
 Somewhere in this equation, somewhere between the sweet smell of first cut grass and that last firefly blink, competing with the sound of ball on bat are distant truant voices, a diaphony reaching our ears like last star light, even as those who spoke are forever far away.

JOSEPH T. COX  
 Colonel, U.S. Army

mouth. You don’t call God by his first name.

Finally, during a four-mile run with Shuttleworth, Gruner (who was on interservice loan to the Air Force) and Bowie, it began to sink in at gut level that I wasn’t a Marine lance corporal anymore. “You’re a writer,” I thought, “and these guys think you’re a good writer, God bless ’em, and most of ’em are younger than you are anyway. So why don’t you just relax and have some fun?” Thereafter, it was “Jack” and “Elliott” and “Tom,” and I had lieu-

tenant colonels opening doors for me and majors fetching sodas for me, and I didn't even deign to talk to captains and lieutenants unless I was feeling especially benevolent.

I didn't actually get that carried away, not overtly at least, but I did enjoy myself and the company in which I found myself, and once again I learned things that gave me pause. Donald Anderson, for instance, "joined the Air Force to avoid the draft—the army tour of Vietnam—my choices ruled by the distant battle," as he explains in the introduction to *Aftermath*, his anthology of post-Vietnam fiction.

Anderson recently retired as a lieutenant colonel after 22 years, but he remains on the academy's English Department faculty. He is an accomplished fiction writer, receiving a National Endowment for the Arts fellowship in 1996.

"*Aftermath* is anti-war," he told me. "Of course it is! All good art about war falls into that category. I can't imagine a pro-war novel or story."

Of today's cadets, Don Anderson said, "Sometimes people think the kids I teach go home at night and polish shell casings, but that's not true." Indeed, I've discovered

that the re-sponses I get from cadets aren't much different from those I get on any college campus: Some students think I'm a commie creep, some listen with focused intensity, and some have their minds on Thursday's physics exam or Friday night's date. The primary attractions of the service academies are a good free education and the prospect of a career on graduation. Although the cadets wear uniforms and salute almost anything that moves, on balance they're neither more nor less ideologically motivated than any other group of college kids.

Still, teaching *Passing Time* to future military officers? After all, the book presents a very unflattering portrait of the country we live in and the government we live

under. I asked Bowie about that, to which he replied, "If these kids don't think about these issues now, they never will think about them until it's too late."

Meanwhile, *Busted*, a book of mine published in 1995, was having a tough time. *Publishers Weekly* dismissed it. *The Washington Post* said it contained nothing new. *The Philadelphia Inquirer* excoriated it. Among the few good reviews it received were one in *The Nation* (no big surprise, I suppose, given that magazine's general bias), but also one in the *Marine Corps Gazette* (which, as its masthead states, is "The Professional Journal of the U.S. Marines") and that was, at least to me, a big surprise indeed. The *Gazette* ran not just a book review but a three-page essay dealing with all three of my Vietnam War-related memoirs, written

by Edward F. Palm, a retired Marine Corps major who'd served as an enlisted man in Vietnam.

The following year, 1997, I went to West Point, which brings me back to where this article began. A few weeks before I arrived at West Point, I had received an invitation from a major general to

attend the 43rd Annual National Security Seminar at the U.S. Army War College at Carlisle, Pa., in June. "Now this is getting too bizarre," I thought. "What am I doing wrong that all these military types are suddenly taking so much interest in me?" But when I told Cox about the invitation, his response was, "Oh, no, you should go. You're exactly the kind of person these people should be hearing from."

"These people" are lieutenant colonels who spend a year at the War College on their way to becoming colonels. Some of them will eventually become generals. Civilians attend the seminar at the end of the yearlong curriculum to provide the uniformed officers with civilian perspectives and to reconnect them with the people for

## Sleeping with General Chi

The old general wants me to sleep. He pats the bed and points to my shoes. His voice tells me this is a man accustomed to being obeyed.

After the ride to Tay Ninh in a sheetmetal box with two flat tires, the red laterite dust in our lungs so thick you could hear it bubble,

after the commissar's welcoming speech: so many wounded, so many homeless, so many dead—even the general falling asleep in his chair,

I wanted to walk to the river to sit in the shade and wash my lungs with the cool breath of a graceful land of buffalo boys and herons,

but the guard at the gate spoke only Vietnamese, and I did not. Only a boy, he held his weapon at port arms and tried to smile.

Years ago in another life, I had killed young men like him and they had tried to kill me. But not today. I'm tired of fighting.

So I turned away and found the general under a fan in tropical heat. I want to explain what's happened, but the general wants me to sleep.

I've never slept with a general before. Men don't sleep with their officers and don't take naps together in bed in the afternoon in my country.

But this is not my country. The general pats my arm and dozes off, serene as any aging man content to have his grandchild sleeping near.

—W.D. Ehrhart '73

*From The Distance We Travel (Adastra Press, Easthampton, Mass., 1993), which was required reading in Col. Joseph Cox's spring 1997 course, The Arts of War, at the U.S. Military Academy.*



U.S. ARMY PHOTO

*“The uniformed services are just about the only segment of American society that has actually turned around, stared the Vietnam War right in the face, and tried to come to grips with it,” says Ehrhart, who was a visiting writer at both the Army War College (top) and the U.S. Naval Academy in 1997, where he met Midshipman Jesse Walsh.*



MATTHEW W. HASKELL

whom they ultimately work—or at least that was the rationale provided in the invitation. In practice, it seemed more an opportunity for the Army to score public relations points. Among other things, we were serenaded by the 82nd Airborne Division chorus and presented with certificates at least as impressive looking as the one it took me four years at Swarthmore to earn.

To be sure, the dozen or so officers in my seminar group were bright and educated people, but they were not, for the most part, interested in teaching 19th-century American literature or writing scholarly articles about Edmund Blunden. One officer described to me with almost childlike glee the effect of American artillery rounds on the occupants of Iraqi

tanks. Another suggested we might take a lesson from the Saudis and cut off the hands of thieves.

Most disturbing was the general reaction to one speaker who argued that the high homicide rate among young African American men should

be treated as a public health problem. Of the men who spoke up, the clear consensus seemed to be that this is a family problem that must be solved by parents teaching their children character. Their ideas were far removed from the reality of life in con-

temporary urban America, and when I tried to explain the fact of crime even in my middle-class Philadelphia neighborhood, their reaction was, "Why don't you move?" As if my moving would solve the problem—end of discussion. And I could not help thinking, "What America do these guys think they're defending?"

Even in Carlisle, however, there were pleasant surprises and certainly much to learn. One member of our seminar group, the only woman and the only African American, privately thanked me for my comments about urban America. It also turned out that the War College library had nine of my books, and Lt. Col. Tim Lynch had taken the trouble to read three of them before I arrived, sharing them with his wife and 14-year-old son David as well. So when Lynch asked me to have dinner with them one evening instead of taking the tour of Gettysburg battlefield, I readily agreed. After dinner, Dave got out some of his poetry, and the two of us spent a good hour huddled together over the dining room table talking poems. When Lynch drove me back to the hotel that night, he tried to thank me for the time I'd taken with his son, but the pleasure was all mine.

So what next? Poetry at the Citadel? Who knows? I do know that 10 years ago I would not have been able to spend an evening drinking beer at the Carlisle American Legion Post with a group of Army officers who see the world very differently from the way I do, let alone enjoy myself in the process. And if one of those officers has a fondness for artillery shells that I can't share, there were other things I could share, and I found much in him to admire and appreciate.

What's changed? Why now when not before? I was very young when I joined the Marines, 17, and I went to Vietnam eagerly and with the highest of ideals. What I experienced there permanently bent my life like a tree forever after denied the freedom to grow straight, and in the next few years, as I pored through documents from the *Pentagon Papers* to *Bury My Heart at Wounded Knee*, the confusion and hurt I brought home with me deepened into bitterness and rage.

Two feelings became facts of my

life. The first was a permanent distrust of my government, an unrestorable loss of faith in the system and the institutions that had placed me and my generation so needlessly and cynically in harm's way. The second was a passionate desire to salvage something worthwhile from the disaster that had befallen me, my country, and, most of all, the people of Indochina. I did not ever again want to find myself so horribly on the wrong side. I wanted my writing to make a positive difference in the world.

Maybe it has, and maybe it hasn't. It certainly hasn't made the difference I'd hoped for, and the world doesn't seem much improved for my efforts, or anyone else's either. We mostly just keep muddling along, trading Viet-

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**An Air Force colonel who teaches Ehrhart's books tells his students that they are defending more than the Constitution. They are, he says, defending libraries.**

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nam and Biafra for Bosnia and Rwanda, and I often feel as though I'm the last member of my generation to realize that the Age of Aquarius has passed us right by without even stopping to say hello.

But that same sense of resignation, of profound weariness, has also made it possible for me to look at other perspectives and other viewpoints without feeling as though I must make people see what I see or risk failure on a cosmic scale. Call it giving up, call it mellowing, call it maturity—I don't know. I do know that I'm just as weary of those I've come to call the "professional peace crowd" as I am of those who want to settle every dispute by force of arms, and I've also noticed that as often as not, it's the military trying to put the brakes on a civilian establishment righteously demanding that we send in the Marines.

Indeed, I am coming to realize that

the uniformed services are just about the only segment of American society that has actually turned around, stared the Vietnam War right in the face, and tried to come to grips with it. I don't agree with all of their conclusions, but I respect their efforts to learn something useful. Certainly our political institutions have never dealt with that war in any constructive way, and it's not likely they ever will. Most of the media haven't done much better, and our educational institutions, especially at the secondary level, have dealt with the Vietnam War abysmally or not at all.

Rightly or wrongly, I still distrust my government, and I will never again willingly put my life into the hands of those with the legal right to dispose of it as they see fit, expecting that they will act in the best interests of the people (which, after all, includes me). And so there is a point at which I will eventually have to disagree fundamentally with men like Tom Bowie and Joe Cox and Tim Lynch, because however much common ground we find between us, they are finally willing to entrust their lives to that government, and I am not.

Nevertheless, these soldiers and others have broadened my horizons and taught me that good people are priceless, no matter where you find them. Let me close by quoting Donald Anderson, editor of the Air Force journal *War, Literature & the Arts*:

Some people think it a bit strange for a military academy to be behind a journal of the humanities, but to us it makes perfect sense. Soldiers, more than anyone, need to know what they're capable of destroying. Even though soldiers take an oath to defend the Constitution, I point out to my students that what they're defending, too, is a culture that values the individual, a culture that provides the occasion for people to read and write books, to wear T-shirts or affix bumper stickers that make criticisms about our government, and that this is a miraculous aberration in the long haul of history. I tell them they're defending libraries.

I still wish we lived in a world that had no armies at all, but if we're going to have them, that's the kind of guy I want in mine. ■

## SWARTHMORE HAPPENINGS

### Recent Events

**Boston:** Aaron Bartley '96 and Belle Brett '69 organized a team of Swarthmoreans to participate in the October City Year Servathon. Eedy Nicholson '78, a member of the Alumni Gospel Choir, invited the ensemble to perform at her church. The program featured selections from their recording, *Hallelujah! Amen*.

**Chicago:** Robin Mamlet, Swarthmore's dean of admissions, was honored at a Connection gathering at the Mid-Day Club, hosted by Parker Hall '55, with help from Darius Tandon '94 and Sara Giddings Bode '57.

**Los Angeles:** President and Mrs. Alfred H. Bloom spent a weekend with LA-area alumni. They cheered on the Garnet Tide at the Pomona-Pitzer game, greeted the team at a postgame party, and attended a reception on the UCLA campus. Walt '70 and Suzanne Cochran-Bond '72 and daughter Lisl '97 coordinated both events.

**New York City:** Among recent activities were a Manhattan organic vegetarian brunch, organized by Debbie Branker Harrod '89; a Long Island cocktail party arranged by Karen Ohland '83 and catered by Alexandra Troy Beattie '83 and wine proprietor Geoffrey Troy '75; an evening with the Festival Chamber Music Society, planned by Connection chair Jim DiFalco '82; and a performance piece by former faculty member Chin Woon-Ping, directed by Assistant Professor Allen Kuharski, acting director of Theatre Studies.

**Philadelphia:** Connection chair Martha Salzmann Gay '79 scheduled a busy fall that included a Vietnamese dinner; volunteering for the Greater Philadelphia Food Bank, with help from Betty Londergan, wife of Larry Schall '75, and for Habitat for Human-



**Pie Day '97 ...** Three years ago a group of students started looking for an alternative to the fall formal. They decided to bake pies during the day and consume them while their fellow Swarthmoreans gussied up and danced the night away. It's become an annual event and now draws alumni as well as current students. Attending this year's "Pie Day" are (left to right), Rebecca Roth '97, Rachel Henighan '97, Charlie Mayer '98, Gabe Ross '96, Jodi Sherman '97, Rob Eberhardt '98, and Kristen Jones '97.



**Vietnamese Dinner ...** Rebecca Winthrop '96 and Marla Kaufman '96 enjoy a Vietnamese dinner, one of several Philadelphia Connection events this fall.

ity, assisted by Evelyn Malkoun, mother of Dan Malkoun '97; a campus panel on "Balancing Work and Family Life," featuring David Cohen '77, Cynthia Jetter '74, Julie Pierson Lees '77, Nancy Lehman '87, George Telford '84, and Davirah Timm-Dinkins '93; and a tour of a microbrewery by head brewer Eric Savage, son of Bob Savage, the

Isaac H. Clothier, Jr., Professor Emeritus of Biology.

**Seattle:** Sara Hiebert '79, assistant professor of biology at Swarthmore, presented her research on hummingbird torpor at a potluck party at the home of Deb Read '87.

**Washington, D.C.:** Gretchen Mann Handwerger '56 and Eric Schnadig '88 welcomed alumni to happy hour at Buffalo Billiards, a restaurant/pool hall owned by Mark Handwerger '85. A book club started by Sue Willis Ruff '60 is meeting monthly, using a curriculum designed by Philip Weinstein, Alexander Griswold Cummins Professor of English Literature.

### Upcoming Events

You can get the latest information on upcoming alumni events and activities around the country on the Connections home page: [www.swarthmore.edu/Home/Alumni/Conn](http://www.swarthmore.edu/Home/Alumni/Conn).

**Lake Wales, Florida:** The Garnet Sages will host their annual gathering at the Highland Park Hills Inn and Golf Course from Tuesday, Feb. 3 to Sunday, Feb. 8.

**Los Angeles:** The LA Connection and Al and Peggi Bloom will honor incoming CalTech President David Baltimore '60 at a reception Jan. 11 at the Vista del Arroyo Courthouse in Pasadena.

**Philadelphia:** On Jan. 11 Philly alumni will take an insider's tour of 30th Street Station. In March

the Connection will volunteer at the WHY? public broadcasting phonthon before meeting for dessert at the Painted Parrot.

**Seattle:** Area alumni are invited to a guided tour of the seismology laboratory at the University of Washington on Feb. 4.



## SPRING 1998 ALUMNI EVENTS

**Black Alumni Weekend**  
*March 21-22*

**Sager Symposium**  
*April 3-5*

**Alumni College**  
*June 3-5*

**Alumni Weekend**  
*June 5-7*

**Alumni College Abroad**  
**Scotland**  
*June 17-25*

*Alumni can help*

### Externships: trying a career on for size

**E**xternships are brief, real-life work experiences that enable students to “pick a career and try it on for a week” according to Kate Doty '00, who participated in Swarthmore’s 1997 extern program in Washington, D.C. The program is expanding to include Baltimore, Boston, New York City, and Philadelphia.

Students this year had a variety of experiences, ranging from “seeing” patients and observing surgery with an orthopedic surgeon to working in a preschool with children who had been exposed to crack in utero.

Alumni and parents may participate in the 1998 program by offering students housing or externships during the winter and spring breaks, Jan. 12-16 and March 9-13.

If you are interested in serving as an externship host or work sponsor, please call the Alumni Relations Office (610) 328-8402 or e-mail [alumni@swarthmore.edu](mailto:alumni@swarthmore.edu).



COURTESY ELIZABETH POPE '47

*Folk festival reunion*

### Sing and strum at Alumni Weekend '98

**A** highlight of Alumni Weekend '98 will be a celebration of the Swarthmore Folk Festival, which enlivened the campus for two decades. In the vintage photo above, Elizabeth Pope '47 dances to Richard Dyer-Bennett's guitar music at the first festival in 1945. Here's the tentative schedule for the June folkfest:

#### Friday, June 5

- Folk Power lunch
- Old Instruments Play Again: demonstration of folk instruments, featuring Ralph Lee Smith '51 on dulcimer, Arnold Gessel '54 on lute, Susan Reed on Celtic harp, and others on hammer dulcimer and banjo
- Featured performer to be announced

#### Saturday, June 6

- Folk Power picnic lunch
- Swarthmore's Own: alumni folk performances, with open mike
- Square dance, led by Edwin and Marjorie Jeanne Potter '47

#### Sunday, June 7

- Breakfast jam

Register via the Alumni Weekend 1998 brochure, to be mailed April 1. Questions? Contact Arnold Gessel '54 at [arnold\\_gessel\\_54@alumni.swarthmore.edu](mailto:arnold_gessel_54@alumni.swarthmore.edu) or at (610) 565-1964.

#### Alumni news briefs

### We want to hear from you about ...

#### ... your nominations for alumni awards.

The Alumni Council invites you to nominate alumni for two awards that will be presented during Alumni Weekend in June: the Joseph P. Shane Award, for outstanding service to the College; and the Arabela Carter Award, for extraordinary service as a community, regional, or national volunteer. Please send names and descriptions of the nominees' activities to the Alumni Relations Office by Friday, Feb. 27. The Council is especially interested in alumni whose efforts have received little or no pre-

vious recognition. Those who will celebrate reunions in 1998 are most likely to be on campus Alumni Weekend.

#### ... seeing Swarthmore College in the news.

Swarthmore's Office of News and Information has electronic access to stories in large daily newspapers and national magazines that feature the College or mention it. But the staff relies on sharp-eyed alumni, parents, and friends for copies of items in smaller dailies, weeklies, and other publications.

If you see a reference to the College that the

staff may not know about, and you're able to forward a copy, please send it to Tom Krattenmaker, the College's public relations director.

#### ... your whereabouts—electronic or otherwise.

Have you recently changed your address? Your name? Your area code, e-mail address, or any of the other digits that mark this numerically charged era?

Please tell Swarthmore's Alumni Records Office when any or all of the above transpire. Its new e-mail address is [alumnirecords@swarthmore.edu](mailto:alumnirecords@swarthmore.edu).

cy. I saw it as a fair trade-off—I could avoid grades and learn in a more collaborative environment in exchange for a tough yet fair evaluation in the end. The program needed improvement, but the changes should have sought to keep those students already attracted to it while extending its appeal. Instead, the changes have gone after one chunk of the student population and left another behind.

Swarthmore should either remove grading from the Honors Program or give the program a proper burial.

EUGENE SONN '95  
Oswego, N.Y.  
eugene@dreamscape.com

### Professor Williamson replies:

*I'm glad that Eugene Sonn recognizes the "many good attributes of revised Honors." The one new policy he laments—that of grading honors seminars—was certainly not lightly undertaken. After sustained discussion and consultation, the faculty came to the consensus that the "collaborative environment" of Honors work would continue to thrive even as faculty gave grades for preparations. In fact, since the 1980s, when seminars were opened up to qualified non-Honors students, grades had been given to numerous seminar students, and this was widely perceived as having no deleterious effect on the seminar experience. Honors students themselves, who increasingly needed grades to compete fairly for entry into graduate and professional schools, strongly supported the change to an Honors Program that including grading.*

*Neither I nor the faculty is trying to "whitewash" any difficulties in the pro-*

*gram. We are evaluating the Honors Program, both old and new, in unprecedented studies that draw on data going back to its inception in 1922. We are also soliciting for each graduating class under the new program evaluation questionnaires from faculty, students, and examiners in our continued attempt to refine this program and to make it the most demanding and rewarding mode of learning the College has to offer.*

*The reforms in Honors seem to have been successful in attracting students to the program. During the early 1990s, the percentage of students opting for Honors fell to 10 percent. In the first year of the new Honors Program, that percentage rose to 23 percent. For the Class of 1998, it is currently 30 percent, and for the Class of 1999, 35 percent.*

CRAIG WILLIAMSON is chairman of the Department of English Literature and coordinator of the Honors Program.

### Quaker values extend beyond the individual

Did anyone else see the irony of the following two statements by Dean of Admissions Robin Mamlet in her part of the September *Bulletin* article, "Is 'good enough' good enough for Swarthmore?"

Swarthmore's admissions process tries to reflect the humane values of a Quaker-founded College by making every attempt to understand and respect each applicant as an individual.

College admissions offices—like it or not—are the gatekeepers of access to privilege in a society that, as Paul Fussell has correctly observed, has replaced Europe's hereditary ranks and titles with a "mechanism of snobbery" based on who has gone to the best university.

So, am I to believe that Swarthmore uses Quaker values to promote an un-Quakerly elite?

As one of the small number of Quaker parents of current Swarthmore students, I encouraged my daughter to attend because I was convinced by the arguments of a (F)riend and Swarthmore graduate that the school was more than historically Quaker, that it still embodied Quaker values. I most definitely did not advocate Anna's selection of Swarthmore because it would make her one of America's privileged elite.

Quaker values do not stop with "understand(ing) and respect(ing) each applicant as an individual." They require extending such concern to all people. Perhaps it is time for the College to be honest, to assess just how Quakerly it remains, and to consider, if that is appropriate, ceasing its claims to Quaker values.

ERROL HESS P'00  
Bristol, Tenn.

### College can't stand alone in changing policy

To the Editor:

Barry Schwartz suggests "pulling names" from a list of "good enough" applicants as a way of letting high school students have more time to "experiment" in their high school career. ("Is 'good enough' good enough for Swarthmore?").

Although it's an interesting idea, as long as Swarthmore stands alone in doing so, high school students would be foolish to change their behavior in the hopes of winning the Swarthmore lottery. The losers would hurt their chances elsewhere.

If you are interested in investigating the idea of giving people a chance to experiment in their education, please look back to the mid-1970s when both Cornell Medical School and the Bowman Grey School of Medicine admitted Swarthmore students to their medical school classes at the end of their sophomore years at Swarthmore. My classmates so admitted did take the opportunity to take courses that they would not have otherwise—and to accept less than perfect grades. Those experiments ended after a few years, however, and I am not sure why.

I must admit that I find Ms. Mamlet's arguments in favor of planned diversity more compelling than Mr. Schwartz's trust in "the luck of the draw."

DAVID NEWMAN, M.D. '76  
Brockport, N.Y.  
davidnann@aol.com

### Schwartz ignores "fit" in his admissions recipe

To the Editor:

Barry Schwartz's recipe for admissions won't cook up right. Disregarding his misuse of the numbers (he forgets yield in his calculations), his proposal would benefit neither the students nor the school.

The concept he neglects is *fit*, which is important in relationships, employment, community, and, of course, schooling. Student and school benefit if

### Letters to the Bulletin

The *Bulletin* welcomes letters concerning the contents of the magazine or issues relating to the College. All letters must be signed and may be edited for clarity and space. Address your letters to: Editor, *Swarthmore College Bulletin*, 500 College Avenue, Swarthmore PA 19081-1397, or send by e-mail to [bulletin@swarthmore.edu](mailto:bulletin@swarthmore.edu).

there is a basic match in both ability and style. This is true for all schools, not just the most selective. Granted that diversity is important, but diversity in interests and not in basic instincts. A Quaker cutthroat doesn't make sense, but cutthroats thrive at some other institutions.

My son's high school classmates all took risks—some bold, some arcane, some thoughtful, some unwise. And most of them matched up at institutions that somehow seem right for a combination of reasons.

Would Schwartz's lottery benefit the students? I contend that such a system would increase pressure on grades and scores because who you are would no longer matter. To have a fighting chance, each student would need to apply to more schools, increasing the applicant pool and lowering the likelihood of a good fit.

If risk taking is to be rewarded, then keep it as a criterion for personal evaluation, and let the students know. All of the college entrance books indicate that extra interests are beneficial, and these need to be encouraged even if they are not socially useful.

The admissions policy isn't broken. The students' selection process needs updating. I suppose Swarthmore is happy with the *U.S. News & World Report* ratings, but maybe they need to rate style also. I am proud that my son is at Swarthmore. I also feel that it makes sense, both for him and for Swarthmore, for him to be there—that the fit is right. Ms. Mamlet, I commend you on your approach.

DOUGLAS A. ANDERSON P'01  
West Chester, Pa.

danderso@schnabel-eng.com

### Choose professors at random too?

To the Editor:

What a clever idea Professor Barry Schwartz has in suggesting that Swarthmore choose its students "at random."

We should continue the logic and hire Swarthmore's professors randomly, after we "screen the applications only to decide which of the applicants is good enough." In this manner, Swarthmore can replace Professor Schwartz with a randomly chosen teacher no doubt of equal ability. And when this game of musical chairs ends, Professor Schwartz might find himself at a randomly chosen school, where he may enlighten that institution.

ALEXANDER ROLLE '73  
Denver, Colo.

### Do an experiment in random admissions

To the Editor:

I liked the Schwartz–Mamlet debate on admissions. My solution is to pick half of the next incoming class at random and the other half the usual way. As the years go by, look for differences between the groups. Great social experiment in education!

JIM MICHENER '73  
Vientiane, Laos  
vdaravte@loxinfo.co.th

### Professor Schwartz replies:

*I appreciate the interest that my suggestion in the September Bulletin provoked, but some of the preceding letters suggest that I did not make myself clear. So let me try again. I am not suggesting that Swarthmore abandon its complex set of criteria for choosing students (including "the numbers," but also "fit," diversity, character, etc.). What I am suggesting is that Swarthmore use those criteria to decide which students are "good enough" to be here rather than which students are "best"—and then choose at random. And the reason for this recommendation is not that I think it will produce a better entering class than our current practices. Rather, I don't think it will produce a much worse class, and it will have the benefit of reducing cutthroat competition among students in high school.*

*David Newman is probably right that a change like this won't have much effect if only Swarthmore does it, but perhaps "the No. 1 Liberal Arts College in America" can risk leading a movement.*

*I'm not as sanguine as Douglas Anderson that we can "reward risk taking" with tickets of admission to Swarthmore. To do that so explicitly is to encourage students to take risks in high school for the wrong reasons—because it will make them look good and not because they are inherently interested. Mr. Anderson says as much himself when he points out that "all the college entrance books say that extra interests are beneficial." We all know that many high school students engage in extracurricular activities not with passion, but with a cool and calculating eye to their college applications.*

*Finally, I think the little experiment proposed by Jim Michener would be a worthwhile one to try—on the road to an admissions policy that encourages students to take fuller advantage of what high school has to offer them.*

BARRY SCHWARTZ is the Dorwin P. Cartwright Professor of Social Theory and Social Action. He is currently serving as associate provost of the College.

## Contacting Swarthmore.edu

*More than 4,000 alumni (about 25 percent of Swarthmore alumni) have given the College their e-mail addresses, and the number is growing daily. Here are some ways to communicate with Swarthmore—or each other—via the Internet.*

■ Swarthmore's **World Wide Web** home page is found at **www.swarthmore.edu**. There you will find everything from the current course catalogue to students' and faculty members' personal pages. The Admissions Office provides a campus tour, and a special section for alumni and parents lists Swarthmore services and upcoming events. You'll also find back issues of the *Bulletin*.

■ Even if you don't know a Swarthmore alum's electronic address, you can still reach friends and classmates through the College's **automatic e-mail forwarding system**. By following a simple format, you can send your message via the College, and our computers will pass it along. To connect to this system, e-mail **alumnirecords@swarthmore.edu** for instructions and a directory of other Swarthmoreans who are online.

■ To submit **changes of address**, marriages, etc., also e-mail **alumnirecords@swarthmore.edu**.

■ The *Bulletin* has sponsored several **listservs**—e-mail discussion groups open by free subscription—on topics covered in the magazine. This issue's listserv will be a dialogue on campus diversity. See page 17 for subscription info.

■ The Alumni Office maintains **electronic mailing lists** for interested groups of alumni and offers to post (but not create) **Web pages for reunion classes**. For more information, e-mail **webeditor@swarthmore.edu**.

■ The editors of the *Bulletin* read their e-mail every morning at **bulletin@swarthmore.edu**.

■ And you can zap a message to President Alfred H. Bloom. He receives his mail at **abloom1@swarthmore.edu**.

STEVEN GOLDBLATT '67



# Class Notes

## Doing what's best for Virginia

*J. Paul Councilll '44 has been elected to the General Assembly 13 times.*

It's an unfortunate but well-known fact that politics can be a nasty business. All too often members of opposing sides allow their feelings to be governed by party principles instead of consideration for what might be best for the populace. One politician who deplores such party politics and refuses to participate in it is J. Paul Councilll Jr. '44, a veteran Democrat of the Virginia General Assembly. And by this time he should know what works best and how—a representative in local and state government for 34 years, he was re-elected last November to his 13th term.

After attending Swarthmore for two years, Councilll volunteered and went into the U.S. Air Force. Obtaining his commission and wings there, he then attended Naval Flight School in Pensacola, Fla., and spent the last part of World War II performing air-sea rescue work in the South Pacific Theater. Returning to his home state of Virginia after the war, he joined the family farming business, at that time a large vegetable plant operation, which shipped its produce—cabbage, cauliflower, broccoli, and tomatoes—all over the Northeastern United States and Canada. Councilll describes himself as semiretired and employs a manager to run the farm. Yet far from being able to enjoy more leisure time, he is now more active than ever in the state Legislature.

It was after 10 years in local government that Councilll was urged to run for the House of Delegates. He says: "I do not consider myself a particularly partisan politician. I ran as a Democrat because Virginia at the time was predominantly Democratic." He was elected as representative for the 75th House District of Southampton Southside 24 years ago and has been there ever since.

As a senior member of the majority party, Councilll's responsibilities are considerable: Not only is he chairman of the House Education Committee and its subcommittees, he's vice chairman of the Conservation and Natural Resources Committee and the State Water Commission. Add to this membership on several other committees including the House Appropriations Committee and involvement in a number of study groups and you begin to get a picture of his demanding schedule, which requires several weekly trips to Richmond. "Somehow, you just find the time" says the 76-year-old Councilll, leav-



*J. Paul Councilll with his wife, Eugenia (left), and sister-in-law Sally MacLellan Councilll '46 at the 21st commemorative session of the General Assembly in Williamsburg, Va.*

ing still to question where he finds the energy.

Since Councilll's early days in the assembly, when there were only 12 Republicans in the 100-member House, things have changed a little, and the two parties are closer to being equally represented—there are now 46 Republicans, and the governor, George Allen, is also a Republican. Councilll says that he is "probably the most conservative Democrat we have," and he feels that he enjoys as much support from Republicans as he does from his own party.

One of the issues that Councilll feels most strongly about is education. Currently involved in the process of overhauling Virginia's public education system, he is a member of a group of lawmakers that support the option of charter-based schools—institutions that are individually created outside the bounds of conventional teaching methods, curricula, and policies—for those districts where they would be beneficial. Councilll describes the charter-school issue as something of a "political football," claiming that "most of the Democrats oppose it simply because our governor is a Republican and in favor of it." He defends the bill, which was defeated last January but which he hopes will be passed next time around, by explaining: "The legislation we propose is a local option, not mandatory on any school division. They can try it if they want to,

and it would free them from some of the bureaucratic rules and regulations, giving them a little more leeway in trying out innovations. I think it puts a little more competition into the education system, and that's a good thing."

Beside creating favorable scholastic opportunities for Virginia's children, Councilll is also quite concerned with the co-existence of industrial development and a healthy environment. In a state that offers a tremendous mix of mining, manufacturing, agriculture, and natural wonders, Councilll says of industrial expansion and nature conservation: "We have to have both of them. I've sponsored legislation on several occasions that I feel presents a balance, both protecting us and yet at the same time giving business an opportunity to move forward in a reasonable manner." He cites a couple of cases where industries were interested in establishing themselves in areas that had been subject to environmental damage. They were allowed to proceed on the condition that they implemented a remedial plan to eradicate whatever problems had existed before they came.

"I've always tried to do what was best for Virginia," says Councilll. "I love my state, and I love my community; and I just want to do what I can to make it better." All of which explains why he's still around in the Assembly and still going strong. —Carol Brévar

## Working on the railroad

*Soon to be retired, Gerry Dewees '55 can do it all the livelong day.*

**G**erry Dewees used to enjoy model trains, but he's traded up to some much bigger toys.

The former Lionel Lines O-gauge hobbyist now serves as a brakeman on the "real thing," California's Niles Canyon Railroad. Dewees is among the hundreds of rail buffs who have developed the line into a popular tourist attraction—and one of the most important railroad collections—in the San Francisco Bay Area.

"You've heard of the Golden Spike that was driven in Promontory, Utah?" asks Dewees in a phone interview from his home in Pleasanton, Calif. "Well that was a publicity stunt. The actual completion of the transcontinental railroad happened here in Niles Canyon four months later, when the Central Pacific finished its line between Sacramento and Oakland. The final spike was driven here." Trains came and went through the canyon from 1869 until 1983, when the Southern Pacific abandoned the historic route and tore up its tracks.

Today's train lovers can once again ride through Niles Canyon in restored coaches pulled by one of the three locomotives (two of them steam) that are operated two Sundays each month by the all-volunteer Pacific Locomotive Association (PLA). "We've rebuilt the whole thing, inch by inch," says Dewees, an engineering major at Swarthmore who spent his career with Proctor & Gamble, Crown Zellerbach, and the Clorox Company.

Dewees joined the PLA in 1987. He has since been involved in the restoration of all types of equipment and in the laying of more than six miles of new track along the steep creekside right-of-way that the association leases from the Southern Pacific. The first train ran up the valley three years later, and in 1988, steam railroading returned to the canyon for the first time since the 1950s. The PLA now has nearly two dozen locomotives and about 50 pieces of rolling stock, all in various states of



*Gerry Dewees is a volunteer brakeman on California's Niles Canyon Railroad. More than 50,000 passengers rode the historic line last year.*

repair and restoration. The pride of the collection is a 4-6-2 Baldwin P-8 Pacific Class steamer built in 1921 for the Southern Pacific's passenger service. This behemoth weighs 150 tons, and with its six-foot drive wheels is one of the largest locomotives ever built.

Dewees and the PLA are now fixing up one of the two remaining "heavy-weight" dining cars on the West Coast. "These heavily built steel cars with concrete floors were used in cross-country passenger service during the height of American rail travel," says Dewees. It's slow work, and he's always on the lookout for fixtures and parts that will make the all-mahogany car a period showpiece on the Niles Canyon line. The railroad also boasts an old baggage car that is being converted into an open-air

"dance car," complete with two 30-foot dance floors and a bandstand.

More than 50,000 passengers rode through Niles Canyon last year, enjoying such specialty runs as the "Polar Express" at Christmastime. Dewees and his fellow volunteers run this train at night, with each car outlined in Christmas lights.

Dewees plans to retire from Clorox in June, when he will be able to spend more time than ever on his unusual hobby. He's even looking for a promotion—to conductor, or maybe even engineer. (Wait—didn't he *major* in engineering?) Railroading is in his blood, he says. After all, his great uncle, George Rhoades, was once head of locomotive testing for the Pennsylvania Railroad.

—Jeffrey Lott

## The politics of pesticides

*Information is the key to grassroots reform, says expert Caroline Cox '75.*

For Caroline Cox '75, to “think globally, act locally” is all in a day’s work. At the end of her two-mile commute to downtown Eugene, Ore., she carries her bicycle upstairs to the citizen’s organization Northwest Coalition for Alternatives to Pesticides (NCAP), where she has worked for seven years.

There, as editor of the *Journal of Pesticide Reform*, Cox’s role is to help local people—from Idaho potato farmers to garden-variety concerned citizens—talk intelligently and act effectively on pesticide management issues.

A scientist by training (she majored in biology), Cox translates complex technical data and scientific studies on pesticides and pesticide regulation into everyday English accessible to the lay person. “I can no longer quote you a line of *Beowulf*,” she says, remembering undergraduate courses in Old English and modern theater, “but I do a lot of writing in my job. All those English classes help.”

Cox’s writing in the *Journal of Pesticide Reform* ranges from fact sheets on the ecological effects of widely used insecticides like chlorpyrifos—which has been shown to kill bees, fish, birds, and mammals and is a suspected cause, through synergistic interaction with other chemicals, of Gulf War syndrome—to less technical articles on such subjects as airline pesticide spraying, “sane cockroach management,” and the life cycle of the flea.

“Pesticide issues are almost always political,” she says. “Most of our members aren’t scientists. A lot of them were thrust into the issue because they got sprayed and didn’t like it. But you can’t argue persuasively before a county commission or a local school board without having your science straight. It’s better to come armed with information than to stand up and say, ‘I don’t like this pesticide.’”

Cox regards pesticides with a mix-



*Caroline Cox edits the Journal of Pesticide Reform at the Northwest Coalition for Alternatives to Pesticides.*

ture of curiosity and respect: “Pesticides are amazing. They have so many effects. For instance, methyl bromide (commonly used on strawberries) is an ozone depleter. On a molecule-by-molecule level, it is more potent than the CFCs in air conditioners. Who would ever have thought there was a connection between eating a strawberry and stratospheric ozone depletion?”

Cox grew up as a Quaker, and she thinks her concern about ecology in general and pesticide reform in particular “has something to do with Quakerism.” She describes her “strong sense that people can’t be the center of the world, that we’ve got to pay attention to all the other creatures that live here as much as to ourselves.”

In addition to editing the NCAP’s journal, Cox also directs the coalition’s campaign for the disclosure of inert ingredients that are found in virtually all 18,000 pesticide products registered in the United States. The health and safety tests conducted on pesticides

are on the active ingredients, she says, not the inerts.

“Pesticide manufacturers claim that these ingredients are a trade secret. That’s misleading. They’re not biologically, chemically, or toxicologically inert. We have a big concern that people are being exposed to hazardous substances without their knowledge or consent.”

Last fall a federal judge agreed with NCAP that inert ingredients don’t meet the government definition of a trade secret, paving the way for interested parties to obtain data on individual products by using the Freedom of Information Act.

The coalition, which recently celebrated its 20th anniversary, counts among its early successes its actions against the U.S. Forest Service and the Bureau of Land Management, which were using the toxic defoliant Agent Orange, best known for its use in the Vietnam War, to kill the competitors of Douglas fir in Pacific Northwest forests.

These days, much of the action on pesticides is on a grassroots level. “If there’s a pesticide issue in a certain town, we can offer strategies and ideas. Lots of people call for personal reasons—a neighbor’s out spraying the blackberries, or they’re worried about their kids’ exposure to pesticides at school. In rural areas, roadside spraying is a constant issue.

“It’s easy to get information on what pesticide would be good to kill X, but it’s almost always difficult to get information if you oppose the use of pesticides,” observes Cox, who is “amazed at how seriously the pesticide manufacturers take what we have to say. Except for groups like ours, the only information on pesticides come from the manufacturers, who make sure their message is reassuring and minimizes potential hazards.”

—Cathy Cockrell '76

## Recent Books by Alumni

We welcome review copies of books by alumni. The books are donated to the Swarthmoreana section of McCabe Library after they have been noted for this column.

**Carl Abbott** '66, Sy Adler, and **Margery Post Abbott** '67, *Planning a New West: The Columbia River Gorge National Scenic Area*, Oregon State University Press, 1997. What happens when a coveted landscape becomes a battleground for two visions of the American West? In examining the origins and implementations of the Columbia River Gorge National Scenic Area, this book reveals an experiment in mediating between the old and new Wests.

**Margery Post Abbott** '67, *A Certain Kind of Perfection*, Pendle Hill Publications, 1997. This anthology of the writings of 31 Quaker authors spans three centuries and demonstrates the driving force within Quaker spirituality—the call to holiness and obedience that unites all those who call themselves Friends.

**Christine (Parker) Ammer** '52, *The American Heritage Dictionary of Idioms*, Houghton Mifflin, 1997. This dictionary contains nearly 10,000 idioms and phrases, such as “get down to brass tacks” and “get a load of”; phrasal verbs, such as “take off” and “pick up”; figures of speech, such as “mad as a hatter”; and everyday metaphors, such as “snow job” and “spin doctor.”

**Dean Baker** '80 (ed.), *Getting Prices Right: The Debate Over the Consumer Price Index*, M.E. Sharpe, 1998. This book presents the work at the center of the debate over the accuracy of the consumer price index—the congressionally appointed Boskin Commission—and critically evaluates its findings and implications.

**Ruth Bardon** '80 (ed.), *Selected Short Stories of William Dean Howells*, Ohio University Press, 1997. This collection of the short fiction of American realist William Dean Howells contains the texts of 13 stories, each with a critical analysis, plus an annotated story list and a chronology of Howells' life and works.

**Michael Calingaert** '55, *European Integration Revisited: Progress, Prospects, and U.S. Interests*, Westview Press, 1996. This book focuses on the successes and failures of efforts of the European Union to achieve greater economic and political integration, the prospects for the future, and the implications of present and prospective developments for the United States.

Amitai Etzioni and **David E. Carney** '94 (eds.), *Repentance: A Comparative Perspective*, Rowman & Littlefield Publishers, 1997. Using the world's religious teachings on repentance as its major touchstone, this book tackles questions in the current debate on repentance, restitution, and reconciliation in contemporary civic society.

**Peter S. Cohan** '79, *The Technology Leaders: How America's Most Profitable High-Tech Companies Innovate Their Way to Success*, Jossey-Bass Inc., 1997. Looking at leading companies as models for success, among them Microsoft, Hewlett Packard, and Intel, Cohan provides a blueprint for change to teach managers, investors, and competitors alike how to become tomorrow's technology leaders.

**William A. Cohen** '85, *Sex Scandal: The Private Parts of Victorian Fiction*, Duke University Press, 1996. By viewing 19th-century fiction alongside the most alarming public scandals of the day, Cohen

exposes both the scandalousness of this literature and its sexiness.

**Eric T. Dean Jr.** '72, *Shook over Hell: Post-Traumatic Stress, Vietnam, and the Civil War*, Harvard University Press, 1997. Based on archival research in the records of mental institutions and the service records of Civil War soldiers, this book debunks the notion of the Vietnam War as exceptional in the number and degree of its psychiatric casualties.

**Marc Egnal** '65, *Divergent Paths: How Culture and Institutions Have Shaped North American Growth*, Oxford University Press, 1996. Focusing on three geographic regions that were settled by 1750—the eight northern and six southern U.S. colonies and French Canada—this book argues that culture and institutions shaped the divergent paths of the North, on the one hand, and the South and French Canada, on the other.

**Jeanne M. (McKee) Jacobson** '53, *Content Area Reading: Integration with the Language Arts*, Delmar Publishers, 1998. Written primarily for undergraduates and graduate education students studying content area instruction, this text links theory and practice while describing proven strategies. Jacob E. Nyenhuis and **Jeanne M. Jacobson**, *A Dream Fulfilled: The Van Raalte Sculpture in Centennial Park*, Hope College, 1997. This history chronicles the planning, building, and placement of a statue to commemorate the 150th anniversary of Holland, Mich. **Jeanne M. Jacobson**, Elton J. Bruins, Larry J. Wagenaar, *Albertus C. Van Raalte: Dutch Leader and American Patriot*, Hope College, 1996. Beginning with the founding of Holland, Mich., by Dutch colonist Albertus Van Raalte, this history follows

the story of the town and its citizens from 1847 to the present day.

Ruth Rehmann, translated by **Christoph Lohmann** '58 and **Pamela (Fezandie) Lohmann** '61, *The Man in the Pulpit*, University of Nebraska Press, 1997. This autobiography by German novelist Ruth Rehmann re-examines her childhood and the father—a stern, imposing Lutheran minister—whose apolitical stance in the face of Nazi aggression provided unsatisfactory moral guidance for his family and parishioners.

**Richard Martin** '67, *Wordrobe*, The Metropolitan Museum of Art, 1997. This catalog, published in conjunction with the exhibition *Wordrobe* at the Metropolitan Museum of Art this fall, presents examples of clothing created over the last two centuries that combines text with textile.

**Rachel Pomerantz** (nom de plume), *Cactus Blossoms*, Targum/Feldheim, 1997. This novel, a sequel to Pomerantz's *Wildflowers*, is set against the backdrop of Saddam Hussein's terrifying threats, as Barbara and Chaim Silber face the battle for the right to raise their foster son in a Torah life.

**Nicole (Fischer) Hahn Rafter** '62, *Creating Born Criminals*, University of Illinois Press, 1997. In this social history, Rafter demonstrates that we need to know how eugenic reasoning worked in the past and the danger posed by the dominance of a theory that interprets social problems in biological terms and difference as biological inferiority.

**Keith Reeves** '88, *Voting Hopes or Fears?: White Voters, Black Candidates & Racial Politics in America*, Oxford University Press, 1997. Based on

research examining white voters' attitudes toward black candidates and racial framing of campaign news coverage, this book documents racial discrimination against black candidates and offers remedies for the problem.

**Robin Ridington** '62 and Dennis Hastings, *Blessing for a Long Time: The Sacred Pole of the Omaha Tribe*, University of Nebraska Press, 1997. A blend of ethnography, ethnohistory, and Omaha Indian poetics, this book tells the story of their sacred pole—the center of much of Omaha religious and secular life—and the campaign waged with Harvard's Peabody Museum to return it to the tribe.

**William J. Weston** '82, *Presbyterian Pluralism: Competition in a Protestant House*, University of Tennessee Press, 1997. Focusing on the heated ideological struggles that occurred within this country's Presbyterian Church during the late 1800s and early 1900s, this book offers an explanation of how diverse viewpoints can be accommodated within a religious institution.

**Nancy Hope Wilson** '69, *Old People, Frogs, and Albert*, Farrar, Straus & Giroux, 1997. Young Albert doesn't like seeing the old people at Pine Manor on his way home. In this chapter book for young readers, Albert learns to transcend his fears when a valued friend enters the Manor.

**Melissa F. Zeiger** '78, *Beyond Consolation: Death, Sexuality, and the Changing Shapes of Elegy*, Cornell University Press, 1997. Starting with the story of Orpheus and Eurydice and focusing on 19th- and 20th-century poetry, Zeiger examines modern transformations of poetic elegy, particularly as they reflect historical changes in the politics of gender and sexuality.

# Saying Our Goodbyes

By Kelvin Seifert '67

It was a sad moment indeed. Michael put his arm around my shoulder while we walked the last 50 feet to the car. I struggled to keep my composure, with only partial success. "You know," I said, "your mother would have come if she could have come." My wife's job had kept her from making the four-day drive from western Canada to deliver our son for his first year at Swarthmore.

"I know," he said.

"I'll miss you—we all will."

"I know," he said again. "I'll e-mail you as soon as I can." I believed him about this, though I didn't know then that getting e-mail operational would take him nearly another week—an eternity.

Sad indeed. But it was a moment I am thankful to have experienced, thankful to have provided for Michael. Bringing him to Swarthmore has filled me with memory and hope.

My own freshman orientation, 34 years earlier, began under different circumstances. I had arrived by airplane, traveling parentless with a high school classmate who was in a daze equal to my own. There was no one to greet us at the airport, and the taxi driver said he didn't know what or where Swarthmore was. So he drove us all over southeast Philadelphia to get to campus—and, I suspected later, to earn a higher fare.

My 1963 arrival hinted at the tone and hues of my college experience to come. Swarthmore would be a separate world from my faraway home in California, a world I constantly felt I was constructing out of whole cloth, one that I found it difficult to communicate to my family of origin, my California family.

Take dinner, for example. When that taxi finally brought me to campus, dinner was immediately transformed from a daily family gathering to a rendezvous with friends and acquaintances. This was more than a simple change of faces. My new

Swarthmore peers cared about me as youngsters care: When dinner was over, they went their various ways. They were not like parents. When parents finished with you, they still cared and cared, sometimes until you suffocated. But there were no parents at Sharples Dining Hall, no matter how often I went. California was too far away for them to come.

Or take the problem of choosing a major. Like a lot of my classmates, I wasn't sure where to focus my studies. But I was sure what I did not want to study. I did not want to major in any sort of science, I told myself, even though I had been especially successful in that area during high school. And I did not want to study music, even though I had real talent as a clarinet player and amateur pianist up to that point. These choices must have seemed like self-destructive perversity to my parents, both of whom enjoyed all things scientific and musical. But their involvement in these areas was precisely my point: I wanted a fresh start, a new life, my own identity.

What I hadn't counted on was how the search for independence was transformed the minute I left home. What began as a quest to escape suddenly became a challenge to commit—to what? I had no idea, either on my first day at the College, or for a long time afterward.

The distance from home had helped to feed an unfortunate belief: that my mother and father did not want me living at Swarthmore. So I felt, at least, and so I told my class-

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*I had misunderstood  
my parents' intentions  
when I worked so hard  
for my independence....  
Ironically, in rebelling  
I was simply doing  
what they wanted me  
to do—to stand on my  
own two feet.*

---

mates. "Why get yourself a good liberal education?" they had asked before I settled on Swarthmore. And indeed I had asked myself this question as well. I knew the official answers and had stated them more than once, repeating them to myself as well. But my parents did not echo any support for liberal education back to me. So in the end, I too held back from fully believing in Swarthmore. It was the least that I could do—a loyal gesture to show that I still connected with my roots.

On graduation day my parents did not come. They gave me money instead—the \$600 cost of their plane tickets—with which I bought a car. At the time I did not trouble myself about their absence; I did not want to add to their financial complaints. Besides, I told myself, a car would be important to have. Meg Holmberg's parents, the ones from Grand Forks, adopted me for lunch after the ceremony. It was the first and last time that I met them.

In the end I felt that the important people from my past never understood my Swarthmore experience—or valued it much. If they did, they never said so; a wall had grown up that allowed feelings of care and understanding, but not expressions of them.

These thoughts played through my mind all over again last August 23 as my own son walked me to the car for what felt like the last time. I wondered, would he feel as cut off from home by coming to Swarthmore as I had felt? Would he hear my declarations of support for his decision or only my creaking anxieties about the high cost? My wife and I are no richer than my own parents were in 1963—in fact we are probably less well off in real terms. It's not as if we can afford Swarthmore easily, and it's not easy to keep silent with Michael about that.

All of which has made me take another look at my parents' intentions back then. Did I take my father's worry and my mother's silence as opposition, when all they actually had done was express their fear and worry about their finances and my future? They were scientists, both of them, persons not given to eloquence, not skilled in subtle strategies for "getting through" to an anxious son. They

talked to me in the only way they knew how, perhaps clumsily, and perhaps creating an impression, but not a reality, of indifference.

It occurred to me, too, that I had badly misunderstood my parents' intentions when I worked so hard to deny family influence in science and music and when I worked so hard for my independence. Yes, they would have liked to see me enter these fields, but they wanted much more for me to stand on my own two feet. Ironically, in rebelling I was simply doing what they wanted me to do. For the first time now, I remember that it was my father, not myself, who had actually coined the phrase that I later adopted about my Swarthmore experience: "You are constructing Swarthmore out of whole cloth," he had said.

As I walked up the tree-lined lane with Michael, I finally decided that things would be different for him than they had been for me. The difference is not due just to the fact that I had actually been able to bring him to college; as poignant as that day on campus was for me, it neither proved nor substituted for my love for Michael. What made the difference, I decided, was our underlying hope—parents' and child's—for what Swarthmore has to offer. When I finally collected my thoughts after leaving Michael that day, I realized that Swarthmore felt to me like a bridge to a wider world for its students and for my child.

I had never satisfactorily shared that hope with my own parents, either in 1963 or any time after. In 1997, though, my own child and I already knew—and agreed on—what Swarth-

more could offer. I was sure that Michael had more parental support.

Yet this difference in our respective relationships pointed toward a

In 1997 I preferred to see Swarthmore as a bridge that looks like this: Michael arrived at Swarthmore as "himself," as the boy-about-to-

become-a-man, an individual whom his parents (and he himself) already know. But immediately the College starts teaching Michael that there can be more to him than he ever thought possible. More in his case than science and math and more than an isolating commitment to academic excellence. There can also be friends and personal commitments, and gradually there can be deeply felt emerging values.

Just maybe, I thought after we were done with our goodbyes, Swarthmore will allow Michael to place his intellectualism into a broad human framework, one full of caring and welcome disclosures of human feelings, and one where he will not need the myth of always and forever being different from others.

At the end, on graduation day, I want to attend rather than send money. I want to see my son there—the boy I always used to know, except there will be more of him by then. On graduation day he will still like science, but he will see more clearly its purposes and limitations. He will still play and enjoy music, but he will appreciate a wider range of it. And he will still have his

wonderful sense of humor, except he will use it with such nuance and subtlety that none of us will be able to keep up. ■

*Kelvin Seifert '67 is professor of educational psychology at the University of Manitoba in Winnipeg. Michael Seifert is a member of the Class of 2001.*

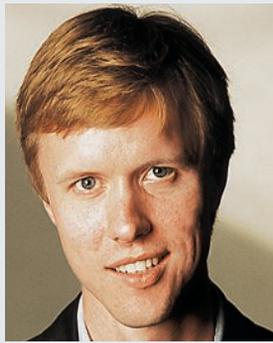


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fundamental similarity in our experiences as well. In both cases, 1963 and 1997, the parents wanted independence and growth for their child. But my metaphors for these goals had changed during that time. In 1963 I saw college life as a tapestry that I was weaving, something that was quite unlike what had existed before.



Bolton



Marissen



Morgan



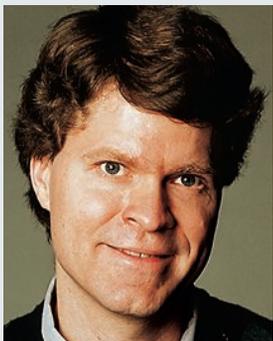
Judson



Kuharski



Kitao



Everbach



Alston

SWARTHMORE ALUMNI COLLEGE PRESENTS

# Great Minds: The Professors Play Favorites

JUNE 3-5, 1998

Every other year, Swarthmore invites alumni, parents, and friends to an Alumni College on campus just before Alumni Weekend. It's an ideal opportunity to explore issues in depth and to rediscover the classroom brilliance of our faculty. Participants also enjoy fellowship with each other and such highlights as a reception at the home of President and Mrs. Bloom.

The 1998 Alumni College promises to take you in many exciting new directions. Instead of lecturing on a specific theme, some of Swarthmore's most dynamic professors have been invited to discuss one individual whom they especially admire. This person may be contemporary or from the ancient past, someone renowned or obscure, a historical figure, or a scholar in their field—in short, a favorite "great mind."

Members of the Alumni College faculty will be Elizabeth Bolton, assistant professor of English literature; E. Carr Everbach, associate professor of engineering; Pieter Judson '78, associate professor of history; Michael Marissen, associate professor of music; Kathryn Morgan, Sara Lawrence Lightfoot Professor Emerita of History; T. Kaori Kitao, William R. Kenan Jr. Professor of Art

History; and Allen Kuharski, assistant professor of English literature and acting director of the theatre.

The schedule will include an introduction to the Chester Boys Choir, which will perform under the direction of its founder, John Alston, assistant professor of music.

Early June is an idyllic time at the College. Most of the students have left, Commencement is over, and Alumni Weekend hasn't started. Alumni College participants are housed comfortably in Mary Lyon, and some faculty members join them at mealtime. There's no required reading (optional reading lists will be available), and there are no exams!

Please plan to join us. A brochure—including the names of the great minds you'll meet—will be available this spring from the Alumni Relations Office at (610) 328-8402 and on the Internet at [alumni@swarthmore.edu](mailto:alumni@swarthmore.edu).