

SEPTEMBER 2003

# Swarthmore

COLLEGE BULLETIN



America  
and the  
World

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SEPTEMBER 2003

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# PARLOR TALK

The wordless 30-second commercial opens with a view over the tiled roofs of an Asian village. At street level, traditionally dressed villagers bow as a curtained sedan chair passes in a procession. A religious figure, perhaps, is seated behind its translucent white curtains.

Then, a large SUV enters a crossroads ahead of the procession, and puzzled villagers turn to stare. Next, we see the religious figure parting the curtains for a better look at the gleaming white automobile.

A brocaded sleeve extends through the curtain, revealing a hand that gestures quickly twice, signaling the unseen SUV driver to cross ahead. It's a moment that any commuter can relate to—yielding to another vehicle out of courtesy.

The SUV crosses the unpaved street, raising a small cloud of dust. The sedan chair—curtains closed, its occupant's identity never revealed—starts to move. As the screen fades to black, these words appear in quick succession: "RESPECT"; "Range Rover"; and the Land Rover slogan, "The most well-traveled vehicles on Earth."

This commercial—brought to us by Ford, which purchased the Land Rover brand in 2000—is emblematic of the U.S. relationship with the

developing world, where respect is much desired by all but rarely earned or offered by Americans. If we accept the premise of this TV ad—that societies across the globe are eager to embrace America's products and popular culture—we display both arrogance and blindness.

In fact, just the opposite seems to be true. In his new book (page 24), Clyde Prestowitz '63 puts it this way: "Much as it may like and admire Americans ... the rest of the world has its own traditions, ways, and values for which it wants respect. Globalization does not change this fact." In his charge to the Class of 2003 (page 14), President Alfred H. Bloom said, "If you see America becoming so certain of itself that it begins to believe itself better than the other nations and peoples with whom it shares this globe, I ask you to help America to apply its own democratic ideals to the world stage—to see the world as a community of peoples of equal worth and potential, each of whom demands our full respect."

Can a small college that awards fewer than 400 diplomas each year change the world? The evidence in this issue of the *Bulletin* suggests that it can. Swarthmore not only provides intellectual leadership such as that shown by Prestowitz, its graduates are using their minds—and hands—to achieve peace across the globe. From the hundreds of Swarthmoreans who have joined the Peace Corps (page 36) to the young activists at Search for Common Ground (page 44), to the DOERS of Madison, Wis. (page 74), the intelligence, energy, and commitment of Swarthmore alumni have mitigated evil, alleviated suffering, promoted justice, and advanced the cause of peace. The education here combines the highest intellectual standards with a commitment to serve humankind—and it cannot help but make a difference.

—Jeffrey Lott



## Swarthmore COLLEGE BULLETIN

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# LETTERS

## FRAT DEFEAT REPEAT?

As a former member of Swarthmore's Kappa Sigma chapter member, I was pleased to read the article on the new role of fraternities ("Brothers" June *Bulletin*) and would like to add an interesting historical footnote. As president of the Interfraternity Council during fall 1951, it was my responsibility to lead the fight to retain the fraternities in a campuswide referendum held by the Student Council.

As the article implied, the issue generated heated debate at several public meetings. The most articulate advocate for abolishing the fraternities was an extremely bright, determined young freshman who vehemently expounded on the evils of fraternities. In the end, the student body voted two to one against his petition to abolish them. The freshman's name was Michael Dukakis '55—who thus received a resounding political defeat thirty-seven years before the 1988 presidential election.

I would not venture to speculate on any connection between these two events, especially because I served as his campaign coordinator among the California high-tech constituency in 1988.

ELLIS MOTTUR '52  
North Bethesda, Md.

## EMBRACING DIVERSITY

I would like to congratulate Theodore Hanon '74 for his attack on Dean Darryl Smaw's work ("Letters," June *Bulletin*)—not because I found his arguments to have intellectual merit; more because his lack of appreciation for the intellectually rigorous discourse that derives from living in a diverse, pluralistic campus was the most compelling reason for me to write a check to our alma mater.

I was confused by his perception that multiculturalists believe that race is "the primary distinguishing characteristic of a human being." Those who embrace diversity as an educational value believe that race is the most salient attribute in American society, from finding a taxi at night to avoiding the implicit financial practice of reverse redlining in mortgage loans. A classic liberal arts tradition that relies on critical thinking and challenging preconceived

stereotypes seeks out racial diversity because of its singular ability to catalyze discussions of the differences in our experiences and, ultimately, to highlight the underlying aspects of our shared human condition. A wealthy African American woman who walks onto a campus will spark more dialogue than a white student whose invisible personal history can be revealed at his choosing.

For these reasons, I am unmoved by Dolan's arguments for affirmative action for conservatives. My sense is that his analysis has yet to distinguish the difference between being a member of a minority group and being in the minority—especially if his "hardship" at Swarthmore consisted solely of the horror of being forced to defend positions based on assertions like those in his letter.

JOHN DOLAN '01  
Hanover, N.H.

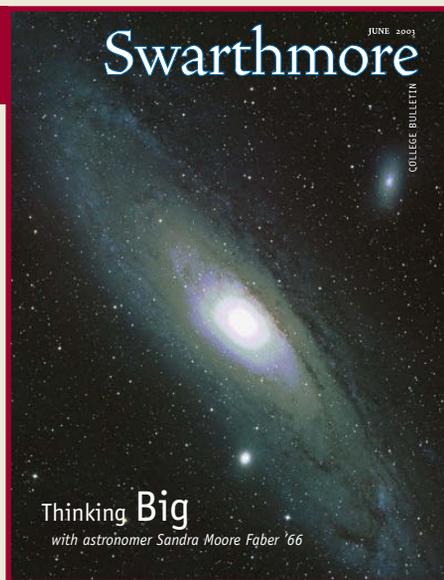
## THE BIG LIE

The College is to be commended for holding a prewar forum ("Writers Debate Iraq War," June "Collection"), but I would venture to guess that for most alumni shaped by the Vietnam experience, there can be little doubt about which side got the better of the argument about the war in Iraq.

Leon Wieseltier stated that he was "not a supporter of the government's justification for war," but one wonders just which of the administration's numerous, shifting rationales he was referring to. Curiously, he nonetheless went on to embrace the 11th-hour human rights argument, contending that the invasion was warranted "to respond to crimes against humanity such as genocide and the use of weapons of mass destruction" (WMD).

It is difficult to see how Saddam Hussein's undeniably atrocious use of chemical weapons against Kurdish villagers and Iranian forces in 1987 and 1988—and other genocidal and inhuman acts committed by his deplorable regime from the late 1980s to the mid-1990s—mandated going to war against him in 2003.

That leaves the justification that Wieseltier presumably found unconvincing: the charge that Iraq's WMD programs



and its alleged ties to Al Qaeda and other terrorist groups posed an imminent threat. Here, Wieseltier was quite right. As many of us said at the time—and others are now learning after the fact—this claim was bogus all along but was used to deceive and manipulate the public into supporting our leaders' predetermined course.

In short, this Big Lie technique was a supremely effective application in the service of naked imperialism. One hopes that few members of the critically minded Swarthmore community were duped by it.

JOHN KOPPEL '78  
Bethesda, Md.

## KUDOS TO COMMITTEE

Your otherwise fine article on the report of the Task Group on Consensual Decision Making ("Collection," June *Bulletin*) neglected to identify the other members of the group besides Rich Truitt '66 and me, all of whom gave nobly of their time and intelligence in the preparation of the report. They are Elizabeth "Lee" Smith Ingram '66, Lou Kislik '52, Dawn Porter '88, Jack Riggs '64, and Martha Rice Sanders '77. Lisa Lee '81, director of alumni relations, also provided invaluable service to the committee.

JED RAKOFF '64  
New York

## FOR THE RECORD

The student pictured on page 12 of the June *Bulletin* is not Susanna Volpe '02—who says she doesn't wear flip-flops—but is actually Laura Holzman '06.

# COLLECTION

## FIRST-YEAR SEMINARS WILL REPLACE PDCs

THE FACULTY HAS APPROVED A PLAN TO CHANGE THE CURRICULUM FOR FIRST- AND SECOND-YEAR STUDENTS by eliminating the primary distribution course (PDC) requirement and implementing a more extensive first-year seminar program. Changes will be instituted during the 2004–2005 school year; the Class of 2008 will be the first affected by the new set of requirements.

Students are currently required to take a total of six PDCs, two in each of the three academic divisions of the College—Humanities, Social Sciences, and Natural Sciences and Engineering—as well as one additional course in each division. The plan to eliminate PDCs maintains the distribution requirement that each student take three courses in each of the three divisions but removes the stipulation that two of these three courses be designated PDCs.

PDCs were originally implemented in the mid-1980s to provide classes of 25 students or fewer that would develop knowledge of modes of inquiry particular to a given discipline. However, Provost Connie Hungerford says that widespread dissatisfaction with PDCs arises from a sense that such a label is no longer necessary as a mandate to encourage this kind of discussion and writing-focused intellectual inquiry. “What PDCs were meant to accomplish has been so well implemented across the

curriculum that the designation has become arbitrary,” says Hungerford. “A program of first-year seminars will do what many PDCs aren’t doing—provide a small class format that allows students from the outset of their Swarthmore experience to take greater responsibility for their own learning.”

Associate Professor of History Tim Burke, who was a member of the curriculum-monitoring Council on Educational Policy (CEP) for the past two years, says that the freshman seminars should ideally offer “the type of class you never got to take in high school—small, sophisticated, discussion oriented, and thematically challenging.” Burke’s department already has a system of freshman seminars in place, ranging in topic from Burke’s own class *History of the Future to Angels of Death: Russia Under Lenin and Stalin*. Burke says these courses have proven popular because they allow students to engage in seminar-style learning from their first class at Swarthmore. Burke thinks that the seminars also “help to connect first-year students to one another.”

Erica Kaufman ’03, a former student representative on the CEP, says the council reported



BOB KRIST

A NEW PROGRAM OF SEMINAR-STYLE CLASSES FOR FIRST-YEAR STUDENTS WILL REPLACE THE PRIMARY DISTRIBUTION COURSES NOW REQUIRED OF SWARTHMORE STUDENTS. WITH AN EMPHASIS ON SMALL CLASSES SUCH AS THE ONE BEING TAUGHT IN THE COSBY COURTYARD IN APRIL BY ASSOCIATE PROFESSOR OF FRENCH JEAN-VINCENT BLANCHARD (CENTER), THE SEMINARS WILL “ALLOW STUDENTS ... TO TAKE GREATER RESPONSIBILITY FOR THEIR OWN LEARNING,” ACCORDING TO PROVOST CONNIE HUNGERFORD.

regularly to the faculty during the 2002–2003 academic year in order to refine the proposal so that it addressed the needs of various departments. She hopes that the implementation of a more extensive seminar program across the different disciplines and divisions will “add to the already amazing educational experience offered at Swarthmore.”

The plan will begin with a program of optional 1-credit seminars during the 2004–2005 academic year. Each will be offered exclusively to first-year students and will be limited to an enrollment of 12. The seminars will be reviewed for a three-year period, at which point a final decision will be made as to whether to make these seminars mandatory for future classes.

Other curriculum changes approved for the Class of 2008 include the requirement that

each student complete three courses identified as writing-intensive (“W” courses), two of which must be in different divisions. A “W” course will focus explicitly on expository writing and will require the completion of multiple analytic writing assignments totaling at least 20 pages. Additionally, the natural science and engineering distribution requirement will now stipulate that at least one of the three courses taken in this division includes a laboratory component. In a memo from the Division of Natural Sciences and Engineering to the CEP, faculty members wrote that an understanding of laboratory techniques is key to understanding the modes of inquiry employed by scientists: “Students should understand how we know what we know about the natural world,” they said.

—Elizabeth Redden’05

## SCIENCE CENTER OPENS AS CAMPAIGN ADVANCES

ASSOCIATE PROFESSOR OF CHEMISTRY ROBERT PALEY (AND HIS DOG CHAOS) moved into their new laboratory in August as the first phase of the College's new science center was completed. The project will continue until summer 2004 with a complete renovation of the 40-year-old DuPont Science Building and improvements to the Martin Biological Laboratory.

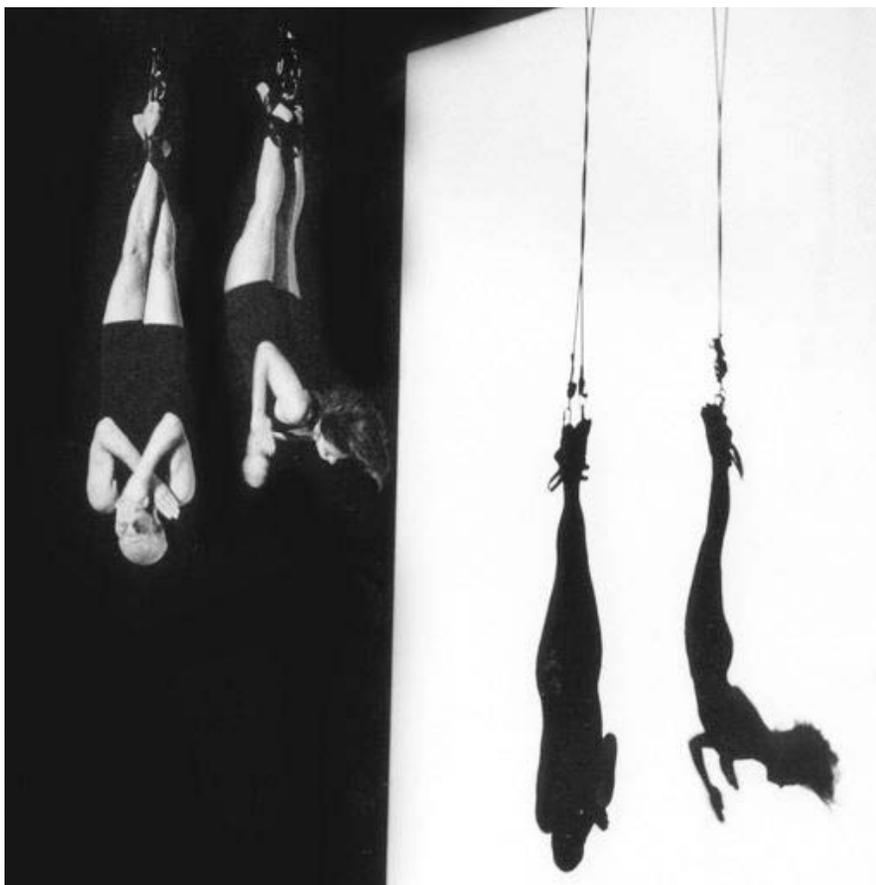
The science center is the most conspicuous—and, at \$78 million, the most expensive—component of The Meaning of Swarthmore, a six-year \$230 million comprehensive campaign that includes new funding for new academic initiatives, financial aid, facilities, independent student research, and instructional technology. Since July 1, 1999, the campaign has garnered \$136 million in gifts and pledges, including \$13 million in gifts to the Annual Fund.



JIM GRAHAM

In addition to the ongoing science center construction, ground was broken in July for a 75-bed residence hall near the Swarthmore train station that will make possible renovations of Parrish Hall, beginning in summer 2004.

—Jeffrey Lott



ELEFTHERIOS KOSTANS

## ARROW WINS PEW FELLOWSHIP

Associate Professor of Dance Kim Arrow has received a \$50,000 Pew Fellowship in the Arts in choreography—one of just two awarded in that field this year. Arrow, shown (left) performing "Quasimodo in the Outback," with Aryani Manring '01, will travel to Australia and Japan this year, returning to campus in January to begin choreographing new work. For an interview with Arrow, go to [www.swarthmore.edu/bulletin/septo3/collection.html](http://www.swarthmore.edu/bulletin/septo3/collection.html).

## HUNGRY FOR MORE CAMPUS NEWS?

The venerable weekly student newspaper *The Phoenix* publishes both a print and an on-line edition. Mail subscriptions are available for \$25 a semester or \$50 for an entire year, or check the paper out on the Web at <http://phoenix.swarthmore.edu>. The *Weekly News*, produced by the College's Office of News and Information, is no longer printed on paper, but you can find it at <http://weeklynews.swarthmore.edu/>. If you think you need a daily dose of Swarthmore, subscribe to the *Daily Gazette*, a student e-mail paper that arrives in your in-box weekdays during the semester. Subscribe at [www.sccs.swarthmore.edu/daily/subscribe.html](http://www.sccs.swarthmore.edu/daily/subscribe.html).

## FILLING IN THE FOSSIL RECORD

WHEN ASSISTANT PROFESSOR OF STATISTICS Steve Wang was a boy, he loved dinosaurs and read dinosaur books voraciously. His interest and engagement in the subject has never waned. Yet, he didn't become a paleontologist. Rather, he approaches the subject through mathematics and statistics, having developed statistical models designed to determine the causes of mass extinctions.

Though statistical paleobiology is a subfield that Harvard paleobotanist Andrew Knoll says has been around for about 40 years, he says Wang "exemplifies a new trend within the subfield—the attraction of real statisticians to the field rather than just paleontologists who can crunch a few numbers." Knoll, who has collaborated with Wang in developing his models, says the use of statistics is entirely necessary in quantifying fossil data that otherwise resists overarching concepts: "The fossil record is a huge maze of particulars. To extract generalities or trends from these data, one absolutely needs statistical analysis."

"The fossil record is incomplete. There [are] a lot of missing data," Wang explains, saying the record contains many biases, or gaps. "Statistics is useful in quantifying some of these biases in the fossil record in order to better understand the history of life." By analyzing the dates at which specific fossils are found and then creating statistical models that take patterns of gaps in the fossil record into account, Wang hopes to create a method through which time spans of mass extinctions can be estimated.



JIM GRAHAM

Wang explains that clues to the causes of extinctions can be found in the time spans over which they occur. For instance, extinctions that occur over a short span are more likely to be attributed to sudden, catastrophic events, such as an asteroid impact—the now generally accepted cause for the extinction of the dinosaurs. An extinction that occurs over a longer period, on the other hand, would more likely be the result of a gradual cause, such as climate change. Working in collaboration with several Harvard scientists, including Knoll, Wang devoted the past summer to developing models that he hopes will help answer questions that have captivated the discipline. "How is it that two-thirds of the species on earth could become extinct in one million years, which is very short in geological time?" he asks in reference to the Creta-

ceous Extinctions, which included the extinction of the dinosaurs approximately 66 million years ago. He further questions whether there are any patterns to mass extinctions, whether they're generally caused by similar or differing phenomena, and what kinds of species are most affected.

"These are events that have a profound impact on the world today," Wang says, citing the extinction of the dinosaurs as a particularly key event that allowed mammals—and ultimately humans—to flourish. "Yet for many of them, we don't know why they occur, or how they occur, or how often they occur. It's a mystery."

For Wang, statistics appear to be a useful tool through which any movement toward a solution to this mystery might be found.

—Elizabeth Redden '05

## COLLEGE HAILS COURT RULING

SWARTHMORE COLLEGE WILL CONTINUE TO CONSIDER RACE AMONG OTHER IMPORTANT FACTORS IN ITS ADMISSIONS, following June's U.S. Supreme Court decision upholding affirmative action at the University of Michigan Law School.

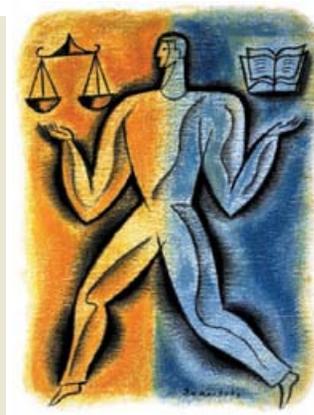
"The decision is a victory for fine education and for using that education as a means to create a more just and successful society," said President Alfred H. Bloom. "The Court

has given its endorsement to the holistic process, including consideration of race and other dimensions of diversity through which Swarthmore admits and will continue to admit extraordinary students."

In February, Swarthmore joined 27 other highly selective liberal arts colleges in a "friend of the court" brief filed with the court in support of affirmative action in college admissions. The brief asked the court to preserve the freedom of colleges and universities to con-

sider race as one of many factors when admitting students in order to achieve diversity and select the most promising students.

At the time of the brief's filing, Bloom said: "We believe that diversity is essential to our educational mission—essential because we are committed to developing leaders from across the range of American society and essential because we are committed to offering all students the richly diverse educational environment required to



CORBIS

build leadership skills for our diverse society and world."

—Alisa Giardinelli

# SWARTHMORE REMEMBERS THREE FRIENDS



WALTER HOLT

## ROBERT CROSS

ROBERT CROSS, WHO TAUGHT HISTORY AT SWARTHMORE from 1952 to 1959 and was

president from 1969 to 1972 died on May 31. He was age 79.

Completing a B.A. and a Ph.D. in American civilization at Harvard, Cross interrupted his college career from 1943 to 1946 to serve in World War II as a B-17 pilot.

A specialist in American religious and social history, he joined the Swarthmore faculty in 1952 and taught for seven years, during which time he also served for a year as the College's first director of admissions and wrote his most important book, *The Emergence of Liberal Catholicism in America*, published in 1958.

From 1959 to 1967, Cross taught at Columbia University, after which he served as president of Hunter College. In 1969, he was invited back by Swarthmore as its 10th president.

Admired by students for his integrity and open style, Cross guided Swarthmore through the challenges brought by the Vietnam War, civil rights, and changing social mores. Nowhere were his skill and character more evident than in his creation of the Black Cultural Center; his oversight of the reforms that led to the creation of the position of provost; and his staunch defense of academic freedom, free speech, and liberal education. Professor Emeritus of Political Science Charles "Chuck" Gilbert, who worked closely with Cross as the College's first provost, recalls, "In the end, Bob helped preserve what was best in the College."

In 1972, Cross resigned from the presidency to become dean of the Faculty of Arts and Sciences at the University of Virginia, where he taught history until his retirement in 1994.



## EDWARD FEHNEL

EDMUND ALLEN PROFESSOR EMERITUS OF CHEMISTRY EDWARD FEHNEL died on May 6. During a tenure of almost 40 years as a faculty member at Swarthmore, he contributed extraordinary skill, energy, and care to maintaining the College's level of excellence in undergraduate science education.

Fehnel joined the faculty in 1948, after completing a B.A. and a Ph.D. in organic chemistry from Lehigh University and a postdoctoral fellowship at the University of Pennsylvania. He was named to the Edmund Allen Chair in Chemistry in 1972 and retired in 1984. A member of the American Chemical Society, he was the author of numerous articles in scholarly publications, including the *Journal of the American Chemical Society* and the *Journal of Organic Chemistry*.

Fehnel's longtime colleague, Professor Emeritus of Chemistry James "Jim" Hammons, praising his commitment to teaching and his students, says: "Ed had an uncanny knack for leading discussions in a class of 50 to 70 students, where others would have resorted to lecturing, and he was never satisfied unless every student was learning." Two of Fehnel's students, Howard Temin '55 and David Baltimore '60 went on to win Nobel Prizes.

## ELIZABETH FRIEND

THE COLLEGE COMMUNITY WAS SADDENED by news of the death on July 18 of Elizabeth Friend, wife of former Swarthmore College President Theodore "Dorrie" Friend, during whose nine-year tenure, from 1973 to 1982, the College "evolved from the disarray, dissension, and distrust of the late '60s and '70s to a Swarthmore that stood ... as high as it had ever stood." During this time, Elizabeth distinguished herself as a hostess of parties and organizer of faculty and alumni events. In an article in the *Swarthmorean* (July 25), she is cited as having a "particular gift for intimate connection with her family and with a vast network of friends in whom she was ceaselessly and tenaciously interested." Also a passionate cook and artist, she had recipes published in *The New York Times* and exhibited her artworks in the Greater Philadelphia area under her maiden name, Elizabeth Pierson. Her self-portrait, *My Beasts and I*, won The Founders Prize at the Woodmere Art Exhibition of 2002. A memorial service will be held Oct. 25 at 3 p.m. at the Bryn Mawr Presbyterian Church.



KAREN MAUCH

—Carol Brévar-Demm

## MORE REGS THAN EVER

IN AN ERA OF INCREASED SCRUTINY AND SECURITY, Swarthmore's international students face more challenges than ever. "Changes brought about by the P.A.T.R.I.O.T. Act were rammed through in a hurry, so it's taking a while for some people to get clearance," says Gloria Evans, Swarthmore's adviser to foreign students.

The growing complexity of the visa application process has not dampened interest in Swarthmore from abroad. "We have had fairly steady increases in international applications over the last three years," says Jessica Bell, director of international student recruitment in the Admissions Office.

Although some foreign students have expressed reluctance to go home, Evans says it has not been a source of major concern. "Two students who have

since graduated did not go home because they were worried about being allowed back into the country," she says. "There are others who did go home and did not have any problem returning. Once they're here, it's not so difficult to get renewed."

More time-consuming, Evans says, is the documentation needed for each student, now more than ever before, particularly the registration of international students in the Student and Exchange Visitor Information System (SEVIS), an Internet-based system developed by the Immigration and Naturalization service. Swarthmore does not have to register the number of students found at large research universities. "It's a lot of work to register everyone," she says, "but we got it done before the deadline of Aug. 1."

—Alisa Giardinelli

# Assessing Athletics

THE ADVISORY COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS, a committee comprising faculty, administrators, and students, has met throughout the past year to formulate and collect data on a set of evaluation criteria that Swarthmore's intercollegiate sports teams can use to assess their successes in future years. The report including these recommendations for evaluation measures will be submitted to the Athletics Review Committee, a committee of the Board of Managers, which includes alumni representation, for feedback this fall. The report is expected to be completed in spring 2004.

"Our work this past year has been to design a structure that will help the College regularly evaluate the health of the intercollegiate sports programs," says Associate Professor of Economics Amanda Bayer, chair of the committee this past year. Bayer says the main challenge the committee has faced is determining the proper evaluation criteria that should be applied to Swarthmore's Division III athletics programs: What aspects should be evaluated, and how should these aspects be quantifiably measured?

"There isn't just one dimension of intercollegiate athletics that we are evaluating because intercollegiate athletics contributes to the College in so many different ways," Bayer says. The committee is currently looking at four aspects of the program: quality of play, participating students' perceptions and experiences, campus culture and support, and recruiting and admissions. Methods of evaluation include not only collecting data such as win-loss records and admissions statistics but also conducting surveys addressing less tangible characteristics, such as student opinions on the role of athletics in their lives and nonathletes' perceptions of athletics at Swarthmore.

"There's only so much that conference standings and win-loss records can tell us. We wanted to hear from the students themselves whether their participation was a success—whether they enjoyed it, whether they learned anything, and so forth—and how it could be improved," Bayer says.

Athletics Director Adam Hertz says the release of annual reports based on these evaluation standards will help ensure the athletics teams are better serviced by the rest of the College. "I think the assessment will provide a type of assurance that the College is indeed committing to athletics excellence," he says. Hertz explains the establishment of a series of annual reports evaluating the successes of the teams will increase awareness of the Athletics Program, thus allowing the administration to pursue more knowledgeably the goal of holding athletics to the same standard of excellence applied to other aspects of the College. "This institution does everything at its best, and athletics should also have that opportunity," Hertz says.

"We want the athletics experience to be excellent," Bayer stresses. "Just as the libraries are assessed regularly to make sure they're excellent and providing the resources students need, we want to do the same for athletics."

—Elizabeth Redden '05



GENE SWEENEY, JR.

CO-CAPTAINS THAN COURT '03 (LEFT) AND JOHN MURPHY '03 SHOW OFF THE SECOND-PLACE TROPHY WON BY THE MEN'S LACROSSE TEAM AT THE ECAC SOUTHERN REGIONAL CHAMPIONSHIPS IN MAY. WITH AN 8-7 RECORD, MEN'S LACROSSE WAS ONE OF SWARTHMORE'S MORE SUCCESSFUL TEAMS LAST SPRING. BUT ARE WON-LOST RECORDS THE BEST MEASURE OF SUCCESS IN COLLEGE ATHLETICS? A CAMPUS COMMITTEE IS EXAMINING THIS AND OTHER MEASURES OF SUCCESS IN SPORTS.



JIM GRAHAM

## RACISM IN UNLIKELY PLACES

ASSOCIATE PROFESSOR OF SOCIOLOGY SARAH

WILLIE was in for quite a surprise when she began her undergraduate career at Haverford College more than 20 years ago.

“When I got to college, I assumed that a campus would be above any sort of racial oppression,” says Willie, who grew up in the affluent, predominantly white suburb of Concord, Mass. “I say in the book that I did indeed experience racism growing up, but it was my expectations about college and my own identity development that made me more vulnerable to it in college,” she says. “It was only a handful of people who treated me badly, but it was enough to pull the rug out from under me.”

In her book *Acting Black: College, Identity, and the Performance of Race*, Willie argues that experiences of subtle racism are not uncommon among black students attending predominantly white colleges and universities. “I learned that a lot of things I had experienced were not just about me but due to larger institutional structures,” she says.

Her book, based on 55 interviews from black alumni who attended Northwestern University, a predominantly white institution, and Howard University, a traditionally

black institution, between 1967 and 1989, examines the commonalities in individual experiences with racism and the institutional structures fostering their perpetuation.

Willie argues that intellectually elite colleges and universities are haunted by long histories of social oppression and exclusion. “Colleges began as social gatekeepers,” she says. “They really were places for the most privileged people in the country to send their children to be apprenticed into the professions and, simultaneously, to meet marriage partners from the same social class.” She says that elite colleges must recognize this “legacy of privilege,” stressing that “the real challenge is to push these schools to open their doors even wider.”

In many cases, intellectually elite schools have, she says, made great efforts to ensure that their minority representation is proportional to that of American society. At the same time, though, she argues that not enough has been done—that elite institutions still look for minorities who have performed most strongly in high school, often to the exclusion of minority applicants who have not had comparable opportunities.

A strong proponent of affirmative action, Willie argues that as long as colleges and universities avoid examining their own

cultures, subtle racism will continue to exist even in the most intellectual of spheres. Making sure that racial minorities are proportionally represented is one piece of the transformation. Willie sees affirmative action as a key mechanism for ensuring greater diversity in institutions of higher learning: “There’s no reason why we shouldn’t be trying to be more representative and diverse in every way.”

—Elizabeth Redden '05



JEFFREY LOTT

## ALL IT'S CRACKED UP TO BE

ABOUT A DOZEN GIRLS FROM PHILADELPHIA'S NORRIS SQUARE NEIGHBORHOOD IN WEST KENSINGTON USED EGGS AS CRASH-TEST DUMMIES in Hicks Hall in August. In the process, they got their first lesson in engineering. The exercise involves sending carts bearing uncooked eggs down a steep ramp that ends at a brick wall. “The idea is for each team of girls to build a cart that will travel quickly down the ramp without breaking their egg,” says Carr Everbach, associate professor of engineering and coordinator of the exercise. “Fast, short, lightweight carts will get the best scores, although they are more likely to produce broken eggs.” The girls, ages 11 to 14, are part of Girls Action Initiative, a supportive network where young women can explore and express themselves through interactive projects. Abena Mainoo '06 works with the group's Summer Mentoring Camp and, with Everbach's help, conceived of the project.

—Alisa Giardinelli

## SMUGGEST OF THEM ALL?

SWARTHMORE WON THE INAUGURAL “SUMMER TRIVIA OLYMPICS” held in July by TheSquare, an on-line network for students and alumni from 25 selective colleges and universities. Contestants competed by answering a question a day for four weeks in categories including “history,” “culture high and low,” “sports,” and “math and science.” The prize? The virtual “Smuggest Minds of Undisputed Glory” (SMUG) title. John Halbert '90 led Swarthmore's team to victory in the category for smaller schools over second-place Williams College and Georgetown University, which placed third. The team's 29 members consisted mostly of alums from the 1990s, although the classes represented ranged from 1973 to 2004. “We know now mighty contests rise from trivial things—this victory to Swarthmore College is due!” Halpert wrote Team Swarthmore after their win. “We penetrated the riddles wrapped in mysteries inside enigmas and found truth within. At the end, this is all we need to know: a good time was had by all. Next time, we will be even better prepared!” Swarthmore will get a chance to defend its title later this year, when TheSquare plans to hold a winter version.

—Alisa Giardinelli

# COMMENCEMENT 2003

## AN EXERCISE IN SELF-AFFIRMATION

ALL IS VERY DIGNIFIED ON THE MORNING OF JUNE 1. Parents, friends, and relatives from around the world arrive at Swarthmore this rainy day dressed in their spring best—jackets and ties and flowered skirts and pastel tops. Yet, as the crowds tiptoe through the gathering mud and pull on the transparent plastic ponchos distributed at the entrance to the Scott Amphitheater, they are, one by one, hit with an overwhelming sense of submission to a force greater than themselves: not the wind, not the rain, but Swarthmore College. It's a force that's been in the pit of the collective stomach of the Class of 2003 since the first day of freshman orientation.

As Class Speaker Ranmal Samarasinghe '03 recalled in his address, it was on that day they first realized just how challenging Swarthmore would be. To comfort them, Dean Robert Gross '62 taught them the mantra that has since become a Swarthmore cliché: "No matter what you say or do to me, I am still a worthwhile person."

Like the weather on Commencement morning, Swarthmore doesn't come easily. But if four years of McCabe Library, hours spent stressing about papers and exams, and innumerable moments of personal growth and challenge could not change the Class of 2003, neither can a little rain. They are still—and always will be—a group of 360 worthwhile people. That is the Swarthmore creed.

ARRIVING LATE TO THE WATERY PARTY, the graduates miss the scurry of those who are there to watch them. Seats fill early. Even in the rain, even with a live video feed in Lang Performing Arts Center that offers an alternative to the wet June morning, the seats still fill, and people are left looking for a few extra folding chairs here and there that have not yet been claimed. Pinwheels of umbrellas float above the crowd, among them Monet's *Water Lilies* and even a few Swarthmore logos.

Above it all, the tulip poplar leaves are an

almost tropical shade of green and, moist and glistening in the rain, suggest a locale far more exotic than Swarthmore. More exotic adventures are for tomorrow, though—today is the last day of the four-year exploration that has taken place right here in Delaware County, Pa.

THE PROCESSIONAL STARTS EXACTLY AT 10 A.M. The crowd hurries to claim their seats, then stands again to honor the approaching class. Though all wear black gowns, many resist uniformity. Robyn Harshaw and Lindsay VanSciver wear crowns of flowers on their caps, while John Fort sports a black cowboy hat instead of the traditional mortarboard.

The processional is followed by a welcome from Board Chairman J. Lawrence Shane '56, who asks the graduates to turn and honor their families and friends. Kisses are blown through the raindrops. John Goldman '71 rises, quoting Martin Luther King Jr., "Where evil people will seek to perpetuate an unjust status quo, good people must seek to bring in a real order of justice." A moment of silence follows, and Ranmal Samarasinghe steps to the microphone.

An honors economics major and premed student from Kensington, Md., Samarasinghe was voted class speaker during auditions held in April. His references not only to Dean Gross' infamous welcoming speech but also to the most overplayed song at recent Swarthmore parties—Madonna's "Like a Prayer"—are hits with the crowd. "Perhaps Madonna said it best when she proclaimed, 'Life is a mystery, everyone must stand alone.' Then again, maybe not," Samarasinghe says.

Most of the parents don't get it. They



PHOTOGRAPHS BY STEVEN GOLDBLATT '67

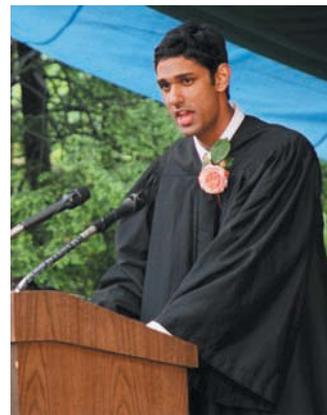
wonder, did I send my child to Swarthmore to dissect the meanings of '80s dance tunes?

Among other things, yes.

THE CEREMONY BECOMES MORE SERIOUS AS PRESIDENT ALFRED H. BLOOM DELIVERS HIS COMMENCEMENT ADDRESS. He warns the class of the dangers of becoming complacent in their own viewpoints and challenges them to accept the cultures and values of other societies as equally valid as those of their own: "If you see America becoming so certain of itself that it begins to believe itself better than the other nations and peoples with whom it shares this globe, I ask you to help America to apply its own democratic ideals to the world stage." (The text of President Bloom's talk and those of honorary degree recipients begins on page 14.)

Honorary degree recipients step forward. Christopher Chyba '82, an expert in planetary science and currently the co-director for the Center for International Security and Cooperation, warns students of a new biological arms race. "It is your task and the task of your brothers and sisters to help us navigate these coming decades honestly—not naively—and to pursue a vision of the future that is worthy of the best of humanity," he says.

Chyba is followed by Margaret Morgan Lawrence, the first African American to train



AFTER A YEAR'S ABSENCE, THE BIG CHAIR CAME BACK FOR COMMENCEMENT—AND BECAME THE FOCAL POINT OF MANY PHOTOS. ON A RAINY DAY OF SPEECHES AND FAMILY CELEBRATIONS, THERE WAS LITTLE TO DAMPEN THE SPIRITS OF THE CLASS OF 2003, INCLUDING SENIOR SPEAKER RANMAL SAMARASINGHE (TOP RIGHT). WHEN ALL WAS SAID AND DONE, WHAT REMAINED WAS TO PACK THE VAN AND MOVE ON TO LIFE'S NEXT CHALLENGE.



at Columbia's Psychoanalytic Clinic for Training and Research and at the New York State Psychiatric Institute. She is a distinguished child psychiatrist whose two daughters are Sara Lawrence-Lightfoot '66 and Paula Lawrence Wehmiller '67. Lawrence joins them this day, and, for her own challenge, asks the graduates to recognize their own personal gifts and contributions: "I therefore charge you with the responsibility for the identification and the development of your own gifts and for preparing to share them in our troubled world."

Jed Rakoff '64, a U.S. district court judge who gained national attention last year by ruling the federal death penalty unconstitutional, tells the story of "Swarthmore's most infamous graduate," A. Mitchell Palmer, Class of 1891 and attorney general under President Woodrow Wilson. Rakoff says the "Palmer Raids," a series of arrests, deportations, and incarcerations of thousands of Americans orchestrated by Palmer in the absence of warrants and due judicial process, were a gross injustice that went unchallenged for far too long. Injustice, Rakoff worries, will persist so long as it is greeted by silence: "If freedom means anything to you, please don't be silent. After you reach a considered judgment, please speak your mind, whatever the cost."

With these empowering and intimidating challenges in mind, it is time for the most anticipated moment of the day—the walk across the stage.

IT IS TOO BAD, IN A WAY, THAT THE WALK TO GET THE DIPLOMA CAN'T LAST LONGER—the canopy under which the diplomas and the faculty sit is the driest place in the amphitheater. Instead, it's a transitory joy, a quick reading of a name, a shake of a hand, and instant metamorphosis to the species alumni. By nature, it's difficult to digest—a singular, ephemeral moment certifying the sweat of four years.

Near the end of the line, biology major Claire Weiss records the day's events from the back of the class with her camera (see scrapbook, page 12). She is sandwiched between Rebecca Weinberger and Rabi Whitaker, and they have an hour to wait. "Oh, my God!" Weiss says. "We're done with the *As*, now the *Bs*. Ooh, the *L* line just left—only half the alphabet to go!"

The three *Ws* entertain themselves in the meantime, eyeing the weather. "We got rather a kick out of watching tree branches fall on people and seeing what their reactions were."

"Tree branches were falling on people?"  
"Well, leafy ones," Weiss clarifies.

Those who walk ahead of Weiss hold her attention during the respites from falling foliage. The names began with Sophia Acord, and from there, the Class of 2003 stands row by row to hear their names called for the last time as Swarthmore students. It's easy to tell who knows who and how: "Best RA ever!" Jake and Sam Berger '05 yell, as Ingrid Kaszas receives her diploma. It's an ideal time to learn people's middle names, not to mention their nicknames—"Cookie" (Christopher Morello), "Poop" (Sean Brandveen), and "Tenderheart" (Jesse Taylor) all hear their aliases called as they cross the stage.

Applause, which has slacked here and there, picks up as the end of the alphabet approaches. Jayson Yost's name is accompanied by a blaring of air horns from somewhere in the crowd, and Latika Young does a cartwheel across the stage en route to President Bloom. At last, with the awarding of Laura Zager's engineering degree, it is over.

THE RECESSIONAL BEGINS—A JAZZY VERSION OF "LEAN ON ME," which Associate Professor of Music John Alston has arranged. Everyone files out. The sun is shining now.

—Elizabeth Redden '05

# SCRAPBOOK

## MY COMMENCEMENT

CAMERA IN HAND, ASPIRING PHOTOGRAPHER CLAIRE WEISS '03 CAPTURED CANDID VIEWS OF COMMENCEMENT.

By Elizabeth Redden '05

CLAIRE WEISS (RIGHT)  
WAS PHOTOGRAPHED BY  
STEVEN GOLDBLATT '67.

### TRADITION

"You pick your rose, and then one of the arboretum staff asks what your major is and what you're graduating with," Weiss says of the ceremonial pre-Commencement rose pinning in the Dean Bond Rose Garden. "It's all very nice and formal." Reaching into the collection, one graduate selects her rose, which is cut from the garden few students would imagine taking a flower from at any other time. Today, there is no problem.



### MOTHER AND DAUGHTER

Morghan Holt's 6-year-old daughter, Alexxys, surveys the crowd, held by her mother at eye level with graduates almost four times her age. Dressed in a white gown with her own mortar board and tassel, Alexxys accompanies her mother to receive her diploma.

"As we lined up to walk across the stage, she giggled excitedly and gripped my hand," Holt says. "After we both shook Al's [President Alfred H. Bloom's] hand, she leaned over, giggled, squeezed my hand again, and whispered, 'Mommy, you did it!'"

### A SURREAL FEELING

"Before, during, and after the ceremony, I couldn't get over the feeling that the entire day was incredibly surreal. I almost expected to wake up to my alarm and a class or a final exam," says Mike Smith, watching a rose being pinned to his gown.



### PRETEND IT'S A PARASOL

Shielded from the rain, Nori Heikkinen is all smiles as she peeks out from under her umbrella. "It was kind of fun, wading through the mud with umbrellas, graduating in the rain," she says. "Though I wouldn't have chosen it."



### THE CHEAP SEATS

Weiss finds herself relegated to the back row by alphabetical order, facing a sea of almost 360 soon-to-be graduates. "Being in the last row was kind of unfortunate," Weiss says. It was difficult to see once the umbrellas came out (*top*). Yet, when it is clear—oh, what a view. Weiss captures slightly asymmetrical caps (*above*), pointed in the directions of different futures, from among those who walk before her. When the rain came back down, though, so too disappeared Weiss' vantage point. "We were one of the few hold-outs in not opening umbrellas," Weiss says of the *W* trio—her, Rebecca Weinberger, and Rabi Whitaker.



### AT LAST, ENGIN

The engineering students close every Commencement with a good-natured prank meant, as engineering graduate Laura Zager says, to provide "comic and visual relief at the end of a long ceremony." This year, the engineers each place one letter on the stage as they receive their diploma, spelling "SWARTHMORE ENGINEERING!" in capitals and "All your diplomas are belong to us" below.



### SCATTERING LIKE RAINDROPS

After the ceremony, there's one last chance to be together before classmates scatter like the morning's raindrops. Weiss says none of it has sunk in yet. She's leaving the next morning for her hometown in San Antonio, then a summer of archeology in Italy. "I still think I have school in the fall," Weiss says. "Right?"

# COMMENCEMENT SPEECHES

**PRESIDENT ALFRED H. BLOOM**

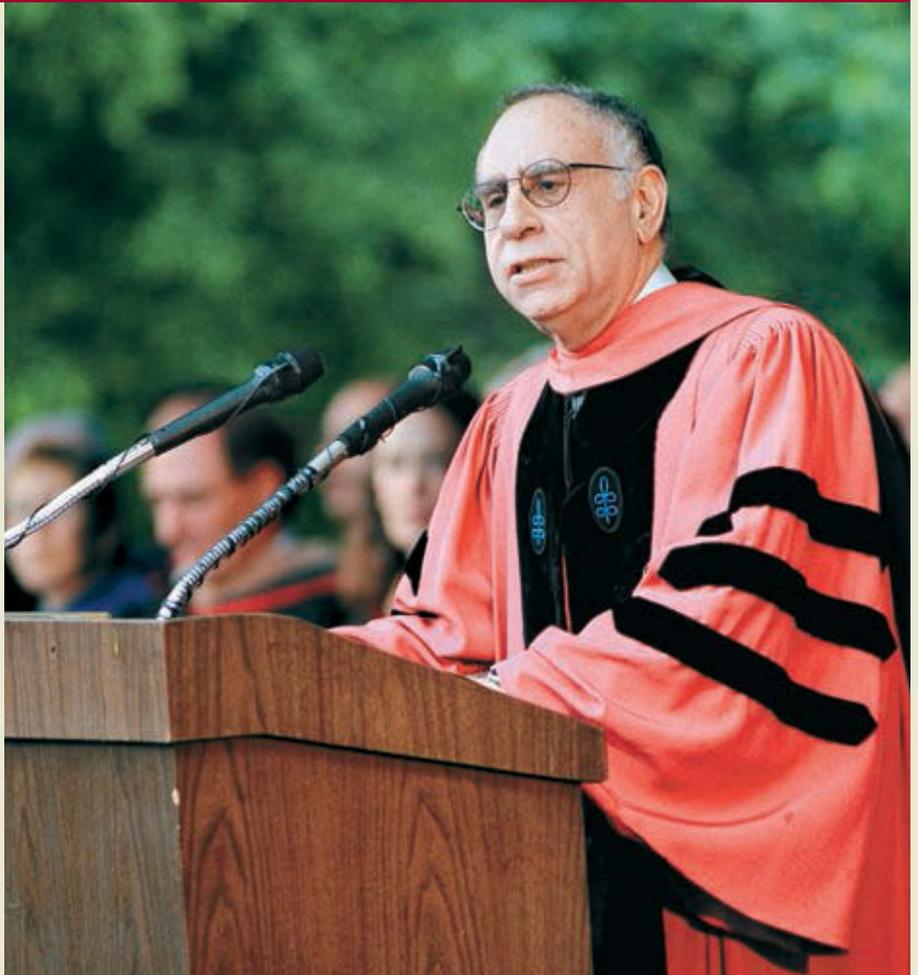
## Uncritical Certainty and American Power

**C**lass of 2003, you are graduating at a historic moment in the relationship of this nation to the world—at a moment when, given the power and resources at this nation's command, the form of international leadership that America adopts and the policies and actions it pursues will fundamentally influence, if not determine, both its own future and that of the world.

I ask you, today, in addition to all else that you do and accomplish, to help shape that leadership, to ensure that America takes advantage of this unprecedented moment to make a positive difference for itself and for all the nations with whom we share this globe.

Recent events make starkly clear that defining effective international leadership is an awesomely complex task. But precisely because that task is so complex and at the same time so singularly consequential, I feel more confident entrusting it to you than to any other soon-to-be-graduates anywhere

- Because I know that you will continue to think hard about the world you would like to see and the role America must play in that world.
- Because I know that as international circumstances arise inviting American response, you will push yourselves to as clear and comprehensive a framing of the issues, as imaginative a conception of alternative responses and as careful a weighing of the likely and possible consequences of those responses, as anyone can.
- Because I know that as you make these assessments, you will bring your own independent judgment to bear on the critical variables involved, such as whether this nation's—or another's—security is truly at stake; whether circumstances justify intervention to defend the freedom



STEVEN GOLDBLATT '87

or well-being of a people; whether the use of force is warranted; whether America should act alone, if others cannot be persuaded to join; and how much America can afford to spend, or cannot afford not to spend for its own sake and for the sake of building a more secure, healthy, and inclusive world.

I feel confident entrusting the definition of American leadership to you because I also know that you will maintain your conceptual and ethical bearings in the face of mass opinion, political rhetoric, moralistic appeals, and instrumental pressures; and that you will decide which courses of action to support or not to support, in the light of what you think is good and just both for your own society and for all of humanity—and in the light of what you believe will most likely advance the world you hope to build.

I know that you will employ these habits of mind because of who you are and of what it means to have been educated here. And as you employ them, you will model a way to think about these issues, which others will come to prefer, just as you have, above less complex approaches; and as citizens, opinion leaders, and decision makers of this nation or of another, you will influence directly or indirectly the way America leads.

But, before you go on to make your mark, in your careers and on the world, I must ask you to accept responsibility for a further dimension of American leadership, one that this moment in history invests with particular urgency.

Whether you were born here or have come to this country to take advantage of the education this College and America offer, each of you has lived the experience of a nation that not only possesses extraordinary military, economic, technological, and

human strength but that has achieved exceptional progress toward democratic and societal ideals. For more than two centuries, it has sustained a working, though not yet inclusive, democratic system, without experiencing an overthrow of the framing principles of its republic. It has developed an economic system that offers remarkable, though still far from universal, opportunity for economic and social mobility; and, for that, has become the model emulated by much of the world. Through immigration, it has enriched extraordinarily the diversity of its population. It has made important, though far from complete, progress toward creating equal welcome and treatment across differences of gender, race, culture, and sexual orientation. And it has produced a culture with pervasive impact across the world and hegemony over the very large majority of intellectual fields.

However, history repeatedly demonstrates that success of this magnitude carries serious risks—among them the risk of becoming complacent about what more can be accomplished at home, and the risk, which is at the center of my concern this morning, of becoming uncritically certain about the rightness of one's own institutions, perspectives, and moral visions compared with those of others across the globe. That unexamined certainty creates the conviction that one's own nation or people have the corner on modes of political and economic behavior, on appropriate priorities among values, on what constitutes relevant experience, and on what societal and global accomplishment are truly about. And buttressed by national, cultural, and religious pride, that unexamined certainty can become quite resistant to rational analysis and quite impervious to alternative views.

When the English sought to take up the "white man's burden," the French to enact their *mission civilisatrice*, and the Chinese defined themselves as *zhōng guó*—the middle kingdom—they did so with this very kind of certainty at the foundation of their worldview.

I ask you to take every opportunity that comes your way, or that you can reasonably create, to keep America from succumbing to a similar temptation.

If you see America becoming so certain of its own strengths that it begins to underestimate the extent to which its own well-being is linked to that of others, I ask you to

remind America of how its public health depends on international response to disease, its economic well-being on global networks of trade and finance, its environment on global regulation and responsibility, its internal security on the global effort to counter terrorism, and its external security on collective success in containing the spread of violence wherever it erupts.

If you see this nation beginning to underestimate the extent to which its own well-being is linked to that of others, I ask you to help America focus more clearly on the risks entailed by not giving collaborative approaches every chance—to remind it of the vision underlying its own federal structure, which sees the best protection of the interests and security of each state in an overarching commitment to the well-being and purpose of the whole.

If you see America becoming so certain of its own perceptions that it begins to misjudge how others will interpret and respond to the initiatives it takes or so persuaded by the righteousness of its own moral vision

**"I feel confident entrusting the definition of American leadership to you because I also know that you will maintain your conceptual and ethical bearings."**

that it fails to see the possible hurtful implications for human beings that its actions—however well intentioned—may exert, then I ask you to draw on your ever-deepening global awareness—and I hope global experience—to develop and share a more nuanced understanding of how America's actions are likely to be perceived and of what their full human consequences are likely to be.

If you see America so persuaded by its own success that it begins to assume that only its political and economic practices and its chosen societal priorities are right for everyone, or if you see it begin to assume, for example, that its preference for political freedoms over universal health care, equal educational opportunity, and economic mobility—or for interpersonal fairness over building inclusive society—are the only responsible choices for a free society, then I ask you to help America to listen more openly to other views and particularly as they relate to nations at stages of economic and political development different from our own.

If you see America becoming so certain

of itself that it begins to believe itself better than the other nations and peoples with whom it shares this globe, I ask you to help America to apply its own democratic ideals to the world stage—to see the world as a community of peoples of equal worth and potential, each of whom demands our full respect, each of whose lives and satisfaction matter, and each of whose trust in us would count as a measure of the effectiveness and legitimacy of our own leadership. It would be more than a disappointing irony for a nation built on democratic aspirations and on the strengths of immigration to begin to disrespect its own international roots.

In sum, if you see America failing to take adequate account of its dependency on others, or acting in ways that discount others, or turning away from its responsibility for the whole, I ask you to draw on the understanding you gained at Swarthmore of what it means to take leadership responsibility for—and in—a community of respected equals. Draw on that experience here to lead America, to lead—in ways consistent

with its own democratic tradition, in ways consistent with the symbolism that the world has associated and wants to associate with America, in ways consistent with what an increasingly educated and aware world looks to in a leader, and in ways that will enable America to make that positive difference for itself and for others that this moment in history empowers it to make.

Asking any other group of soon-to-be graduates to provide the complex and vigilant guidance required for this crucial task might seem a bit utopian. But to judge by the alums who have preceded you in those very chairs, the respect you will earn across the paths of life you take will allow you to exert influence far more extensive than you now imagine.

Combining your potential with that of this nation creates a realistic way to overcome for the good the cycles of history.

Class of 2003, I wish you continuing success in this and in everything you undertake, and I wish you ever-deepening satisfaction and happiness.

## JED RAKOFF '64

### Speak Out for Freedom

Jed Rakoff '64 is a U.S. district judge in the Southern District of New York. He is widely recognized for legal opinions in the areas of securities and copyright law and constitutional rights.

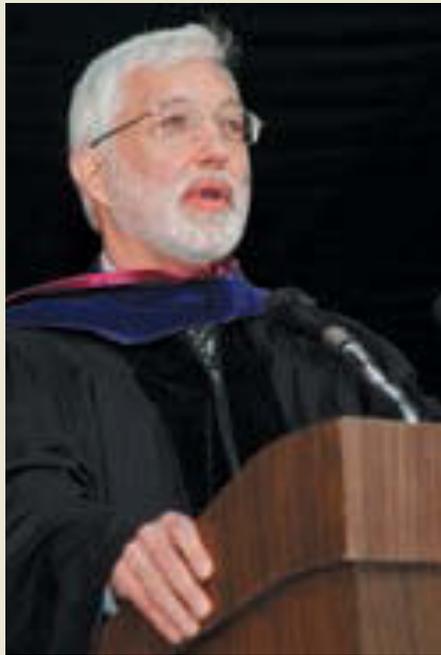
A graduate in English literature, he went on to receive a master of philosophy degree in history at Balliol College, Oxford, and to graduate cum laude from Harvard Law School in 1969. He served as a clerk to Judge Abraham Freedman of the U.S. Court of Appeals in Philadelphia and, in 1973, was appointed assistant U.S. attorney for the Southern District of New York. He held partnerships in several New York law firms before he was named to the federal bench in 1996.

Rakoff is the author of three books and co-author of two multivolume reference works on the law. The U.S. Supreme Court has cited his decisions and opinions on several occasions; he is broadly recognized as a legal thinker, scholar, and judge who not only elucidates and enforces the law, but interprets, defends, and challenges it in light of the principles of ethics and social justice that it is designed to serve.

In 2002, citing recent cases that had been reversed on the basis of DNA evidence, Rakoff argued that innocent people are sentenced to death with materially greater frequency than was previously supposed, ruling the federal death penalty unconstitutional. Laurence Tribe of Harvard Law School praised the decision, saying: "I've been thinking about this issue in a serious way for at least 20 years, and this is the first fresh, new, and convincing argument that I've seen."

Rakoff's niece Hannah is a member of the Class of 2001; his daughter, Elana, is a member of the Class of 2005. Rakoff has served Swarthmore as a member of Alumni Council; as founder and chair of the College's Extern Program; and, most recently, as chair of Alumni Council's ad hoc committee on consensus decision making.

Awarding an honorary doctor of laws, President Alfred H. Bloom praised Rakoff's "powerful and independent mind, remarkable ability for comprehensive understanding, rigorous impartiality, tireless commitment to social justice, and record of placing those skills in the service of the public good."



STEVEN GOLDBLATT '87

I don't know that I ever felt quite so honored as when I received the letter from the College informing me that I was to receive this degree. Getting a first degree from Swarthmore was thrilling enough. But this time, I don't even have to take exams.

However, there is one catch: The letter said I had to deliver to you, the graduating seniors, a 5-minute "charge." Now, I always thought a charge was something reserved for dead batteries or light brigades, for arrest warrants or credit cards. So I hope I can still qualify for this degree if, instead of

a charge, I give you a bit of history.

Specifically, I would like to tell you about the worst of all Swarthmore graduates. I know there are a number of candidates for this position—your freshman roommate perhaps? But in my book, the worst of all Swarthmore graduates—because he most betrayed what Swarthmore stands for—was A. Mitchell Palmer, Class of 1891.

After graduating from Swarthmore, Palmer launched a career as a progressive

Democratic Congressman from Pennsylvania. In 1912, he played a key role in securing the Democratic Party nomination for Woodrow Wilson, and, in return, he was rewarded with various posts in the Wilson administration, ultimately becoming attorney general in 1919. So far, so good.

But with the dislocations that followed World War I, 1919 was also a year of turmoil and upheaval abroad and corresponding insecurity at home. In summer 1919, a Marxist or an anarchist—no one was quite sure which—blew himself up while attempting to detonate a bomb on Mr. Palmer's front lawn. Using his broad powers as attorney general, Palmer reacted with what came to be known as the "Palmer Raids."

Beginning in fall 1919 and continuing through the following May, he directed government agents, led by a very young but already zealous J. Edgar Hoover, to arrest—without warrants—literally thousands of Americans, mostly immigrants with leftist leanings. All of them were held without bail, and many were held incommunicado, without access either to counsel or to the judicial process. Those who were aliens were summarily deported; those who were not were frequently detained for prolonged periods on the flimsiest of charges.

At first, no one protested. The general public supported the raids with patriotic fervor, and most politicians were afraid to dissent. Because most charges were dropped before the cases could be brought before

**"If, in the name of combating terrorism, we so restrict our own freedom, have we not thereby lost part of the very battle we seek to win?"**

judges, few judges had any opportunity to register their disapproval. Indeed, the Palmer Raids might have continued for years had not a group of prominent private citizens, most of them leaders of the bar in major U.S. cities, publicly denounced the raids in a report issued in spring 1920 titled "Illegal Practices of the United States Department of Justice." With the example of their courage on display, hundreds of other prominent citizens came forward to criticize

the raids, public opinion turned, the raids ceased, and Palmer was disgraced.

Now, why today—this day of joy and celebration at your own graduation—do I bother you with this history of Swarthmore's most infamous graduate? Because, as George Santayana so famously said, "Those who cannot remember the past are condemned to repeat it." Ironically—and regretfully—no one today remembers George Santayana. But it does not take a Swarthmore education to figure out that the same combination of insecurity and xenophobia that led to the Palmer Raids—and to the Alien and Sedition Acts of 1798, to the internment of Japanese Americans in World War II, and to McCarthyism in the 1950s—is alive and well in certain corridors of power today. Now, as then, combating a real enemy also provides a convenient cover for limiting the rights of aliens and radicals—and who knows how many others?

Please do not misunderstand. I do not for a moment suggest that the threat of ter-

rorism is anything less than real and significant. Nor do I suggest that, in combating it, any measure has yet been taken that approaches the sheer lawlessness of the Palmer Raids.

Nevertheless, it is difficult to understand how combating the terrorist threat justifies deporting hundreds of aliens without meaningful judicial review, or sending government agents to interrogate thousands of Americans on no better basis than that they are of Middle Eastern descent, or holding those Americans designated as "enemy combatants" incommunicado and without access to counsel before they have been convicted of anything, or jailing as so-called material witnesses more than 50 persons against whom no charge whatever has been lodged. If, in the name of combating terrorism, we so restrict our own freedom, have we not thereby lost part of the very battle we seek to win?

Among the periodic assaults on our freedom in the name of combating foreign

threats, the Palmer Raids were perhaps unique in the way they so quickly collapsed once private citizens summoned enough courage to denounce them. It is one thing to speak one's mind in the protected cocoon of a college campus. But those who protested the Palmer Raids ran the risk of personal vilification, social ostracism, economic retribution, career destruction, and even possible criminal prosecution.

Pretty soon, you'll be part of that world of social pressures, and as those pressures mount, you will be able to find a hundred good reasons to remain silent. But if freedom means anything to you, please don't be silent. After you reach a considered judgment, please speak your mind, whatever the cost. In so doing, you will fulfill your alma mater's ideals and win the gratitude of all of us who believe that liberty is this great nation's most precious—and most vulnerable—treasure.

## MARGARET MORGAN LAWRENCE Identification of Your Gifts

Margaret Morgan Lawrence was the first African American psychoanalyst trained in America and the first black female pediatrician certified by the American Board of Pediatrics. Her decision to study medicine came early, inspired by a passion for healing and by her family's earlier loss of an infant child.

Lawrence was the only black undergraduate in her class at Cornell University. Refused a place in a dormitory because of her color, she lived off campus and worked as a domestic to pay for educational expenses. Following graduation, she received an M.D., a master's in public health, and a certificate in psychoanalysis—all from the College of Physicians and Surgeons of Columbia University.

Lawrence was the first black trainee at the Columbia Psychoanalytic Clinic and the first black resident at the New York State Psychiatric Institute. Through numerous articles and two important books, she established a worldwide reputation in pediatric psychiatry and markedly strengthened the social and ethical awareness of the field. In



clinical practice, she pioneered team approaches, which bring together psychiatrists, neurophysiologists, social workers, and nurses in school settings.

Both of her daughters came to Swarthmore. Sara Lawrence-Lightfoot '66 is a professor at the Harvard Graduate School of Education and chair of the board of the

MacArthur Foundation. Paula Lawrence Wehmiller '67 is an educator and educational administrator who is now an Episcopal priest.

In awarding an honorary doctor of science degree, President Alfred H. Bloom said: "Margaret Morgan Lawrence, the College is proud to celebrate your extraordinary wisdom and courage, your important contributions to science, and the model you set for uncovering the pathway through which each child, of every background, can reach his or her full potential. We are delighted to welcome you to join your daughters as a member of the Swarthmore community."

It is a joy and privilege to join the graduates of the Class of 2003 in your Commencement celebration. More than a few years ago, I participated, from the audience, in two other such celebrations at Swarthmore, in which my two daughters were graduates. One of them loaned me the title of her book, *A Gathering of Gifts*. Perhaps it was a permanent loan.

On April 22, 2002, the 66th anniversary of my own graduation, I traveled to Cornell to participate in its yearlong diversity pro-

gram. I wondered, what would students and even faculty like to hear about me?

Thinking of my train trip to Cornell in September 1932, 70 years earlier, I recalled not a few fearful thoughts about the student life I anticipated. In April 2002, with the

day forward. I refer to these gifts as ego strengths.

Anna Freud once called our attention to the fact that even our ego strengths can be buried so deeply in “our level of unawareness,” more familiarly our unconscious, that

work lives. There will be myriad opportunities to assist others in calling forth their gifts. You can easily see how this process of identifying gifts builds on itself.

Viola Bernard, Perry Ottenberg, and Fritz Redl spoke of self-humanization and humanization of others as opposed to dehumanization. These authors, as long ago as 1964, wrote of the urgent need to develop the “psychic antidotes of rehumanization.” By rehumanization, they meant “to counteract the intensified callousness toward human worth and suffering, resulting from the advances in modern technology and the push-button aspects of nuclear warfare.”

I therefore charge you with the responsibility for the identification and the development of your own gifts and for preparing to share them in our troubled world. When you came to this fine institution, Swarthmore, you brought them with you.

## “I charge you with the responsibility for the identification and the development of your own gifts and for preparing to share them in our troubled world.”

less fearful wisdom of some 87 years, I mused, “what if I had asked myself in 1932, ‘Are there gifts of my own which I bring to this fine institution, Cornell?’”

I spoke to the 2002 Cornell audience of the gifts brought by me to the Cornell campus in 1932, even generational gifts. At your graduation, I now charge you to have a major concern for your own gifts, from this

they—our ego strengths—may not be wholly available to us. If this is true, getting acquainted with our gifts will require some work.

Identifying one’s own gifts means that you are able to use them for your own growth and enhancement. In addition, you may use them in the world, in your relationships with others in both your personal and

### CHRISTOPHER CHYBA '82 Technology’s Challenges

Christopher Chyba '82 is an astrobiologist and international security analyst with a passion for understanding the origins of life on this planet and the possibility for life on others—and a determination to protect civilization from self-destruction.

After graduating from Swarthmore with honors in physics, he studied mathematical physics and the history and philosophy of science as a Marshall Scholar at Cambridge University. He then earned a Ph.D. in astronomy and space sciences at Cornell under the guidance of Carl Sagan.

He served in the Clinton administration as a White House Fellow. He later taught in the Department of Planetary Sciences at the University of Arizona, also serving as a science adviser to the White House on bioterrorism.

Chyba currently holds the Carl Sagan Chair for the Study of Life in the Universe at the SETI Institute, while serving at the same time both as associate research professor of



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geological and environmental sciences and co-director of the Center for International Security and Cooperation at Stanford. He was a 2001 winner of a MacArthur Fellowship.

His Swarthmore honorary degree citation reads: “Your extensive research and publications range across topics from the origin of

the solar system, to the design and functioning of spacecraft, to the possible role of asteroids and comets in delivering organic molecules to earth, to the exploration of alternative biological systems and of their potential for creating life elsewhere in the universe, to nuclear proliferation. You draw on widely diverse disciplines, offering models of interdisciplinary clarity and innovation that inform public policy as they expand the frontiers of science and of human imagination....

“Chris Chyba, your cosmic vision and its contributions to both scientific understanding and to policies that will protect humanity and its environment inspire awe in this community, making us so terrifically proud that you are one of us.”

President Bloom, College faculty, students and families, let me begin by thanking you for the honor of being asked to be part of this day. Given my deep respect for Swarthmore’s faculty and students, I can hardly imagine a greater compliment than to be asked to come here and

speak on this occasion.

I have only a few minutes. I would like to use them by suggesting what it is you've been doing here for the past few years and emphasizing how directly on point those years have been for facing the challenges and opportunities of the coming decades—that is, the decades of the Class of 2003.

What you've done here, it seems to me, is simply to try to understand the world and how you are to live in it. You've come at this from many different perspectives, from Plato's forms to molecular reductionism, but I suggest that a common goal has been to apprehend how the world actually is, so that your commitments may be grounded not in propaganda but in reality. The challenges of the decades to come are many and diverse, but they will be met with only that kind of respect for knowledge.

I want to make this concrete with just one example, for which new thinking is badly needed. It will have to stand in for all the rest.

I am especially concerned by the challenges posed by the worldwide explosion of certain technologies, biotechnology now and others a bit farther on. We are entering an era in which greater and greater power resides in the hands of smaller and smaller groups of the technically competent.

Because it is so important to public health, food production, and the economy, genetic engineering is spreading rapidly and is ever easier to implement. China, for example, already has 20,000 people working in 200 biotechnology laboratories, many of them dedicated to genetically modified crops. Countries around the world are following suit—or are farther ahead. But genetic engineering techniques also appear to allow one, say, to engineer the smallpox virus to subvert the human immune system so that the virus is impervious to existing vaccines. Analogous experiments with the mousepox virus have already been done—unintentionally, so to speak—by a small group of scientists in Australia, who then published their methods in the *Journal of Virology* in 2001.

This biological challenge may not be greater than the nuclear challenge we already face, but it is very different. The important point is that we don't have any good models from cold war bilateral arms control or multilateral nonproliferation

treaties for how we are going to live in a world where so much power resides in the hands of small groups. I have a number of colleagues who believe that the only approach to this future is a kind of defensive arms race in which biological techniques for protection—next-generation antibiotics, new antivirals, new vaccines—are developed faster than bad actors can develop new means of destruction. They view our future as a kind of unending high-stakes arms race against that tiny fraction of society that has no conscience.

Is this really the best vision of the human future that we can hope for? I don't know the answer. I am confident that their view is, in fact, part of what the future holds, but whatever the full answer will be,

**“We are entering an era in which greater and greater power resides in the hands of smaller and smaller groups of the technically competent.”**

it will, by necessity, be devised in the next few decades. You and your peers will be at the forefront of those decisions—and their consequences.

What tools do you and your society have to bring to this effort, or to the others that you will face? Individually, you have your perspective, conscience, and knowledge grounded in respect for truth. I have no fears in this regard. That's why you've been here. But nationally and globally, your tools are inadequate.

Again, just one example. It should amaze you that as we face the coming decades, the U.S. government at its highest levels is remarkably poorly equipped to incorporate scientific knowledge into its decision making. On Capitol Hill—in a breathtaking kind of self-lobotomy—Congress in 1995 eliminated its Office of Technology Assessment. What had been Congress's internal body for producing scientific and technical analyses of key issues was deemed no longer worth its \$20 million annual cost.

At the other end of Pennsylvania Avenue, the president's science adviser has, with some exceptions, played a decreasing role ever since the Kennedy administration. Under the current president, the science adviser has been demoted in rank and had

half his portfolio, including his office's former National Security Division, simply stripped away. So even as we confront a future whose scientific and technical challenges are unprecedented, the U.S. government has rendered itself less capable of addressing them.

But you are going to be the new staffers in, then members of, the House and Senate; you are going to be the new Cabinet officers; and, above all, you are going to continue to be voting and committed citizens of this or your home country. As you've worked so diligently to forge your own intellectual tools in your time here, I hope that you will also now help forge the tools that your society needs to address the challenges that we all must face.

I've dwelled so far this morning on just one of those challenges. Perhaps you'll grant me just a moment to conclude with a word about the opportunities and accomplishments to come. One of my favorite poems is by Wallace Stevens; it's called “Not Ideas About the Thing but the Thing Itself.” We search for apprehension of how the universe actually is, not how it merely appears. We strive to see the sunlit world beyond the cave that we still inhabit. I've implied today that we may face our greatest challenges right at the cave's threshold.

Nonetheless, we can glimpse beyond that threshold a future civilization that would give scope to the best that human beings can be. Personally, I find examples of this in solar system exploration and the search for extraterrestrial life, but we can just as well see it in advances in public health, or in the pursuit of justice, or in any of myriad human achievements. Stevens glimpsed it in something as simple as a sunrise beyond his window, a sunrise that was, as he said, “like a new knowledge of reality.” It is your task, and the task of your brothers and sisters, to help us navigate these coming decades honestly—not naively—and to pursue a vision of the future that is worthy of the best of humanity.

## HUGH LACEY

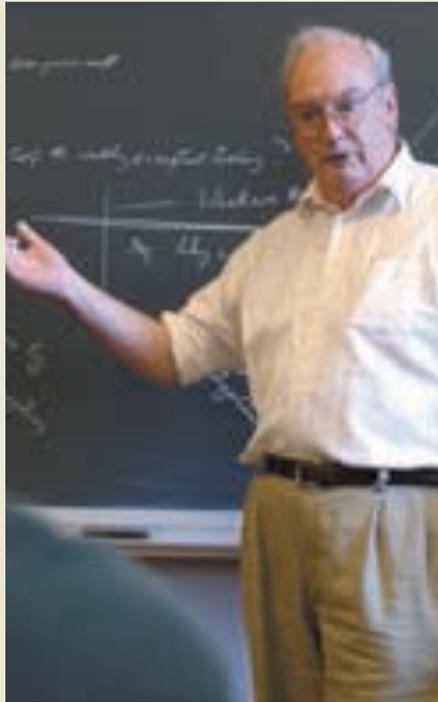
### The Apt Word

Scheuer Family Professor of Humanities and Professor Emeritus of Philosophy Hugh Lacey retired at the end of the 2002–2003 academic year (see June *Bulletin*). One of his last acts as a member of the faculty was to deliver the Baccalaureate address to the Class of 2003.

In introducing him, Professor of Philosophy Richard Eldridge said: “Throughout his career, Hugh has focused on a number of interrelated problems: the roles of values (cognitive, moral, and social) in the natural and social sciences; values in popular political practice; the social role of the university; and agroecology. Broadly speaking, these topics all have to do with how social life under natural constraints is reproduced and with how values might more effectively inform that reproduction than they do currently.

“As a teacher and colleague, just as in his writing, Hugh has brought his intelligence, analytical skill, passion, and humor to bear on these questions. In doing this, he has displayed for his students the best virtues of an intellectual life that is also a human life, devoted to understanding and to justice, and he has helped us ... to become more thoughtful, skilled, responsive, and responsible than we would have been without him.”

Eleven years ago, in his inaugural address as president of Swarthmore College, Al Bloom proposed that the cultivation of what he called “ethical intelligence” should be considered one of the College’s core values—“an ethical intelligence appropriate to our time.” In doing so, he was clearly influenced not only by his own earlier studies of ethical development but also by Swarthmore’s long-standing links with the Quaker tradition, especially its emphases on social responsibility and speaking truth to power. With “ethical intelligence”—if I may borrow from the passage from Ecclesiastes that was read a few minutes ago—President Bloom coined an “apt word,” an apt phrase, one that can help us put into sharper light who we are and who we aspire to be and inspire efforts aimed toward more fully realizing our proclaimed values....



STEVEN GOLDBLATT '67

The idea of ethical intelligence serves to focus Al’s challenge to renew our educational values in a way that takes fully into account how Swarthmore relates to—and may contribute to addressing—the morally salient issues of our time. The phrase has not yet gained the currency or the articulated development that I’m sure Al hoped for, or even a settled meaning. I will offer an interpretation of it, with the hope that my reflections become part of a conversation in which other interpretations are brought into critical interaction with it. My reflections

**“Think of the term heard so often recently: *collateral damage*. This ‘numbing phrase’ deceives not by outright negation of reality but by spraying a verbal mist that anesthetizes.”**

concern the ways in which intelligence—reason, argument, investigation, evidence, meaning, judgment—is brought to bear in deliberations of the “ethical,” that is, in deliberations about how to live and to act so that human well-being is enhanced. To value reason, argument, investigation, evidence, meaning, and judgment—and thus truthfulness—should be the distinctive mark of an institution of higher learning. Truthfulness, pervading the whole of our lives, is the indispensable condition, or what I will call

the first principle of ethical intelligence. What does this mean? Keep in mind what we are: human beings, agents whose powers to act depend on the functioning of our bodies, and whose actions are interactions with material objects, living organisms, and other human beings. All action is, on the one hand, intentional and, on the other hand, both dependent on and generative of effects on the environment and on social relations.

These are elementary truths. They underlie another truth—one easier to ignore—that there is generally a gap between what we intend with our actions and what their actual outcomes are. We may act with (to our own satisfaction) the best of intentions but produce unhappy (unintended) outcomes. Ethical intelligence involves coming to grips with this gap between intention and actual outcome of actions without evading truthfulness. There is a kind of evasion of truthfulness that mars political discourse today and renders related ethical judgments merely self-serving, and that occurs when the ethical appraisal of actions does not adequately take into account, in proper balance, both intentions and outcomes.

I propose as a second principle of ethical intelligence rejection of the naturalization of injustice—and thus the preparedness to engage in the reflection, investigation, negotiation, and activities from the perspective of which the possibilities for furthering social justice can be discerned and, when

the time is ripe, addressed.

Consider, for example, overemphasis on intentions. If one’s intentions are “good,” the cause of the gap between intention and outcome of action is likely to be assumed (before any investigation) to be the actions of others, who are thus represented as counterpoised against “good” intentions. It’s a quick step from this to dividing people into the “good” and the “bad,” replacing causal analysis with the discourse of praise and blame. It replaces the quest to understand

events of ethical import with a moralistic presumption—a profound evasion of truthfulness. In turn, those adopting this stance tend to try to bridge the gap between intention and outcome by the use of power—when deemed necessary, using military violence to punish the “wrongdoers,” hoping thus to prevent departures from the “right” order.

Think of the term heard so often recently: *collateral damage*. The mark of this discourse is to use what I will call the “numbing phrase,” which deceives not by outright negation of reality (though it may also be accompanied by overt lies) but by spraying a verbal mist that anesthetizes so that the pain of human suffering and devastation cannot be felt or even recognized. In contrast, “the apt phrase” enables clear recognition, stimulates the ethical imagination, and impedes the evasion of truthfulness.

I propose a third principle of ethical intelligence: Causal analysis of ethically salient phenomena cannot properly be expressed in the language of praise and blame. And a fourth: Ethical appraisal requires thorough investigation of the conditions and unintended consequences of one’s actions, using the “apt phrase” and dispensing entirely with the “numbing phrase.”

My time at Swarthmore has been bounded by two wars that I opposed: Vietnam and Iraq. Whenever there is recourse to war, there has been a breakdown of ethical intelligence, when power and violence displace reasoned discourse as the instruments of conflict resolution. Today, of course, we have not only wars and their shocking human consequences but also—among other things—weakening of democracy and the democratic spirit and its subordination to special interests; escalating terrorism; unchecked spread of terrible diseases that are devastating some of the poorest countries in the world; and deteriorating economic conditions—especially for the most vulnerable worldwide—which are spreading the seeds for perpetuating the spiral of violence, stepping back from efforts to address problems of poverty and race in this country, and weakening the thrust toward international cooperation on such matters as human rights, the rule of law, and effective international mechanisms to deal with crimes against humanity, protection of the

environment, and resolution of disputes within the framework of the United Nations. It all seems so overwhelming.

I am reminded of Hamlet’s words:

The time is out of joint: O cursed spite,  
That ever I was born to set it right!

“The time is out of joint!” What our time needs is a response to this truth—not an evasion of it but also not a self-righteous, reluctant, nostalgic, or resentful response; certainly not one, like Hamlet’s, that smacks of self-pity, self-indulgence, an inflated sense of self-importance, and neurotic hubris. Like it or not, this out-of-joint time is our time, the time in which we must live, the time that will continue to affect our lives profoundly, and the time on which we leave our mark.

**“Our time is redeemable. There are hitherto unrealized possibilities ... for greater social justice, freedom, and peace; for the enhanced well-being for which human beings in all places and cultures yearn.”**

Yet, our time is redeemable. There are hitherto unrealized possibilities, some of which represent possibilities for greater social justice, freedom, and peace; for the enhanced well-being for which human beings in all places and cultures yearn. I believe that cultivating awareness of this truth is the most fundamental task of the ethically intelligent; and doing this will require conducting the intellectual life in much closer contact with the movements—at home and throughout the world—whose programs have promise of realizing more of these possibilities. The “ethically intelligent” person needs also to be “intelligent ethically.” Being intelligent ethically is not to stop at denunciation of our out-of-joint time. One of the conditions for bringing about fundamental social change is bold, committed action, which stakes itself without the certitude of success. My fifth principle of ethical intelligence: Ethically intelligent action cannot be carried out with certitude of being successful, for whether or not valued possibilities are realizable depends (causally), in part, on the committed actions of those who value them.

Cultivating ethical intelligence attunes one better to discern the genuine possibilities for greater social justice, freedom, and peace; being intelligent ethically implies recognizing that not every aspiration actually represents a genuine possibility. Our out-of-joint time does put constraints on what is genuinely possible. I repeat that it is within this time that we must find the sources of alternative possibilities. We need “apt words” to mark them, and then these words can themselves assume causal roles in our time. If they don’t, they degenerate into self-congratulatory fluff—empty words hardly distinguishable from “numbing phrases.”

Ethical intelligence recognizes that there are no quick fixes. It can be exercised at all the times of our lives and put richer substance into all dimensions of life—career, family, and friendships—for it insists that

social justice cannot coexist with personal diminishment. It does not draw us away from our fundamental personal and career commitments; it doesn’t pull us into quixotic quests, the subordination of the personal to the political; and it recognizes that different people can make their contributions to furthering justice in a great diversity of ways and at different times of their lives.

It also recognizes that we all lapse from our self-identified values (including truthfulness) from time to time. But lapses are not decisive rejections—provided that we remain open to the possibilities of repentance and forgiveness. Ethical intelligence rests easily with our humanity, its flaws and weaknesses as well as its extraordinary achievements and potential, and its delights and foibles. I believe that cultivating ethical intelligence, highlighting its first principle—commitment to truthfulness—is of utmost urgency; it is, more than anything else, what our out-of-joint time needs. ☞

*The complete texts of all Commencement remarks may be found at [www.swarthmore.edu/news/commencement/2003/index2.html](http://www.swarthmore.edu/news/commencement/2003/index2.html).*

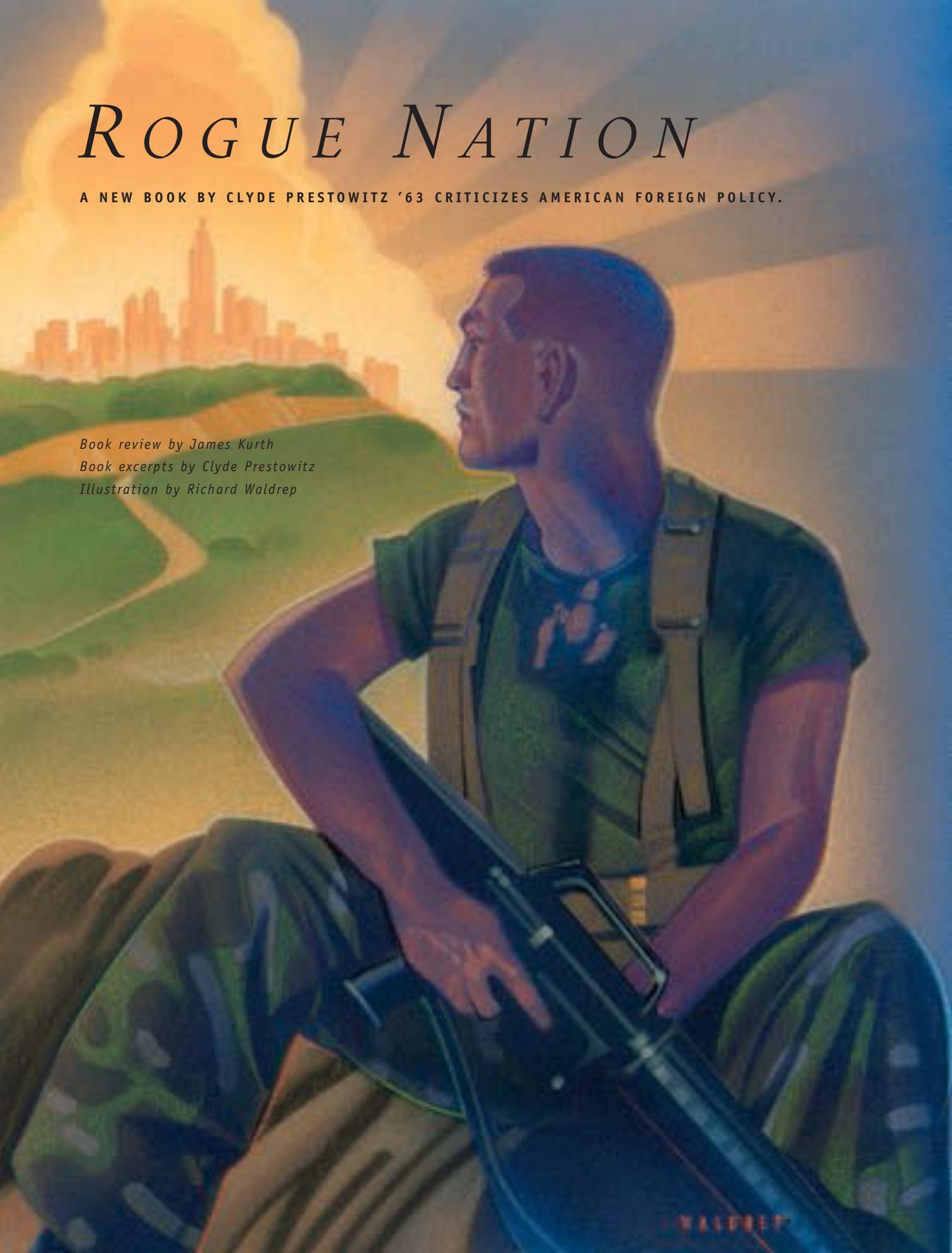
# ROGUE NATION

A NEW BOOK BY CLYDE PRESTOWITZ '63 CRITICIZES AMERICAN FOREIGN POLICY.

*Book review by James Kurth*

*Book excerpts by Clyde Prestowitz*

*Illustration by Richard Waldrep*



WALDREP

**D**uring the past decade, the United States has inaugurated an entirely new era in world politics, the era of the sole superpower (or “hyperpower,” as we are now called by the French). The power of America seems to tower over that of every other nation. Indeed, the military spending of the United States exceeds that of all of the other major nations combined. Yet the very moment that America had ascended to its position of unprecedented power, the attacks by Al Qaeda on Sept. 11, 2001, inaugurated a different kind of new era—the era of the global terrorist network. The terrorist attacks demonstrated that, at the pinnacle of its power, America had entered into a condition of unprecedented vulnerability.

This conjunction of unprecedented power and unprecedented vulnerability is at the core of the foreign policy of the current Bush administration. The “National Security Strategy of the United States” or “Bush doctrine,” which the administration promulgated in September 2002, identifies the greatest threat to America as weapons of mass destruction wielded either by terrorist networks such as Al Qaeda or by “rogue states,” such as Iraq, Iran, and North Korea. The new doctrine states that in

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*Rogue Nation: American Unilateralism and the Failure of Good Intentions* by Clyde Prestowitz '63 (New York: Basic Books, 2003)

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order to deal with this threat, the United States must use its unparalleled power—and it must do so in unprecedented ways. If necessary, these will include preemptive action (more accurately, preventive war) rather than the traditional U.S. strategy of containment and deter-

rence, and unilateral action rather than more traditional multilateral action. The prime expression—indeed the exemplary execution—of this new “National Security Strategy” was to be the 2003 war against Iraq, a country that was seen as the very archetype of a rogue state.

In his powerful and persuasive new book, Clyde Prestowitz '63 shows that the real rogue state is the United States. The essence of rogue behavior in international affairs is unilateral, preemptive actions, and these have increasingly come to characterize U.S. behavior in the world since the end of the Cold War, both during the Clinton administration as well as the current Bush administration. With well-informed analyses, Prestowitz shows how the United States has acted unilaterally and preemptively in virtually every geographical area (he gives detailed accounts of U.S. policies in Europe, the Middle East, East Asia, and Latin America) and in virtually every functional arena (he has chapters devoted specifically to trade policy, energy consumption, the global environment, and arms treaties). This behavior has generated increasing resentment of and resistance to America around the world.

Prestowitz is president of the Economic Strategy Institute in

Washington, D.C. He has many years of professional experience in the field of international business and economics, including official experience as a trade negotiator during the Reagan administration. He travels extensively and has talked with numerous high officials in other countries. This enables him to present the perspectives of other nations in a way that is comprehensive, coherent, and thoughtful. A great strength of this book is its lucid and accurate representation of the opinions of foreign leaders about the United States.

Prestowitz enumerates the pervasive contradictions in U.S. policies, and—because each of the contradictory positions so obviously serves some American interest group—he describes how exasperated other nations are with American hypocrisy. (A prime example is the U.S. government giving massive subsidies to promote American agricultural exports, while relentlessly pressuring foreign governments to dismantle any kind of support programs of their own.)

Prestowitz appears to think that his most important and most controversial analysis is that of U.S. policy toward the Middle East, particularly the policy toward the Israeli-Palestinian conflict. He gives an accurate and realistic account of the views of European and Middle Eastern elites, who are pro-American on many issues but who are appalled by the biased and massive U.S. support for Israel, and he urges a more balanced policy. Many Americans will disagree with Prestowitz's conclusion, but any serious observer of U.S. policy toward the Middle East must take into account the realities that he so astutely describes.

Prestowitz concludes his book with a series of recommendations for the U.S. role in the world. He would have the United States be more modest and more multilateral in its behavior; it should, so to speak, show a decent respect for the opinions of mankind. Above all, America should return to its original calling of being “a city upon a hill.”

Prestowitz's approach to American foreign policy is very similar to that of traditional conservatives (often termed the “realist” school of international politics). Historically, this position was represented by such statesmen as George Kennan, Dwight Eisenhower, Henry Kissinger, and even the elder George Bush. During the past decade, however, the traditional conservatives or “realists” have been replaced in the American foreign-policy elite by representatives of two new positions. One group is the neo-liberals, who have promoted globalization, particularly the American version of free markets. The neo-liberals largely dominated the foreign policy of the Clinton administration. The other group is the neo-conservatives, who have promoted U.S. military intervention abroad and, in the past year or two, have even argued for the establishment of an “American empire.” The neo-conservatives have largely dominated the foreign policy of the current Bush administration. More broadly, however, the Bush administration represents a fusion of both neo-liberals and neo-conservatives, a sort of diplomatic and military critical mass that has given its foreign policy an explosive quality.

Within the American political and economic elite of today, and within either the Republican Party or the Democratic Party, there is no longer any center of power and influence that supports the foreign-policy views of traditional conservatives—and the views expressed by Prestowitz in this book. By itself, the internal dynamic of the American elite propels the United States toward a global and

There is no longer any center of power and influence that supports the foreign-policy views of traditional conservatives.

imperial, a unilateral and a preemptive, foreign policy—that is, toward being a rogue nation. If this new U.S. policy is to be changed, it most likely will be because it will be forced to by some external dynamic or dramatic failure.

Because the prime expression and exemplary execution of the new U.S. policy was the war against Iraq—a war between America as the rogue nation and Iraq as a rogue state—this war may provide the real test of the policy. The United States did not find in Iraq those weapons of mass destruction whose purported existence had provided the justification for the war. It did find, however, a resentful population and a guerrilla resistance that has prevented a satisfactory conclusion to the war. And, having offended and insulted most of its traditional allies in its drive toward war, the United States has not found much help from other nations in its efforts to establish a satisfactory peace.

If the war in Iraq becomes a costly and bloody quagmire for America, it may bring about a great debate about the American empire and its rogue policies—about America as a “rogue nation.” If so, it would be similar to what happened 30 years ago, when the Vietnam quagmire brought about a great debate about “the imperial presidency” and “the arrogance of power.” These phrases also served as the titles to two widely read books of that time. There is no better way to prepare for the next great debate than to read Prestowitz’s great book.

*James Kurth is the Claude C. Smith Professor of Political Science. His article “Migration and the Dynamics of Empire” appeared in the spring issue of The National Interest.*

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## THE SHAPE OF EMPIRE

### American dominance is unprecedented.

I am sure [President George W.] Bush doesn’t think of himself as an emperor. Empires are something Europeans or Chinese or Japanese have, but not Americans. Nevertheless, if it looks, walks, and quacks like a duck, chances are it’s a duck. Of course, America has few direct colonies or territorial possessions in the classic manner of the Britain and Japan of the past. But empires are also measured by their ability to project power, to compel or entice others to do their bidding, to set and enforce the rules, and to establish social norms. If we look at how the United States stacks up in that regard, the unmistakable visage of a duck begins to appear.

The aircraft carrier U.S.S. *Kitty Hawk*, which usually patrols the western Pacific from its homeport in Yokosuka, Japan, is more like a nuclear-powered floating city than a mere ship. It is more than 1,100 feet long, as tall as a 20-story building, and carries a flight deck 250 feet across. This behemoth houses nearly 6,000 crew, pilots, and mechanics along with its 70 state-of-the-art aircraft. Wherever it goes it is accompanied by an Aegis cruiser outfitted to knock down

incoming missiles, several frigates and destroyers, one or two hunter killer submarines, and supply vessels. The *Kitty Hawk* can steam at more than 30 miles per hour; to support the U.S. attack on Afghanistan, it covered the 6,000 miles from Yokosuka to the Indian Ocean in twelve days. This is a truly awesome concentration of military might.

The United States has thirteen of these carrier battle groups. No other country has even one. And whether it is bombers, working ballistic missiles, strategic submarines, laser-guided smart bombs, ground-hugging cruise missiles, pilotless drones, or gun ships, American dominance is more or less the same. Moreover, these forces are scattered at more than seven hundred U.S. installations around the globe, with 120,000 American troops in Europe; 92,000 in East Asia and the Pacific; 30,000 in

North Africa, the Middle East, and South Asia; and 15,000 in the Western Hemisphere outside the United States. The United States’ share of the total defense spending of all countries in the world is at 40 percent and rising; it spends as much as the next nine countries combined. In terms of sheer military dominance, the world has never seen anything like this.

Economically, the United States looms nearly as large. At \$10 trillion, the U.S. GDP [gross domestic product] accounts for more than 30 percent of the combined GDP of all countries in the world and is twice that of the number-two country, Japan. While the GDP of the combined European Union [EU] is about \$9 trillion, including the newly joining countries, the EU is not yet a state and acts as a peer of the United States only in limited areas. Even so, the United States is bigger economically than all of Europe and is four times as big as Germany, Europe’s largest economy. At market prices, China’s economy is only a tenth the size of the U.S. economy and Russia’s is less than half that. Even after the loss of \$7 trillion of U.S. market value as a result of the collapse of the recent technology bubble, the capitalization of U.S. stock markets accounts for 36 percent of global market value. More significantly, U.S. productivity growth is 50 percent more rapid than that of other developed countries. Moreover, the numbers are all moving in the United States’ favor. As its share of global GDP, asset valuation, and productivity growth continues to rise, the United States economy will loom ever larger. One consequence is that it will be able to increase the already overwhelming size and power of its military forces while spending a smaller percentage of GDP on defense.

Nor can we ignore American leadership in key technologies or its intellectual and cultural dominance. U.S. research and development spending accounts for more than 40 percent of the global total, and in the area of medical and biotechnology research, the United States spends more than the rest of the world combined. More than 85 percent of the world’s computers run on Microsoft Windows or Unix and are powered by Intel or Motorola microprocessors.... [T]he vast bulk of new drugs and medicines are developed in the United States. Close to 75 percent of all Internet communications globally pass through the United States at some point in their transmission. American films account for about 85 percent of box office revenue in Europe and more than 80 percent in the entire global market....

Dominance like this is unprecedented. At the peak of its empire, in the late nineteenth century, Great Britain's GDP was less than that of the United States, and its defense spending was less than that of both Russia and France. Nor did Britain dominate culturally in nearly the same proportion. The French did not dine on fish and chips or flock to British entertainment. Even the ancient Roman empire pales by comparison. Great as it was, it was strictly a regional operation. The Persian empire was a worthy competitor, and China's GDP was probably larger and its technology arguably more advanced.

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## SENTIMENT IN THE EMPIRE

**"We need a war on arrogance as well as a war on terror."**

In 2002, the Pew Research Center for The People and The Press undertook a massive survey of global public opinion on the United States, interviewing more than 38,000 people in 44 countries during the spring and summer of 2002. For an American, the results are both positive and disquieting. On the one hand, they demonstrate a vast store of good will toward and admiration of the United States from around the globe. At the same time, they reveal that these sentiments are declining, while mistrust and dislike of the United States are rising. Perhaps most significantly, in a number of areas the views of Americans are dramatically divergent from those of virtually all other peoples, and those who know us best are showing the steepest declines in positive sentiment.

America and its neighbors differ widely in their views of the world's gravest dangers. For Americans, number one is nuclear weapons. Except for, understandably, Japan, no other country has this at the top of its list. Pollution and the environment rank lowest among U.S. concerns but high everywhere else, particularly in Asia. AIDS and infectious disease are also major concerns elsewhere but not so much in the United States. Religious and ethnic hatred is the leading candidate in Europe, the Middle East, and much of Southeast Asia and Africa, but again not in the United States.

America is most admired for its technology and science, with large majorities in every country scoring a favorable impression here. With a few exceptions such as India, Bangladesh, and several Middle Eastern countries, American pop culture is also a big winner, with two-thirds of Europeans and Latin Americans and more than half of Asians saying they like it. In a seeming contradiction, however, no one seems to approve of the spread of American customs and ideas. More than half of Canadians, two-thirds of Europeans and Asians, and more than three-fourths of those in the Middle East viewed these unfavorably. American ideas on democracy received a more mixed, but in some ways more disturbing reaction. In Africa and Asia outside of India, these ideas are received quite favorably, but opinion in Latin America and Europe is divided fairly evenly. In Britain, for example, 43 percent like U.S. ideas on democracy while 42 percent dislike them. In Canada it is 50–40 against.

Three key questions were: Does the United States fail to solve problems and increase the gap between rich and poor? Does the United States take the views of others into consideration when making international policies? And would the world be better off

with a second superpower? On the first, the response was overwhelming that the United States does not solve problems; and that with important exceptions such as Egypt, Pakistan, and most of Africa, it increases the rich-poor gap. On the second, ... large majorities everywhere say that America doesn't pay attention to the views of others—except in the United States, where 75 percent of respondents say that America pays significant attention to the concerns of others. This gap is in some ways to be expected, but its size and universality are telling. At the same time, large majorities in most countries say the world would be a more dangerous place if there were a second country equal to the United States in military power. While that is comforting, it should not obscure the significance of the disaffection.

In the summer of 2002, I had dinner in New York with the ambassadors to the UN from Mexico, Brazil, France, Switzerland, the EU, Singapore, Japan, Egypt, and Nigeria. They arrived well past the rendezvous hour of 8 P.M. because they had all been delayed in a Security Council debate over American demands for special treatment of U.S. citizens as a condition for U.S. agreement to creation of an International Criminal Court, a body the United States had itself originally proposed. They were still seething when they reached our host's apartment on the Upper West Side.

Having already agreed to what they considered elaborate safeguards against politically motivated prosecution of Americans, they found further U.S. demands for exceptional treatment insulting and unconscionable. Said one Latin American ambassador, "The United States mistrusts the whole world. It relies only on military force and has no vision of itself working with others. Everything is always only about itself." One of the European ambassadors captured the overall feeling when he said, "In the past the United States has been a beacon to the world, but more and more it seems to be acting not only without regard for others, but also without regard for the very principles that made it a beacon. This is terribly depressing and disappointing for all of us." To a man they expressed personal opposition to and even disgust with the U.S. position. Yet most admitted that their governments would probably direct them to accommodate the Americans. Why? Because the United States had many ways to make life unpleasant for these countries, and none wanted to offend the world's greatest power over any but the most critical of matters. So when the American proposal for special treatment under the treaty came up for a vote on the Security Council, they would all hold their noses and vote "aye." But they wouldn't forget the indignity.

What the world is longing for is what Michael Hirsh calls an American vision of "inclusive idealism," a United States that, in Thomas Friedman's words, is interested in what the real problems are and in what it is doing wrong. Instead, as one Chinese diplomat put it, "the United States imposes its way and does so without knowing what it is doing." A vivid example is the *New York Times* story of December 22, 2002, about the oil riches of Nigeria. The story notes the contrast between the richness of the homes of the Chevron/Texaco terminal managers in Ugborodo, Nigeria, and the shacks of the oil field workers on the other side of the creek who seized and occupied the rich houses as part of a peaceful protest. The situation is complex and has much to do with the corruption



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## CLYDE PRESTOWITZ '63

"It has been a long journey of reading and experience that has brought me to this point," writes Clyde Prestowitz in the final paragraph of *Rogue Nation*. "I always wanted to believe that America was purest and best in everything. So I can imagine that you, the reader, may be struggling with some of this. But the only way for America to be what I think is her ultimate, true self is to know and acknowledge the truth. And the truth will make her free and what she ought to be. In other words, we need to rethink American exceptionalism."

**"AN AMERICA THAT STRESSED ITS TOLERANCE RATHER THAN ITS MIGHT, ITS TRADITION OF OPEN INQUIRY RATHER THAN ITS WAY OF LIFE, AND THAT ASKED FOR GOD'S BLESSING ON ALL THE WORLD'S PEOPLE AND NOT JUST ITS OWN, WOULD BE THE AMERICA THE WORLD DESPERATELY WANTS," WRITES CLYDE PRESTOWITZ.**

Prestowitz is founder and president of the Economic Strategy Institute (ESI), a Washington think tank that studies international trade policy. Before founding ESI, Prestowitz was an international business executive who later served as counselor to the secretary of commerce in the Reagan administration. There, he led many U.S. trade and investment negotiations with Japan, China, Latin America, and Europe. He also served as vice chairman of the President's Committee on Trade and Investment in the Pacific.

He is an elder of the Presbyterian Church. At the close of *Rogue Nation*, he reminds his fellow Christians—and fellow Americans—of his paraphrase of the words of Oliver Cromwell: "In the bowels of Christ, please believe that you may be wrong."

In the conclusion of the book, Prestowitz writes: "I want to emphasize that Christ was not about nations and power, and did not spread his gospel by force. When asked about taxes, he said, 'render unto Caesar what is Caesar's and unto God what is God's.' Christ saved the souls of individuals, one by one. The salvation of the churches of America has been the separation of Church and state. In view of the demise of the churches of Europe in the bear hug of the state, we Christians should avoid, rather than embrace, closer connections between Church and state here in America. Politicians who use God as a prop for their campaigns should remember that 'God is not mocked.'"

and ineffectiveness of the Nigerian government. But the sentiment was best expressed by Victor Omu, a local municipal official, who said: "Yes, the Nigerian government has failed, but we know the Americans influence the policies of this government. If they have the interests of the community at heart why is it they can't draw the attention of the Nigerian government? . . . The Americans who claim to be freedom fighters, the Americans who claim to want to better mankind—for us they are the devil. Can you tell me they are not worse than Saddam Hussein or Osama bin Laden? They come, take, and leave without putting back."

A longtime State Department official and former ambassador to Saudi Arabia Chas Freeman put it a bit more diplomatically, saying that "the United States is a City on a Hill, but it is increasingly fogged in." He added, "We need a war on arrogance as well as a war on terror."

## CITY ON A HILL

**"The problem with American power is power itself."**

From the end of World War II until the end of the Cold War, the United States pursued two interlocking strategies—containment and economic globalization. The bargain America made with its allies was that they would get access to the huge American market and advanced American technology as well as American investment in return for embracing a system of geo-political partnership in which the United States was the senior but not always the dominant partner. As John Ikenberry has explained, "U.S. power didn't destabilize the world order because the United States bound itself to an understood and accepted system of common rules." In other words, other countries identified their interests with U.S. interests because the United States "made its power safe."

Writing in the *Atlantic* in October 2002, Benjamin Schwarz and Christopher Layne called this the "reassurance strategy." What has generated the foreign sense of alienation, fear, and betrayal described in these pages is, first, a dramatic relative growth in U.S. power. The Oxford professor Timothy Garton Ash said it nicely when he wrote in the *New York Times*, "I love this country [the U.S.] . . . contrary to what many Europeans think, the problem with American power is not that it is American. The problem is simply the power. It would be dangerous even for an archangel to wield so much power . . . even democracy brings its own temptations when it exists in a hyperpower." Garton Ash may be right, although the gap between the United States and the rest has not elicited his commentary in the past. It is noteworthy now, I believe, primarily because it has been accompanied by a fundamental shift in U.S. doctrine that increasingly makes American power "unsafe" in the eyes of the world.

The shift began at the end of the first Bush administration, when a study group under [then Secretary of Defense Dick] Cheney and headed by [his deputy Paul] Wolfowitz first developed the draft paper (quickly leaked to the *New York Times*) that called for a strategy of preventing the rise of any challenging power. Disavowed at the time as the unofficial musings of a few blue-sky thinkers, that doc-

trine has since become the official strategy of the United States as enunciated [by President George W. Bush in a commencement speech at the United States Military Academy in June 2002], and in the National Security Strategy (NSS) document [submitted to Congress] in September 2002. The United States no longer believes that containment works. The suicidal mentality of the adversary combined with the increasingly easy availability and transportability of weapons of mass destruction makes a no-first-strike strategy untenable. Thus, the new doctrine says, "We will not wait while dangers gather" or until the "mushroom cloud" rises. Instead we will strike preemptively and preventively wherever and whenever we sense unacceptable dangers gathering. This doctrine is presented in the guise and rhetoric of dealing with the instabilities caused by failed states and "rogue nations," and the NSS paper talks of cooperation among the major powers so as to allay their fears that it might also be aimed at them.

But the second part of the doctrine undermines this reassuring tone by insisting that the United States will maintain such a power gap between itself and the rest that no country would even consider raising a challenge. This is the doctrine of absolute security through overwhelming military superiority. It is in many ways an apt doctrine for America. Only America has the human, institutional, natural, and technological resources to pull it off. It plays to the long-developed sense of American invulnerability as a birthright and to the habitual American trust in superior arms. It also reflects the sense Americans have of being exceptional and apart from the rest of humankind, a special, chosen people who can achieve immunity because they deserve immunity ... and from whom the rest of the world need have no fear because Americans have been vouchsafed the "truth." And the truth has made them free and good. Thus the solipsistic Manichaeism so palpable in the president's rhetoric about "freedom's triumph over all its age-old foes." ...

The logic of the new doctrine is one of infinite expansion. In the era of globalization, the number of possible threats is very large, and the attempt to control one, such as Iraq, may only subject us to new dangers. We are already seeing this in Afghanistan. To counter the new threat it may thus be necessary to gain control over new territory or new entities. In the end, the only safety is in making every place an extension of yourself.

This would seem to be a daunting task. Traditional international relations theory holds that the rise of any imperial power will automatically generate counteralliances and cooperation among the other powers to offset the influence of the dominant power. As a result, the dominant power redoubles its efforts at countering the new alliance until eventually the empire becomes overstretched and collapses. But the neo-imperialists again believe America is exceptional—because it is a democracy and harbors no lust for territorial gain, and its imperium is attractive and user friendly, one of soft, even seductive, power. There will be no counterbalancing activity because all will welcome the American way. Who would not want to be American if they could? Thus American women and men are to be sent to the far corners of the earth on a crusade to spread the American creed to a world hungering and thirsting for it.

It won't work. Let me count the reasons.

First, there is no such thing as absolute military security. Did our laser-guided bombs and nuclear missiles and satellite photos protect

us from the September 11 hijackers' boxcutters and suicidal fanaticism? Are our sophisticated military capabilities cowing the North Koreans into submission? Is the proliferation of our overseas bases reducing our risks? The answer is no in every case, and the proliferation of bases may even be increasing our risks.

Second, even as nice as we Americans are, the rest of the world doesn't necessarily see us as we see ourselves, doesn't necessarily want to be like us even if it likes us, and is already moving to counterbalance our power....

Third, an American crusade won't work because it will increasingly involve us in the kinds of alliances of convenience and ruthless actions that only complicate our lives in the long run even as they corrupt our own character and institutions.

Fourth, economic globalization and American profligacy have already undermined our economic sovereignty and made us more dependent than we know on those we would dominate.

America may do stupid and even bad things from time to time. But the American people don't regard body bags as symbols of their glorious valor, nor do they hanker to send their second sons or daughters into the colonial service. Having begun life in rebellion against empire, we never became really comfortable with the habit of empire and simply are not good imperialists. For one thing, we are too eager for people to like us.

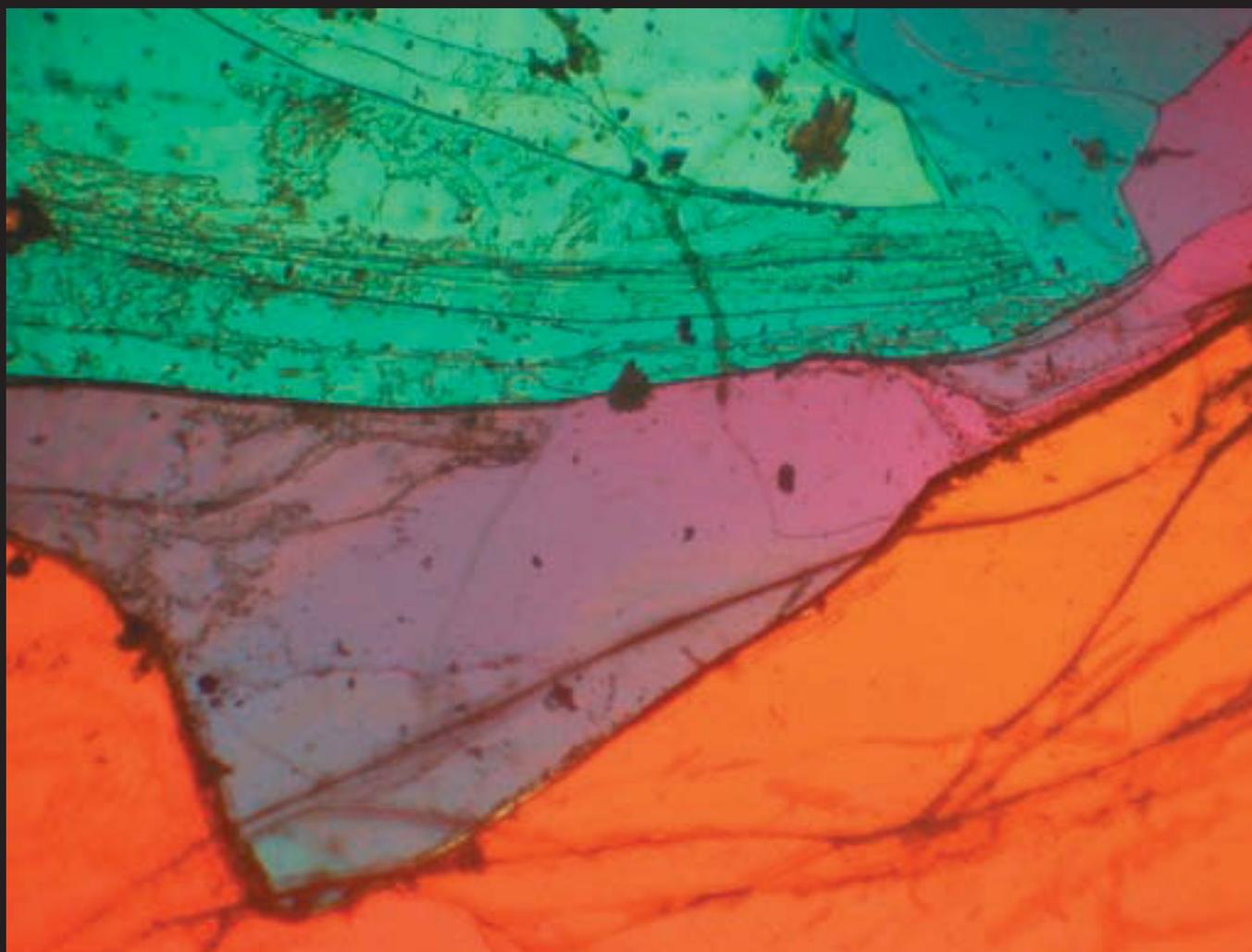
What then is to be done? It's simple really, and something George W. Bush should be able to embrace in a heartbeat. In fact, Bush had it right the first time when he said during the campaign, "If we are a humble nation, they'll see that and respect it." What we need is a return to real conservatism. The imperial project of the so-called neoconservatives is not conservatism at all but radicalism, egotism, and adventurism articulated in the stirring rhetoric of traditional patriotism. Real conservatives have never been messianic or doctrinaire. The very essence of conservatism, which the neoconservatives constantly preach, is limited government. Yet the imperial project they are proposing will greatly increase the role of government both at home and abroad. Already we have dramatically increased federal spending while beefing up our already overwhelming military machine and making the Department of Homeland Security the biggest domestic bureaucracy we have ever had. This is not conservatism. It is Big Government. Traditional conservatives have always been careful to balance the budget and to insist on each citizen's responsibility to perform civic duties. But the new imperialists are calling for tax cuts even as they raise spending. There is to be no draft and no sacrifice, and the president's only nod to civic duty came when he urged everyone to go shopping to help the economy.

This is neither conservatism nor liberalism but simple irresponsibility. Recall the words of the great conservative philosopher Edmund Burke, who said of Britain's power in an earlier era, "I dread our being too much dreaded." Power is a magnet for threats, and the reaction to them can spur radical projects. Governor Winthrop saw a "city on a hill" as being attractive by dint of its virtue, not its power. And John Quincy Adams enjoined that we "not go abroad in search of monsters to slay." Those are all good conservative guides to consult on America's future strategy. ☞

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# IMAGES FROM

COMPUTER ADVANCES ADD A COLORFUL TOUCH  
TO THE WORK OF SWARTHMORE FACULTY AND STUDENTS.



## SCIENCE CENTER MICA

Liquid crystals are birefringent, which means that light propagates at different velocities depending on its polarization direction. The mineral muscovite (a mica) is also birefringent; so, in preparation for their studies of liquid crystals, Eric Levy '04 and Viva Horowitz '05 examined the mica taken from the rock (a schist) excavated for the new science center. In this polarized microphotograph, birefringence causes crystallites in the mica with different orientations and thicknesses to have varying colors.

—Peter Collings

*Morris L. Clothier Professor of Physics*

# SWARTHMORE SCIENCE

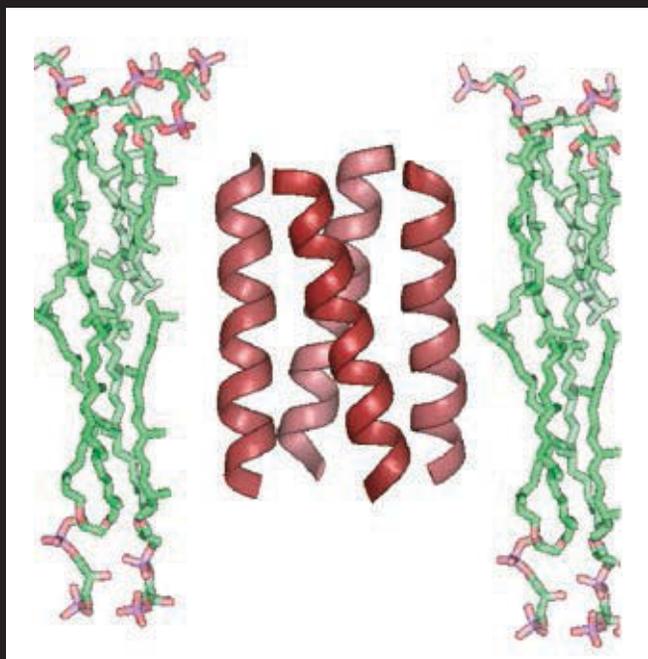
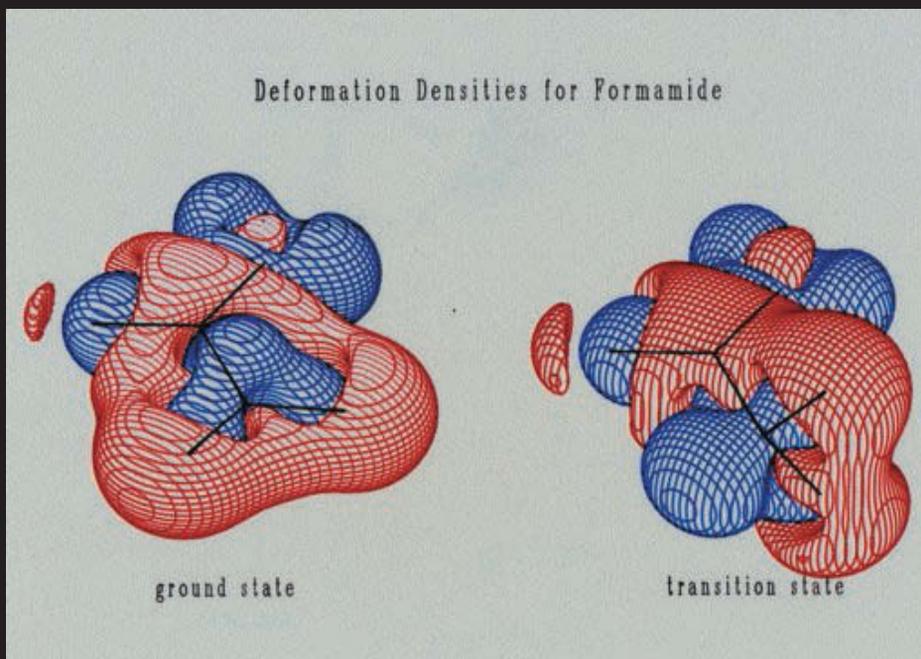
ONE WAY ADVANCES IN COMPUTER TECHNOLOGY HAVE AFFECTED SCIENCE is through the capability of making high-resolution, colored images quite easily. Not only has this allowed scientists to “image” objects in ways they could not before, but theoretical predictions and experimental data can now be presented in highly engaging and extremely informative formats.

In 1993, the Kresge Foundation awarded Swarthmore a \$162,000 challenge grant to initiate a program to bring the latest advances in visualization to teaching and research in the sciences. The College was required by the Kresge grant to raise at least \$326,000 toward an endowment to keep visualization in the sciences current. A total of 125 donors made 174 gifts to this endowment, with some giving more than once; of the 125 contributors, 112 were alumni, and 13 were nonalumni or foundations. These contributions have since grown to a market value of \$737,000.

Under the watchful eye of Professor of Physics John Boccio, annual proceeds from this endowment are used to maintain current software and purchase new software, with the goal of encouraging faculty to experiment with new visualization schemes. These funds supplement the resources available through the annual Information and Technology Services and various department budgets for the purchase and maintenance of visualization technology.

The following pages contain recent images from some of the teaching and research ongoing in the sciences at the College. Professors involved in various projects have supplied captions to explain each image; in many cases, the images were captured or created by students. These images were selected because they can be appreciated from both scientific and aesthetic perspectives.

—Peter Collings



### RIBBONS AND STICKS

*Above:* This figure is a model of a portion of the M2 protein from the influenza A virus. The reddish ribbons depict protein helices that come together to form a channel through a lipid membrane. The green-stick structures are lipid molecules. My lab has been collaborating on a series of biophysical studies on this protein with William DeGrado and James Lear in the Department of Biochemistry and Biophysics at the University of Pennsylvania.

—Kathleen Howard  
Associate Professor of Chemistry

### DOING THE TWIST

*Above:* My students and I have studied bond rotation in a class of organic compounds known as amides. This image shows the simplest possible amide, formamide. On the left is its normal structure and on the right the twisted structure it must adopt during bond rotation. The red and blue volumes show where there is more (blue) or less (red) electron probability density in the molecule than in its constituent atoms.

—Paul Rablen  
Associate Professor of Chemistry

### YEAST MUTANTS ACTIN' UP

*Right:* Yeast mutants defective in cell division (cytokinesis) were isolated and characterized by Margaret Lippincott '01 and Kirstin Bass '03. The cell shown has a mutation in its myosin gene. Most myosin mutations affecting cytokinesis prevent the formation of an actin ring required for division. The first panel shows the cell visualized with DIC microscopy. Actin is stained in the second panel. Some concentrated actin is found at the bud neck, demonstrating that the special mutant myosin protein in this cell can bind actin. The third panel shows the location of the DNA. The two separate foci indicate the cell has finished nuclear division.

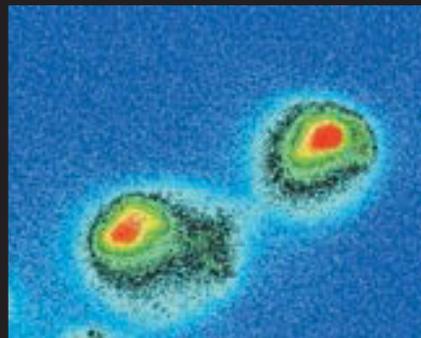
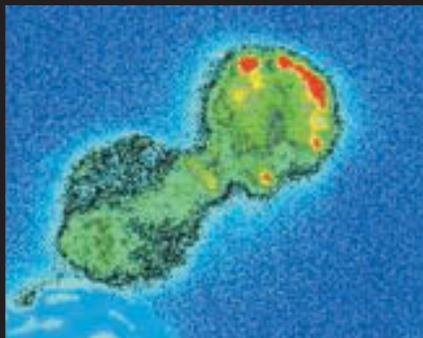
—Elizabeth Vallen  
Associate Professor of Biology



### STRESSED? LIGHTEN UP!

This photograph of a petri plate containing bioluminescent bacteria was taken with no light source other than that emitted by the bacterial colonies. They are nonpathogenic *Escherchia coli*, into which genes from naturally bioluminescent bacteria have been introduced. These genetically engineered *E. coli* produce light in response to many types of stress. My students and I use these bacteria to measure environmental stress experienced by bacteria in laboratory and natural settings.

—Amy Cheng Vollmer  
Associate Professor and Chair of Biology





### CARAPACE MEETS PLASTRON

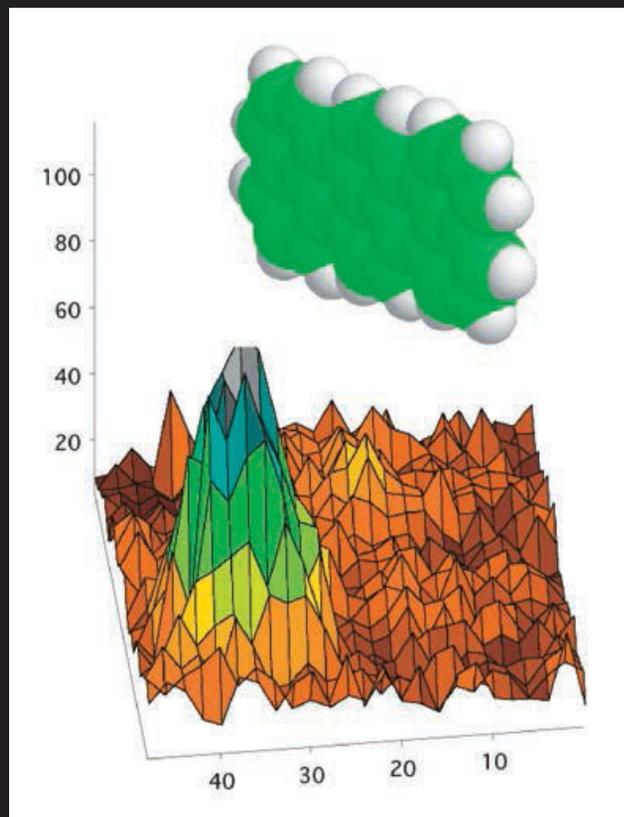
Above: How does the turtle form its shell? Students in my laboratory found that the upper shell (carapace) and lower shell (plastron) form their bones in a manner reminiscent of skull development. Here, new bone (stained red) is seen to be formed around the ribs in the carapace and from nine separate centers in the plastron.

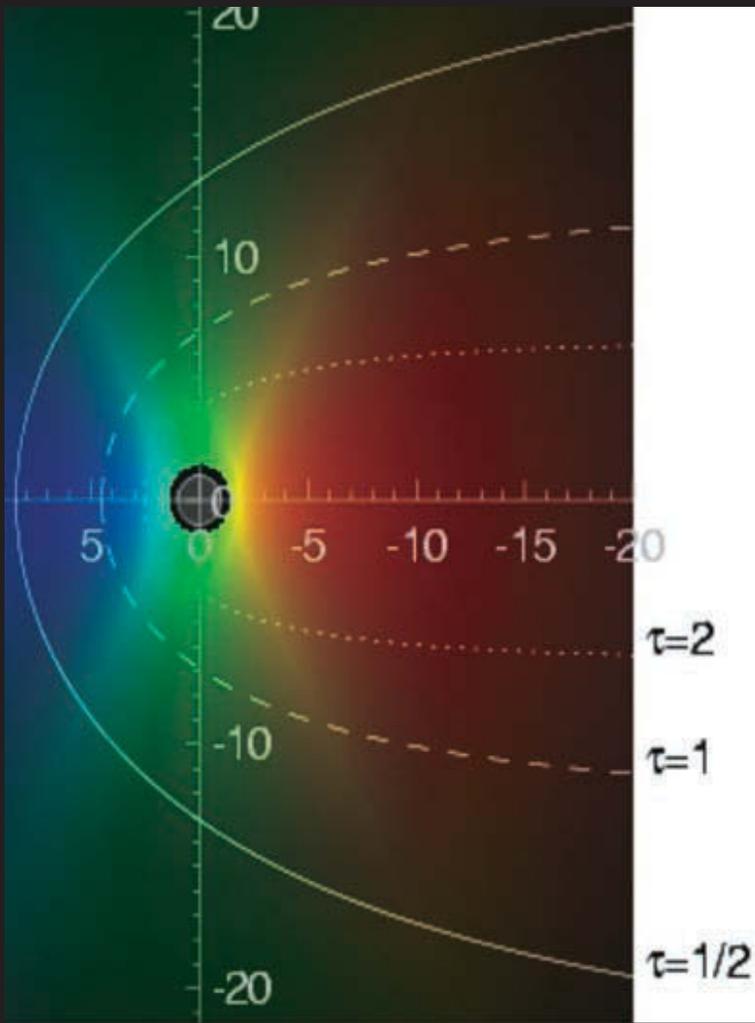
—Scott Gilbert  
Professor of Biology

### MODEL MOLECULES

Right: Robin Smith '03, working in my laboratory and at the Ecole Normale Supérieure (Cachan, France), measured fluorescent light from single molecules of terrylene dye (model shown). The molecules were dispersed inside a thin polymer film and scanned, using a laser-based microscope technique called confocal microscopy. In her honors thesis, Robin investigated the relationship between the single molecule fluorescence and ultrafast timing experiments performed at Swarthmore College.

—Carl Grossman  
Associate Professor of Physics





## STELLAR WINDS

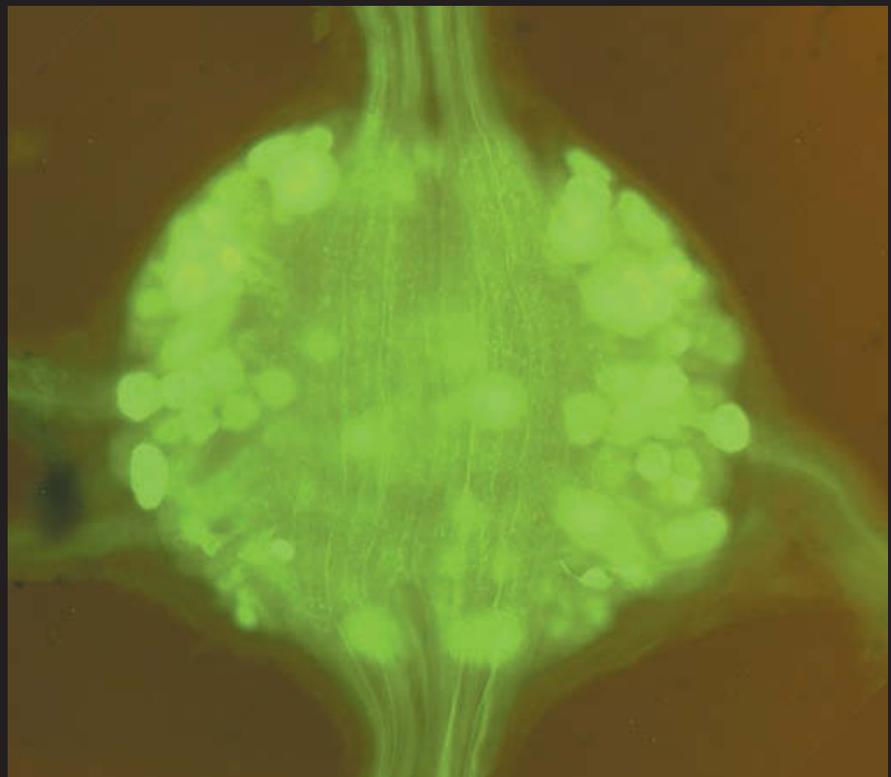
*Left:* As part of his senior thesis project, Roban Kramer '03 developed a method for modeling and visualizing the supersonic outflow from stars, called stellar winds. This image color-codes the stellar wind according to its Doppler shift: blue for the portion of the wind moving toward the observer (assumed to be at the left of the image) and red for the portion of the wind moving away. The X-ray light we observe from such stars actually does have a blue- and a red-shifted component, allowing us to determine the velocity of the stellar wind.

—David Cohen  
Assistant Professor of Astronomy

## CAN YOU SAY "IMMUNOCYTOCHEMISTRY?"

*Right:* This image is of a ganglion from the nervous system of a leech, obtained with fluorescence microscopy by Tamika Songster '04 and John Lillvis '03, as part of the Leech Immunocytochemistry Lab in my neurobiology course last semester. They stained this ganglion with a procedure in which green fluorescent molecules bind specifically to neurons containing a type of neuropeptide called FMRFamide. The bright green spheres, ranging from about 0.02 to 0.2 mm in diameter, are the cell bodies of individual FMRFamide-containing neurons.

—Kathleen Siwicki  
Professor of Biology



# WHAT SHALL WE CALL the PROFESSOR?

NOT EVERYONE IS ON A FIRST-NAME BASIS.

By Ben Yagoda

I'm not ready to endorse with absolute certainty the statement that everything relates to *The Simpsons*, but I haven't found any evidence to the contrary. Bolstering the proposition was a bit I recently saw in a rerun episode called "Lisa the Tree Hugger." Bart gets a job hanging menus on doorknobs for a Thai restaurant. The owner explains the business strategy to him: "I get more business. Send daughters to small liberal arts college. Swarthmore. Maybe Sarah Lawrence. Call professors by first name." Because of one thing and another, Bart ends up throwing the menus in a dumpster. The restaurant owner sees him and wails, "Now, restaurant fail. Children go to state college. Serious students powerless against drunken jockocracy. Baseball hats everywhere."

This sequence got my attention, possibly because it so directly referenced my own life. I wouldn't exactly call the university where I teach a jockocracy, but there *are* a lot of baseball caps. What's more, I live in the town of Swarthmore, spend a lot of time on the Swarthmore College campus, and have twice taught seminars for the College.

Especially interesting was the *Simpson* restaurateur's fixation on how professors are addressed. I came to teaching midcareer, without a doctorate, and didn't give much thought to what I wanted students to call me. Somehow, "Ben" didn't seem right. What I wasn't prepared for was being addressed as "Dr. Yagoda." I corrected that a couple dozen times, then stopped after it became clear that my quip of choice—"I'm not a doctor, but I play one on TV"—wasn't that funny. I realized, in any case, that I had to give students a clue to my preferences, so I started signing e-mails and syllabi "Professor Yagoda," which seemed to work, both at Swarthmore and the University of Delaware.

Seeing the *Simpsons* episode got me interested in how this issue gets played out

for other people in other places. I checked *The Art and Craft of Teaching*, *The Chicago Guide to Your Academic Career*, *McKeachie's Teaching Tips*, and *New Faculty: A Practical Guide for Beginners* out of the library and found exactly nothing. I Googled, of course, and came up with just one interesting nugget, from the University of Chicago's Web site. A Q in an FAQ section is "What should I call my professor?" The answer:

"This is an intensely personal decision. Within his or her hearing, Mr., Mrs., Ms., or Miss is suggested, unless you are invited to use the first name. By tradition ... Chicago faculty members do not use 'Doctor' or 'Professor.' It was pronounced publicly in the first issue of the campus newspaper, the *University of Chicago Weekly*, which came out the summer before the university opened [in 1891]: 'By mutual agreement between the faculty and offices of the University now on hand, the uniform appellation of "Mr." has been adopted in mutual intercourse, thus doing away with all doubts and mistakes as to the proper title of any man connected with the institution.' This custom is also a form of, well, snobbery: since everyone around has a doctoral degree, it's not worth making a fuss over."

Being a journalist, I am a longtime devotee and practitioner of pseudo-social science, so I constructed an e-mail poll on this issue and sent it out to my English Department colleagues at the University of Delaware and to some professors I know at Swarthmore. The answers from Swarthmore bore out *The Simpsons*, somewhat. Exactly half of the professors who responded said they asked students to use their first name. Professor of Linguistics Donna Jo Napoli said, "I tell them that I want to call them by their first names, and I won't do that unless they call me by my first name."

The other half didn't specify anything, leaving the form of address up to the stu-

dents. That seems a laid-back strategy, but for Mark Kuperberg, an economist, it was anything but. He wrote me: "I think you have touched on one of the great conundrums of life. I spent my entire student life trying to create meetings with professors in such a way that I would not have to commit to any particular salutation (sort of like, 'Hello there'). I never discovered a greeting I found comfortable. As a professor, I don't recommend anything. I write M. Kuperberg on my syllabus (perhaps subliminally, I still don't want to commit myself). I do think Mark is too informal, but I only correct students if I know them well and in a joking way. And even then, I don't really 'correct' them, since I don't give them my preferred alternative."

First-naming would seem to be especially appropriate to Swarthmore, given its Quaker identity, but Kenneth Gergen, the Gil and Frank Mustin Professor of Psychology, said the practice didn't begin till the late '60s and '70s: "When authority was thrown into question, all formalities in address virtually disappeared at Swarthmore. As the society reverted into a more conventional (and conservative) form of life, the formalities began to emerge again but not in all cases. I now find that there is no mainstream student culture. Rather, there seems to be a multiplicity of subcultures, each with its own norms. I have students who call me by my first name; others who use 'Professor,' 'Doctor,' or 'Sir'; and many who are not quite sure what they should do."

None of my respondents taught math or science, which appears to be significant. After I had completed my survey, I found out that Mathematics Professor Steve Maurer '67 had conducted one of his own. Two years ago, a video for Swarthmore's current capital campaign, *The Meaning of Swarthmore*, showed a recent alumna say-



JENNY CAMPBELL

ing that one of the things she liked about the College was the custom of calling professors by their first names. Maurer himself had always encouraged his students to call him “Professor Maurer,” and, to make sure he wasn’t some sort of troglodyte, he asked his colleagues in mathematics and statistics what they did. Only one of the eight who replied said he habitually invited students to use a first name, and most of the rest preferred being on a last-name basis.

That is a little more in line with the way things are at the University of Delaware, which has 13,000-plus undergraduates and a graduate school; offers more lecture classes than seminars; and is driven by engineering and business, not the liberal arts. Only three of my 22 faculty respondents asked to be first-named. Significantly, all three are male. Several female professors indicated that a formal title helped establish a respectful relationship with students. One said, “I make my students call me ‘Professor’ or ‘Doctor,’ since I had some serious boundary

issues when I first started teaching (i.e., students thought they were the same age as me, tried to be friends, etc.)” The imposed formality can be difficult to undo when student and professor come to work together closely. Two women told me independently that their solution is the ironic honorific “Doc.” “There have been a few young women whom I mentored who landed on ‘Dr. Mom,’” one said. “That was much more complicated to deconstruct.”

I have racked my brain trying to remember what faculty members were called when I attended Yale as an undergraduate in the ’70s. I attribute my difficulty to not having much occasion to call the professors anything at all. There was no e-mail; I wouldn’t think to phone a teacher to ask for a higher grade; and if I happened to wander in during office hours to discuss free will or the nature of the universe, the conversation could be negotiated without any requirement for direct address. But if the need ever did arise, I seem to recall, the preferred

form—as at the University of Chicago—was “Mr.,” “Miss,” “Ms.,” or “Mrs.”

That contrasts starkly with present-day University of Delaware, where “Mr.” is almost never used and the faintly Teutonic-sounding “Doctor” beats out “Professor.” Several of my respondents confirmed my impression that “Mr.” is an elite-college thing, with a faint aroma of prep schools and, as Chicago’s Web site acknowledges, a suggestion of reverse snobbery. At an institution where respect isn’t automatic, by contrast, an exalted title would seem an easy way to curry it.

My conclusion? Forms of academic address are not only intensely personal but are tied up with far-ranging trends and issues of gender, prestige, and cultural change.

More research is clearly needed, but the *Simpsons* restaurant guy made a good first step in assessing the current situation. To take it a bit farther, significant factors leading to first-naming professors appear to be: smallness of college and class size, location in California or the Northeast, nearness to the humanities of the subject taught, and youth and maleness of the professor. In other words, although you can never be sure, it’s a fairly safe bet that a 62-year-old professor of engineering at Mississippi State wouldn’t take kindly to a student in her lecture class greeting her with a “Hi Susie.” ☞

*Ben Yagoda is professor of journalism at the University of Delaware. He lives in Swarthmore with his wife, Gigi Simeone, health sciences adviser at the College, and their two children. Yagoda’s book, About Town: The New Yorker and the World It Made won the Athenaeum Literary Award. He is the author of a forthcoming history of The Scott Arboretum.*



# “The TOUGHEST JOB You’ll Ever Love”

PEACE CORPS VOLUNTEERS  
FROM SWARTHMORE HAVE SERVED  
AROUND THE WORLD.

*By Andrea Hammer*



WHEN RECRUITING VOLUNTEERS TO WORK IN INTERNATIONAL COMMUNITIES, the Peace Corps (PC) uses a frank approach: “the toughest job you’ll ever love.” This direct appeal has convinced approximately 166,000 people to work in more than 70 countries, since President John F. Kennedy established the program in 1961.



In mid-July, Kevin Quigley '74 was named president of the National Peace Corps Association (NPCA). “I am honored and privileged to have the opportunity to work with the NPCA in its mission to lead the Peace Corps community to foster peace by working together in service, education, and advocacy,” said Quigley, who has worked in the not-for-profit community for more than 20 years.

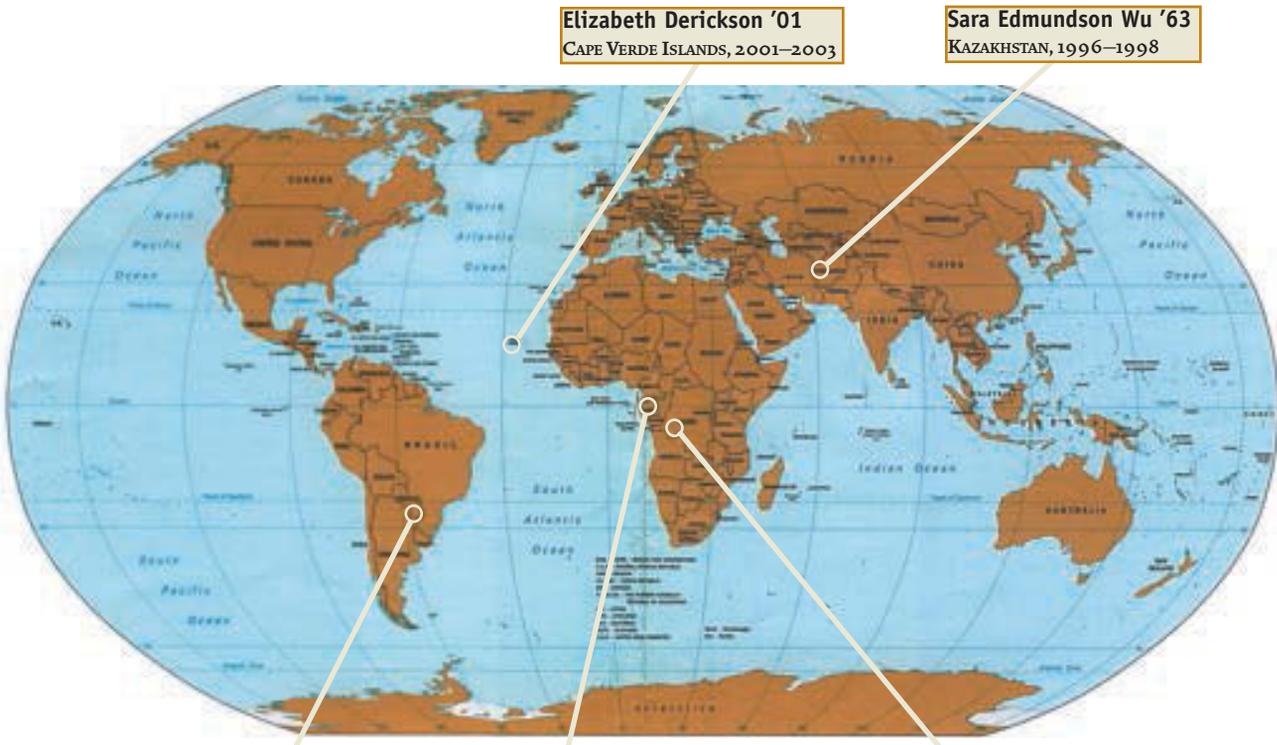


“Generally, PC service is two years,” said Quigley, a PC volunteer in Thailand from 1976 to 1979. “If I had left after two years, I would have been the only beneficiary.”

As one of the top PC volunteer producers in the Northeast, Swarthmore has contributed a total of 209 volunteers to date. Currently, eight graduates are serving across the globe, including remote locations such as Mali, the Ukraine, and Panama. Three are working in the health sector; two in environment; and one each in education, agriculture, and business.



The following Swarthmore PC volunteers, from the 1960s to the present, reflect on their international experiences and the impact of this period on their own—and others’—lives.



**Elizabeth Derickson '01**  
CAPE VERDE ISLANDS, 2001–2003

**Sara Edmundson Wu '63**  
KAZAKHSTAN, 1996–1998

**John '96 and Julia Stock Sarreal '94**  
PARAGUAY, 1998–2000

**Kenneth Leonard '89**  
GABON, 1989–1991

**Katherine "Kari" Bachman '88**  
ZAIRE, 1988–1990

**Sara Edmundson Wu '63**

KAZAKHSTAN, 1996–1998  
*Retired physician*

**Work focus and Swarthmore influence:**  
“I was in the Health and Environment Program, which did not have a particular focus. I worked with a USAID [U.S. Agency for International Development] contractor, which was trying to help change the health care system from being centered in polyclinics to being private family practices. I also worked on education about childbirth, birth control, AIDS, and acute respiratory infections and diarrheal diseases of children. Although I was based for a while in the health department and studied their monitoring of diseases and environmental hazards, I never felt that I contributed significantly. I did help with an English club and an environment and health camp for children.

“Swarthmore gave me an introduction to Russian, although I still did not do well in the language. It was a long time from the time that I graduated, so that the direct impact is hard to pin down. Most significantly, Swarthmore promoted my global orientation and gave me a broader understanding of the diversity of American people.”

“LIVING SO SIMPLY EMPHASIZES TO ME THE OVEREXTRAVAGANCE OF AMERICAN LIVING AND THE POWER WE EXERT ON THE WORLD TO MAINTAIN OUR OPULENCE.”



“FOR CELEBRATIONS, THE KAZAKHS SET UP YURTS IN THE TRADITIONAL MANNER AND EAT TRADITIONAL MEALS ALONG WITH SONG AND DANCE ENTERTAINMENT,” SAID WU (ABOVE RIGHT; LEFT CENTER). “I MET SOME KINDRED SPIRITS BUT MORE ESPECIALLY SHOWED YOUNGER WOMEN THAT THERE WERE OTHER ROLE MODELS FOR WHEN THEY WERE OLDER.”



**Challenges and rewards:** “My biggest challenge was finding ways to be helpful. There was a lot of resistance to new ideas, so it was difficult to develop real communication to promote problem solving. This frustration of not knowing what to do and having expertise that might have been helpful, if we could really discuss issues, made me feel useless and invasive much of the time. The rewards were in a fantastic time of personal growth. Each day brought new challenges—no ruts allowed!”

**Impact of PC experience:** “Living in another country gave me more perspective on America and our patterns of living. Living so simply emphasizes to me the overextravagance of American living and the power we exert on the world to maintain our opulence. It does make it hard to relate to other people who have not had this dramatic an experience. It has put me in a very questioning mode about how to be a useful global citizen. I continue to try other volunteer opportunities but find that I question their validity. This leads to a certain immobility. I quite happily live in a cabin in the [Portland, Ore.] woods and commune with nature!”

**PC choice for others:** “I think that PC is a great experience. I believe that it has primarily done a great job in developing Americans, much more than developing programs abroad. Of course, there are many good programs in PC, but many volunteers feel the frustration that I did, that our talents are not appreciated and are often resented. I think that PC’s greatest contribution is to the young people abroad. Many are inspired to set their sights higher than they could originally imagine.

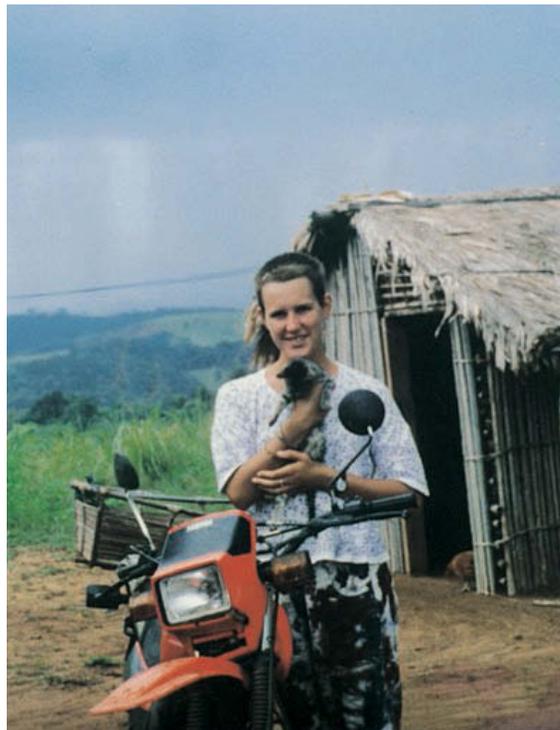
“Unfortunately, this often brings them to America rather than developing their own countries. I recommend PC to those who want a fantastic adventure and are not goal directed either for themselves or others.”

## Katherine “Kari” Bachman ‘88

ZAIRE, 1988–1990

*Nutrition Education Program coordinator/  
Food and Society Policy fellow  
Extension Home Economics Department  
New Mexico State University*

**Work focus and Swarthmore influence:** “In Zaire—now the Democratic Republic of the Congo—I worked as an aquaculture extension agent. I lived in a remote village and rode a motorcycle around the region to provide technical assistance to about 20 male farmers on all aspects of raising tilapia [an African fish often raised for food] in hand-dug freshwater ponds. I told the Peace Corps recruiter I would go anywhere and do anything except teach English. I felt very strongly that I didn’t want to export our consumption-crazed culture to other countries. As for my interest in agriculture, that really only came out my senior year, when I took a class in food poli-



wished I could work with a program that engaged a wider range of community members. I got my first taste of working for a bureaucracy, and I must say that I’ve gotten better at it over time! I almost majored in linguistics—I am that intrigued by language—and so perhaps the most satisfying

“FOR MONTHS, I WOULD  
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BEAUTIES.”

cy. It was so intriguing to make the connections between health, food, agriculture, and my major in political science.”

**Challenges and rewards:** “It was challenging to promote a technology that, though low tech, required an extraordinary amount of hard work and long-term commitment on the part of the farmers. This made it inaccessible to most Zaireans, and I often

“A SUSTAINABLE, LOCALLY BASED FOOD SYSTEM IS MUCH MORE LIKELY TO ENCOURAGE RESIDENTS TO EAT HEALTHFULLY, INTERACT PEACEFULLY, AND MAINTAIN THEIR CULTURAL TRADITIONS. PEACE CORPS HELPED ME DISCOVER THESE LINKS,” BACHMAN SAID.

personal reward was learning a Bantu language. For months, I would be out in the bush speaking nothing but Kikongo, and I never tired of its subtle beauties. One day, an older woman responded to my ‘How are you?’ with the answer, *Mono ikele mwa ndambu ya mbote fioti kaka*, which, translated roughly, means, ‘I’m only just a little tiny bit well.’ That was as close to complaining as most Zaireans would get. Their warmth and dignity in the face of overwhelming challenges was awe inspiring.”

**Impact of PC experience:** “I had already lived and worked overseas when I became a volunteer, so I’m not sure PC had as great

an influence on me as it did on some of the other volunteers. To this day, I continue to seek out other cultures, including those within the United States, and still feel an obligation to work for tolerance and social justice. For the past five years, I've been a statewide nutrition education coordinator with the Cooperative Extension Service in New Mexico. Our program helps limited-resource adults and kids maintain their food traditions, while also teaching them skills to improve their health and save money on food. One of my main goals now as a Food and Society Policy fellow is to strengthen the linkages between all facets of the food system. For example, I'm involved with several groups at the state and local levels that are working to improve the nutrition environment in the schools. One way is to get more locally produced food served there."

**PC choice for others:** "My answer to this question has evolved over the years. Peace Corps offers an incredible window onto parts of the world that we otherwise can't experience so intimately. But it's also an arm of the U.S. government, and that's a real challenge for lots of Swarthmore grads, as it was for me. As time has gone by, I've become more grateful for my Peace Corps experience. It taught me to have patience and to look for cracks within dominant systems where change can occur. I feel that the challenge is to find and cultivate the good in all people. Discovering common ground makes it possible to change many institutions from within. It's been so interesting to get a master's in extension education and then work here in the Agriculture College. On the surface, you'd think I wouldn't have much in common with the ranching culture, but building on common values has brought our program some real successes that wouldn't have been achieved if I'd clamored loudly for them as an outspoken liberal....

"Organic famers ... don't always know what's best.... We need everyone to come to the table!"

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## Kenneth Leonard '89

GABON, 1989–1991

*Assistant professor of economics  
Columbia University*

### Work focus and Swarthmore influence:

"In Central Africa, I built primary schools and teachers' houses, using my experience as a carpenter and mason, which I had gained outside of Swarthmore. However, in all of these tasks, it was important to manage and understand the relations between project, volunteer, and community. I can't point to a class that taught me how to think about these issues, but I was very active in the way I approached the issues that arose, and I think my general Swarthmore experience paid off.

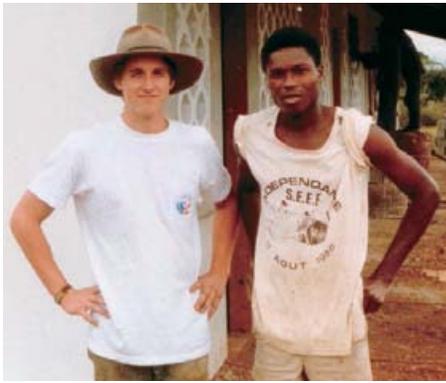
"My relationship to my village and project was very different from that of most other volunteers, and I had the privilege of training a young man from my first village to replace me. I am one of the few volunteers who can honestly say that when I left the country, a citizen of that country took over my job and performed with distinction."

"WHERE TO FIND SAND, HOW TO TURN IT INTO BRICKS, HOW TO KEEP A TRUCK AND A CEMENT MIXER RUNNING, AND HOW TO TEACH PEOPLE THINGS YOU BARELY UNDERSTOOD YOURSELF WERE THE DAILY CHALLENGES THAT I LIVED FOR. THEY ARE THE CONVENTIONAL CHALLENGES WHERE SUCCESS AND FAILURE ARE EASILY DEFINED, AND YOU LEARN FROM YOUR MISTAKES," LEONARD SAID.

**Challenges and rewards:** "I lived in a very remote and isolated village, and not losing my mind was probably the most important thing. Although you are surrounded with people, you are very much alone. The cultural barriers are enormous. For example, in my village, people were very concerned that I not be alone—since this was not considered a desirable thing—and for the first few months, old men would come over to my house and sit in my living room for hours on end to keep me company. I communicated with most of the people in French, but these older men often did not speak French; so for three to four hours of my afternoon, I would have someone with whom I had no way of communicating sitting idly in my living room. All I wanted was some time to myself, but the village honestly thought this was necessary to take care of me. We eventually reached an understanding on the fact that I did not mind being alone, but I never fully bridged the cultural divide....

"Why I was there, why this village needed a school, and what the school would really accomplish were the questions that I could not—and still cannot—answer. When you come to a point where hard work doesn't solve the problem, or getting through the





“I AM ONE OF THE FEW VOLUNTEERS WHO CAN HONESTLY SAY THAT WHEN I LEFT THE COUNTRY, A CITIZEN OF THAT COUNTRY TOOK OVER MY JOB AND PERFORMED WITH DISTINCTION.”

day is not enough, you learn a lot about what you are made of.

“On the other hand, there are three schools in the African jungle that I helped build, and one that I built from the first shovel stuck in the ground to the last coat of paint. There is a village in Africa that I can walk into and spend two weeks properly greeting everyone I know. And you can only imagine the stories I will be able to entertain my children and grandchildren with. I’ve pulled a 25-ton dump truck out of a river with three come-alongs. I’ve built a bridge with ropes and axes.”

**Impact of PC experience:** “I have traveled back three times since my PC experience. I don’t really know how it has changed my life, but I also can’t imagine what it would be like if I hadn’t done it.”

**PC choice for others:** “If you want to make the world a better place, make a 50-year commitment—your whole life. PC is a good opening act in such a career, but it is not a complete contribution. If you only want to

help the world for two years before you move on, forget the PC: You won’t get anything done. There are no jobs that allow you to make a contribution in only two years....

“When I discovered how hard it would be to change the world—or even make a small contribution—it was a painful and disheartening experience. I managed to pick myself up from that and keep moving, and I am still going today. I don’t know if it was Swarthmore that allowed me to get up and keep moving, but most volunteers who come with idealism in their hearts don’t get up again when they first fall down.

“If you want to experience another culture and learn about the world, PC is a good way to do that. But realize before you start that it will be very different than you expect.”

### John ‘96 and Julia Stock Sarreal ‘94

CURUGUATY, PARAGUAY, 1998–2000

Senior associate, Zeborg Inc. (JS)

Latin American history student at Harvard (JSS)

#### Work focus and Swarthmore influence:

“Swarthmore was a wonderful experience. The intellectual atmosphere on campus expanded my horizons and view of the world. An especially influential class was Catholic Social Thought, which Professors Hugh Lacey and James Kurth taught. I remember being fascinated with liberation theology and Latin America. This course awakened an interest in Latin America, which has grown over the years,” Julia said.

“We chose PC as a way to live and work in Latin America because of the opportunity to immerse ourselves in the culture and integrate ourselves into a rural community to which we would otherwise probably not have access,” she added. “An important part of PC was the opportunity to give something back and help others, which is important to us because of the various forms of assistance we have received, such as generous financial aid to attend Swarthmore. We never thought that we would change the world or make a major impact, but we wanted to make a difference in the lives of a few people,” added John, who as a senior associate at Zeborg now helps companies save money by transforming purchasing into a

strategic cost-savings activity.

“I had two primary projects in PC,” Julia continued. “First, I worked with a group of eight subsistence farmers on an income generation project. After working in an office in New York City for two years, I was very excited to be outside, learning about the basics of life. It was an amazing and unforgettable experience. The work was rewarding—we were able to build a facility for storing grains so that the community would have sanitary corn and beans throughout the year for their families to eat and sell. More important than the work were the personal relationships I made. John and I came to consider the closest of our friends as family. Paraguayans always welcomed us into their homes and were incredibly generous. Families that could not afford to put meat on their tables always shared meals of beans and mandioca with us and frequently sent us home with something harvested from their fields. Some Paraguayans tried to take advantage of us, but the small group with whom we established close relationships were wonderful. We developed a great respect for subsistence farmers—the difficulties and hard work they faced were tremendous—men cultivating their fields by

“WE LEARNED THAT WE COULD LIVE SIMPLY, WITHOUT AMENITIES SUCH AS A CAR, TELEPHONE, AND TELEVISION—AND STILL BE VERY HAPPY.”





JULIA SARREAL AND MELCHOR VELÁZQUEZ (LEFT) IN SANTA ROSA CUÉ, CANINDEYÚ, SAVED SOIL BY PLANTING WINTER *ABONOS VERDES*. "DURING THE PAST 30 YEARS, THE GOVERNMENT HAS DISTRIBUTED A LOT OF PLOTS OF LAND TO *CAMPESINOS* (SMALL FARMERS), WHICH HAS ATTRACTED PEOPLE FROM OTHER PARTS OF PARAGUAY. CURUGUATY HAS THUS GROWN TO BE AN IMPORTANT TRANSIT POINT," SAID SARREAL, WHO VISITED WITH OTHER MEMBERS OF THE VELÁZQUEZ FAMILY (OPPOSITE BOTTOM).

## Peace Corps Recruiters on Campus

EARLY THIS YEAR, two regional Peace Corps (PC) recruiters were on campus, offering information sessions and sharing their own experiences as PC volunteers. Cara Gearty served in Uzbekistan and Amy Nyman in the Dominican Republic, both from 1999 to 2001. Although PC volunteers do not sign contracts, they are asked to commit for two years. A five-year limit is applied to PC administrative positions, promoting a constant influx of new ideas and energy.

Nyman, who wanted to become a PC volunteer since she was 10 years old and also visited Swarthmore as a recruiter last fall, found talking with students "engaging and interactive," she said. "They showed up with lots of questions," which is the most stimulating part of the process for both recruiters.

According to Gearty, one of the most frequently asked questions is: "Can I choose the region where I serve?" In answer, she explained: "You can state a preference for a region of the world. But programs are based on the needs of the country, not on the needs of individual volunteers."

Another misperception about PC is its "imperialistic goals of spreading American values around the world," Gearty said.

But "PC volunteers are [just] so busy trying to become part of a community," Nyman added. "There is also a preconception of Americans as rich and gluttonous. But we are spreading friendship and peace."

In addition, "People who join for the whole experience tend to be the most successful—those who join to learn a new culture and language, to help others, for travel and adventure, for a challenge, for personal growth, and to develop new skills. I think it is important to think about these reasons seriously before you get on the plane because you really think about them once you are at your site," Gearty said. "When you have a tough day, you ask yourself, 'Why am

I here?' and it is helpful to have all those different reasons in the back of your head."

To succeed as a PC volunteer, "You need a strong will and view of yourself as independent. You also have to be a self-motivator and your own best friend," Nyman added.

"In the 1960s, PC evaluated potential volunteers through psychological and physical tests. Today, the screening process is more personal and involves several steps, which can take between four to nine months to finish," Gearty said. "People interested must first fill out an application and submit references. Then, the applicant meets with a recruiter for an interview, after which he or she has to pass medical exams and a legal clearance. This length of time can seem frustrating, but it is actually beneficial because it gives the applicant enough time to seriously think about the commitment of service."

She added: "In the '60s, training was in the United States, but now, the whole three months is in the [site] country, so you really absorb everything. The classes and daily interactions with your neighbors and host family help—and force—volunteers to learn so much more than they could anywhere else," Gearty said. "Also, the image of PC volunteers building bridges and houses is not so true anymore. Most of our programs focus on education, whether that [is] English, science, health, agriculture, or construction. Now, we have a construction and skilled trades education program, so that we can reach out to more people and teach them to build their own bridges and houses effectively."

Once accepted into the program, PC volunteers then "gain perspective on the world," Nyman said, with some later becoming "policy makers at the World Bank." This direct interaction, working with "people and their daily hopes and dreams, is not from a newspaper but [learning] what mothers and fathers want for their children."

—A.H.

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hand, without plows or tractors, and women cooking over fires and pulling all of the families’ water out of a well.”

Then, John said: “I worked with the staff of a small cooperative and taught them accounting, business, and management principles. I developed a customized database application for them to use on their international grant-funded computers, which helped them to apply the business skills I was teaching them. One computer was used as a cash register, tracking sales, inventory, and cash balances. The secretary used the other computer for bookkeeping and financial management for the cooperative as a whole.”

“As a secondary project, John and I taught English at the new local university, Uninorte,” Julia said. “All PC volunteers in Paraguay are asked to teach English. At first, John and I were very reluctant—English would not be useful in a rural Paraguayan town. But we soon were convinced to help the community in their project for the first university in the region. Teaching was challenging, especially because the educational and motivational level of the students varied immensely. But, again, we valued the small impact we made on a few students. This gave me invaluable experience.”

**Challenges and rewards:** “Being away from our friends, family, and culture for over two years was incredibly difficult. During rainy days, and especially holidays, we felt the distance the most. The cultural differences could be difficult, and frequently, we felt out of place. Fortunately, we served as a couple, so we always were able to talk to each other and share our successes and problems,” Julia said.

“A secondary challenge was the medical difficulties. We frequently had diarrhea and

other ailments. Although we avoided dengue fever and other serious illnesses, unlike some of our friends and colleagues, Julia did have an interesting experience with a 10-inch tapeworm,” John continued.

“Despite all of the difficulties, we enjoyed our experience and got a lot out of it,” Julia said.

**Impact of PC experience:** “Our time in Paraguay further heightened my appreciation for Latin America,” Julia said. “While in Paraguay, like most PC volunteers, I read a lot. In addition to novels, I read a lot of history, especially about Paraguay. The country’s history, in particular, the Jesuit Missions, fascinated me. I started to explore the idea of graduate school. Since I had only taken one history course at Swarthmore, I decided to write a research paper about the Jesuit Missions to investigate the depth of my interest in history. The project was not easy because we lived eight hours from a good library and only went into the capital once a month, but I still thoroughly enjoyed my research. Thus, I submitted applications to graduate school upon returning to the States. I have just completed my second year of graduate school at Harvard and will be writing a dissertation on the Paraguayan Jesuit missions. Academia enables me to maintain a connection with Latin America through my studies and regular research trips.”

She added: “I am also excited about eventually becoming a professor because my experiences in Paraguay led me to believe that teaching is the best way to impact others and facilitate change. Teachers expose children and young adults to new ideas, concepts, and worldviews.”

“PC gave us a good perspective about life and what is important to us. We learned that we could live simply, without amenities such as a car, telephone, and television—and still be very happy,” John said. “Because we always knew that we could and would return to a privileged life in the United States, we realized that we could never fully comprehend the experiences of many of our less fortunate Paraguayan friends. Still, in the back of our minds, we always remember that most people in the world live with much less than we do and that our problems are so trivial compared with those of people who do not have access to health care or

cannot feed their children.”

“Two years after leaving Paraguay, John and I returned for a visit. Seeing our friends was wonderful—we were welcomed home like family,” Julia continued. “We can happily report that the co-op still manages its finances with John’s computer program, the community uses the grain storage facility, and many of our students are still pursuing their studies. Unfortunately, Paraguay’s economic conditions have only gotten worse, and there are still many problems,” Julia said.

**PC choice for others:** “A successful experience requires initiative, flexibility, and creativity. We both were glad that we worked two years before joining the PC. The work experience gave us greater maturity and the ability to work independently and without a lot of structure. We recommend PC, especially for someone curious about other cultures and willing to live at the level of the people. PC provides the extra advantage of good language training, a security network, and health coverage. We think about joining PC again when we retire, in another 30 years,” Julia said.

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## Elizabeth Derickson '01

CAPE VERDE ISLANDS, 2001–2003

*Preschool development/computer instructor*

### **Work focus and Swarthmore influence:**

“The focus of my work has been preschool development and computer instruction. My studies and activities at Swarthmore were a direct precursor to my PC work. I spent my junior and senior years studying child care and child development as a psychology/public policy major, and that directly translated into my interest in preschool development in Cape Verde.”

**Challenges and rewards:** “The most basic challenge initially was language. The Cape Verdean Creole, a Portuguese-based Creole, is a relatively simple language, but it still took months to feel socially and professionally comfortable and competent. The vagueness of my initial job assignment—‘community development mobilizer’—was also challenging, as I tried to carve out a professional role for myself using the language of

a 4 year old. The rewards of language mastery and eventual professional competence were well worth the initial days of frustration. I have a wonderful circle of pseudo-families and friends here, who fill my days with lots of laughter and love. Although I have had triumphant moments as a pre-school coordinator or a computer teacher, my satisfaction here comes primarily from my relationships with students, colleagues, and friends.”

**Impact of PC experience:** “I can already see how this experience will profoundly shape the rest of my life. I was very lucky to have many visitors from home during my PC service—Kait Hutchinson ’01, C.J. Riley ’01, and my parents—which helped me begin to process this whole experience in the context of my home identity and my life as a whole. Living so far from my family and friends has only served to strengthen the connections I feel with them and to give me a deeper appreciation for the value of family and old friends. I chose PC to test out my commitment to social service and to experience life in another culture and environment. My experiences here in Cape Verde have completely affirmed both my commitment to social service and the value I see in cross-cultural experience and exchange.

“[In July,] I just finished my final check-

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out stuff with Peace Corps. I have said tearful good-byes with all of my loved ones in Assomada, my home of two years—my colleagues, students, neighbors, fellow PC volunteer, and adopted family members (young and old). Over the past week, my home in Assomada was inundated with the presence and presents of those loved ones and those of my two PC volunteer housemates, who

are also leaving. We threw a massive goodbye party, Cape Verdean style—everything from preparing gargantuan pots of food cooked over fires to blasting Cape Verdean pop music and dancing into the night. Everyone we know—from the poorest of our friends to the mayor of the town—has visited our home with kind farewell words and bags loaded with presents for us to take. The generosity and openness that I have encountered here is absolutely inspiring. I leave here with the same two suitcases of belongings that I arrived with two years ago—and with a heart and mind full of unforgettable memories. I know that we have touched people through our work and our play and our lives here, as they have also touched us. We have loved and been loved, and that’s what life is all about.”

**PC choice for others:** “I would recommend PC to others—especially recent college graduates—without hesitation. If someone is interested in an intensive intercultural living and working experience in a developing country, PC is the best ‘game’ in the business. As a PC volunteer, you are offered incredible freedom and flexibility personally and professionally. PC is also extremely committed to protecting the safety and health of its volunteers, which is a major consideration.” ☞



“I SERVED IN THE CAPE VERDE ISLANDS, OFF THE COAST OF WEST AFRICA,” SAID DERICKSON (LEFT). “MY SITE WAS ASSOMADA, THE COUNTRY’S THIRD LARGEST CITY, WITH A POPULATION OF 10,000. ASSOMADA IS PERCHED ATOP A PLATEAU IN THE MIDDLE OF THE MOUNTAINS OF THE ISLAND OF SANTIAGO.”



COURTESY SEARCH FOR COMMON GROUND

SALLY CHIN (LEFT) IS WORKING ON CONFLICT RESOLUTION IN THE DEMOCRATIC REPUBLIC OF CONGO FOR THE ORGANIZATION SEARCH FOR COMMON GROUND, WHICH IS LED BY SHAMIL IDRIS. IDRIS IS SHOWN (BELOW RIGHT) IN BURUNDI, WHERE HE HAS WORKED TO REBUILD TRUST AFTER A CIVIL WAR.

# CREATIVE APPROACHES TO *peace*

SALLY CHIN '95 AND SHAMIL IDRIS '94 ARE COMMITTED TO THE SEARCH FOR COMMON GROUND.

By Elizabeth Redden '05

The U.S. National Wrestling Team—those five words bring forth a variety of images: sweaty men rolling around on big blue mats, for one. Perhaps the familiar high school wrestling cheer: “Wrestle, wrestle, twist ‘em like a pretzel.” Red, white, and blue spandex uniforms. But to imagine the national wrestling team as a prime resource for seeking more open diplomatic relations with Iran—that takes some creativity.

The Search for Common Ground (SFCG), an international conflict-resolution organization with almost 400 staff members and offices in 13 different nations, seeks such creative and nontraditional solutions to reconciling international and domestic conflicts all over the world. Shamil Idriss, chief operating officer (COO) for SFCG, explains that traditional methods of conflict mediation compose only 5 percent of the kind of work SFCG does; the other 95 percent is devoted to finding more creative solutions to the world’s problems. “It’s



COURTESY SEARCH FOR COMMON GROUND

not just mediation and negotiation. SFCG is almost like an entrepreneurial business, except instead of looking for creative ways to make money, we’re looking for creative ways to enhance social co-

hesion,” says Idriss. These include creating multiethnic kindergartens in Macedonia; running programs for youths with histories embattled by ethnic violence in Burundi; and, more generally, using music, sports, and mass media as tools to bring people of different backgrounds and political positions together.

For instance, take the Iran-American wrestling tournament, a project Idriss worked on directly. U.S.-Iranian relations, Idriss explains, have been relatively sparse since the Iranian Revolution of 1979. In 1998, some of his colleagues noticed a thaw in diplomatic tensions and sought a way to use that as an opportunity to foster greater communication and understanding between the two nations. They hit on the idea of an American-Iranian wrestling tournament, explaining that in Iran, wrestling is of great cultural significance.

“It’s sort of like baseball here,” says Idriss. The wrestling tournament was, Idriss explains, an ice-breaking exchange that he and his colleagues expanded on by fostering further exchanges among scientists, academics, theologians, filmmakers, and others. Although Idriss says diplomatic progress has been relatively slow in the wake of recent events, he remains confident that, “If there were to be an opening again, the kind of work SFCG has been doing could open the door to new possibilities for understanding.”

SFCG employs such nontraditional solutions from a political to a grassroots level. Sally Chin, for instance, has been working in the Democratic Republic of Congo (DRC) since April 2002. As program manager for SFCG’s newly opened branch office there, Chin has worked on a variety of issues surrounding conflict resolution and the Inter-Congolese Dialogue, a fundamental portion of that country’s peace process. Chin and her SFCG co-workers have attempted to foster greater discussion of the dialogue by producing radio discussion pro-

grams, theater tours, posters, and workshops.

Radio, she says, has proven to be especially effective. “Particularly in Africa, radio is an important medium: It is inexpensive, it can reach a widely dispersed audience, and there’s no need to be literate. There is a real culture of radio in most parts of Africa as the main source of information and entertainment, and, in many ways, it is a life-line,” says Chin.

SFCG has grown significantly since Idriss first came to the organization as an intern in 1993, the summer before his senior year at Swarthmore. At that time, SFCG had just one office in Washington, D.C. A double major in economics and philosophy, with a concentration in public policy, Idriss was drawn to SFCG by the opportunity to work on issues surrounding Middle Eastern policy. His mother is from Turkey, and his father is from Syria; so for Idriss, Middle Eastern policy “was always part of dinner-time conversations growing up.” After joining SFCG, Idriss worked with the Middle

As COO, Idriss now gets to oversee peace-building efforts in all 13 nations where SFCG has branch offices as well as the organization’s domestic projects. He travels frequently and says he loves being able to go to one country after another and find intelligent, creative individuals who are working for peace and reconciliation.

“These are not merely idealists working on the fringes,” says Idriss. “They are social entrepreneurs who are moving us closer to the more peaceful and cooperative world in which we want to live. Their innovative work has a direct impact on people’s lives.”

SFCG, Idriss explains, works to “generate and build on the hopes of others” to discover the kinds of solutions that will bring communities across the globe closer to realizing peace. Primarily a site-based organization, staff members of international branch offices become immersed in local cultures and use this immersion and cultural understanding to develop conflict resolution strategies that make the most sense

Food Program in Rome during her junior year at Swarthmore. After graduating, she took a year off, moved to Paris, and completed an internship there with an English-language arts magazine. She then attended the London School of Economics, where she studied national and ethnic conflict and received a master’s degree in comparative politics. Chin next spent a few years in London working on issues surrounding various conflicts in Africa, including the aftermath of the 1994 Rwandan Genocide, before joining the SFCG team in Washington in 2000.

“The idea of searching for the ‘common ground’ between groups in conflict—adversaries looking together for solutions they can all buy into and live with, as opposed to being beaten into submission—the former just seems like the logical long-term solution for conflicts,” says Chin of her reason for coming to SFCG. She has lived in the DRC through historic times, including the signing of the Inter-Congolese Dialogue in

“THESE ARE NOT MERELY *idealists* WORKING ON THE FRINGES,” SAYS IDRISS.

“THEY ARE SOCIAL *entrepreneurs* WHO ARE MOVING US CLOSER TO THE *peaceful* AND COOPERATIVE WORLD IN WHICH WE *want to live*.”

East Program and on U.S.-Iran relations until 1999, when he moved to Burundi to direct the SFCG program there.

“Being in Burundi really broadened my thinking beyond the Middle East and the Muslim world,” Idriss says of the one-and-one-half years he spent there. In Burundi, Idriss worked to support such organizations as a Women’s Peace Center, a group of Burundi women who aided local women’s movements by organizing meetings and capacity-building workshops. He also helped set up a youth program for young men attempting to rebuild their lives after involvement in ethnic conflict and helped manage a radio studio that worked to promote “ethnic reconciliation and cooperation.” Burundi was, Idriss says, simply inspiring. “I worked with people who have risked their lives for what they believe in, who have faced so many obstacles yet still have hope.” He left the country in October 2000 to come back to Washington and accept his new position as COO of SFCG.

within the context of that country’s struggles. It is a rewarding process but not always an easy one.

Chin has learned this firsthand during her time in the DRC. She works daily with the pain and potential of a nation struggling to rebuild itself. She describes the DRC’s literacy, infant survival, and life expectancy rates as all depressingly low and says the taint of violence is ubiquitous and inescapable. Yet at the same time, “With everything that [these] people have been through, I am constantly amazed at how resilient, creative, and persevering people are to find solutions and make a life in the midst of chaos.”

“Dealing personally and daily with these paradoxes is hard, but they are important paradoxes, and I am glad I am doing it,” says Chin.

Chin, like Idriss, is no stranger to the international scene. A political science major with a minor in public policy, Chin obtained an internship with the World

early April. The agreement marks an optimistic step that Chin says “will usher in a transitional government made up of all belligerent parties—and hopefully peace.” With the dialogue, however, SFCG’s work has just begun—this step is only the first of many toward securing a lasting peace in the DRC.

Still, Chin says she often runs into people who wonder why she is there, why she counts the DRC’s problems as her own. For Chin and her SFCG colleagues, though, peace knows no boundaries. “Sometimes I have been asked if the conflicts here and what people are experiencing here are ‘not my problem,’” Chin says. “But I really do believe that all of our problems and conflicts are interrelated. There is no way I can say that my life and what I have grown up with bears no relation to the conflicts that go on halfway around the world.” ❧

*Elizabeth Redden spent some of the summer in Swarthmore writing articles for the Bulletin.*

# ALUMNI WEEKEND 2003

Photographs by Steven Goldblatt '67 and Jim Graham

From March 8 to June 8, 2003, it rained 10 out of 14 weekends in Swarthmore. Alumni Weekend 2003 was no exception. Friday afternoon and evening were dry, and alumni enjoyed a party on Sharples patio followed by dinner in the dining hall. Kids played and alumni lounged on Parrish Beach.

But on Saturday, the deluge began early and did not let up. The parade was canceled, and Alumni Collection was moved into the Lang Performing Arts Center, where William and Harriet Dana Carroll '38 received the Joseph Shane Award for their volunteer service to the College. Charlotte Phillips '63 received the Arabella Carter Award for service to her community.

The rain did not, however, interfere with the spirit of reunion, which is all about reconnecting with classmates, catching up, sharing old times—and an umbrella—in a special place.

Many more photos from Alumni Weekend can be seen by visiting [http://www.swarthmore.edu/alumni/Swarthmore\\_reunion1/-index.html](http://www.swarthmore.edu/alumni/Swarthmore_reunion1/-index.html).

Planning is already underway for the next Alumni Weekend on June 4 to 6, 2004. Plan to be there when reunion classes (the Class of 2002 plus those ending in "4" and "9") line up for the parade. Who knows? Maybe the sun will shine!

**ROBERT BARTLE '47 (RIGHT) GREETES FRIENDS AT THE CLASS OF 1948 LUNCHEON ON SATURDAY. IT RAINED, BUT ALL WERE DRY INSIDE THE COLLEGE'S NEW SCIENCE CENTER (LEFT), WHERE VICE PRESIDENT OF ADMINISTRATION LARRY SCHALL '75 (FOREGROUND) LED ALUMNI THROUGH THE STRIKING NEW FACILITY.**



THE LIST GALLERY FEATURED THE WORK OF AUSTINE READ WOOD-COMARROW '63 (ABOVE LEFT) AND BARBARA SEYMOUR '63 (ABOVE RIGHT). A PANEL DISCUSSION "TONGUES UNTIED: A POLITICALLY INCORRECT FORUM ON POLITICS, POP CULTURE, AND MORE" (RIGHT) WAS SPONSORED BY THE BLACK ALUMNI REUNION COMMITTEE, CHAIRED BY VINCENT JONES '98 (STANDING).

ASSOCIATE PROFESSOR JOHN ALSTON (*BELOW*) CONDUCTED A "READING" OF THE MOZART REQUIEM, DRAWING CHORAL AND ORCHESTRAL

PERFORMERS OF ALL AGES TO THE LANG CONCERT HALL. A HARDY JOGGER (*RIGHT*) BRAVED THE CONSTANT RAIN TO GET IN A RUN ON CAMPUS.



REUNION CHAIR EUGENIE HARSHBARGER LEWIS '33 (*SEATED SECOND FROM RIGHT*) AND MEMBERS OF HER CLASS CELEBRATED 70 YEARS SINCE SWARTHMORE. MEMBERS OF THE 50TH REUNION CLASS (*BELOW*) MARCHED IN FULL RAIN GEAR FROM THEIR WILLETS DORM TO ALUMNI COLLECTION, WHERE THEY WERE GREETED BY A PHILADELPHIA STRING BAND. NO MATTER WHAT YOUR AGE, THERE WAS ALWAYS TIME FOR A HUG (*BOTTOM RIGHT*).



# CONNECTIONS



**New York:** Connection Chairs Jodi Furr '97 and Lisa Ginsburg '97 are planning several exciting activities for New York alums. Please watch your mail and e-mail for information on the following events: In October, you can help revitalize a city school with a team of Swarthmore volunteers as a part of New York Cares Day. On Oct. 7, Swarthmore's Gamelan Samara Santi will be performing with the Philadelphia Orchestra at Carnegie Hall. Monthly happy hours are being planned as well, so watch your e-mail for dates and locations (suggestions of ven-

ues are welcome). You can contact Jodi at [jodifurr@hotmail.com](mailto:jodifurr@hotmail.com) or Lisa at [lisaginsburg@juno.com](mailto:lisaginsburg@juno.com).

**Philadelphia:** October will be a busy month for the Philadelphia Connection. On Oct. 16, the Connection will host a presentation on Afghanistan by Tom (Amherst '59) and Beverly Eighmy (Mt. Holyoke '60), who first went to Afghanistan in 1971, serving in key positions with the U.S. Cross Border Humanitarian Assistance Program to Afghanistan, during the aftermath of the Soviet invasion. The program will be held at the Friends Meetinghouse, 4th and Arch streets in Philadelphia. Dinner will follow the presentation, and the cost is \$17 per person. For information, contact Eben Sales '57 at (800) 992-4160 or [ebensales@enter.net](mailto:ebensales@enter.net).

On Oct. 21, the Connection will attend a piano performance by Lang Lang at the Curtis Institute of Music in Philadelphia. The cost is \$25 per ticket. Contact Bruce Gould '54 at (215) 575-9320 or [brucegould54@hotmail.com](mailto:brucegould54@hotmail.com) by Oct. 2. There are additional events being planned; watch your mail and e-mail.



ANDREW ECCLES

## ANNA ORGERA '83 IS NEW COUNCIL PRESIDENT

At the meeting of the Alumni Council during Alumni Weekend, outgoing Council President Rich Truitt '66 passed the gavel to Anna Orgera. Truitt's two-year term, focused on improving communication with alumni, including appointing and participating in the Task Group on Consensual Decision Making.



ANNA ORGERA

Orgera will take the helm of the council at the fall meeting. She has been a member of council since 2000 and most recently co-chaired the alumni support working group. She has been instrumental in the development of guidelines and procedures for this committee and furthering the work of Swarthmore Connection groups to reach out to alumni wherever they live. She also organized a council review of the College Web site and a task force on communication planning. A resident of Manhattan, Anna is a principal of William M. Mercer Inc., a human resources consulting company.

## EXTERN PROGRAM EXPANDING — NEEDS NEW VOLUNTEERS

Planning for the Extern Program to be held in January is already in motion under the leadership of National Extern Program Chair Nanine Meiklejohn '68 and co-chair Vicki Bajefsky Fishman '93. Working with the Career Services Office and regional volunteer coordinators, they will organize the placement of students with alumni volunteer sponsors for a weeklong career-exploration experience.

Externship cities for 2004 include New York; Philadelphia; Cleveland; Boston; Washington, D.C.; and San Francisco. Last year, more than 151 Swarthmore students participated in the program—an increase of more than 50 students over the previous year. Fifty-five alumni volunteers worked with 300 alumni hosts or sponsors to make this program a reality.

"Participating in the Cleveland Extern Program last January was great fun. Two

Swarthmore students braved a cold January on Cleveland's not-so-balmy North Coast to participate in the program," said Sharon Seyfarth Garner '89, who is the Cleveland coordinator. "As a host to both students, I enjoyed hearing their stories, struggles, questions, and current reflections on life at the wild and wonderful place called Swarthmore."

The College's Career Services Office estimates that one-quarter of all Swarthmore students will take part in this very popular program at least once during their four years. If you are interested in participating by offering an externship opportunity or housing, please contact Tom Francis in Career Services at (610) 328-8352 or [extern@swarthmore.edu](mailto:extern@swarthmore.edu), and you will be provided with the contact information for the externship coordinator in your area.

—Patricia Maloney

## ALUMNI ASSOCIATION OFFICERS

### President

Anna Orgera '83

### Vice President

Susan Rico Connolly '78

### Vice President

Scott Cowger '82

### Vice President

Daniel Mont '83

### Secretary

Nick Jesdanun '91

## ZONE A

*Delaware, Pennsylvania*

Joko Agunloye '01<sup>3</sup>

Swarthmore, Pa.

Carol Finneburgh Lorber '63<sup>3</sup>

Elkins Park, Pa.

Colette Collins Mull '84<sup>2</sup>

Glen Mills, Pa.

Marcia Satterthwaite '71<sup>1</sup>

Narberth, Pa.

Debra Pinder Symonette '78<sup>4</sup>

Philadelphia, Pa.

Jonathan Willis '63<sup>2</sup>

Dover, Del.

Milton Wohl '46<sup>3</sup>

Schwenksville, Pa.

Kai Tai Xu '03<sup>2</sup>

Philadelphia, Pa.

## ZONE B

*New Jersey, New York*

Lisa Jenkins '02<sup>1</sup>

New York, N.Y.

Nick Jesdanun '91<sup>3</sup>

New York, N.Y.

Jane Flax Lattes-Swislocki '57<sup>1</sup>

Grand View, N.Y.

Onuoha Odim '85<sup>2</sup>

Brooklyn, N.Y.

Anna Orgera '83<sup>2</sup>

Harrison, N.Y.

Martha Spanninger '76<sup>2</sup>

New York, N.Y.

Erika Teutsch '44<sup>3</sup>

New York, N.Y.

Douglas Thompson '62<sup>1</sup>

Marlboro, N.Y.

Ali Usman '91<sup>4</sup>

Brooklyn, N.Y.

## ZONE C

*Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont*

Alice Clifford Blachly '49<sup>1</sup>

Calais, Vt.

Scott W. Cowger '82<sup>1</sup>

Hallowell, Maine

Allen J. Dietrich '69<sup>3</sup>

Hanover, N.H.

Panayiotis Andreou Ellinas '87<sup>1</sup>

Boston, Mass.

Meghan Kriegel '97<sup>2</sup>

Lowell, Mass.

Scott Rankin '94<sup>2</sup>

Cambridge, Mass.

Martha Rice Sanders '77<sup>3</sup>

Barrington, R.I.

Susan Turner '60<sup>3</sup>

Weston, Mass.

## ZONE D

*District of Columbia, Maryland, and Virginia*

T. Alexander Aleinikoff '74<sup>3</sup>

Chevy Chase, Md.

Paul Booth '64<sup>3</sup>

Washington, D.C.

David Goslin '58<sup>1</sup>

Falls Church, Va.

Daniel Mont '83<sup>2</sup>

Rockville, Md.

Minna Newman Nathanson '57<sup>1</sup>

Washington, D.C.

Barbara Wolff Searle '52<sup>2</sup>

Washington, D.C.

Maria Tikoff Vargas '85<sup>3</sup>

Arlington, Md.

## ZONE E

*Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Texas, West Virginia, and Wisconsin*

David Bamberger '62<sup>3</sup>

Lakewood, Ohio

Sharon Seyfarth Garner '89<sup>1</sup>

Lakewood, Ohio

Benjamin Keys '01<sup>3</sup>

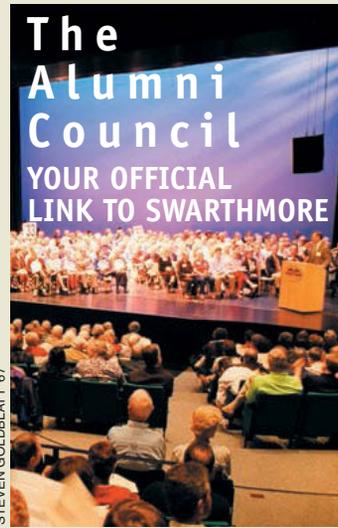
Ann Arbor, Mich.

Jenneane Jansen '88<sup>3</sup>

Minneapolis, Minn.

Stephen Lloyd '57<sup>2</sup>

Park Forest, Ill.



Susan Schultz Tapscott '72<sup>2</sup>  
Houston, Texas

## ZONE F

*Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, territories, dependencies, and foreign countries*

James Fligg '50<sup>2</sup>

North Palm Beach, Fla.

Julia Knerr '81<sup>1</sup>

Durham, N.C.

David Lyon '73<sup>3</sup>

Suva, Fiji

Gertrude Joch Robinson '50<sup>3</sup>

Westmount, Quebec, Canada

Ann Stuart '65<sup>2</sup>

Chapel Hill, N.C.

## ZONE G

*Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming*

Janet Cooper Alexander '68<sup>3</sup>

Palo Alto, Calif.

Deborah Bond-Upson '71<sup>1</sup>

Kentfield, Calif.

Seth Brenzel '94<sup>1</sup>

San Francisco, Calif.

Elizabeth Geiger '96<sup>2</sup>

Upland, Calif.

Harold Kalkstein '78<sup>2</sup>

San Carlos, Calif.

Leonard Rorer '54<sup>3</sup>

Santa Cruz, Calif.

## MEMBERS AT LARGE

Vincent Jones '98<sup>1</sup>

Los Angeles, Calif.

David Vinjamuri '86<sup>1</sup>

New York, N.Y.

## CONNECTION REPRESENTATIVES

### Boston

TBA

### Chicago

Marilee Roberg '73

### London

Abby Honeywell '85

*Metro D.C./Baltimore*

Sampriti Ganguli '95

*Metro N.Y.C.*

Lisa Ginsburg '97

Jodi Furr '97

### Philadelphia

Bruce Gould '54

Jim Moskowitz '88

### Pittsburgh

Michelangelo Celli '95

Barbara Sieck Taylor '75

### Los Angeles

David Lang '54

### San Francisco

*Committee Contacts*

Gustavo Alberelli '00

Ruth Lieu '94

### Seattle

James Schembs '01

Lorin Nelson '00

Deborah Schaaf '95

### Twin Cities

*Committee Contact*

Lia Theologides '89

### Paris

Catherine Seeley Lowney '82

### National Chair

Don Fujihira '69

Barbara Sieck Taylor '75

## KEY

1 Term ends 2005

2 Term ends 2003

3 Term ends 2004

4 Nominating Committee

# CLASS NOTES

## *Collection*



GENERATIONS OF SWARTHMOREANS sat in these seats to listen to speakers, watch Hamburg Shows, and enjoy concerts. Clothier Hall was converted into a student center in 1985, after fire destroyed the Tarble Student Center. Today, the Pearson-Hall Theatre in the Lang Performing Arts Center is the largest auditorium on campus. With 730 seats, it accommodates just more than half of the current student body—for whom the word “Collection” still means a meeting but not a required one.

# PROFILE

## Making the World Turn

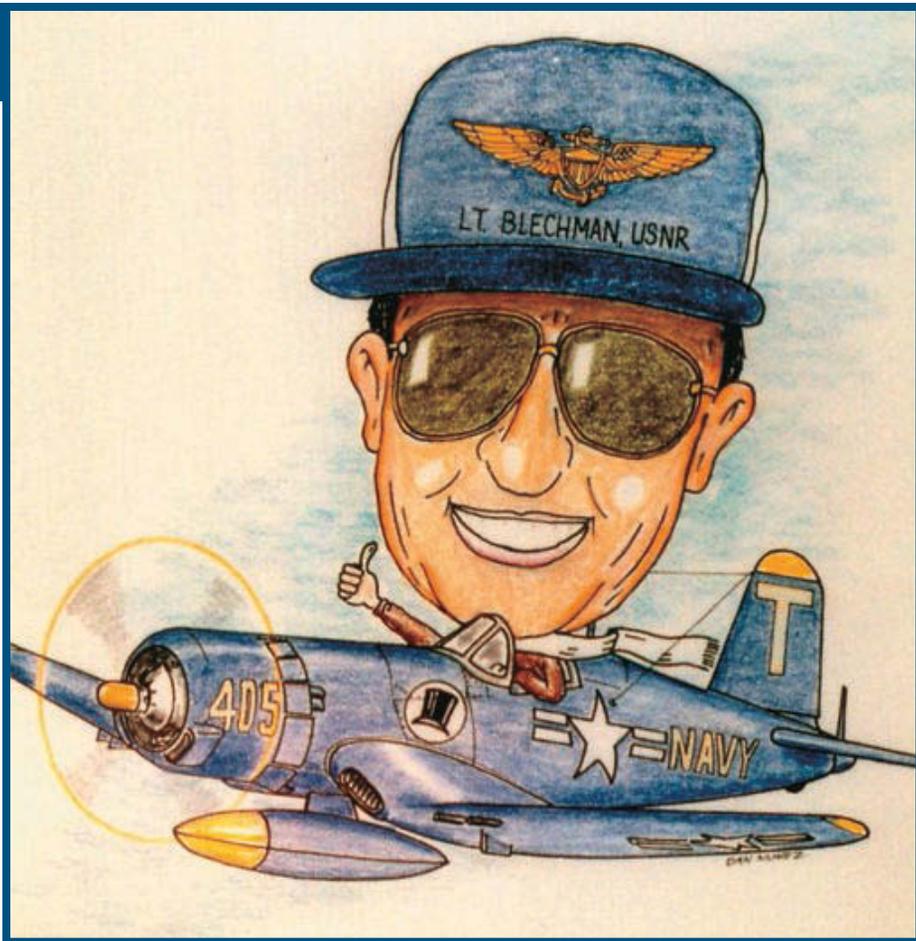
FRED “CRASH” BLECHMAN  
'46: PEOPLE CALL HIM  
“THE FLYING HOBO.”

The memory of a 5-year-old child taking a \$5 plane ride in the clouds above New York City is one that has yet to fade after 70 years. “When he [the pilot] turned the wheel, the whole world tilted,” remembers Fred Blechman. The idea of turning a wheel just slightly, so you “could control the world” is one that Blechman, also known as “The Flying Hobo,” has kept in his mind during more than a half-century as a pilot.

“The feeling of speed and control made me keep going up, even though I crashed five times,” Blechman says of his career as a Navy fighter pilot. “I never got a scratch.” And all five of those planes he crashed were off the ground again in a matter of days.

These days, Blechman is retired from three careers: the Navy, the aerospace industry, and his own private marketing business. He has written almost 900 articles and eight books on electronics, microcomputers, and flying and now writes a regular column, “True Tales From the Fred Baron,” for the *Aviation and Business Journal*. His two self-published books on his flying experiences, *Bent Wings—F4U Corsair Action and Accidents: True Tales of Trial and Terror* and *Flying With the Fred Baron*, a collection of his columns, have enjoyed success. But Blechman hasn't forgotten his roots—or, rather, his wings. “The Flying Hobo” will still fly with anyone, anytime, anywhere.

Beginning his career in the Navy as an apprentice seaman with the V-5 Program, through which potential fighter pilots were sent to two years of college before beginning flight training during World War II, Blechman and his friends were thrilled to hear they were being sent to Swarthmore. “When we heard we were going to Swarthmore, we were excited because we thought it was a girls' school,” he says. They would soon learn their mistake.



IN THIS CARICATURE, BLECHMAN IS FLYING AN F4U CORSAIR.

The war ended while Blechman was still at Swarthmore, and most of his friends in the V-5 Program never actually went through flight training. Yet Blechman hadn't given up on his lifelong dream, war or no war. “I was a skinny kid with no interest in sports, so I wasn't interested in macho-type activities. But I wanted to fly,” he says. So after two semesters at Swarthmore, Blechman reported to Dallas for Selective Flight Training—despite the fact that he didn't even have his driver's license.

“I really was not the poster pilot,” Blechman says of his former 135-pound self. “I was skinny. I was weak. But my motivation, my desire, overwhelmed any lack of ability.”

He succeeded in getting his wings in 1950 and from that point forward completed a total of 263 Corsair flights as a Navy pilot. On only one of these flights—the very first one—did he ever wish he was on the ground. Attacked by a giant moth within the canopy-enclosed cockpit, Blechman says he panicked and seriously considered bailing out at 100 feet. Luckily his reason prevailed, and he

slightly lifted the Corsair's canopy to create a vacuum that sucked the moth away.

He never saw combat and spent the Korean War flying in the Sixth Fleet, which serviced the Mediterranean, Caribbean, and the Atlantic.

Blechman retired from active duty in 1952, then worked in the aerospace industry for about 15 years before concentrating on his private marketing business. He hasn't worked for another person since 1969.

He has two children and two grandchildren but says no one else in his family shares the love of flying he's had since that day over New York as a 5 year old. He still doesn't quite know where his fascination with flying ever came from—but he knows why he loves it now.

“Just a little effort,” he says, “and the whole world turns.”

—Elizabeth Redden '05

Fred Blechman's books are available at [www.booklocker.com/fredbaron](http://www.booklocker.com/fredbaron) and [www.xlibris.com/bentwings.html](http://www.xlibris.com/bentwings.html).

## SISYPHUS AND ME

A BRAIN INJURY COST ME—LITERALLY AND FIGURATIVELY—AN ARM AND A LEG.

By Larry Sobel

What is off to Christopher Reeve, who has chosen to go on with his life as a paraplegic. But I put it back on as I contemplate my own personal struggle with a massive brain injury and left-side hemiplegia.

The blood vessel that burst suddenly in my brain (the day after Thanksgiving 1988) was located deep within my thalamus. I was 35 years old and a staff physicist in the cryogenics department of Hughes Aircraft in Torrance, Calif. The cause of the rupture was a birth defect known as an arterial venous malformation (AVM). This defect left me without a small section of flexible venal structure in my brain capable of properly dilating in response to the normal sinusoidal variations in blood pressure. During the years, the malformed blood vessel structure weakened until a random momentary increase in blood pressure caused it to burst altogether.

Emerging from a deep coma two weeks later, I was given the standard emergency room speech (it was Los Angeles, after all) that such events are fatal more often than not, I would never walk again, and I certainly would never again work as an engineer (the doctors were unequivocal about this point). But some lucky breaks had coincided with the assault on my brain, helping to minimize the damage somewhat.

The “accident” occurred in a gym across the street from a hospital. Luckier still, doctors from that hospital were alongside me on the squat rack. One of them saw me collapse and promptly located a device to defibrillate my heart. The bleed was so severe that the doctors called my parents in New Jersey and told them that I would probably not be alive if and when they flew to California. But I did survive, and my parents did arrive; eventually, I emerged from the coma to face the world with half the body—and half the brain—I started out with two weeks before.

I have immodestly come to think of my life now as being somewhat parallel to that of the mythical Sisyphus, who was condemned (for evil deeds in life and betraying the secrets of the gods) to roll a boulder up a mountainside for eternity only to reach the top and then have it roll back down again. Having once felt as though I stood on the mountaintop, it is a myth I have adopted as my own because the rolling boulder is a perfect metaphor for short-term memory deficit.



CHRIS MOONEY

SOBEL NOW LIVES IN TUSCON, ARIZ.

“I drive and go anywhere without assistance. The challenge is not so much getting somewhere as it is remembering how to get back.”

I realized early in my rehabilitation that the paralysis of the left side of my body would only be a nasty inconvenience, whereas the irreversible brain damage would be my real challenge. Perhaps the fortunate side effect of a brain injury (if there is one) is that you have trouble holding on to the bad times and the many daily frustrations. When you finally come to understand how really screwed up you are, you have forgotten why it occurred to you to ask.

As time goes by—it is now nearly 15 years later—I am still improving; I have recovered a great deal of my engineering skill and



BEFORE A BLOOD VESSEL BURST IN HIS THALAMUS, LARRY SOBEL DANCED PROFESSIONALLY WITH A COMPANY IN CAMBRIDGE, MASS.

with only one arm and leg. I don't exactly present a graceful image—once, as I emerged from a movie theater in Santa Monica in 1992, a homeless man pressed a dollar into my hand. But I will probably never fully regain the mental skills that enabled me to waft through high school and Swarthmore and to breeze to a Ph.D. in mechanical engineering, all the while studying ballet and dancing professionally with a company in Cambridge, Mass.

My cognitive deficits are subtle but significant to me. A short-term memory deficit is the salient feature, but even that is intermittent and unpredictable. Luckily, old knowledge is more or less intact and accessible. Because I can still talk (the bleed was in the right side of the brain), it is difficult to convince people that I have trouble organizing and understanding details. Simply put, it is now significantly more difficult and most unpleasant for me to learn new information and to stay focused. Reading is no longer as pleasurable as it once was because it is challenging to hold on to plot and char-

acter for longer than a few sentences. Faced with new situations, I am gripped by a panicked anxiety that often leads me to do odd things—too many and too silly to be listed here. But, then again, I don't mind reruns.

Long ago, I ceased engaging consciously in that frustrating exercise of disaster one-upmanship. I don't want to compare my disability with that of Christopher Reeve. I want to express only the idea that a brain injury is different from a physical one. I am mobile. I drive and go anywhere I wish without assistance. The challenge is not so much getting somewhere as it is remembering how to get back.

But the world I was once so comfortable in is often strange now. I learn new tasks by doing them repeatedly until they become familiar. But I was definitely lucky to have assembled a solid resume long before the injury and to have found an employer willing to take a risk on a Ph.D. with some physical and cognitive baggage.

In the meantime, I am incredibly grateful for my handicapped placard (I don't have to feed parking meters in California) and for occasional assistance, which means that I have been noticed. My injury has cost me—literally and figuratively—an arm and a leg, but neurologists and doctors with a sense of humor charge me only half price when I am examined. Some even laugh when I put down 911 for the number to call in case of an emergency. I did, however, get severely chastised once for printing up "Seizures' Greetings" cards for my brain-injured classmates in rehab. In my own defense, I was tasked to do something creative with a new color printer, and it was December.

I can type quickly with only one hand and talk quite easily about my bad luck; so, in truth, I think I am far luckier than some. Accidents happen, and—after being quickly disabused of the notion that being crippled means never having to say I'm sorry—I have slowly gotten rolling again.

In a wonderful coda to this story, I sold my house in Los Angeles and resettled in Tucson, Ariz. (hence the dry humor), where I married a wonderful woman with two magnificent and accomplished adult daughters; I also am working again as a cryogenics engineer at Raytheon. But I don't kid myself that there won't be an enormous challenge in succeeding this time around. Although I have been here for three years now and have two patents pending on cryogenic systems and two nominations for technical merit awards, I still have to prove myself continually with everybody watching, and I also have to remember where I've left my boulder—and parked my car. ☘

*Larry Sobel (Isobel@raytheon.com) is a senior missile cryogenics engineer at Raytheon Missile Corp.*

# PROFILE

## An Emphasis on Doing

**PHYLLIS HASBROUCK '78  
WORKS TO SOLVE PROBLEMS  
AND BUILD COMMUNITY.**

When Phyllis Hasbrouck sees a problem, it's not long before she tries to fix it. In October 2001, when she learned about Afghans suffering under years of war, drought, and oppression, she jumped into action. "I called up a friend of mine and said, 'Let's do a blanket drive.' And she said, 'Sure, let's do it,'" recalls Hasbrouck, who lives in Madison, Wis.

So she painted a sandwich board, printed out fliers telling people how to contribute, and darted downtown to Madison's main shopping district. Thus was born DOERS—Doers Offering Emergency Relief Support ([www.doerswi.homestead.com](http://www.doerswi.homestead.com)).

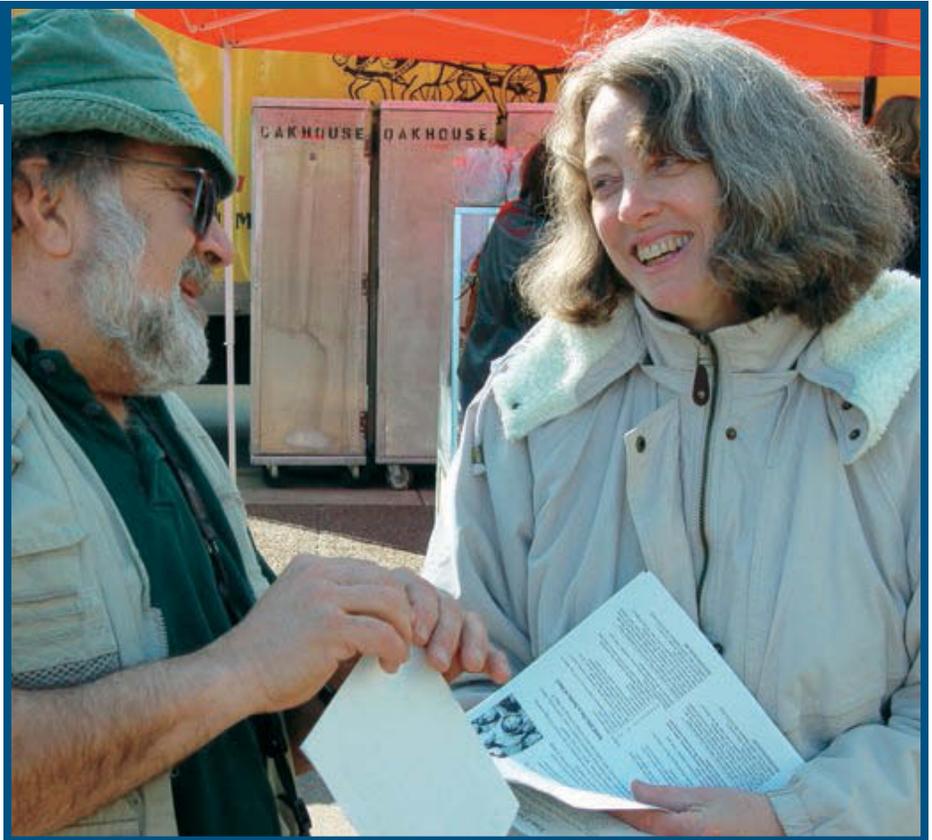
Within four weeks, DOERS collected 725 blankets and \$5,500. At a second drive held five weeks later in a church fellowship hall, 100 people assembled 456 kits of school supplies, first aid, newborn supplies, relief supplies, and sewing notions to be sent to refugees around the world. By the following spring, DOERS had sent 927 blankets and \$21,026 for relief services to Afghanistan.

"We emphasize doing—not talking—and doing all together and creating a community," Hasbrouck explains.

Take that second relief drive, for example. Donors who had expected simply to drop off their items were invited to stay for a few minutes to cut cloth, operate sewing machines, count blankets, or pack boxes. Most jumped in enthusiastically, and many had so much fun they stayed for hours.

Girl Scouts worked alongside retirees, Jews with Palestinians, military veterans next to lifelong pacifists. "When people who otherwise might not meet work together toward a common goal, barriers break down," Hasbrouck says. "It did bring people together. We want to do that as often as possible."

Hasbrouck's activism blossomed at Swarthmore, where she worked with a stu-



STEVE ROFFLER

**HASBROUCK SPREADS THE WORD TO A PASSERBY ABOUT THE LATEST CAMPAIGN OF DOERS OFFERING EMERGENCY RELIEF SUPPORT AT THE WEEKLY FARMERS' MARKET IN MADISON, WIS.**

dent group to convince the College's food service to boycott nonunion lettuce. The boycott was part of a national campaign highlighting the harsh conditions under which farm workers labored. After Swarthmore, Hasbrouck became a full-time organizer for United Farm Workers in Philadelphia and California. She later moved to Chicago, where she worked for seven years with the Committee in Solidarity with the People of El Salvador, then co-founded a group called Terra: Working With the Peoples of the Americas to Restore Our Environment.

Human and environmental welfare are intertwined, says Hasbrouck. She points to U.N. research, predicting that a warming climate will raise sea levels over the next century, and that this, in turn, could drive coastal and island people from their homes.

If current trends continue, "There are going to be millions and millions of refugees [because of] global warming," Hasbrouck says. "Seas could rise 1 meter in the next century. In Bangladesh alone, that would displace 20 million people."

In hopes of preventing some of the pro-

jected refugee crises, DOERS launched a project this spring to help individuals make dramatic cuts in greenhouse emissions. The kick-off was a festive, two-hour program featuring interactive demonstrations, a talk by a leading climatologist, and plenty of free tea and homemade baklava. It attracted 275 participants who, after learning about ways to reduce their energy consumption, pledged to take actions in their daily lives that will collectively keep 198,000 pounds of carbon dioxide out of the atmosphere over the next year.

Hasbrouck has taken her own advice. Earlier this year, she and her husband had their home better insulated, replaced their furnace and hot water heaters with more efficient models, and purchased a hybrid gas-electric car.

"We hope to set an example of not only educating and inspiring people but also of doing the follow-up work to make sure that actions are taken," Hasbrouck says.

"It isn't always easy to do what's right," Hasbrouck says. "But DOERS is trying to make it as easy as possible."

—Kathryn Kingsbury

# BOOKS & ARTS

## A Living Neighborhood

**BOSTON'S BEACON HILL IS MORE THAN A STOP ON THE TRAIL OF HISTORY.**

Moying Li-Marcus M'82; Richard Harley '72 (editor), *Beacon Hill: The Life and Times of a Neighborhood*, Northeastern University Press, 2002

Beacon Hill is a venerable, historic place in old Boston. Intriguingly, the author of this charming book is a recent Chinese immigrant. Moying Li-Marcus came from Beijing on a scholarship from Swarthmore College in 1980, as soon as it became possible for her to leave China. After receiving an M.A. at Swarthmore, she went to Boston University, where she earned an M.B.A. and a Ph.D. in American history and settled in Beacon Hill as an analyst in investment management. She is, therefore, uniquely qualified for her task. As an outsider, she is free of jaundiced eyes that might hinder an heirloom Bostonian. But she is also an insider with an intimate knowledge of the neighborhood because it is her own backyard.

Urban history might be architectural or social, describing either the physical fact of the city—its buildings and the spaces between them—or recording the lives of the people who inhabit them. This book is neither, and yet it does both. I call it a real-estate history, and that is one of the highest compliments. For real estate is where people and properties coexist, and its history records the rise and fall of a physical neighborhood through social vicissitudes. As such, this urban history is under a magnifying glass.

Li-Marcus writes like a good journalist, efficiently but charmingly. Her concise history is essentially descriptive but also delivers novel observations. Although the book is devoted to a revered historical place, the author's interest is in modern Beacon Hill; following the first chapter, which leaps from



MOYING LI-MARCUS

**PRESERVING HISTORIC BEACON HILL (ACORN STREET, ABOVE) RAISED THE FAMILIAR DILEMMA OF HISTORIC PRESERVATION: FIDELITY TO THE PAST AND VISIONS FOR THE FUTURE. THE HARD REALITY IS THAT A NEIGHBORHOOD CANNOT SURVIVE WITHOUT THE INFUSION OF NEW DEVELOPMENT AND NEW INHABITANTS.**

1630 to 1900, she gives the remaining three chapters to the 20th century.

The early Republic rightly is the focus of the first chapter. Charles Bulfinch's prominent State House is only briefly mentioned. The author draws us, instead, into the work of the investment syndicate known as Mount Vernon Proprietors, who took on the project of lopping some 60 feet off of the hill, laying out the streets, building mansions, and realizing Louisburg Square, the enclave of Boston's Brahmins. But Li-Marcus also turns her attention to the shady North Slope. This area housed the underprivileged—craftsmen, laborers, and later Boston Bohemians—and also served as the hotbed of the anti-slavery movement.

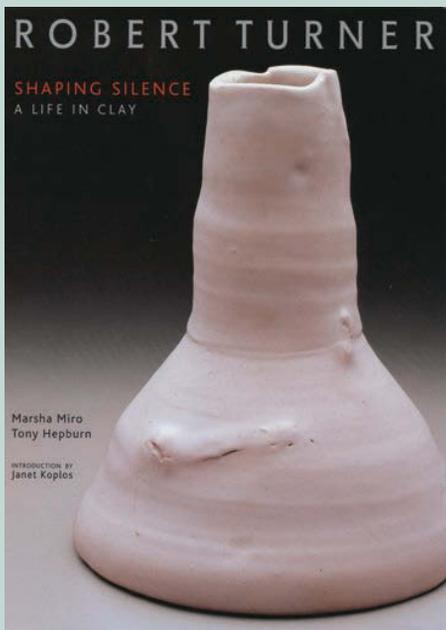
By the end of the 19th century, Beacon Hill was showing a decline as the elites took flight to the Back Bay. The story of the neighborhood's revitalization, which fills the rest of the book, reiterates the familiar dilemma in historic preservation: fidelity to the past and visions for the future. The past

is not only a legacy but also an asset. But the hard reality is that a neighborhood cannot survive without the infusion of new development and new inhabitants. The recurrent fight against the City of Boston to conserve the old brick sidewalks is emblematic of the conservation efforts. The second chapter, which takes us to 1930, focuses on the work of the farsighted John Codman, a realtor who developed a revolving fund to realize profitable renovation of old houses. In 1922, he founded the Beacon Hill Association, the engine of the local preservation movement, to protect the hill from commercial interests. This group was the precursor of the Beacon Hill Civic Association, for which the book was written to commemorate its 75th anniversary.

Codman also took the initiative in the 1950s to have Beacon Hill designated a historic district. In the last two chapters, we are shown the kaleidoscope of social upheavals during and after World War II. The events recounted here accurately echo the social and political changes in the nation at large: the war economy, relocated Japanese Americans, postwar housing shortage, rise of the automobile, civil rights movement, youth counterculture, invasive tourism, racial integration, and whims of real-estate booms and busts. We learn vividly of the continuing struggle of this historic neighborhood in an ever-changing urban environment, the plight shared by other notable historic places in the country.

Li-Marcus' sources are predominantly newspaper articles, perhaps more by design than by default. They give her writing a character of on-the-spot reportage—but a suggestion of further reading of more scholarly nature might have been useful. She is generous with street addresses, but the book gives us just one map of Beacon Hill, which is in the final chapter. If the book's readership was meant to go beyond the Beacon Hill residents, as it certainly should, an additional map or two should have been provided. The illustrations, old prints, and the author's own lovingly lit photographs are beautiful and informative.

—T. Kaori Kitao, William R. Kenan Jr.,  
Professor Emerita of Art History



IN **ROBERT TURNER** '36): *SHAPING SILENCE—A LIFE IN CLAY* (KODANSHA AMERICA, 2003), AUTHOR MARSHA MIRO INTERSPERSES TELLING COMMENTS FROM TURNER HIMSELF WITH HER OWN EXPLORATIONS OF THE ARTIST'S ACHIEVEMENTS. AFTER WORLD WAR II, TURNER GAINED WIDE RECOGNITION WHEN HE SET UP THE FIRST CERAMIC STUDIO AT THE RENOWNED BLACK MOUNTAIN COLLEGE IN NORTH CAROLINA, KNOWN FOR ITS LEADERSHIP IN THE AVANT-GARDE ART MOVEMENT.

## OTHER BOOKS

**Vytė Babrauskas** '68, *Ignition Handbook*, Fire Science Publishers, 2003. Written for a broad audience, this book presents fundamental science relating to combustion.

In *Engaging Minds: Motivation and Learning in America's Schools*, **David Goslin** '58 explains why it has proven difficult to improve America's schools, why some school students don't work hard, and what motivates them to learn.

Gail Godwin and **Frances Halsband** '65 (illustrator), *Evenings at Five*, Ballantine Books, 2003. This novel uses meditation, humor, and Halsband's drawings to capture the cyclical nature of commitment.

Joan Spero and **Jeffrey Hart** '69, *The Politics of International Economic Relations*, Thomson/Wadsworth, 2003. This book offers readers the depth and breadth of scholarship needed to understand the politics of the world economy. Hart is also the co-

author of *Responding to Globalization*, Routledge, 2000; and *Managing New Industry Creation: Global Knowledge Formation, and Entrepreneurship in High Technology*, Stanford University Press, 2001.

In *A Hundred Little Hitlers: The Death of a Black Man, the Trial of a White Racist, and the Rise of the Neo-Nazi Movement in America*, Henry Holt and Co., 2003, **Elinor Langer** '61 explores the 1988 beating death of Mulugeta Seraw, an Ethiopian living in Portland, Ore., at the hands of a group of skinheads. Langer, a journalist, uses the killing and subsequent trial as an occasion to study the rise of the extreme right.

**Jeffrey Olick** '86 (editor), *States of Memory: Continuities, Conflicts, and Transformations in National Retrospection*, Duke University Press, 2003. This collection of essays emphasizes that memory has a history, illuminating the construction of national memory from a comparative perspective.

**David Partland** '90 and Tony Donaldson, *The World of BMX*, MBI Publishing Co., 2003. Partland's first cycling experiences at age 3 developed into a lifelong obsession. Tony Donaldson's photographs make the reader part of the BMX adventure.

In Neil Gaiman's *The Sandman* and *Joseph Campbell: In Search of Modern Myth*, Wildside Press, 2003, **Stephen Rauch** '01 offers the first scholarly book-length examination of the work of comic legend Gaiman.

Neil Levi and **Michael Rothberg** '88 (editors), *The Holocaust: Theoretical Readings*, Rutgers University Press, 2003. Bringing together both classic and new writings, this anthology shows how concerns arising from the Nazi genocide shaped contemporary literary and cultural theory.

**David Sacks** '76, *Language Visible: Unraveling the Mysteries of the Alphabet From A to Z*, New Broadway Books, 2003. This history of our alphabet presents a fact-filled "biography" of each letter, identifying its significance, development, and role in literature and other media.

**Alden Todd** '39 and Joseph Galloway, *Minding the Money: A Practical Guide for Volunteer Treasurers*, ASJA Press, 2003. This clearly written book offers help to all kinds of organizations that need to handle money, including charitable funds, sports clubs, political committees, and investment clubs.

**Douglas Worth** '62, *Echoes in Hemlock Gorge: An American Sequence for the New Millennium*, Higganum Hill Books, 2003. Inspired by early morning walks at the dawn of the new millennium, this collection of poems explores day-to-day events in Hemlock Gorge and comments on modern man's technological assault on nature.

## COMPACT DISK

**Vaneese Thomas** '74, *Vaneese Thomas: A Woman's Love*, Segue Records, 2003. This CD features 12 love songs performed by "an exciting and multitalented artist, who sings it like she feels it, with heart, soul, and effortless grace," says Steven Goff, artist management for Vaneese Thomas/Segue Records.



THE ART QUILT "BEETLES ON CD" WAS CREATED BY MARTHA SIELMAN '82. A MASTER TEACHING ARTIST WITH THE CONNECTICUT COMMISSION ON THE ARTS, SHE HAS EXHIBITED HER QUILTS NATIONWIDE.

# PROFILE

## A Glamour Life

**EDITOR CINDI LEIVE '88  
LEADS A MAGAZINE THAT  
HELPS MODERN WOMEN GO  
BEYOND APPEARANCES.**

A popular feature of *Glamour* magazine is its “Dos and Don’ts” section, featuring snapshots of women’s fashion choices. As editor-in-chief of the venerable magazine, Cindi Leive '88 is a definite “do”—not only for her fashion and business savvy but also for her commitment to better inform women through the pages of the lifestyle magazine. In a publication that seems to tout appearance over substance, Leive takes pride in *Glamour*’s rich history of advocacy for women.

“*Glamour* was the first magazine to put an African American woman on its cover, to write about abortion rights, and to address its female readers from the viewpoint of working outside the house,” says Leive, who lives in Manhattan. And since 1990, the magazine has sponsored the “*Glamour* Women of the Year” awards, honoring women who have made significant contributions to the worlds of entertainment, business, sports, science, politics, and philanthropy.

“I want women to have a 360-degree view of their own lives, not just the part involving guys and dating,” says Leive, who assumed the top position at *Glamour* in May 2001, at the age of 35, making her the youngest editor-in-chief in the magazine’s 64-year-old history. In 2002, she was named by *Crain’s New York Business* as one of the “Top 40 Under 40 Executives” in New York. Before returning to *Glamour*, where she had previously worked for 11 years, she was editor-in-chief of *Self* magazine.

With a circulation of 2.2 million (including newsstand purchases), which concentrates among women 18 to 45 years old, the magazine’s focus, says Leive, is to help women in their quest for personal happiness.

“Post–Sept. 11, it’s more important to women who might have previously only defined themselves by their job or relationship to get to a more soulful level. But we



LYNN SELDON

**CINDI LEIVE SAYS “AGGRESSIVE SELF-ACCEPTANCE” IS A KEY COMPONENT BEHIND MANY OF THE ARTICLES PUBLISHED IN *GLAMOUR*.**

also know they’re still interested in jobs, fashion, and beauty.

“Every day, I hear women who have six-figure incomes, great families, and jobs talk about hating their thighs. I want the magazine to shake them. There are enough sexists and Neanderthals to get in our way. We don’t need to do it to ourselves,” she says. “We’re telling readers that they can do whatever they want with their lives.

“We have a mission of aggressive self-acceptance. When we showed full-figured models throughout our ‘body-love issue,’ we got hundreds of letters from readers saying they literally wept as they saw their own body type for the first time in a magazine.”

The magazine shakes its readers by getting them to take charge of their health.

Leive cited a reader who had a suspicious mole checked out after reading a story on melanoma in *Glamour*. Turns out it was cancerous but caught early enough to be treatable. Another woman recognized the signs of pre-eclampsia in her pregnant sister after reading about the symptoms in the magazine and got her the treatment she needed. In response to the many articles on quitting smoking, readers tell the magazine they

finally had the push they needed to quit.

Attending the fashion shows is probably the most glamorous part of Leive’s job. “That’s when you trot out your designer clothing,” says Leive, who is wearing a Gucci suit but also has garments from Old Navy in her closet. “Sadly, it’s a big fat rumor that designers send us their clothes to wear.”

Shaping the magazine and impacting women’s lives is “a thrill” for Leive.

“It’s a dream job to reach 12 to 13 million women each month,” says Leive, referring to the standard industry research number of people who read the magazine.

Leive, who manages a staff of 80; a multi-million-dollar budget; and an infant daughter, Lucy, born last November to her and her husband Howard Bernstein, a film producer, says her favorite part of the job is reading the mail.

“We get 1,000 pieces of reader mail each week. It ranges from the mundane to the global. It makes me respect women even more. They’re funny, honest, and sometimes pissy. They make you respect their fierce intelligence,” she says, “and are a great source for getting story ideas.”

—Audree Penner

# PROFILE

## In Harmony With Nature

WHILE RE-CREATING A TANG-CHINESE GARDEN, LIAM O'NEILL '00 FOUND HIS NICHE

Two hours' drive from New York City, in a spectacular spot on the Shawangunk Ridge, a Tang Dynasty temple rises out of the landscape. One of 10 buildings to be constructed on a 427-acre site, it is part of a project to re-create a fully operational, authentic Tang monastery and gardens in Deerpark, Orange County, one of New York state's poorest regions. One hundred monks from around the world will live on the site, offering guidance to visitors in meditation practices and spiritual growth. A small group of architects, artists, and engineers formed a nonprofit organization called Dragon Springs and initiated the project to share the heritage of the largely forgotten Tang Dynasty with the modern world. In 2001, Asian studies major Liam O'Neill heard about it and volunteered for one month. He arrived on Sept. 11 and is still there.

"In that month," says O'Neill, "I grew to want to see the project completed and to be a part of it." He had earlier received a Joel Dean Grant to spend three months living in Buddhist monasteries in China, where he had quickly become disillusioned by the fact that the monks' activities were completely controlled from Beijing. "At Dragon Springs," he continues, "we are creating a traditional Chinese monastery, an ideal of openness and harmony. From a larger perspective, with the world in flux and facing new challenges, I saw great hope in a project such as this because the gifts of tranquillity and harmony it would bring to the world were very timely."

O'Neill says that the settings and architecture of the monastery are conducive to contemplation and meditation. "The Tang Dynasty was a time of widespread meditation and harmony with nature. Our temples aren't the place for [organized] religious worship, but they are sacred places for peo-



DRAGON SPRINGS' FIRST AND SMALLEST TEMPLE—THE TEMPLE OF TATHAGATA BUDDHAS—STANDS ON A HILL OVERLOOKING A LAKE.

ple to come regardless of religion." He and several of his co-volunteers at Dragon Springs practice *Falun Gong*, the widespread meditation practice banned by the Chinese government. "*Falun Gong* gives me a better kind of endurance than physical exercise—a kind of emotional endurance," says O'Neill, a former Wisconsin state track champion.

The temple buildings are built of only natural materials, including Douglas fir and Alaskan Yellow cedar, reeds for the roofs, rice paper windows, and bamboo floors. Characteristic architectural temple features include roofs with wide eaves shading decks that are open to the outside. Low railings allow an unimpeded view for those seated in meditation. In addition to the temple, two other structures have been completed: a bell tower, from which daybreak is heralded, and a drum tower, from which sunset is announced. The landscaping of the area will represent Tang ideals of harmony with nature and highlight the existing natural features. Including pagodas, wooden footbridges, paved walkways, waterfalls, and lakes, the site will house the largest Tang-Chinese garden in the world. "We have a lot of architects and engineers who have studied these forms extensively," O'Neill says. "This is the culmination of their careers."

O'Neill participates in some of the construction work on the site but serves mainly as an assistant manager, communicating with engineers, lawyers, and town and county planning boards. The group participates

in local civic activities, such as town cleanups, and they sponsored this year's town festival. "They had fireworks," says O'Neill, "and because we're a mainly Chinese operation, we thought we'd help out with the fireworks."

O'Neill envisions the site as a tourist attraction that will help the economically depressed region. "It's unique in the world, just stunning," he says. "And it could be of huge benefit, especially as it's only two hours from the city." He thinks that some sections will open to the public within two years.

Because the undertaking is financially dependent solely on grants and gifts from wealthy donors and because manpower is limited, the project is progressing piecemeal. "The fund-raising is not very polished," O'Neill says. "We're all volunteers, not professional fund-raisers." He plans to develop a Web site for the project and hopes that this will attract additional donors.

To stay close to the project, O'Neill works as a math teacher in nearby Port Jervis High School, as the site coordinator for an after-school program, and as a volunteer fire police officer. Now fully settled in Deerpark, he recently married Canadian Emily Valdez.

"I'm really committed to this place," he says. To prove it, he has entered the Deerpark supervisor's race as an independent. Working at Dragon Springs, he says, "I've honed my worldly skills and discovered new ones for the benefit of others."

—Carol Brévart-Demm

# A DAY IN THE LIFE

## “I DIG BACH.”

PROFESSOR OF MUSIC MICHAEL MARISSEN  
COMBINES PASSIONS FOR MUSIC AND RELIGION.

By Carol Brévarat-Demm

At about 8:20 a.m., a tall, lean figure strides along Harvard Avenue. Professor and Chair of Music Michael Marissen is walking to his campus office from the home he shares with his wife, Mary, and children Carl, 12, and Zoe, 9. Wearing headphones, he is listening to a string quartet.

Marissen's second-floor office in the Lang Music Building is gently lit from windows facing Crum Woods. Photographs of his family are displayed on his desk. Pointing out a hockey card showing Carl in a Strath Haven team uniform, Marissen, a Canadian of Dutch descent, says, “I never would have believed that my Canadian background would have the cachet that it has. Carl is very proud to be a hockey player.” According to Carl, his father is no mean goaltender himself, “especially at his glove hand.”

“It’s pretty quiet here first thing, before the students come in,” says Marissen, “so this is the time to do the things that can afford no interruption, such as making tapes for classes, creating exams, finessing drafts of my own publications, and answering phone calls.” As an internationally acclaimed Bach scholar, he does a lot of pro bono advising to people writing books or articles and to professors or graduate students at other colleges. “Occasionally,” says Marissen, “I’ll get a call from an organization wanting to stage a concert, and they’ll ask things like, ‘What Bach pieces use a bassoon, two oboes, and one trumpet and aren’t too hard to sing?’ Usually, I can come up with something, and if I don’t know, I know where to look.”

Once the students drift in, the questions become more Swarthmore related. “Why don’t the locks work on the instrument lockers?” “Where’s the harpsichord?” “Can I get departmental support to hire a pianist to accompany me for a junior recital I’m doing?” Marissen tells of a group of students who put together a chamber ensemble to perform an unpublished, unrecorded piece by Austrian conductor and composer Bruno Walter. On a visit to Vienna, one of the students had heard a performance of the piece and found the manuscript in a Viennese library. “She needed \$75 to pay for a photocopy of the manuscript,” says Marissen. “The department paid, and, from this messy score, the students figured out the notes, wrote the string quartet parts, and performed it.”

As chair, Marissen also spends time helping to coordinate the private music instruction for students, financed by restricted funds given to the department, with instructors located in New York City; Philadelphia; Washington, D.C.; or Baltimore. “For the musically most talented students, within a reasonable distance, we’ll pay for their transportation back and forth and their lessons,” says Marissen.



sen. The Boyd Barnard Music Awards, the Fetter Chamber Music Program, Renee Gaddie, Edwin B. Garrigues, and Music Special awards fund this program.

Before this afternoon’s class on Mozart, Marissen eats lunch in Essie Mae’s Snack Bar in Clothier Hall.

“I enjoy having lunch with colleagues not only from the Music and Dance Department but also from other academic and administrative departments, library staff, or with students,” he says. He explains that Swarthmore faculty hiring procedure places tremendous emphasis on a candidate’s interaction with the larger community. “Swarthmore is very thorough in the interview process,” he says. “It’s not just that you have a good reputation, good articles, and good letters of recommendation. They matter, too, but you also have to teach a class and meet the students and faculty members of your own department as well as those of other departments.”

This thoroughness in hiring along with the College’s ample resources, Marissen believes, makes for an ideal working environment. Of his Music Program colleagues, he says: “Everyone really enjoys going to lots of concerts; we all teach widely, not just in our own areas of expertise; and we all love the repertory. It’s not just a 9 to 5 thing.” His wife, Mary, says, “Michael is one of those blessed people who has managed to totally combine what he most loves with making a living.”

At 1:15 p.m., Marissen’s introductory class on Mozart begins in Room 407 of the Lang Music Building. Forty students have signed up for the class; a grand piano and stereo equipment almost fill the front of the room.

Marissen, in jeans and white shirt under a black vest, begins by returning a test. Marks range from the 90s to the 40s. “I don’t downgrade for [poor] attendance,” Marissen says. “I don’t need to. Those who come to class do well; those who miss a lot, don’t.” David Mister ’04 says: “Music history and cultural analysis isn’t something that most students have had a lot of exposure to, so Michael tries to make such an introduction as painless as possible.”

After having taught the structural forms of the classical sonata and concerto, Marissen explains, step-by-step, how the 10-year-old Mozart transformed a Johann Christian Bach classical keyboard



**STUDENTS AND MARISSEN'S CHILDREN DELIGHT IN HIS HUMOR. ZOE MARISSEN SAYS, "IF YOU'RE LOST AT A PARTY, YOU KNOW WHERE HE IS BY HIS LAUGH." YET MARISSEN IS SERIOUS ABOUT MUSIC—IN PARTICULAR BACH, ABOUT WHOSE WORK HE IS A WORLD AUTHORITY.**

sonata into a concerto. He says that Mozart's genius lay in his ability to alter the sonata less from a formal or quantitative aspect but rather from a qualitative viewpoint.

He explains that the opening section, or exposition, of the sonata is divided into an aggressive opening theme; a linking passage, or modulation; and a more lyrical thematic area. "Serious brownie points for anyone who can hum me the modulation," he says. One brave soul volunteers, humming hesitantly. "Excellent," exclaims Marissen, sitting down at the piano and playing the modulation expertly. Discussing the gradual move from classical to romantic music eras, he then compares Bach and Mozart with Beethoven. "The basic skeleton is going to stay the same, but Beethoven is going to keep plugging more and more stuff into it." On the piano, he thumps out an example of Beethoven's melodramatic style.

"What is it that makes the second theme lyrical and not aggressive?" Marissen asks. A student suggests that the aggressive first theme contains many more staccato notes, and the lyrical theme has a more legato style. He agrees and adds that the aggressive theme is also more diatonic, sticking to the scale, whereas the lyrical theme includes chromatic pitches. "And if you don't think that sounds better, then you're just wrong," he says, straight-faced, then breaking into a deeply resonant chuckle. Laughter fills the room.

The class listens to the Mozart concerto on CDs brought from Marissen's personal collection of 4,000 CDs and LPs. He moves across the room in rhythm with the music—as if his own internal switch has been flipped by turning on the stereo—pointing out the piece's formal progression, "Theme, ... theme, ... and again."

Mozart's concerto reaches its closing. "Now, what the hell is this?" Marissen exclaims, as the soloist bursts into a long, elaborate cadenza, where the musician is "going berserk." In the cadenza, he says, "the soloist takes the melodic ideas and improvises. Virtuosity in the 18th century was not principally playing fast but

rather the ability to improvise."

The 75-minute class draws to a close. "He is a really passionate lecturer, embedding the music within the cultural context of the Enlightenment," says Rachel Dinetz '03. Shiho Takai '05 took the class because Assistant Professor of English Literature Carolyn Lesjak, her academic adviser, had recommended Marissen as a teacher. "He is a great teacher," Takai says, "who was able to find links between 'Mary Had a Little Lamb,' 'Happy Birthday,' and Mozart." "The Mozart class was wonderful, and I'd recommend it for anyone, regardless of their level of expertise," John Pottage '03 adds.

Afterward, some visiting high school seniors chat with Marissen. One, a young pianist and sax player, says she's definitely decided to come to Swarthmore.

After the class, Marissen holds office hours. He says students drop in a lot but rarely for help with work. "They know that I'm really interested in religion, for example. This comes out particularly in the Bach class I teach."

For several years, Marissen has been studying the question of anti-Semitism in Bach's work (see "Is the St. John Passion Anti-Semitic?" May 1995 *Bulletin*) and has published articles and books on the subject, including *Lutheranism, Anti-Judaism, and Bach's St. John's Passion* (Oxford, 1998) and "The Character and Sources of the Anti-Judaism in Bach's Cantata 46" (*Harvard Theological Review*, 2003).

"In order to understand Bach's music," he says, "you have to take stock of its religious import. The way it's put together musically doesn't make sense without bringing in culture and religion, and often, the religious aspect makes people nervous." Rarely turning down any of his numerous invitations to speak on the topic, he says: "It's amazing how much good you can do with a one-hour lecture to a large audience of Lutherans, Catholics, Calvinists, Protestants, Jews, and atheists and getting them talking and even laughing together about something of common interest."

Interested in both Judaism and Christianity, Marissen attends a local synagogue and the Swarthmore Methodist church. He is learning biblical Hebrew and hopes to take a course on biblical Greek, so that he can read both the New Testament and the Hebrew scriptures in the original. On his office door, a sign is posted with the Hebrew transliteration of "I Dig Bach."

Throughout the day, Marissen is happy for "lots of listening opportunities," and he often turns on his CD player during office hours. "It's not exactly like a drug, but the days I can't listen to music..." He pauses. "I don't know why it's so necessary, but it is." Mary, a cellist, adds: "Music accounts for how we first met, and it continues to enrich our lives together."

At around 6 p.m., Marissen leaves his office, anticipating dinner with his family and entertaining anecdotes from his children. Then, they all watch *The Simpsons*, the family's favorite show. Later, he and Mary will do some reading and catch up together. But now, he's walking back along Harvard Avenue, listening to another string quartet. ☺

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BOB KRIST

“I TAKE PROFOUND PRIDE in maintaining relationships with respected and beloved friends from Swarthmore—and eagerly forge new friendships with folks I didn’t know during my four short years on campus. I’ve been amazed that I almost always feel an intense kinship with Swarthmoreans from across the years.”

—Sanda Balaban '94