

# SWARTHMORE

College Bulletin

June 1997



## The Future of Dying

*Tom Preston '55  
on physician-  
assisted suicide*



**Eugene M. Lang '38**, shown here surrounded by some of the current Lang Opportunity Scholars, has pledged \$30 million to Swarthmore, the largest gift in College history and among the most generous ever given to a liberal arts college. Lang came to the campus in April to meet prospective Lang Scholars for the Class of 2001. For more on Eugene Lang's "Fund for the Future," please turn to page 6.

# SWARTHMORE

COLLEGE BULLETIN • JUNE 1997



## 10 The New Face of Honors

*The Honors Program had fallen on hard times when the faculty voted sweeping reforms in 1994. Now enrollment is up, and students are enjoying new flexibility in preparing for external exams. Take a look at what's happened to the College's signature program through the eyes of faculty members and students.*

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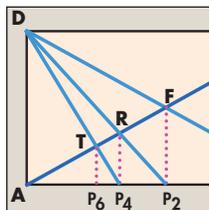
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## 16 Elegant Euclid

*Former math hater Nick Jackiw '88 invented one of the most widely used software programs in mathematics education, Geometer's Sketchpad. With it two 16-year-olds created a novel solution to a problem first posed by Euclid 2,300 years ago.*

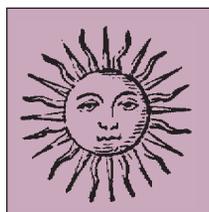
By Eric Rich



## 20 The Future of Dying

*Modern medicine has changed the nature of dying, argues cardiologist Tom Preston '55, who has challenged a state law that prohibits doctors from helping terminally ill patients to end their lives. His case has gone all the way to the Supreme Court.*

By Thomas A. Preston '55



## 28 Paying for the Final Years

*Should you be required use up your savings before applying for Medicaid to pay for nursing home care? Or is it OK to transfer assets to family members in order to qualify for this government assistance? Last November's Bulletin provoked this lively correspondence about the legal and ethical issues involved.*



## 68 Not With Their Feet Up

*While most emeriti faculty members travel, take up hobbies, and do volunteer work, few have truly retired. Many continue their research, writing, and even teaching—no longer constrained by the College calendar and student needs.*

By Judith Egan



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## On the Road Again?

*Our annual pull-out directory for traveling Swarthmoreans follows page 34.*

In the fall of 1953, as a first-grader in Pittsburgh, I was part of a medical miracle. Every few weeks my classmates and I were lined up in the school gym for injections and blood tests given by researchers from the University of Pittsburgh. Like most kids I was afraid of the needles, but I could tell from the way the grown-ups were acting that this was something very important. I particularly remember a balding, white-coated man named Jonas Salk, who personally injected his experimental polio vaccine into my tensed-up arm. No kidding. By the next spring, he was a national hero—and, visiting our school for the last time, he signed my yearbook.

We've come to take such medical miracles as Salk's polio vaccine for granted. Immunizations, antibiotics, pacemakers, CAT scans, bypass surgery, and transplants—almost all unknown a century ago—have become commonplace. Public health mea-

sures and high-tech medicine have postponed our deaths many times over. As Dr. Tom Preston '55 points out in "The Future of Dying" (page 20), "Today the fatal condition ... is no longer a natural outcome of a life lived and completed under natural conditions as it

was in the time of Hippocrates.... Nowadays we live long enough to succumb to the diseases of old age—heart disease, stroke, and cancer."

Of course we remember the Hippocratic Oath and its famous dictum "First, do no harm." But the fact is that Dr. Hippocrates couldn't do much good either. While we credit him with the idea that diseases have knowable natural causes, we also know that he believed illness was traceable to imbalances among the four so-called "humors"—blood, black bile, yellow bile, and phlegm.

In Hippocrates' time death was just another part of nature, something the physician could do almost nothing about. Now we know disease isn't just an imbalance of bile and phlegm, and medical science has given physicians great power to extend our lives—and indeed to extend our period of dying. In this issue Tom Preston argues that because of these changes, we need to rethink our approach to dying itself, perhaps even rejecting another Hippocratic dictum: "I will give no deadly medicine to anyone if asked, nor suggest any such counsel."

Swarthmoreans love a good debate—and so do Tom Preston and his twin brother, Ted '55. Tom the physician has taken the question of physician-assisted suicide to the Supreme Court. Ted the lawyer thinks the body politic—and the medical profession—should debate the question first, reaching some broad consensus before ideas are made law. We invite you to decide for yourself, Swarthmore-style, where the truth really lies.

—J.L.

## PARLOR TALK

*Medical miracles like the polio vaccine have extended life and changed the way we die.*

### Special Letters Section

*Due to the large volume of letters received on the topic, readers will find a special letters section, "Paying for the Final Years," on page 28.*

### Ecclesiastes via Pete Seeger

To the Editor:

I had a fine time reading your article on the folk song festivals of the '50s and after. Although I knew nothing about them at the time, I can judge their quality by the fact that I had heard almost all of the people mentioned out in the "real world" and that the festivals had a remarkably high proportion of all the best folk singers of the time.

It was, however, the last page that set me in motion. When I saw the picture of Susan Reed in 1948, I walked down the street and gave the article to her. She was delighted. Susan has lived in Nyack for quite a long time, keeps an attractive shop that carries all sorts of things, and produces paintings and collages that combine a distinctive character of their own with strong folk art qualities. And, needless to say, she sings. Her voice is still fine, she has an Irish harp like the one in the picture (and other instruments, too), and her repertory is bigger than ever. My family and I have heard her often and were particularly grateful when, a few months ago, Susan closed a memorial meeting for my wife by singing "Turn, Turn, Turn," which, as she said, is Ecclesiastes via Pete Seeger.

WILLIAM DIEBOLD '37  
Nyack, N.Y.

### We Work It In

To the Editor:

I have just received the March issue, and I feel compelled to point out that the players pictured in the photo at the bottom of page 21 were not just members of "an informal jug band." Rather, they were part of the We Work It In Jug Band, and the photo is from the group's Bond concert of 1964. The banjo player is Roger Shatzkin '67, and the guitar player in the funny hat is none other than my father, Bennett Lorber '64 (yes, the same one to whom the College gave an honorary doctorate last June). My mother,

Carol Finneburgh Lorber '63, is also in the photo: Her face is partially hidden behind my father's left hand; next to her is my father's roommate, Jeff Heynen '64. Finally, I would be remiss if I failed to mention the presence of my grandmother Ovilla Lorber, who today is alive and well and living in Emmaus, Pa.; she can be seen peering over the shoulder of the white-shirted man in the front row.

SAM LORBER '89  
Allston, Mass.

### Professors on Prozac?

To the Editor:

In his letter published in the March 1997 issue, Sifford Pearre suggests that "drugs" (by which he undoubtedly means currently illegal drugs) be made available by prescription at low financial and high social cost.

This may seem a commonsense solution to the "drug problem," but it is actually only another manifestation of the same set of prejudices that underlie America's pointless war on drugs.

In suggesting that people who use drugs ought to be deprived of the opportunity to occupy positions "involving public safety or high-level decision making," Pearre is overlooking the substantial numbers of accountants on alcohol, lawyers on Librium, doctors on Dalmane, and professors on Prozac.

He is forgetting that the distinctions by which the use of certain drugs is subject to sanction and others not are almost entirely irrational, determined much more by racism and xenophobia and Puritan antipathy toward pleasure than by any reasonable concerns.

Surely people who use psychoactive drugs of any legal status ought to endeavor to prevent them from hampering their performance on the job, behind the wheel, and in their relationships. The thrust of Pearre's suggestion is that people who use illegal drugs cannot be trusted to do so, while people who use legal drugs can. There is no basis for such a belief. It is purely a matter of prejudice.

Indeed, I count as a major part of my Swarthmore education my

*Please turn to page 35*

I am not a Christian. I am not a Jew. I am not a Muslim. I am not an atheist, a pagan, an agnostic, nor a devil worshipper. I am not the Pope. I am not a Buddhist, a Taoist, or a monist. I am not a Darwinist. I am not a creationist. I am not an iconoclast. I am not a career criminal. I am not a vice presidential candidate. I am not a bum. I am not a citizen of the Prozac nation. I am not a whore to psychiatry. I am not a good speller.

I am not a sellout. I am not a greedy Wall Street stockbroker nor a bureaucrat ruling the world with all the double-talk manipulation of a used-car salesman. I am not a loner. I am not a rebel without a cause. I am not a militiaman. I am not the Unabomber. I am not the second shooter. I am not the anonymous assassin of Malcolm X, and I am not the one who held his beautiful, bleeding head as he lay dying. I am neither a prophet nor a visionary. I am not an oppressed minority. I am not an oppressor of minorities. I am not the Man. I am not the status quo. I am not a political prisoner.

I am not a compass. I am not a map. I am not writing the Great American Novel. I am not an original. I am not Sam I Am. Yoda I am not. I am not what I am, and that's all I am. I am not a jazz musician. I am not the fifth Beatle. I am not the Godfather, the Grandmother, or even the Annoying Upstairs Neighbor of Soul. What I am is what I am is not a New Bohemian. I am not the next best thing. I am not a safe harbor in the long dark night. I am not a bird in flight. I am not an icon. I am not moving on to a higher plane of consciousness. I am not Rasputin. I am not a hemophiliac. I am not the secret twin of Louis XIV. I am not the still-living daughter of the last Czar. I am not a refugee of the Cold War. I am not the last of the Mohicans. I am not a broken man.

I am not ornamental. I am not corruptible, exploitable, or expendable. I am not bought, sold, or processed. I am not stoppable. I am not a tall cool drink of water. I am not a patchwork

quilt of all the hopes and dreams you outgrew. I am not the greatest love story of all time. I am not the protagonist of some picaresque novel. I am not a preacher. I am not the Gimp nor the Gipper. I am not the night clerk in a cheap hotel. I am not a beat cop. I am not a private eye. I am not a public eye. I am not a mote to trouble the mind's eye. I am not Fortune's fool. I am neither a poor player nor an idiot. I am not a Judas. I am not Lazarus, come from the dead. I am not a Christ for you to crucify. I am not a monster of my own making. I am not a rough beast, slouching or otherwise.

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*What  
I am  
saying:  
"I am  
not the  
status quo."*

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I am not a hipster. I am not a pollster. I am not a youngster. I am not a lobster. I am not my mother's transvestite ex-husband's ex-roommate's lizard's veterinarian who killed my own seductively obese stepsister. I am not a talk show guest, trying to replace personal fulfillment with cereal box celebrity. I am not a rapist, a lootist, nor a pil-

lagist. I am not a nudist. I am not a carnival side show. I am not that goatee guy. I am not Pretentious Art Guy. I am not a pop star. I am not the walrus.

I am not a commercialized basketball star. I am not the heavyweight champion of the world. I am not a has-been child star. I am not an American. I am not a Spaniard. I am not an Ethiopian. I am not a victim of my own abuse. I am not a survivor.

I am not an anachronism. I am not a hypnotist, nor an illusionist, nor a magician, nor a shaman, nor a pick-pocket, nor a propagandist. I am not a father of my country. I am not a keeper of the gates. I am not an opiate of the masses. I am not a Marxist. I am not a bolshevist. I am not a Democrat. I am not a Republican. I am not spying on Ross Perot. I am not a soccer mom. I am not a driver on the Information Superhighway. I am not a Generation X'er. I am not a poet. I am not finished.

*Mark Lotto just completed his freshman year. "What I Am Saying" first appeared in Spike, a student humor and satire magazine.*

## Future of information technology: whither libraries, computing, and media services?

A set of recommendations on the future of information technology at Swarthmore was released in March by the Librarian Search Committee. Initially formed last summer to create a job description and to begin the search for a new College librarian to replace the late Michael Durkan, the committee decided instead to spend the current academic year seeking answers to three major questions:

- What should be the organizational structure relating libraries, computing, and media services at Swarthmore? Should they be merged or kept separate, and if separate, how can fruitful collaboration among them be fostered?
- To whom or what at the College should these various services report?
- Given the answers to the first two questions, what are the most important characteristics to be sought in Swarthmore's next head librarian?

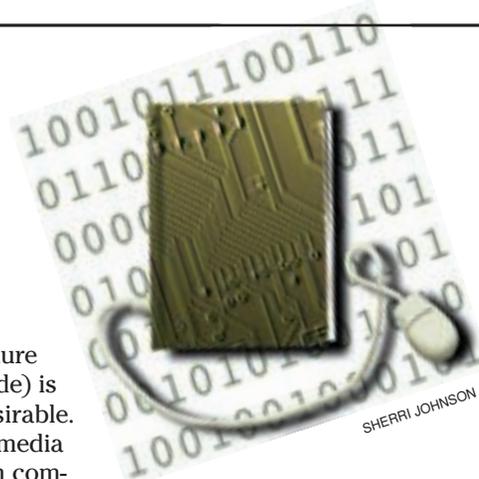
In a 15-page report that also included a draft job description, the committee recommended:

- Not to merge libraries and computing services at this time, but rather to retain them with independent structures, leadership, and budgets. The movement, however, "toward a single, integrated department of information

services in the foreseeable future (within a decade) is likely to be desirable. Incorporating media services within computing or, more likely, within the library should come soon, perhaps as soon as the new library director takes office."

- To foster increased collaboration among these departments by housing them in the same physical space. A plan should be developed for the renovation and expansion of McCabe Library to include computing and media services, with the integrated facility ready for use in about five years.
- To add a new administrative position, associate provost for information services, within the Provost's Office. "At some point in the future, the College may decide that it is well-served to have a full-time vice president for information services."
- To expand media services, both in space and by doubling the personnel to at least three full-time staff members.

The committee will begin the search for the new librarian this summer and plans to have the position filled by summer 1998.



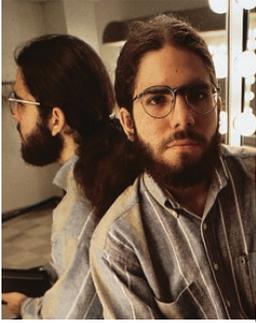
DENG-JENG LEE

**Mighty Mouse ...** *Swat Bot*, a robotic mouse programmed by a group of College engineers, captured first place in two intercollegiate contests this spring. The robots are programmed to explore a variable maze, return to the starting point, then follow the fastest path through it. Final scores are based on the time each robot takes for its fastest run, plus a penalty for the total time spent exploring. In a meet held in March at Drexel

University, *Swat Bot* worked its way through the maze in 51 seconds, obliterating the second-place team, which posted a time of 2 minutes, 39 seconds. The second win was at Princeton in April (although the College was not an official entrant). *Swat Bot* is shown here with its creators (l to r) Noah Salzman '98, Silvio Eberhardt, assistant professor of engineering, John Rieffel '99, and Ross Dickson '97.

## It seems like only yesterday ...

In the *Bulletin's* special issue on The College Today (December 1993), we introduced four members of the Class of 1997 and the admissions essays that "worked" to help get them into Swarthmore. We thought you might like to know how each has fared.



Carrillo



Gibbons



Kamal



Zimmer

Three were graduated this month and one a year ago.

Martin Carrillo was drawn to the College because of "the chance to do frontline work" in lighting, set design, and construction in the Eugene M. and Theresa Lang Performing Arts Center. A double major in theater and sociology, he'll be staying on campus for another year as the center's production intern.

Carrillo, originally from Miami, then plans to head to California to reconnect with the San Francisco Mime Troupe, with which he spent the summer between his freshman and sophomore years. "Right now I'm suffering from 'senioritis,' he said in May, "partly becoming nostalgic for being a student and partly wanting to get out and become independent."

Andrea Gibbons graduated in 1996 with a degree in sociology and anthropology. Because she received advanced placement credits and took one extra course every semester, she completed her degree in three years. "I really have missed my classmates," she said by phone from her home in Tucson, "and I'll miss graduating with them."

A native of Arizona, Gibbons spent the last six months working at an orphanage in Guadalajara, Mexico, helping tend 130 children. "Only 20 of the kids were really orphans," she said. "Most of the rest came from single-parent families that simply couldn't afford to take care of them."

She returned to Arizona in late May and hopes to work for an immigration lawyer until she enters graduate school in public policy.

Shithi Kamal, a native of Bangladesh, completed a bachelor of arts degree with a double major in economics and political science and a concentration in public policy. And in true Swarthmore fashion, she's changed her mind on a career. "Right now I'm looking into hydrology. My country is a delta formed over the last 10,000 years from soil washed down from the Himalayas. Fresh water is a big concern."

Kamal will take a year off to be with her family, take her GREs, and look for an internship in hydrology before starting graduate school. "Swarthmore helped me grow a lot," she says, "and it will always be a frame of reference for me. But I'm ready to leave."

Alec Zimmer from Danville, in central Pennsylvania, came to Swarthmore with a twin love for engineering and his F horn and never deviated from either interest. He spent all four years as a member of the College's wind ensemble and in April gave a senior recital.

Zimmer did try the debate club and cross country—and even ultimate frisbee—for a while, but "engineering took over my life." He will enter Stanford University in the fall to pursue a master's degree in structural engineering. "I think I worked harder than I had anticipated, but I've enjoyed being here," he said. He now joins his father, William '68, and grandmother Cynthia Swartley Zimmer '42 in the ranks of Swarthmore alumni.



**Moving on ...** Dean of the College Ngina Lythcott has announced her resignation effective June 30. "I have had five wonderful years at Swarthmore working with an outstanding staff, extraordinary faculty, and amazing students," wrote Lythcott in a letter to the campus community. "Working with individual students on their academic advisement and personal development is what I loved most about being here. Swarthmore is a community that has demanded a great deal but has given a great deal back, especially in the areas of intellectual engagement, values-based decision making, and a warm sense of community." The letter went on to say that Lythcott would be "exploring a variety of career interests" and that she wanted to "create more time to nurture my inner life and valued personal relationships."

President Alfred H. Bloom said: "We will miss Ngina greatly. Her leadership has markedly strengthened Swarthmore's ability to prepare students for a complex and pluralistic world. The vision she brought to us will be a sure guide to the goals we must continue to seek."

Robert J. Gross '62, associate dean for academic affairs, will become acting dean of the College while a national search is conducted for Lythcott's replacement.

**Moving up ...** Full professorship has been awarded to Nathalie Anderson, English literature; Joy Charlton, sociology; Sharon Friedler, dance; Frank Moscatelli, physics; Michael Mullan, physical education; Faruq Siddiqui, engineering; and Robin Wagner-Pacifici, sociology. Appointments with continuous tenure and promotion to associate professorships were granted to Thomas Hunter, mathematics; Robert Paley, chemistry; and Micheline Rice-Maximin, modern languages and literatures.

**Moving in ...** The College received a record 4,269 applications for the Class of 2001. Of those, 981 students (including 150 early-decision admittees) have been accepted. As of this writing, 392 have been admitted. The admitted students represent five continents, 40 nations, and 46 states.

## Political analyst Juan Williams on the media: They create crises to draw viewership

**W**ashington Post writer and political analyst Juan Williams spoke to a capacity crowd in March on objectivity in the media.

The media, Williams said, strive “to dramatize news, to make everything into a crisis” in order to secure readers and viewers. By focusing on theatrics, he said, the media ignore the real power processes of politics, disregard long-

standing problems, and encourage interest-group politics. “These biases are dangerous when the media become a mirror for skillful, manipulative politicians” who use such theatrics to give Americans subconscious impressions of politics and public figures.

Williams, a past political analyst for CBS News, is a panelist on CNN’s *Capital Gang Sunday*. He is currently writing a biography of former Supreme Court Justice Thurgood Marshall.



Juan Williams

His talk, followed by a student panel discussion on liberal/conservative issues at the College, was this year’s second McCabe Memorial Lecture. Paul Verkuil, former dean of the Tulane Law School and special master in the case *New Jersey v. New York* over the sovereignty of Ellis Island, was the first McCabe lecturer in February.



DENG-JENG LEE

## Lang pledges \$30 million to a “Fund for the Future” of Swarthmore

**E**ugene M. Lang ’38 has pledged the largest single gift ever received by the College—\$30 million—for a “Fund for the Future.” Lang, emeritus chairman of the Board of Managers, said that he and his family will work with College administrators over the next several years to determine the ultimate designations of the gift. “There is no college that more effectively challenges students intellectually while nurturing active social conscience,” Lang said. “I have confidence that this investment in Swarthmore students will help them become the kinds of leaders that our country and world most need.”

In announcing the gift, President Alfred H. Bloom (seen above left with Lang) said, “Gene Lang’s extraordinary vision and financial support have consistently reaffirmed the College’s deepest values and allowed it to build on these values in new, vital educational directions.”

Lang’s gift brings his total giving to Swarthmore over the last three decades to \$50 million, including the Lang Music Building, the Eugene and Theresa Lang Performing Arts Center, endowed professorships and support for faculty scholarly research, and the Lang Opportunity Scholarship Program.



**“Gossip” by Arnold Roth ...** was part of an exhibit of cartoons held in McCabe Library from April 4 through May 2. Roth is probably best known for his longtime feature “Roth Report from America” in London’s weekly magazine *Punch*. His work has also appeared in *The New Yorker*, *Sports Illustrated*, *National*

*Lampoon*, *Rolling Stone*, and *The New York Times*. Roth’s distinctive style has earned him national honors, including the National Cartoonist Society’s Cartoonist of the Year Award. Roth came to campus April 10 to officially open the exhibit with a discussion of his work.

## Rehabilitating Jane Addams and “difference feminism”

By Carol Nackenoff  
Associate Professor of Political Science

When Jane Addams argued for women’s participation in public life in the early decades of the 20th century, she did so as what we would now term a “difference feminist.” She supported protective legislation for women and argued that women spoke in what Carol Gilligan [’58] would term a “different voice.” It seemed then women’s nature or their experiences with home and family, when combined with their broader community experience working with poor and immigrant populations in America’s cities, could lead the way in transforming public values and the state.

Along with many of her compatriots, Addams offered a stinging critique of materialism, militarism, selfishness, and the industrial ethic. A firm believer in progress, she fought for women’s political incorporation not on the grounds that women were like men, but rather because they brought something different—and yes, better—to public life. Women might not monopolize the social ethic, but they were, at least so long as they remained connected to the experiences that gave rise to this ethic, the driving force behind its expansion.

New forms of consciousness have sometimes emerged from what appear to be defensive or rearguard actions. Some feminists in Jane Addams’ cohort were quite explicit about the defense of their traditional responsibilities as they argued for expanding women’s public voice. Increasingly, Addams and Charlotte Perkins Gilman argued, Americans were becoming interdependent. The private sphere was shrinking, leaving women with diminished influence, and women were losing control of functions once performed by them in the home. Food and clothing production, education, sanitation, health, and philanthropy were increasingly socialized. Thus women needed to move into the public sphere in order to safeguard their traditional domains of concern and also to bring their wisdom and experience to public tasks. In fact what was modern government but extended public house-keeping?

Addams envisioned bringing women’s brooms, caretaking skills, empathy, and wisdom into the definition of mature, ethical democratic citizenship. She challenged the power and utility of the pervasive model of citizenship based in autonomy and independence, arguing that modern life negates self-sufficiency. The good citizen was no longer the independent man. An alternative vision of citizenship stressed not only human interdependence but mutual responsibility for the well-being of other members of our community. Addams and her fellow travelers offered up a different and broader conception of the state—a conception that helped prepare the emergence of some form of the American welfare state.

Early 20th-century “difference feminists” sought something more than liberal theory provided. Addams’ vision

extended beyond overturning restrictions on women’s rights. She supported an inclusive citizenship in an age of exclusion and hoping that citizens could come to envision their own well-being in conjunction with the well-being of others.

Difference feminism is again a hot issue at the end of the century. Is a ’90s feminist who stresses gender differences a radical or a conservative? The answer is anything but simple. It depends, I would suggest, on the public vision into which the imagery of women’s special knowledge is pressed. Feminists who emphasize women’s maternal instincts celebrate the private sphere and wish women would traffic less in the corruption, materialism, and competitiveness of public life. Others, more in tune with Jane Addams, believe the personal is political and that the boundary between public and private is artificial and negotiable. Addams saw this boundary as a “wavering line” that was increasingly blurred.

Difference feminism has been attacked as a trap for women. In this view, arguments for a “different voice” emphasize biological difference, rehabilitate gender stereotypes, and enshrine women’s second-class status. If women are more nurturing and less competitive than men, then they cannot be expected to succeed in a man’s world; their marginalization in the economic structure is, then, nothing with which we need have any reason to be politically concerned since it reflects women’s own choices and how they have been socialized.

One current legal scholar, Joan C. Williams, has even suggested that a major source of difference feminism’s appeal to feminists and progressives is that its critique of capitalism is less likely to be discredited than other incarnations of radicalism. It is, she suggests, Marxism to take home to mother. But she insists that it brings far more trouble than benefit to women seeking equality.

I don’t deny the possibility that difference feminists run the risk of having their weapons turned against them by punitive courts and policymakers. To the extent that they offer alternative visions and values for public life, they can surely expect to be met with resistance. But language and political narratives are always objects of struggle, and sometimes the most potent weapons are those that speak to tradition, history, and sentiment while transforming possibilities at the same time.

Jane Addams is being rehabilitated—and she deserves to be. This effort is more than just another attempt to elevate an important voice in American political thought to the position she deserves. Liberalism is in the midst of an identity crisis. Addams understood the impoverishment of public values and the failure of the liberal state in her day, and modern-day Americans have much to learn by rethinking her world view.



Jane Addams saw women’s “difference” as an asset in public life.

JANE ADDAMS PAPERS / SWARTHMORE PEACE COLLECTION

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Carol Nackenoff teaches constitutional law, feminist theory, gender and politics, American politics, and political theory.

The College has launched an effort to examine how Swarthmore should prepare to move into the future and to develop a set of College priorities for the coming decade. The planning process, which was initiated by President Alfred H. Bloom and the Board of Managers, will be coordinated by the College Planning Committee (CPC), an 18-member campus-wide group of Managers, faculty and staff members, and students.

“While planning goes on here every day,” said Paul Aslanian, vice president for finance and planning and a member of the CPC, “from time to time it’s appropriate to take a longer view, to be more deliberate, and to expand our horizons. Right now Swarthmore is in a very strong position academically, financially, in admissions, and in its overall reputation. It is from this position of strength that we are beginning the process.”

Among the many questions that have been raised are:

- What new curricular directions might Swarthmore take, and how can the College encourage curricular innovation and flexibility in response to rapid changes in the intellectual world?
- How will changes in technology affect the way Swarthmore educates its students?
- How can the College best support faculty members in

their dual roles as teachers and scholars?

- How might growth and change in the College’s programs be related to the size of the student body?
- To what broad trends in American higher education—both economic and pedagogical—does the College need to respond?
- How can Swarthmore become better known?

Studies of academic issues began a year ago in the faculty-based Council on Educational Policy. Eight other planning groups were formed this spring to study the student experience, financial aid, admissions, facilities, technology, staffing, the College’s relationship with

the local and regional community, and Swarthmore’s visibility and leadership in higher education. Concurrently the Student Council will constitute the core of an additional group that will focus on student government and student activities.

The planning groups will aim to bring to the CPC by May 1998 a set of up to three priorities in each of the eight areas that are believed to be most important for the College to pursue. After broad consultation the CPC will draw up a final plan.

## College launches new long-range planning process



**Sixteen for 16 ...** A reunion concert featuring nearly every past and present member of the a cappella singing group 16 Feet was held April 5 to celebrate the 16th anniversary of its founding. Former members returned from as far away as Los Angeles

and Argentina to join current members in selections of the group’s greatest hits. Here Jorge Oria ’94 takes center stage before a capacity crowd in the Meeting House with “Swarthmore Girl” (to the tune of the Beach Boys’ “Surfer Girl”).

DENG-JENG LEE

## Men's basketball makes ECAC semifinals; women's track takes conference title

The **men's basketball** team made its first-ever post season appearance with a trip to the semifinals of the ECAC South Tournament—informally recognized as the NIT of Division III. The Garnet finished the season at 16-11, reaching the Centennial Conference Championship game (the Garnet lost 90-59 to Dickinson). Senior co-captain Ben Schall led the squad, averaging 15.2 points per game. Schall became the all-time steals leader with 137 and finished his career with 1,075 points, 566 rebounds, 208 assists, and he became the only player in Swarthmore's 97-year basketball history to record the feat of reaching 1,000 points, 500 rebounds, 200 assists, and 100 steals. Schall also excelled in the classroom and was named a member of the GTE Academic All-American regional squad. Senior co-captain Colin Convey finished his career as Swarthmore's all-time assist leader with 283 and became the first Swarthmore player to receive First-Team All-Centennial Conference recognition. Convey led the conference in assists and three-point baskets with 105 and 63 respectively.

The **women's basketball** team posted a 7-16 record this past season, matching the win total of the previous season. For the first time in Swarthmore history, the Garnet posted victories over Dickinson and Western Maryland. Co-captain Lisl Cochran-Bond '97 led the scoring, averaging 14.2 points per contest. Co-captain Pia Houseal '97 led the squad in rebounding, averaging nine a game. Holly Barton '99 led the squad with 25 three-pointers, netting 53.

The **badminton** team posted a 6-2 mark and a fourth-place finish at the Northeastern Collegiate Championships. Thanh Hoang '97 and Vanya Tepavcevic '97 led the Garnet. Hoang earned a trip to the national championships, while Tepavcevic posted a team best 4-1 record at No. 2 singles. At the PAIAW Championships, the doubles team of Becky Fischer '97 and Wendy Kemp '99 won the "B" Flight Championship over teammates Herrin Hopper '98 and Jennifer Klein '98, while Catherine Chomat '97 was a runner-up in the "B" Flight Singles Championship.

At the Centennial Conference swimming championships, both the Garnet **men's** and **women's swimming teams** finished in second place. The women established three conference bests and nine new school marks at the conference meet, sending Claire Arbour '00, Kristen Robertson '98, Cathy Polinsky '99, and Jill Belding '99 to the NCAA Championships, where Swarthmore finished 29th. Belding earned All-American honors in the 200-yard butterfly with an eighth place finish. Arbour finished in 10th place in the 200

freestyle to earn All-American Honorable Mention recognition. The entire foursome took 12th place in the 800 freestyle and 16th in the 400 freestyle to garner All-American Honorable Mention recognition.

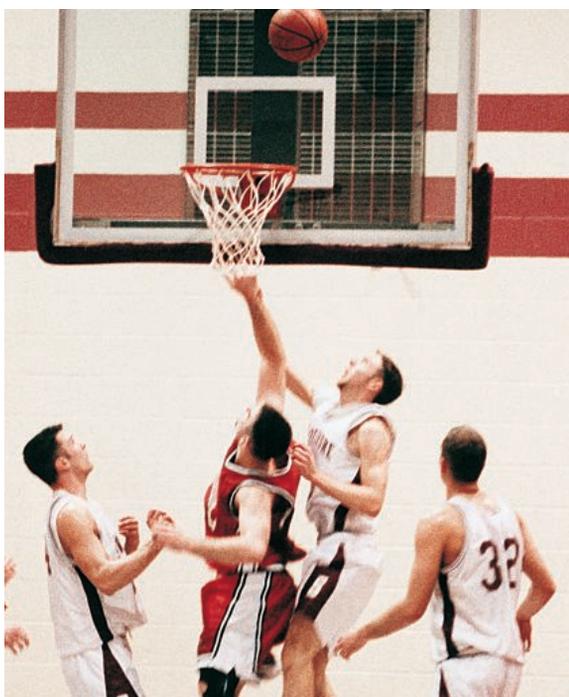
At the Conference Championships, the Garnet men, led by Brandon Walsh '00, broke five College records. Walsh set a school and conference record in the 200 butterfly (1:53.46) and set school records in the 200 individual medley and the 100 butterfly. At the NCAA championships, Walsh placed 18th in the 200 butterfly and 27th in the 100 butterfly. Andy Robbins '98 also qualified for nationals, where he finished 17th in the 200 and 21st in the 100.

The **women's indoor track and field** squad won its first-ever Centennial Conference championship at Haverford College. The Garnet topped eight other squads to grab the title. Danielle Duffy '98 earned Co-Outstanding Performer of the meet honors after winning the 200-meter dash and running legs on the winning 4 x 225-meter relay with Catherine Laine '98, Jill Wildonger '97, and Wonda Joseph '00 and the 4 x 400-meter relay with Laine, Wildonger, and Stephanie Herring '99. The 4 x 400-meter relay squad broke the conference record in a time of 4:12.24. Laine earned a trip to the NCAA Championships with a record-breaking leap in the Triple Jump, where she jumped a distance of 38' 8.25" to break the school, meet, and conference records. Laine was also victorious in the 55-meter hurdles. Head coach Ted Dixon was named 1996-97 United States Track Coaches Association

Mideast Region Women's Indoor Coach of the Year.

The **men's indoor track and field** team posted a 7-1 record and finished in second place at the Centennial Conference championships. Pole Vaulter Nate Mason '99 was the lone first-place finisher in the Garnet's balanced attack—he cleared 13' to win the competition. Swarthmore posted second-place finishes in the 4 x 225-meter relay, 4 x 400-meter relay, and a third place in the 4 x 800-meter relay. Individually, Mason Tootell '99 placed second in the 55-meter hurdles followed by Reuben Canada '99 in third. Co-captain Eric Pakurar placed second in the 400-meter run, and Steve Dawson '00 placed second in the high jump.

The **wrestling** team posted a 6-13 overall record and a 3-3 mark in Centennial Conference matches. At the conference championships the Garnet finished sixth. Pete Balvanz '98 earned Swarthmore's top finish, placing third in the 150-pound weight class, while Sean Lewis '99 placed fourth in the 190-pound class. During the season Adrian Wilson '99 led the team with a 17-5 record, collecting six pins in the 134-pound class. Wilson finished seventh at the NCAA Division III East Regional.



STEVEN GOLDBLATT '67

*Garnet teammates Aaron Bond '97, J.J. Purdy '99, and Ben Schall '97 go up against a Dickinson player at the Centennial Conference Championship game.*

# THE NEW FACE OF HONORS



People are always asking me about the new Honors Program. They want to know what's different, what's traditional, what's special about Honors. Sometimes my mind wanders back over years of teaching my Chaucer seminar, remembering the rich dialogues of students and pilgrims, all on a learning road, and I wonder how easily the special opportunity of Honors work can be put into words. Let me try to give you the glimpse of an answer.

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## Heather Mateyak '97

**Major:** Linguistics

**Minor:** Psychology

**Concentration:** Computer Science

**Personal:** First person from her high school in Tamaqua, Pa., to attend Swarthmore. Planned a program in engineering but gravitated instead to cognitive science. Chose Swarthmore because "I read a lot in high school and wanted to be in a place where we could talk about literature." Entered the Honors Program late—at the end of her junior year—changing from a double major in mathematics and linguistics to prepare for external exams in linguistics and psychology.

**Honors Preparations:** Two papers in theoretical linguistics on topics assigned by her examiners, plus a fall-semester thesis on "lexicalization"—how people come to recognize letter

We had an old Honors Program. We've had it since 1922. People studied in seminars and labs; they argued; they analyzed; they ached for a break. They loved leading discussions or engaging in debates, poring over each other's papers, learning new languages, burrowing for information in the library, conducting experiments, arguing about an expert's flawed analysis. They feared and fought for the privilege of being examined at the end of two years by the people whose books they had read and argued about.

Many of these things remain the same: small classes or seminars where people debate and search for something—if not the truth then for a truer way of knowing. Greater independence and responsibility. Work across disciplines in a major and a minor. The chance to explore what math has to do with ancient cultures or iambic pentameter. The opportunity to reflect upon and integrate materials and modes of learning. The chance to sit before an examiner who has written several books on the subject of a thesis and argue an alternative point of view.



*Professor Craig Williamson is chair of the Department of English Literature and serves as the coordinator of the Honors Program. This essay was adapted from a talk he gave in January to sophomores considering Honors.*

People grew tired or irritated or skeptical about the Honors Program in the early 1990s and bypassed the program or dropped out. The faculty decided to make some changes, begin-

ning with this year's senior class. We reduced the number of seminars from six to four so that students might find the time and opportunity to study in China or explore astronomy with a late start or pursue work in a concentration. We invited concentrations to make up Honors minors so people could study things like women's studies, public policy, or black studies in the Honors Program. We built greater flexibility into the modes of preparation so that ecologists might work in the field or actors on the stage. We made it possible to double major and do work in the Honors Program at the same time.

We encouraged flexibility in the modes of evaluation so that philosophy examiners could send in questions early for students to think and write about for a semester, or so that physics majors could sit with a whole panel of examiners and talk about quantum mechanics or black holes. We set up interdisciplinary and special majors so that students could study bioanthropology, or film and modern culture. We invited all departments, programs, and concentrations to participate and to help us understand the best way to learn in their respective disciplines.

We made Honors the only way to graduate with honorifics at Swarthmore because we believe that the surest test of learning is to be able to enter into a dialogue not only with fellow seminar students or Swarthmore professors but also with outside scholars and teachers who work and publish in our disciplines and who write the books and articles we study and admire. We added a student portfolio so that essays or projects or research results for each and every student might be sent to examiners to read. We asked more of examiners and offered to pay them more for their time and effort. We let Swarthmore instructors finally give grades to their students in Honors preparations because we no longer thought that this would undermine independent inquiry or free debate.

We created a new component, Senior Honors Study, to enhance and integrate work in the Honors prepara-

strings as actual words. (Example: We don't recognize t-r-a-v-e as an English word, but why? And depending on its use in different contexts, is it seen as a noun or a verb?) For her minor, Mateyak and five others in a seminar did student-directed readings in psycholinguistics (her specialty), abnormal psychology, physiological psychology, and cognitive psychology.

**Senior Honors Study:** Two papers in linguistics and the psychology seminar served as the basis for Mateyak's Senior Honors Study. She also met with the other linguistics Honors candidates to examine theoretical questions and readings.

**Examinations:** Linguistics: two papers on topics set by, and the thesis graded by outside examiners—plus oral exams. Psychology: a written exam plus orals on the psycholinguistics seminar.

**Intellectual Interest:** Computational models of language processing—how language is represented and where different aspects of language reside in the brain.

**On Honors:** "Under the old program, I wouldn't have been able to do Honors in linguistics because the department offered only two seminars in my four years, and I had already taken them in my freshman and sophomore years. The new Honors gave me the chance to design a linguistics major around my papers."

**After Swarthmore:** Graduate school at Penn in computer science. "It was tough to choose between linguistics and computer science, but at Penn I can do computational linguistics—a field that applies computer analysis to language." Hopes to combine interest in both to advance understanding of the "abstract principles of language at the neural level."

tions in the senior year. The modes of Senior Honors Study vary, but all include work in addition to that of the regular Honors preparations. History majors will revise their seminar papers and put them into the portfolio. Biology majors will share their research and thesis materials in a colloquium. Soc/anthro majors will write an intellectual autobiography. Theater majors will join together to create a model of professional production. Every department, concentration, and program has a model for this. There may be too many models, but in time we will find the ones that work best. These will be the models that enhance the preparations, integrate the methods and materials, enrich the arguments, and raise important questions about the nature of the work for students, teachers, and examiners alike.

The new Honors Program is built on the idea of dialogue. Small classes or seminars where one has a chance to speak. Responsibility for beginning the discussion with a paper or presentation. Speaking and writing within and across disciplines. Students sharing research results or ideas about acting or interest in other cultures. An exchange between students and examiners who come not only to assess work but to enter into a dialogue about it.

Chaucer says about his best Canterbury student that he would “gladly learn and gladly teach.” In the Honors Program, the dialectic of learning and teaching resolves itself into an exchange of ideas where everyone learns, and the authority of teaching floats naturally from one authorized and enabled voice to another. And in this conflict and collaboration of ideas we come to cherish the life of learning and be glad.

#### THIS STORY ON THE WORLD WIDE WEB

To join fellow Swarthmoreans in an Internet discussion of Swarthmore's Honors Program send an e-mail message to: [macjordomo@scb.swarthmore.edu](mailto:macjordomo@scb.swarthmore.edu). Leave the subject header blank, and in the body of the message type: **subscribe honors Your Real Name**. If you have problems subscribing, send an e-mail to [listmom@scb.swarthmore.edu](mailto:listmom@scb.swarthmore.edu).

PHOTOGRAPHS BY DENG-JENG LEE



## Elizabeth Glater '97

**Major:** Biology

**Minor:** Psychology

**Personal:** Daughter of David and Marilyn Tindall Glater '63 and sister of Jonathan Glater '93. As a high school student in Boston, she resisted considering Swarthmore but changed her mind after visiting. “It didn't make sense that just because they went here that I wouldn't allow myself to.” Glater has a strong interest in theater and has directed two plays—one by G.B. Shaw and another by Tom Stoppard. This year she co-produced (with Amy Mai Hope '97) a 25-minute video called *Voices of Color*, with interviews with women of color at Swarthmore.

**Honors Preparations:** Two biology seminars, a psychology seminar, and

a thesis describing research conducted in the laboratory of Associate Professor Amy Cheng Vollmer. Each of the seminars expanded upon a previous biology or psychology course.

**Research Interest:** Examined oxidative stresses in bacteria by putting them in an environment with hydrogen peroxide and then measuring the expression of a gene (*katG*) that controls the production of catalase, an enzyme that neutralizes oxidation by turning the  $H_2O_2$  into  $H_2O$ . Implications: “Oxidative stresses may be related to Parkinson's disease, rheumatoid arthritis, some cancers, and even the aging process itself.”

#### Senior Honors Study:

The Biology Department's research colloquium gives its Honors candidates the opportunity to present and test their research in “poster sessions,” where students and faculty members provide “lots of feedback about better ways to present the data. You have to stand there and defend it—teach it. A lot

of the toughest questions came from the other students.” Glater's thesis was evaluated by a senior microbiologist at the DuPont Company.

**External Exams:** In addition to her thesis, three—in microbiology, biomechanics, and physiological psychology.

**On Honors:** “It's a little less intimidating to do Honors in biology now, because there are more of us (four candidates this year, as opposed to a total of seven in the period 1992–96). We've taken a lot of the same courses, so I have a buddy to study with for each exam.”

**After Swarthmore:** Looking for a job related to science research or writing. Expects to pursue graduate study in biology after “one or two years in the real world.”

# QUESTIONS AND ANSWERS ABOUT THE NEW HONORS

*Members of the Class of 1997 were the guinea pigs as a revitalized Honors Program emerged.*

By Jeffrey Lott

On June 2 nearly 23 percent of the Class of 1997 graduated with Honors, the highest proportion of any graduating class since 1989. With this Commencement the recently reformed Honors Program seemed well on the way to fulfilling one of its main goals—to bring more students into the program. In addition this first class of “new” Honors graduates came from a wider range of departments, programs, and interdisciplinary concentrations than ever before.

Yet the new program is still evolving, and in many ways members of the Class of 1997 have been guinea pigs in an unfinished educational experiment. As Provost Jennie Keith points out, “This is a very significant revision in the College’s curriculum, and parts of it are still being specified.” Keith explains that when the faculty voted in 1994 to implement the new program, it promulgated only a set of principles and “left it up to the Curriculum Committee to do the implementation.”

Professor of English Literature

Craig Williamson, who serves as Honors coordinator, along with other members of the Curriculum Committee, fielded literally hundreds of questions about what can and cannot be done under the new rubric. As the academic year moved toward external examinations in May, Williamson compiled a 12-page compendium of frequently asked questions that became, in a way, the actual legislation of the new Honors Program.

Because it’s so different from the “old” Honors—especially the system that existed until the mid-1980s—many alumni find the new program hard to comprehend. “It seems more complicated because it’s more flexible,” says Robert Pasternack, Edmund Allen Professor of Chemistry, division chairman of natural sciences, and a member of the Curriculum Committee. “Honors has been a transforming experience for many Swarthmore graduates. What we’ve tried to do is create a new program for the modern student that will provide the same kind of experience. The philosophy of

## Matthew Miller '97

**Major:** German

**Minor:** Philosophy

**Personal:** His parents’ Pennsylvania-German background sparked an interest in the German language. (Miller’s Amish-reared father spoke “Pennsylvania Dutch”—a dialect of German—as a child in his grandparents’ Lancaster County, Pa., home.) First-generation college student. “I’m thankful for the opportunity to come to Swarthmore. Couldn’t have done it without financial aid and the support of my parents.”

**Preparations:** Seminars in social, political, and cultural changes in Vienna and Berlin at the beginning of the 20th century; the life and work of Goethe; and the modern German novel. In his minor: seminar on German romanticism and idealism.

**Travel:** Year in Germany as a high school senior. Sophomore-year semester in Grenoble (he knows French too) followed by travel in Germany. Faber International Travel Grant for study in Vienna and Berlin, summer 1996.

**Senior Honors Study:** Three papers and further study extending seminar work. One drew ideas from the Vienna/Berlin and modern novel seminars in a study of the modernist writer Alfred Döblin, whose 1929 novel, *Berlin Alexanderplatz*, captured the intellectual and social tumult of the Weimar era. Another compared two of Goethe’s later novels. A third (for philosophy) examined aesthetic responses to Kant.

**Examinations:** Three written external exams in German, a paper in philosophy on a topic assigned by an outside examiner, and orals in both German and philosophy.

**Intellectual Interest:** The role of art in life. How does literature and other cultural expression affect peoples’ lives—especially in times of transition, as in early 20th-century Germany?

**After Swarthmore:** A year at the University of Hamburg followed by graduate study in German at Columbia University.



the Honors Program as originally envisioned is essentially intact, but the mechanics have had to be reconsidered with the goals of the modern student in mind.”

For the modern—and not-so-modern—student, we offer the *Bulletin*’s own list of frequently asked questions about the new Honors Program:

### **What was the “old” Honors Program?**

The answer depends, of course, on when you attended Swarthmore. Begun in 1922 by President Frank Aydelotte, the Honors Program quickly became the signature program of the College. Swarthmore’s best students applied for admission to the program and took just eight Oxford-style seminars in their final two years of study. A distinctive feature of the original program was—and still is—the opportunity to be examined by visiting scholars. These external exams created a powerful experience of shared academic purpose between Swarthmore faculty members and their students.

Until the mid-1960s, between 30 and 40 percent of Swarthmore students were accepted to “read for Honors.” The program continued basically unchanged until 1968, when the number of two-credit seminars was reduced from eight to six in a effort to add flexibility to the junior and senior years. A further change in the mid-1980s gave Honors candidates additional options in completing the required 12 credits of Honors study—and for the first time opened Honors seminars to students in Course.

### **Why change Honors again?**

To save it. By the early 1990s barely 10 percent of Swarthmore students were “going Honors.” The steady decline in participation had not been stopped by the two previous reforms, which, says Provost Keith, were “tinkering around the edges.” She attributes the previous program’s weaknesses to “pressures from two directions: Students considering Honors wanted to be able to choose from the full range of the College’s curriculum, broadening their program to include such things as laboratory research, study abroad, and projects in the visual and performing arts. And frankly, students in both Honors and Course became increasingly uncom-

fortable with the two-track elitism of the program.”

The new Honors, says Keith, is “another step in the progression away from having separate academic tracks.” Under the new program, enrollment has increased dramatically (about 30 percent of the Class of 1998 is enrolled), and departments whose majors had low participation have been finding more students interested in a program of study that leads to external examinations.

Yet mere numbers were not the only concerns, says Craig Williamson: “Our whole notion of the intellectual enterprise has changed, and I think the faculty has created a better, wiser

## Q AND A THE NEW HONORS

program than any of the previous models. It’s an important and noble experiment.”

### **What’s wrong with academic elitism?**

When President Aydelotte instituted the Honors Program in the 1920s, Swarthmore was a very different college—a place where the student body was of quite varied ability. Aydelotte’s aim, according to Richard Walton’s history of the College, was to “educate superior students to their potential” and to break with the prevailing collegiate culture of the time. For decades thereafter Honors separated one class of students from the other, so much so that after sophomore year, Honors candidates would never again be educated alongside certain of their peers.

In today’s competitive admissions environment, says Keith, virtually every student admitted to Swarthmore has the ability to successfully complete the Honors Program. In fact, Keith thinks it’s not unimaginable that all Swarthmore students might someday participate: “If we really believe in this educational model, then maybe we should want everybody to do this. We might just want to change the

name—we might just want to call it ‘Swarthmore.’”

### **Is there still “Course?”**

Not really, asserts Keith. In principle every student at Swarthmore may take every course offered in the catalogue, so in effect there is no longer a two-track system. The only difference, she says, is that some students decide to take their work to external examiners for the chance to receive Honors, and some don’t. This fact is also the main rationale for the elimination of the honorific known as “Distinction in Course.” Now the only way to honors is through the Honors Program.

There’s one practical problem: Certain popular seminars and courses are oversubscribed, and students preparing for Honors still get preference. So the exclusivity of the program seems not to be a settled issue. Says Williamson, “Even though the Honors Program is no longer ‘separate,’ there are aspects of the program, such as research projects and Senior Honors Study, that make it special.”

### **How do today’s students prepare for Honors exams?**

The route to Honors no longer passes exclusively through seminars. Each Honors candidate’s program now includes four “preparations” for external examinations—three in the major and one in the minor, or all four in an interdisciplinary or special major. Preparations (“I’d have preferred to call them ‘fields,’” says Jennie Keith) are defined by each department, and while they are largely two-credit seminars, they may now include such options as independent scientific research, projects in studio and performing arts, or specially designed combinations of courses.

Another feature of the new Honors Program is that students may minor in an interdisciplinary concentration such as women’s studies, environmental studies, or public policy. The new program also permits students to do Honors in conjunction with a double major or as a special major of their own design.

### **What is Senior Honors Study?**

In addition to the four preparations, all candidates for Honors participate in a new course called Senior Honors

*Please turn to page 67*

## Tom Fennimore '97

**Major:** Engineering (One of three Honors candidates this year alone. In the preceding five years there had been a total of two.)

**Minor:** Mathematics

**Personal:** Came to Swarthmore from Morrisville, Pa. Played offensive center in football all four years and is a member of Delta Upsilon. Professor of Engineering Nelson Macken describes him as “a leader—a really independent sort who loves research and can work at all levels.”

**Honors Preparations:** Senior design project (done with four other students) was to build a Hybrid Electric Vehicle (HEV) that combines battery and natural gas power for energy efficiency. With Professor Macken, the five took the HEV to a national competition in mid-May. (Look for race results in the summer *Garnet Letter*.)

Fennimore and Al Molnar, another Honors candidate, designed the car's computer control system. A written report on the car, along with an exam in Control Theory, was submitted to the external examiner.

Other preparations were based on combinations of courses: Fluid Mechanics and Heat Transfer made up a preparation on convective heat transfer; Thermal Energy Conversion was combined with the HEV project for an exam on converting heat to energy; and (for mathematics) Fennimore combined two courses—Differential Equations and Real Analysis.

**Senior Honors Study:** “Two papers gave me the chance to explore some new areas.” In math he studied “wavelets,” a method of doing signal analysis. In engineering he researched a paper on “neural networks.”

**Intellectual Interest:** Neural networks, which he describes as a “control strategy designed to mimic the neural system of your body.” Future electric cars may be equipped with computerized “neural” controls that “learn to program themselves, to correlate data on things like battery charge and engine loading, and then see relationships to how you use the vehicle—like learning your commuting schedule—in order to use energy efficiently.”



DENG-JENG LEE

**External Exams:** Three in engineering and one in math—all based on the preparations. Fennimore expected the examiners to give him “new types of problems that will take what we learned in our courses and ask us to use it at a higher level.”

**On Honors:** Decided to “go Honors” at the end of sophomore year, and (with Kurk Selverian '97) dreamed up the HEV project early in his junior year. “Being in the first class of the new Honors has been confusing and frustrating at times, but under the old system I couldn't have done this.”

**After Swarthmore:** Time to make some money on Wall Street. Fennimore will go to the investment banking firm Goldman Sachs and “maybe later” to further study in engineering. Of the five members of the HEV team, only one (Pete Hamilton '97) will go directly to an engineering-related job. Selverian will join Arthur Anderson, a consulting firm; Tom Makin '97 will enter law school; and Al Molnar will “go fishing.”

# ELEGANT EUCLID

CRISTINA TACCOONE



*English major Nick Jackiw '88 developed Geometer's Sketchpad while he was an undergraduate.*

**By Eric Rich**

**D**ave wears a tie dotted with racing bicycles. Dan's sports full-sailed spinnakers.

Tall and lanky, Dave is at the chalkboard, assembling a growing snarl of lines and angles that purport to explain his recent celebrity.

Battling bronchitis, the shorter and stockier Dan has taken an interest in a spot on the floor, chiming in now and again when his partner falters.

Dave Goldenheim and Dan Litchfield, both students at Greens Farms Academy in Westport, Conn., have broken new ground in a field of mathematics long thought to have been thoroughly explored.

With a combination of mathematical curiosity, luck, and naivete, the boys stumbled upon what mathematicians have hailed as the first novel solution to a problem originally posed and solved by the Greek mathematician Euclid more than 2,000 years ago.

They published their work as a formal math treatise in the January edition of a scholarly journal called *Mathematics Teacher*. The paper created quite a stir in the math world, partly because, at 16, Dan and Dave are younger than most math pioneers, and partly because, as Nicholas Jackiw '88 put it, their work "dethrones Euclid, in a way."

As word of their discovery spreads, the boys are finding themselves very much in demand. They're booked for more than a half-dozen conferences through the fall of 1998 and have been featured on a nationally syndicated radio program and on a segment for MSNBC. But behind their serendipitous discovery lies the key to their success: Geometer's Sketchpad, a computer program created at Swarthmore by Jackiw, an English major who was once a self-described math hater.

"In high school I was sort of turned off from math," Jackiw (pronounced jack-eev) said, "both by the way it was taught and the subject itself."

Computers were a different story. Though literary criticism was his passion, Jackiw was already something of a computer whiz when he enrolled at Swarthmore. So when Eugene Klotz, professor of mathematics, won a grant from the National Science Foundation and needed a Macintosh programmer, he knew where to look—the English Department.

Jackiw began work on Geometer's

"This is an area of mathematics that had been considered to be totally mined out," says Nick Jackiw '88, developer of software that helped two teenage geometers discover a novel solution to a problem posed by Euclid in 300 B.C.

Sketchpad the summer after his junior year. The project continued at Swarthmore until August 1990, when Sketchpad was sold to Key Curriculum Press of Berkeley, Calif. Jackiw went along, planning to usher the software through a nine-month field test, and he hasn't left yet.

Sketchpad allows users to tinker easily, while preserving the mathematical relationships among parts. Geometric constructions that otherwise seem static reveal their inherent dynamism, Jackiw said.

Sketchpad has been translated into more than a dozen languages and has become one of the most widely used programs in math education. It's used around the world, and it was used by Dan and Dave at their small private school on the Connecticut shoreline.

Euclid first laid out the problem around 300 B.C., in his *Elements of Geometry*, Book 6, Proposition 10. It was a single piece in the sprawling puzzle of a mathematical system that, even in its infancy, spanned 15 books containing more than 400 propositions. Known as "regular partitioning," it is essentially this challenge: Devise a geometric method to partition a line of any length into any number of equal segments.

The exercise is often included in high school geometry classes—as it was in the accelerated class Charlie

Dietrich taught at Greens Farms during the summer of 1995. On offering the challenge to his students, the 56-year-old teacher declared: "You don't have a prayer of figuring this out."

"We went immediately to the computer because that's where we're most comfortable," Dave said. With Sketchpad, the boys were able to draw and redraw, configuring and reconfiguring easily until a solution emerged. Using a rectangle and a series of diagonal and perpendicular lines, the students discovered a logical, recurring pattern.

They found their teacher eating lunch and told him what they had discovered. "He almost choked on his hot dog," Dave recalled. What the teacher knew and the boys didn't was that this was not Euclid's familiar solution.

Dan and Dave's solution displays a rare and elusive quality that mathematicians know as elegance, said Ed Barbeau, a professor of mathematics at the University of Toronto and a member of the editorial panel at *Mathematics Teacher*. "It was a nice bit of thinking," Barbeau said.

Theirs is one of fewer than half a dozen papers by high school students the journal has published since it was founded nine decades ago.

"It was highly unusual," said Harry Tunis, director of publications for the National Council of Teachers of Mathematics, which publishes the journal. "They used technology well, and it's a good model for how classrooms should be running."

Talk about elegant. Buried among intricacies of Dan and Dave's construction is a pattern of near mystical significance to mathematicians: a Fibonacci Sequence. Named for a 13th-century Italian mathematician, such sequences (of the form 1,1,2,3,5,8,13 ...) conceal a ratio known as the Divine Proportion, which has intrigued mathematicians and artisans stretching back into antiquity.

The ratio appears throughout the universe: in the spirals of galaxies and in the spirals of a nautilus, in the anatomy of a brain and the structure of a branch. It was a foundation for the Greek aesthetic of balance in architecture and form, and here it was, appearing on the boys' computer screen.

Dan and Dave recognized it imme-

Euclid drew a ray off the left end of the horizontal line that was to be partitioned into, say, four equal parts. Using a compass, he cut from the ray four equal segments of any length. Then he drew a line from the end of the fourth segment to the right end of the horizontal line, creating a triangle. Parallel lines drawn from the endpoints of the other three segments on the ray intersect the horizontal line, partitioning it into four segments of equal length.

Unaware of Euclid's solution, high school students Dave Goldenheim and Dan Litchfield started with a rectangle instead of a ray, and that made all the difference.

They drew a rectangle (fig. 1), with plans to partition the horizontal line at the base. Cutting it in half was easy: Diagonals from opposite corners intersect in the center of the rectangle. A vertical line dropped down from that point revealed the midpoint of the base.

To cut the base in thirds, they drew a line from the bottom left corner to the midpoint of the top line (AM), and another from the top left corner down to the bottom right (DB). Dropping a line down from the point of intersection (G) to the base revealed a segment of one-third ( $P_3$ ). Once the first partition is located, a compass can then be "walked over" to identify the others. To cut the baseline in fifths, they drew a new line from the top left down to the point that cut the baseline in thirds ( $DP_3$ ). Intersecting this line, again with the line to the top midpoint (AM), revealed one-fifth of the baseline ( $P_5$ ).

## Euclid vs. the Sketchpad

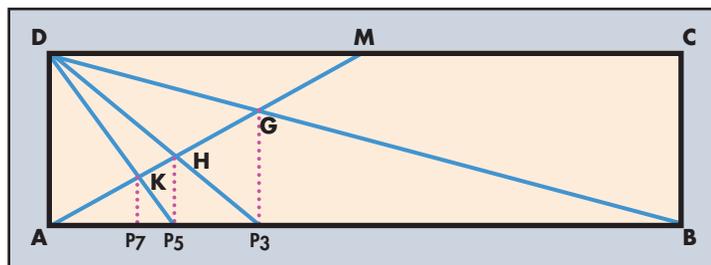


Figure 1: Is  $AP = (1/n)AB$ ?

Goldenheim and Litchfield's method of construction:

- On any line segment  $AB$  construct any rectangle  $ABCD$ .
- Find midpoint  $M$  of  $CD$  where  $DM = (1/2)DC = (1/2)AB$ .
- Draw segment  $AM$ .
- Draw diagonal  $BD$ .
- Let  $G$  be the point of intersection of  $AM$  and  $BD$ .
- The foot of the altitude from  $G$  to  $AB$  is  $P_3$ , where  $AP_3 = (1/3)AB$ . Note that when we write  $P_n$  for any positive integer  $n$ , we mean the point closest to  $A$  so that segment  $AP_n$  is the first part when segment  $AB$  is divided into  $n$  equal parts.
- Draw segment  $P_3D$ .
- Let  $H$  be the point of intersection of  $AM$  and  $P_3D$ .
- The foot of the altitude from  $H$  to  $AB$  is  $P_5$ , where  $AP_5 = (1/5)AB$ .
- Draw segment  $P_5D$ .
- Let  $K$  be the point of intersection of  $AM$  and  $P_5D$ .
- The foot of the altitude from  $K$  to  $AB$  is  $P_7$ , where  $AP_7 = (1/7)AB$ .

The algorithm being established can be repeated to find any unit fraction with an odd denominator. To find a unit fraction with an even denominator, start this algorithm at  $P_2$ , the midpoint of  $AB$  (fig. 2).

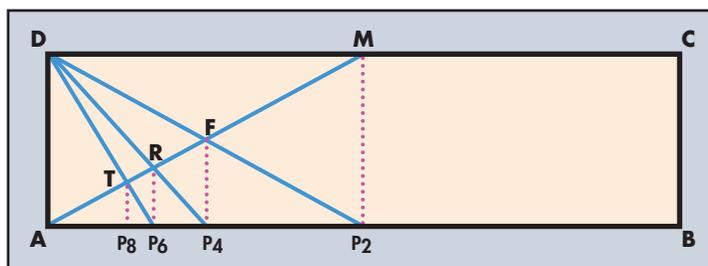


Figure 2:  $AP_n$  are the unit fractions with even denominators of  $AB$ .

The pattern emerged; Dave and Dan were delighted. Dietrich nearly choked.

But they were only halfway there. They could cut a line into three, five, or seven equal segments; but they had not yet partitioned it into four, six, or eight equal segments. The boys went back to the computer. (See fig. 2.)

They drew a line from the top left corner to the midpoint of the horizontal baseline ( $DP_2$ ) and, proceeding as before, intersected it with a line from the bottom left to the top midpoint (AM), revealing the point that cuts the bottom line in fourths ( $P_4$ ). To cut it in sixths, they drew a line from the top left down to the point that cut the base in fourths ( $DP_4$ ). The intersection of this line with the one from the bottom left to the midpoint partitioned off one-sixth ( $P_6$ ).

The rest is history.

But then there is the rest of history. As it turns out, the boys' work isn't entirely novel. Villard de Honnecourt, a 13th-century architect from Picardy, France, used a similar technique to divide a page.

Writing in *Calligraphy and Palaeography*, a collection of essays published by Faber & Faber, London, in 1965, Jan Tschichold describes "a little known and exciting gothic canon" that "can be used to divide any distance exactly into any desired number of equal parts, without use of another

measure." But mathematicians appear to have never taken note of Honnecourt's canon. With his sketchbook, a manuscript ensconced in the Bibliothèque Nationale de Paris, the canon was all but forgotten. Seven centuries later, the two teenagers stumbled on a very similar construction.

—E.R.

diately. "When we saw that, we said, 'Oh, no. It's the Fibonacci!'" Dan said.

Jackiw, 30, found out about the boys' work through a letter from Dietrich. "I thought it was pretty incredible," Jackiw said. "This is an area of mathematics that has been considered totally mined out." But, he added, "There are plenty of new discoveries being made on Sketchpad all the time."

The software's applications aren't limited to mathematics, said Jackiw, who is the Sketchpad project director at Key Curriculum. He said it is used in optometry to teach optics and in medicine to model bone fractures. "It's useful any place where geometric visualization is important."

A child of two academics, Jackiw has always been at home with computers. His father, Roman Jackiw '61, is a theoretical physicist at MIT; his mother, Sharon Jackiw, is a German professor and an administrator at the University of Maine. "I grew up on college campuses," he said.

He was 9 years old the first time he used a computer, a PDP-8 at Chatham College in Pittsburgh—a piece of machinery that now sits near the bottom of the fast-growing junk heap of antiquated technology.

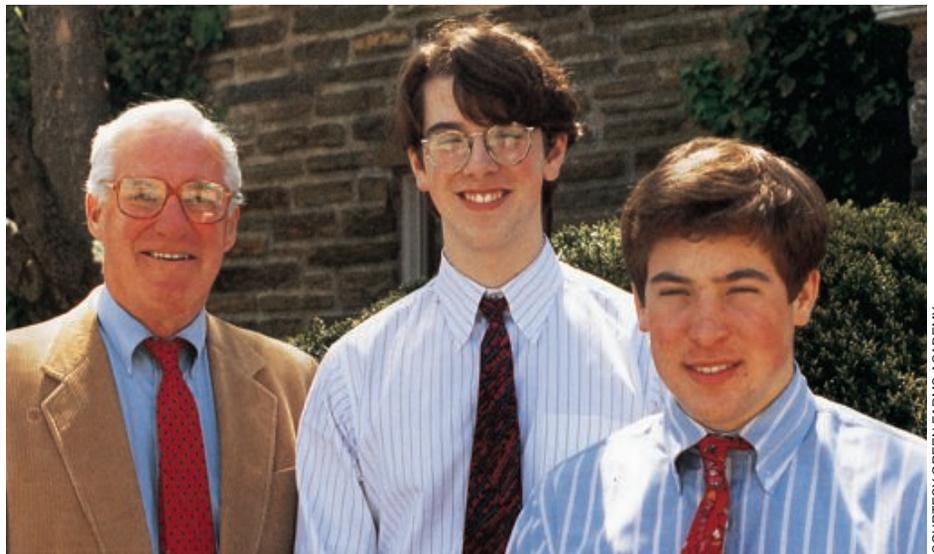
He was drawn in by games, endless and addictive. Gaming soon gave way to programming, and by the time he arrived at Swarthmore, he knew his way around an operating system.

"He would come up with really crazy ideas that, to my mind, you just couldn't do with computers," Klotz said, "and then usually he'd make them work."

"I credit him with seeing the potential in someone who was so resistant to mathematics and encouraging me to go on and work in this field," Jackiw said. "He encourages the most creative and fertile environment possible." He never had a class with Klotz, but he said the math professor helped guide him as Sketchpad—and Jackiw's career—was slowly assembled.

Jackiw says his aim with Sketchpad is to let students feel that, rather than learning about math that already exists, they are creating math. And sometimes the math they create has never been seen before. ■

*Eric Rich is a reporter for the Hartford Courant.*



COURTESY GREEN FARMS ACADEMY

*Green Farms Academy math teacher Charles Dietrich with his two prize pupils, Dave Goldenheim (center) and Dan Litchfield.*

## "Ask Dr. Math" at Swarthmore's interactive mathematics forum on the Internet

**W**hat began in 1985 as a project to produce computer-generated videotapes to help teachers teach geometry has evolved into one of the most popular educational sites on the Internet.

It's an evolution that began when Nick Jackiw '88 became involved with Gene Klotz, professor of mathematics, who was leading the National Science Foundation-funded Visual Geometry Project. "We were going to use the latest in modern technology," says Klotz, "which at that time was computer-generated videotapes to help teach three-dimensional geometry. I thought we should also have an interactive computer program to make them a more effective teaching method." It was, says Klotz, a tale of the tail wagging the technological dog.

The computer programs proved to be too specialized to keep up with the different videos, and Klotz and his team decided they had to come up with a general purpose program for drawing Euclidian geometry. It's called dynamic geometry (no matter how you change a figure the geometry underlying it stays in place) and out of it grew Geometer's Sketchpad. The software—along with rights to publish the tapes—went with Jackiw to Key Curriculum Press in 1990.

"I still had to finish up some of the

videos," says Klotz, "and some of the folks I had working for me said, 'We've produced all these materials. How can we get wider use among teachers? How about using the Internet?'"

So in 1993 began the Geometry Forum, a World Wide Website that created a new electronic community of teachers, students, and researchers who had an interest in geometry. One popular segment of the Forum was "Ask Dr. Math," staffed by a "Swat team" of Swarthmore students who were on call fielding all kinds of mathematics questions. From there it was "a natural growth to think more broadly" and the Geometry Forum morphed into the Math Forum.

"Ask Dr. Math," currently operated by the College's Math Forum, helps about 100,000 users a month with everything from specific math questions ("Why do we need zero?") to extended dialogues about some mathematical concept.

The Math Forum's home page (<http://forum.swarthmore.edu/>) gives access to Dr. Math and a vast quantity of other math riches.

Klotz and his team, which varies from 12 to 15 employees, will continue maintaining the site for at least another three years under a new NSF grant of just under \$3 million.

—Kate Downing

# The Future of Dying

*Should physicians—who now have the power to extend our lives beyond their “natural” ends—also be allowed to help us die?*

**By Thomas A. Preston '55**

**A** patient suffering greatly in the final stage of dying asks her doctor for pills with which to end her life. The doctor gives her the prescription, and a week later she takes the pills and dies.

Is this an act of killing? Did the doctor criminally assist in a suicide? Or, as the question was recently asked before the United States Supreme Court, should the patient have a “right” to die in this manner, such that the doctor who supplied the pills will not be charged with violating the law?

This is how the physician-assisted dying question has been asked and debated over the last decade, culminating in a much-publicized hearing before the Supreme Court on January 8—a case in which I was a plaintiff. But I think such questions about “killing” and “assisted suicide” miss the point and misguide the debate because they isolate a single act from the real issue of how we die. The question of physician aid-in-dying is but the last sentence in a novel of Tolstoyan dimension, which revolves around the way people die in the age of technological medicine. It is even more concerned with the way most of us will die in the next century.

## **The Process of Dying**

About 2,500 years ago, the Greek philosopher Heraclitus asserted that one cannot step into the same river twice. Reality, his aphorism tells us, is not a thing, but a process. Rivers change in time, as do those who step into them. The way we die is also a process, changing with time and circumstances. And if we look only at the very end, the last hours or minutes of life, we miss the process of dying and thus the meaning of acts at the end of it.

On the surface the process of dying seems natural enough. An elderly person gets a disease and dies. But today the fatal condition, usually a disease, is no

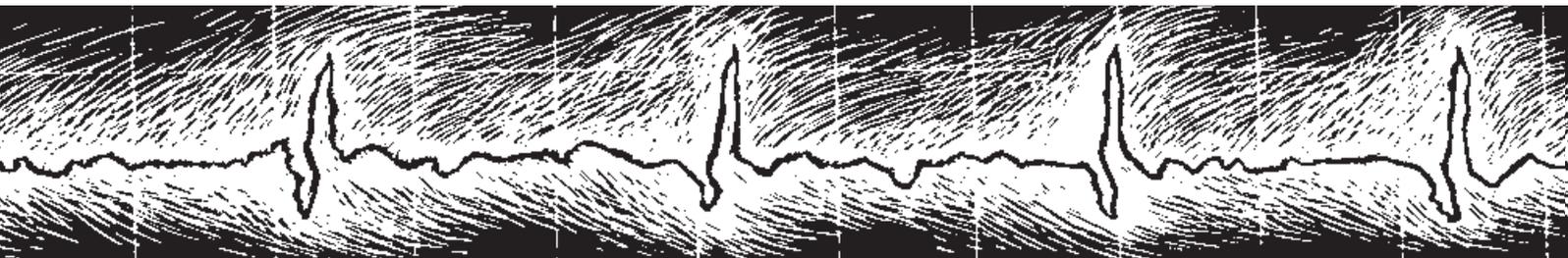
longer a natural outcome in the sense of a life lived and completed under totally natural conditions, as it was in the time of Heraclitus or, for that matter, Hippocrates.

In a biological sense, all of life is avoidance of dying and the process of evolving to an ultimate fatal condition. In the 20th century, most of us who live to “old age” do so because our waste goes to landfills and sewage treatment plants, our water comes from purification stations, we wear seat belts, and toxins are eliminated from paint, air, and food. The technology of public health helps us avoid dying from coal miner’s disease, asbestosis, or lead poisoning—but most important it gets us past the scourge of infectious diseases. We no longer die of cholera, the plague, or tuberculosis. Nowadays we live long enough to succumb to heart disease, stroke, and cancer.

The processes of dying will continue to change, and this will be the result of man-made, technologically driven changes, not natural changes. Nevertheless our modern avoidances or omissions of traditional modes of dying go unnoticed except in broad statistical analyses. We consider it a natural death when a woman dies of a heart attack at the age of 79, although she most likely would have died earlier of some quite different cause had it not been for the myriad technologies of modern medicine and public health. The process of dying has been unnaturally and invisibly altered for most of us.

## **Cures and Dying**

For those who survive long enough, there are two distinct stages of medical intervention that occur in the process of dying. The first is avoidance of death through a direct and lasting medical cure of a potentially fatal condition. People are cured every day in hospitals and in doctors’ offices. The patient who suffers heart attack and is resuscitated from an otherwise



fatal arrhythmia may die years later from an entirely different illness. People who are saved from an infection by antibiotics, or from a blocked bile duct by surgery, or from fatal melanoma by the removal of a small skin cancer, do not die the way they would have without such cures. Probably more than half of us don't die as we would have died "naturally" had we not received medical intervention.

The second stage of direct medical intervention is in the treatment of dying patients. The physicians of Hippocrates' time generally backed away from the dying, as they could do nothing to prolong life and did not wish to be associated with the outcome. Even as physicians came gradually to attend at death beds, for most of history this just meant holding the hand of the dying person as the family looked on. Until fairly recently there wasn't much that doctors could do.

But dramatic changes in the process of dying came in the mid-20th century with the development of technological medicine. The modern physician not only became able to cure some people but to extend the lives of most others with fatal conditions. Some patients die suddenly, or within a few hectic hours of gaining medical attention, but most people who acquire fatal illnesses receive medical care that prolongs life for days, weeks, months, or years. While they are not cured, treatment improves and prolongs their lives. And such medical intervention, or treatment, invariably alters the natural process of dying.

This is a fundamental change in the way people die and in the involvement of physicians in the management of their dying. The man with lung cancer does not die with the first pneumonia associated with his cancer but lives an additional year with antibiotics, chemotherapy, and surgery until the spreading tumor means he can exist only connected to a ventilator. The patient with heart failure stays alive with medicines and a pacemaker but dies slowly because his weakened heart cannot supply kidneys, liver, and intestines with enough blood to function. Ever-increasing numbers of us are dying this way.

In short, medical intervention means that we can-

not step into the same river of dying. With the exceptions of those who die suddenly and those who cannot or do not get medical care, virtually every patient with a fatal illness has some technological prolongation of life beyond so-called natural dying, whether it be by a dramatic intervention such as an organ transplant or a simple treatment like a water pill or an antibiotic.

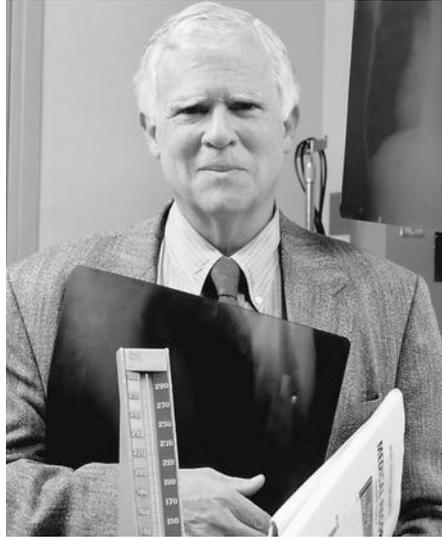
This is one of the greatest achievements of modern medicine. Yet for most people the extension of life is ultimately accompanied by some degree of deterioration of various organs, increasing debility, and a new and different set of symptoms and medical problems. Most fatally ill patients who have their lives extended ultimately die from conditions unknown just 50 years ago.

So there's nothing natural about the way we die these days. About 80 percent of Americans die in medical facilities, most at a time and in a way that has been profoundly affected by medical intrusions. For good purpose physicians help patients extend life for as long as technologically possible, but the unanticipated results of life extension are new conditions of extended dying that Hippocrates never imagined—patients connected to artificial ventilators for weeks or months on end, patients with continuous intravenous infusions of nutrition, drugs, or blood products, patients with pacemakers, heart-assist pumps, or kidney dialysis.

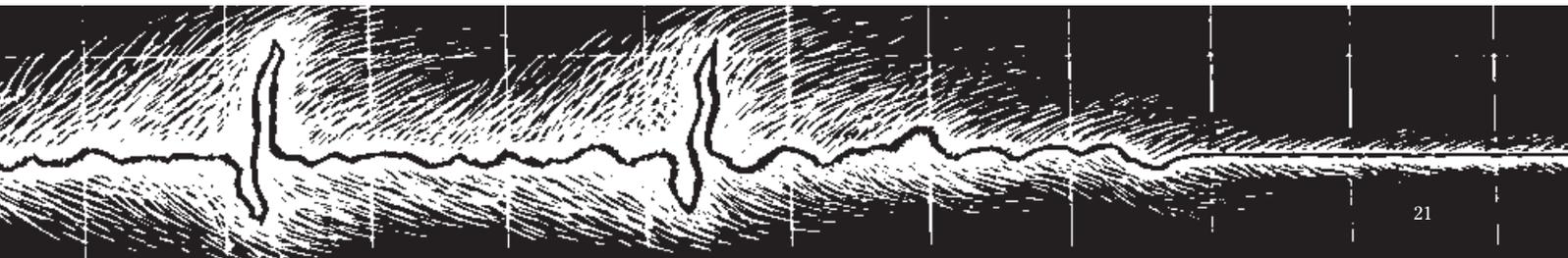
### **"Do Not Resuscitate"**

Many have come to realize that these new modes of dying are not always preferable to the old. Pneumonia used to be called "the old man's friend" because it took the dying away painlessly and swiftly. But now pneumonia is easy to treat, and the old man must live to die later—often more slowly and with extended disability and suffering. Patients and their families began to rebel against medical extension of life when it resulted in processes of dying that robbed life of meaning and caused prolonged suffering. Faced with this problem, physicians began to find ways in some cases to help patients end the excessive suffering of unnatural dying—or at least not extend it needlessly.

One of the most dramatic means of extending life—



*Dr. Tom Preston '55 is a co-plaintiff in Washington v. Glucksberg, which seeks to overturn a state law against physician-assisted suicide.*



**T**homas Preston '55 is one of four physician plaintiffs in the case known as *Washington v. Glucksberg*. Arguments on *Glucksberg* and a concurrent case from New York state were heard by the U.S. Supreme Court in January, and a decision is expected by the end of the current term.

The suit was brought in early 1994 by Compassion in Dying, a Seattle-based support group formed after the narrow failure of a 1991 ballot initiative in Washington that would have legalized physician-assisted suicide. Three of the doctors' patients—all of whom died shortly after the case was filed—joined in the suit, which seeks to overturn part of a Washington state law that makes knowingly causing or aiding another person to attempt suicide a felony.

Attorneys for Preston and his co-plaintiffs asserted that this law is unconstitutional under the due process and equal protection clauses of the 14th Amendment when applied to physicians prescribing medications for mentally competent, terminally ill adult patients who request such medications to hasten inevitable death and end their suffering.

A previous Supreme Court decision (*Cruzan v. Director, Mo. Dept. of Health*) had upheld a Missouri state law allowing such patients, subject to rigorous tests of the sincerity of the patient's wishes, to hasten death by directing the removal of life-sustaining medical treatment. The plaintiffs also cited *Planned Parenthood v. Casey*, a 1992 personal liberty case regarding a Pennsylvania abortion law.

In May 1994 the U.S. District Court for Western Washington found in favor of the doctors and their patients. Citing the 14th Amendment's protection of "the freedom to make choices according to one's individual conscience about those matters which are essential to ... basic human dignity," Chief Judge Barbara Rothstein went on to write that "from a constitutional perspective, the court does not believe that a distinction can be made between refusing life-sustaining treatment and physician-assisted suicide by an



## The Case

*See-saw decisions in the lower courts have forced the Supreme Court to consider physician-assisted dying.*

uncoerced, mentally competent, terminally ill adult." The state of Washington appealed.

In March 1995 a three-judge panel of the Ninth Circuit Court of Appeals reversed Rothstein's decision by a vote of 2-1. Writing for the majority, Judge John T. Noonan Jr. found no constitutional right to aid in dying and sharply criticized the District Court's interpretation of *Cruzan* and other cases cited by the plaintiffs: "Unless the federal judiciary is to be a floating constitutional convention, a federal court should not invent a constitutional right unknown to the past and antithetical to the defense of human life that has been the chief responsibility of our constitutional government."

In his dissent Judge Eugene A. Wright took the opposite view: "The right to die with dignity falls squarely within the privacy right recognized by the Supreme Court." The plaintiffs' attorney, Kathryn Tucker, moved for a rehearing by the entire Ninth Circuit, and 11 judges—the largest number ever to hear a case involving end-of-life decisions—heard oral arguments in San Francisco in October 1995.

In an 8-3 decision handed down in March 1996, the circuit court turned the tables again. It reaffirmed the original district court decision and declared the Washington law, as applied to physicians and patients, unconstitutional. The majority decision stated: "In this case, by permitting the individual to exercise the right to choose, we are following the constitutional mandate to take such decisions out of the hands of the government ... and to put them where they rightly belong, in the hands of the people."

Once again the dissent cited the state's interest in the preservation of life, the protection of the interests of innocent third parties, the prevention of suicide, and the maintenance of the ethical integrity of the medical profession.

Arguing this last point for the minority, Judge Robert R. Beezer echoed the ethics statement of the American Medical Association, which currently prohibits physicians from prescribing lethal medication. Beezer wrote that "physician-assisted suicide is fundamentally incompatible with the physician's role as healer.... Patients should not be abandoned once it is determined that cure is impossible. Patients near the end of life must continue to receive emotional support, comfort care, adequate pain control, respect for patient autonomy, and good communication."

The appeals court decided the Washington case on the basis of due process and the liberty interest that the courts have long asserted as a result of that clause. (*Roe v. Wade* is the classic example.) In the New York case, known as *Vacco v. Quill*, the Second Circuit Court of Appeals also found in favor of Compassion in Dying, basing its decision instead on the equal protection provisions of the 14th Amendment. With two differing interpretations of the law in a case of such clear constitutional importance, the stage was set for a Supreme Court challenge. A decision is expected before the end of June, and may already have been rendered by the time of this magazine's printing.

—Jeffrey Lott

resuscitation of a patient by an electrical shock to the heart—became widely available in the 1960s. Physicians had no trouble accepting this technological advance because the gain seemed so immediate and obvious. But restoration of life by unnatural means was not always acceptable. In the ancient myth, when Aesculapius, the first physician, transgressed against the godly powers over life and death by raising a man from the dead, Zeus slew him with a thunderbolt. The meaning of the myth was clear: Control over life and death is the exclusive domain of the gods. Yet with the advent of resuscitation, physicians buried the myth and entered into very direct involvement in deciding when patients die. Those who say that only God—not physicians, patients, and families—may determine when and how a person dies, are selectively ignoring this threshold change.

The first form of physician-assisted dying was the policy of “do not resuscitate” (DNR) orders for selected terminally ill patients dying in hospitals or nursing homes. Just 25 years ago, many thought not resuscitating someone when it was possible to do so was “killing,” or against the law of God. Surely a physician who could have resuscitated a young person whose heart stopped after accidental drowning—but refused to—might properly be accused of “killing.” But is it killing when a physician decides, with the patient’s consent, not to resuscitate someone wracked with incurable cancer and in constant pain after operations and chemotherapy?

About 20 years ago, I helped care for a patient who, at age 86, had had three heart attacks, was too weak to sit up in bed, and was hospitalized because of severe breathlessness. We had tried everything but had no further effective therapy for him. On the day after he was admitted, his heart fibrillated, which, if left uncorrected, would have been his end, but the house staff used electrical shock to restore his scarred heart to regular beating. His medicines were increased, but the same thing—with the same response—happened again that evening. By then he was almost too weak to talk, and with our most powerful medicines we could not keep his blood pressure at acceptable levels. I informally suggested to the house staff that he not be resuscitated again, but for a third time his heart fibrillated and he was shocked back to consciousness.

When I heard of the incident I ran to see him, and he asked, “Why have you done this to me? Why will you not let me die?” When I asked the same of the intern and resident who last resuscitated him, they replied, “Because it would be the same as killing not to do everything possible to keep a patient alive.” For them the issue was not the condition and wish of the patient, but the mode of dying.

So long as people viewed “do not resuscitate” as killing, which technically it could be, there was bitter division over the practice. The problem was not only with the word “kill,” but also, I submit, with viewing nonresuscitation as an isolated act separate from the medical care that preceded it and made it an option.

Fortunately there is now broad acceptance of nonresuscitation in cases like the one described above.

The key to society’s eventual acceptance of DNR orders was in understanding the futility of further treatment that would only add to the patient’s misery. Implicit in the understanding was that prior to letting the patient die, everything reasonable had been done, and the patient’s life had actually been extended well

beyond what would have been its natural course. Non-resuscitation is no longer seen as killing but as foregoing undesirable treatment and allowing the patient to die “naturally.”

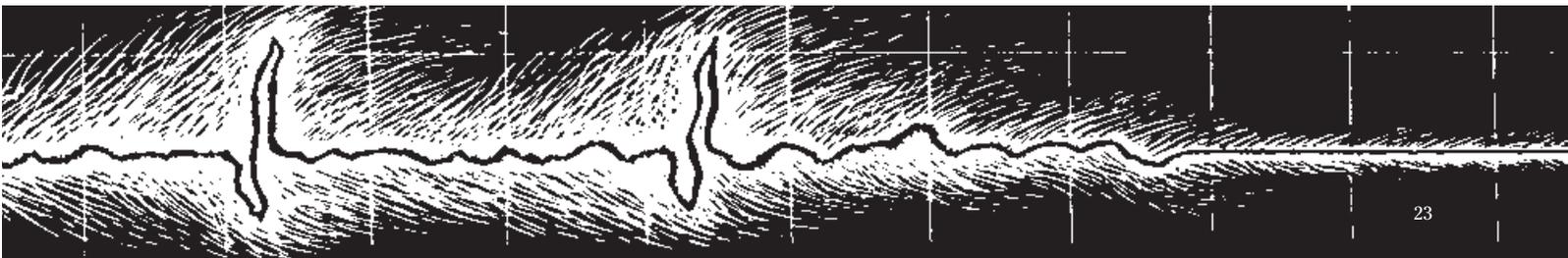
When society accepted this shift in focus from the physician’s action (or, more accurately, inaction) to the underlying disease, doctors became directly involved in how and when their patients died. Other means of helping patients die soon followed. With the consent of informed patients or guardians who request it, physicians now discontinue life-support therapy for terminally ill patients with no chance for recovery. A common practice for ending the life of a patient being kept alive by a ventilator is to render the person unconscious, so as to avoid the distress of asphyxiation, and to disconnect the ventilator, following which the patient soon dies. This is an example of assisted dying with active and direct physician involvement.

When such practices first began two decades ago, they too were widely opposed by persons who considered them killing. In the famous case of Karen Ann Quinlan, who was in a permanent coma and connected to a ventilator, when her father went to court seeking

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**A man who had suffered three heart attacks was repeatedly shocked back to life. “Why have you done this to me?” he asked. “Why will you not let me die?”**

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permission to disconnect her ventilator, the headline in the local newspaper declared, "Father wants to kill daughter."

By definition, to kill is to "deprive of life." For patients dependent on medical support to stay alive, a physician's act of disconnecting a ventilator, removing a feeding tube, or stopping essential drugs leads directly to the death of the patient. To view it a different way, if a family member took matters into his own hands and ended the suffering of a loved one by disconnecting a ventilator, the family member would probably be prosecuted for murder. By narrow definition the act kills, and the physician who performs the act is directly involved in aid-in-dying.

Yet as reflected in a series of celebrated legal cases, society has embraced these acts as ethical and legal when done at the request of a dying patient. Curative therapy initially prolongs life, but when it is no longer effective, even most people with prior religious or secular objections no longer view stopping unwanted treatment as killing. We call it "allowing the disease to kill the patient." This change from focusing on medical intervention to blaming the fatal disease allows us to view the final medical act as one of returning the patient to a condition of disease unencumbered by medical intrusions, from which the patient dies naturally.

This semantic change is convenient, but I think it ignores medical reality. In fact, from the time of first seeing a doctor for the treatment of a fatal condition, the patient was prevented many times from "dying naturally." It also ignores the decidedly *unnatural* state of a patient rendered unconscious before a ventilator is disconnected.

Regardless, by changing our language we have been able to embrace these acts by denying their contribution to dying. And in so doing, we have accepted a very direct practice of physician-assisted dying that technically constitutes killing but does not harm those who consent to it. Clearly we need a better way to describe the process of helping people die humanely and peacefully.

### **Extended Dying**

But what about the terminally ill patient whose plug is not so easily pulled? The Faustian bargain with mod-

ern medicine sometimes turns against a patient when the medical intervention or intrusion cannot be turned off.

Consider a person with leukemia who has had chemotherapy and a bone marrow transplant. The treatment first prolongs life but later fails, and no further curative therapy is available. In many such cases, the transplanted bone marrow actually attacks the rest of the body and produces an entirely new condition called graft vs. host disease, plunging the patient into an unnatural, medically induced condition of extended dying that did not exist just 40 years ago. But where a doctor can disconnect a ventilator, no physician can "unplug" or take back the transplanted bone marrow.

Our modern dilemma is how to deal with the vastly increased numbers of patients with fatal conditions who are dying with more intense suffering and debility over longer periods.

Patients have struggled with this condition of extended dying, particularly when ending life seems to be the only means of ending suffering. For those who cannot die quickly by stopping life-sustaining treatments, the

only medical means of ending life is through administration of a drug given specifically for that purpose. And once again when we focus only on the specific life-ending act, we run afoul of cultural or religious prohibitions against killing, not to mention the law in most states.

The physician's professional ethos of sustaining life as long as possible presents a conflict in the deliberate ending of life. One solution now used by physicians who wish to end a patient's suffering in the terminal stages of dying is to straddle the issue by using "routine" medical practices that are not known for causing death in their usual applications.

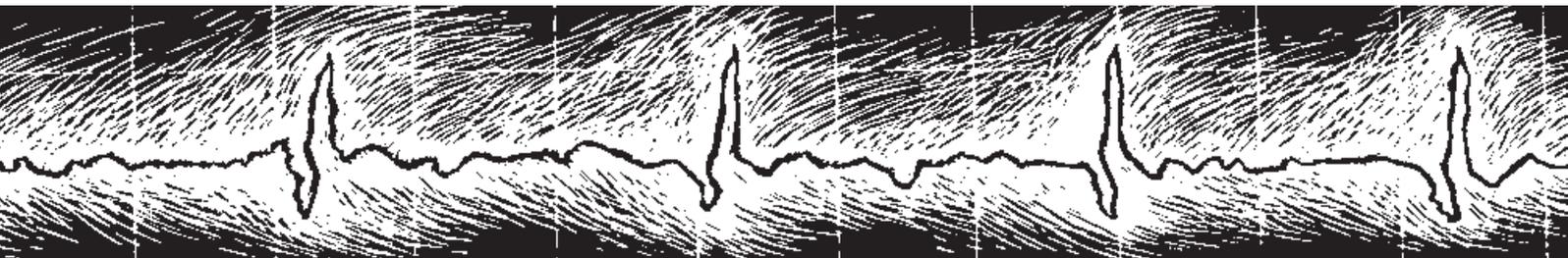
The most common professional practice for ending life is the use of the morphine drip. A continuous intravenous infusion of morphine can abolish pain in 95–98 percent of terminally ill patients without ending life, although the dose required for pain control may in some cases render the patient nearly unconscious. But the physician also knows that morphine given in high enough dosage can stop breathing and thereby cause death.

Under the principle of the "double effect," approved by the medical profession, the law, and virtually all reli-

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## **The Faustian bargain with modern medicine sometimes turns against a patient when the medical intervention or intrusion cannot be turned off.**

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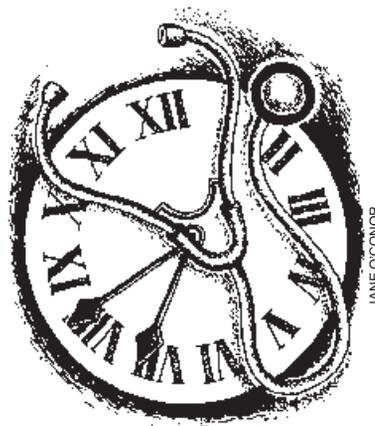
I've been asked innumerable times by reporters what makes me pursue this case when so few physicians are willing to speak out," says Tom Preston. "I've always had the naive thought that if I simply said, 'I'm a Quaker,' then people would understand, but that's almost never correct."

Preston, chief of cardiology at Pacific Medical Center in Seattle and professor of medicine at the University of Washington Medical Center, became involved in the aid-in-dying movement in the early 1990s, when a referendum to legalize physician-assisted suicide was narrowly defeated by Washington voters. He quickly points out that he has "never knowingly written a prescription for or supplied the medications to anyone" who was seeking to end his or her life. But, he says, his Quaker father taught him—and twin brother Ted Preston '55—to help people. To him, "The strength of Quakers is in their giving to the disadvantaged and in working to relieve suffering."

He recalls that as he finished medical school at the University of Pennsylvania, he seemed set for a career in pediatrics, but "found working with dying kids more distressing than I thought I could handle. The distress of seeing kids with leukemia or other fatal diseases pushed me into internal medicine. Maybe it was a cop-out."

Maybe not. "Tom Preston is the most sincerely compassionate and caring physician I have ever known," says Ralph Mero, a Unitarian Universalist minister and founder of Compassion in Dying, the Seattle-based counseling group that instigated the aid-in-dying test case. Mero recruited Preston for the group's medical advisory committee and was quickly impressed with his abilities: "He has been a great source of moral authority as well as medical prestige in legitimizing Compassion in Dying in the Seattle area, and his work has helped other physicians 'come out' and say that, despite the AMA guidelines, there are ways to deal with intolerable situations."

Ted Preston, who claims that their Swarthmore professors could



## The Plaintiff

*The assisted-dying case is not Tom Preston's first challenge to the medical profession. But this time his twin brother, Ted, is rooting against him.*

never tell the two apart, went on to law school. In recent years the attorney and the doctor have had long debates over the right to die, and the difference in their approaches is striking: "I'm rooting for the Supreme Court to rule against Tom and his co-plaintiffs," says Ted. "It isn't because I don't believe in their cause, because I do, but I think that a judicial decision in a case of this sort is antidemocratic. The courts should not be trying to resolve this on a yes-no basis when there's been so little opportunity to develop at least some social and medical consensus."

Doctor Tom, who has throughout his career pushed his profession to change (he wrote a groundbreaking book decrying the overuse of cardiac bypass surgery and later another asserting that doctors make too many decisions that ought to be left to patients), is frustrated that the checks and balances of the legal system do not take into consideration what's happening in the hospitals and nursing homes: "As a physician I contribute to the extension of life. At

one time I was one of the leaders in developing artificial pacemakers. But I've come to look with remorse on people in the later, medically induced stages of dying and suffering. We doctors were becoming the problem, not the solution, and our well-known arrogance was blinding us to seeing our role in it all."

Lawyer Ted: "When Tom walked out of the Supreme Court in January, he was frustrated that he had not been able to give his medical insight. But the case is about the law, about the role of the state as much as the role of the physician. The democratic process is more important than the result of this case. How do you get the body politic to debate these issues—that's the question. A pronouncement by the Supreme Court won't do this. But Tom's most significant contribution has been to help initiate a national deliberation, a national conversation on this issue."

Ted Preston credits the twins' education at Swarthmore with teaching them that "what you do in life is important, and to do a good job you have to look at your work carefully and critically. That's what my brother has done, and if I've made a contribution, it is to be critical (with him) in terms of what's really important, what really matters."

While Tom Preston is hopeful that his side will win the Supreme Court case, he is less sanguine about the prospects that the justices will confront what he thinks are the real issues. At the oral arguments, he says, "They asked questions that focused on the legalities of specific acts, such as prescribing pills. They did not ask what constitutes a suicide. Nor was there any mention of the modern process of dying or the fact that physicians are already deeply involved in determining the time and way patients die. Regardless of how the justices rule about the constitutionality of current state laws, it is unlikely they will say anything about the great medical and social issues of how we die, now or in the future." That, says Ted Preston, is as it should be—at least for now.

—Jeffrey Lott

gious groups, it is acceptable for a physician to give a drug such as morphine for the purpose of relieving suffering even though it has a second “foreseen but unintended consequence of death.” (The phrase is actually from a papal statement enunciating the principle of double effect.) A physician may, as a matter of good medical care, give a morphine drip to a patient at end of life for the stated purpose of pain control, but then gradually increase the dose until the patient slips into a coma and dies. The actual incidence of this practice is quite unknown in the United States because it falls under the heading of pain control, or “medication,” but morphine drips are used by most physicians at one time or another to hasten inevitable death.

A less commonly used method of hastening death is the practice of terminal sedation with secondary starvation. When given intravenously in sedative doses, barbiturates can render a patient unconscious without causing death. If a patient is suffering grievously, the physician can induce ongoing unconsciousness for the purpose of relief of symptoms, and then allow the patient to slowly die of starvation. This practice is professionally acceptable because the drug is used ostensibly for symptom control, while death comes “naturally,” from starvation and the underlying disease.

In both the morphine drip and terminal sedation, we have found the semantic means of deflecting attention away from the physician’s act and to the underlying “natural” disease. This solution allows physicians to assist patients in dying without appearing to be directly involved. This semantic mechanism has helped relieve much suffering through termination of extended dying, but it also has prevented medical and legal professionals—and the public—from seeing the final medical act for what it is: the period that ends the long sentence of the process of dying.

### **The Future of Dying**

Physicians have practiced euthanasia and covertly assisted suicide to some limited extent for as long as they have had the potions to do it. There is, however, no established tradition for assisted dying or any historic recognition of it as appropriate. Because the suffering of extended, unnatural dying is a new phenomenon, society is floundering mightily in dealing with it. We still see—and label—life-ending acts in the old way.

In the years to come, patients and their physicians will face more and more decisions about therapies that carry some possibility for the reasonable extension of life but which also carry risk of failure and extension of dying with additional suffering.

Let us take another, less hypothetical example. A newborn baby with a complicated and fatal malformation such as a hypoplastic left ventricle is being kept alive on a ventilator. Surgery to correct the defect has a 10 to 20 percent chance of long-term success, but it also carries a substantial risk of permanent brain damage or lingering dying over months or years if the operation is only partially successful. After weighing the odds, the parents may decide that the chance of success is too slim and the probability of prolonged suffering too great, and so they opt to let the baby die, a medically and morally acceptable position.

In such cases the inability to end, if necessary, the process of extended unnatural dying leads to rejection of the slim possibility of extended useful life. The dilemma arises because no one can undo these treatments once they have been administered. Think about the patient who decides to take the gamble but loses and

begins the prolonged stage of dying: If he then asks for pills to end his life, society in general (and the law in particular) looks upon this final act as killing. The word comes with a lot of baggage.

Why do we carry this baggage? Is it because our narrow focus does not offer a semantic spin to call it otherwise? By fixing on one isolated act, we fail to see it as the last step in the long march of dying, often following months or years of hundreds of treatments that preceded it and sustained life.

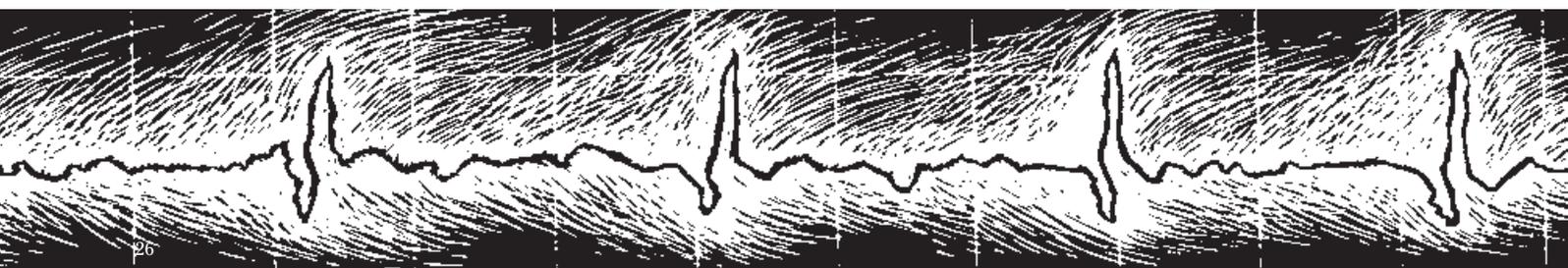
I submit that in terms of process—and the miserable condition of the patient—the physician’s act of prescribing lethal pills is medically the same as the act of disconnecting a ventilator. It serves the same purpose. And yet by strict definition, the physician who prescribes pills *that the patient self-administers* does not kill, whereas the physician who disconnects a ventilator does, in fact, end the person’s life.

For most patients with terminal illness who die slowly under medical care, the process is unnatural and controlled by medical technology—and by those, including the patients themselves, who decide how to use it. *It is the process as a whole that we must judge as*

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**I submit that the physician’s  
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disconnecting a ventilator.**

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*ethical or unethical, appropriate or inappropriate.* In the case of the baby who has a 10–20 percent chance of cure through an operation, the parents may want the chance of the cure but only if they are able to opt out of prolonged dying if the operation doesn't work. Would this be unethical? Should it be illegal? Similarly the leukemia patient weighing the option of a bone marrow transplant may be willing to take that risk only if able to nullify it by ending her life if the transplant doesn't work.

What patients want is assurance that if they take a medical risk they won't be stuck if the treatment fails and creates extended dying. And to gain this assurance they need and ought to be able to have some sort of agreement or contract that allows them to terminate the dying process with their physician's help.

Can we foresee how we will die? As medical technology pushes against the margins of life, a contract to terminate extended dying will become increasingly necessary if patients are not to risk being left in a limbo of suffering. In fact, this has already happened in a highly celebrated case. When Barney Clark got the world's first artificial heart in 1982, his physicians

knew it might not work well enough. For this reason he was given a key with which he could turn it off if he found his condition unbearable. He had an agreement to this effect in his written and duly transacted consent form. It was the first such contract made before the treatment.

The reason for giving Clark the option of ending his life is illuminating. Dr. Willem Kolff, founder of the University of Utah's artificial heart program, explained it: "I think it is entirely legitimate that this man whose life has been extended should have the right to cut it off if he doesn't want it, if life ceases to be enjoyable." The Utah team's final criterion was whether the patient wanted to continue his life, but the justification for giving him the choice was that the treatment would already have extended his life beyond its natural end.

Most patients dying today are like Barney Clark in that they have had their lives extended by medical technology and are in the final stage of unnatural dying. It is quite possible, if not probable, that within the next 25 years half or more of all dying patients will have had an implanted prosthetic device, an organ transplant, or gene therapy. Patients will know before-

hand that all carry the risk of partial success with ensuing long stages of dying. These patients, suspended in the half-cure of artificial life, will need and deserve a socially and legally acceptable means of terminating their dying processes if need be. We will need an honest and open use of physician aid-in-dying.

Just as the word "killing" carries heavy baggage when considering the removal of life support, the debate over aid-in-dying is distorted by use of the word "suicide," which implies ending a life that need not end, a life with potential for continuation or restoration. But if, just before losing consciousness at the end of his battle with heart disease, Barney Clark had used the key and turned off his artificial heart, would he have committed suicide? We have never before considered the word in this context.

We no longer say we kill a dying patient who requests to be disconnected from a ventilator, nor is he committing suicide, because we know there is no capacity for continuation or restoration of meaningful life. It is the end of the dying process. I believe that a person similarly situated but not on life support who chooses to end the dying process with pills prescribed by a physi-

cian does not commit suicide either.

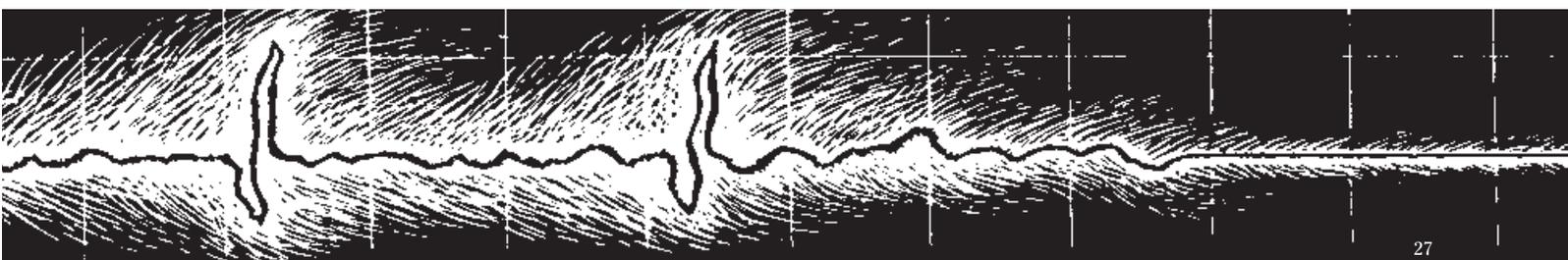
The legislators who a century and more ago wrote state laws that criminalized assistance in a suicide had no conception of our modern processes of dying. Nor were these processes known when the word "suicide" found its way into common language. Semantically and legally the word does not fit the termination of unnatural, extended dying. The end of the modern dying process has nothing to do with traditional suicide. We need a better word. We are dealing not with suicide but with *closure* of the dying process. Physician aid-in-dying is medical *closure*, not assisted suicide.

When Heraclitus said we cannot step twice into the same river, he was speaking about nothing less than the process of life and its myriad manifestations as they evolve over time and into the future. If we are to understand life and death as did this ancient Greek, we must understand and judge and deal with the *entire* dying process, not just the final moment. If we do not, we will never be able to serve adequately those who step into the river for the last time. <sup>n</sup>

#### DISCUSS THIS STORY ON THE INTERNET

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

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# Paying for the Final Years

*A correspondence on aging, Medicaid, and morality*

**Editor's Note:** Our features on aging in the November 1996 issue ("Final Years" and "Planning on Aging? Start Now.") provoked more letters than any article in recent memory.

In March we published two critiques of the practice (described in the article by both Candace Watt '59 and elder law specialists Armond Budish '74 and Harry Margolis '77) of transferring assets in order to qualify for Medicaid—a practice that is now limited under federal law. Judith Fagan Asch-Goodkin '55 wrote a letter about her mother, who exhausted all of her assets before qualifying for Medicaid—of which Asch-Goodkin said, "I certainly don't feel resentful." Elizabeth Stern Uhr

'52 and June Miller Weisberger '51 also contributed, pointing out that "the assets that are being divested are not 'family funds.' They belong to the aging person."

Accompanying these letters was an invitation to readers to say more about this important question. The resulting correspondence is published below, along with a response from elder-lawyer Harry Margolis '77, who was profiled in the original article. We close this debate—at least in the Bulletin—with these pages. Readers interested in further debate, however, will find no lack of it in their own communities as we all struggle with the continuing changes in our health care system.

*I have made it clear to my children that my gift to them came in the form of health, love, and education. If my estate must go toward my care, that is what it is for.*

I was perturbed by the article about elder care and Medicaid, but before I could draft a letter in my mind, I read the March issue and found that at least two people shared my concern. In light of your invitation to others to address this issue, I would like to share my thoughts.

My reading of the original article left me with serious concerns that none of the ethical issues were really addressed, and concern for ethical living was one of the things that drew me to Swarthmore so many years ago. In addition I have lost both my parents, one at 81 after a one-year battle with liver cancer, and one at 93 after a brief episode of heart congestion, so I can speak from experience about navi-

gating the last years of life.

Both my parents lived modestly but maintained good health insurance. Their responsibility to their three children was discharged when they reared us in a healthy, loving environment and gave us the education we chose for ourselves. As we reminded them during their last years, the rainy day they had saved for had come, and their savings were meant to be used by them, either for pleasure in good health, or for care when illness or frailty came.

For my mother this meant visiting nurses, home health aides, and finally around-the-clock practical nursing care, but it allowed her to remain where she wanted to be, at home, as she wasted away from cancer. We children did the administrative work (making arrangements, hiring helpers, dealing with the HMO, checking on medical advice, accompanying to appointments) as well as visiting, bringing meals, etc.

My father remained in good health but frail until 93, and he required over time cleaning helpers; companions to drive, shop, and cook meals—first once or twice a week and in the end almost every day—in addition to family visits, outings, etc. All this was accomplished on Social Security, a Red Cross pension, a small annuity

from my mother's work and savings. Isn't this what the money was for? He too remained in his home until the last weeks of his life.

Two issues became clear through my parents' lives. After a wished-for reunion of her entire immediate four-generation family, my mother wished to die in peace. Unfortunately, our society would not honor this request, and so she lingered for another three months, depressed, in discomfort, and needing round-the-clock nursing care at home. We need to find a way to make such requests possible when life is obviously at an end.

For my father, who was well but frail, we found the process of locating honest, capable, appropriate help to be a constant challenge. We were lucky, but the effort was great and this is one possible reason why otherwise caring children turn to nursing homes, particularly when they live at a distance from the parent. In addition the cost is significant, and most insurance bears little or no part of this cost, even though the net result is cheaper and better than a nursing home. We need to find a way to make such choices less onerous and more affordable.

To return to the ethical questions: I fail to see why any child, unless disabled, should assume a right to an

estate from a parent, particularly at the expense of taxpayers at large—and I certainly favor laws that would eliminate this abuse. Although I hope I am far from making such decisions for myself, I have already made it clear to my children that my gift to them came while I was living in the form of health, love, and education, and they have no problem with that at all. If my estate, such as it is, must go toward my care, that is what it is for. If it is finally used up, then I hope the federal or state government will help me so that I don't become a burden to my children.

CAROL MACINTYRE '53  
Bethesda, Md.

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**I** am bothered by people who see nothing wrong with hiring a tax attorney in order to pay as little as possible in taxes but who roundly condemn the same behavior in order to pay as little as possible in long-term care costs.

Since I graduated from law school in 1986, I have worked solely for legal aid organizations. For the last 8½ years, I have been a specialist in elder law for Oregon Legal Services. About half of my caseload is related to Medicaid, with long-term care issues predominating.

Paying for long-term care is such a hugely important issue, for the elderly needing care for their spouses and families, and for society as a whole. I think that the debate is generally entirely too simplistic.

Yes, I would prefer to have my parents spend their own assets to maintain themselves as long as possible, rather than trying to preserve an

estate for me by trying to qualify for Medicaid as soon as possible.

Yes, I am appalled by children who believe and act as if their parents' money is their own by right and who impose financial plans in their own, rather than their parents', interests. However, I don't feel that I have the right to condemn, for example, a healthy spouse who wishes to maintain his/her standard of living while still obtaining care for his/her ailing spouse. And I am continually bothered by the inconsistency of people who see nothing wrong with paying a tax attorney to make full use of the intricacies of the tax law in order to pay as little as possible in taxes, but who roundly condemn the same behavior in order to pay as little as possible in long-term care costs.

I think that the often punitive attitude toward lawful Medicaid planning is a symptom of a bias against those receiving what we still think of as "welfare" and a bias against the elderly, who are seen as unproductive drains on our national well-being. The punitive and unjust criminal provisions imposed in the Kennedy-Kassebaum bill are symptoms of these biases, and I reject them wholeheartedly. (I want to make it clear that here I am responding to attitudes in society in general and not specifically to the two very thoughtful and well-balanced letters in the March *Bulletin*.)

In the larger picture, we need to open our minds to new long-term care possibilities before we completely empty our wallets. In Oregon the state pays for in-home care in preference to institutional care and covers residential care facilities, assisted living facilities, and adult foster homes as fully as nursing homes. Community-based care is nearly always cheaper than nursing home care, and elderly people receiving care in the community tend to remain healthier and to have a far higher quality of life than if they had been placed in a nursing home. We need to start taking more community responsibility for the care of our frail elderly, as well as putting more resources into maintaining health. Nursing homes simply are not good answers for a large majority of our elderly needing long-term care.

JENNIFER WRIGHT '82  
Corvallis, Ore.

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**D**o we have the political will to "expand the pie," i.e., to spend more money on social and health needs?

Four factors to be considered from a public policy point of view are:

1. The assets of the elderly: If the U.S. government accepts responsibility for medical and/or custodial care for all who need it, should the elderly be exempt? Although we haven't accepted medical care for all as an absolute right, we are moving toward that goal. To exempt long-term care for the elderly goes in the opposite direction.

2. The effect of divestiture on inheritance: To require the elderly to spend their own assets, thus leaving nothing for the younger generation, is contrary to American values and may discourage saving for the future.

3. The costs of medical and custodial care: Costs of long-term care need to be addressed. Too much administrative cost and cost of high-tech care at the very end of life add to the burden. This could be—and in some places already is—a part of state and national efforts to contain costs.

4. Other competing social programs: Perhaps the "pie" of money available for social support programs such as those for needy children should be expanded rather than divided differently. The United States spends less than other industrialized countries on the social support net.

I realize that in each of these factors lies a host of questions and issues to be debated and solved. Not the least of these is: Do we have the political will to "expand the pie," i.e., to spend more money on social and health needs?

BARBARA BURT ARNASON '44  
Loudonville, N.Y.

*Please turn to the next page for more letters.*

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**O**ne need only read the Medicaid laws and regulations to be convinced that needs analysis, let alone logic, is not a major factor.

As an elder law practitioner for 17 years, I have followed with great interest the Medicaid planning discussion in the *Bulletin*, especially the letters in the March edition.

I agree that the overriding public policy question is: Who should pay for nursing home care? In struggling to arrive at reasonable answers to that question, we must keep in mind how public policy is formulated in this country. It is a democratic political process, and as we saw with the recent attempts at health care reform, the proposals that become law are those that survive the process through negotiation of competing interests. One need only to read the Medicaid laws and regulations to be convinced that needs analysis, let alone logic, is not a major factor.

The subquestion is essentially: What behavior is to be rewarded and what is to be penalized? Since I am an attorney, I must then ask the next question: How are people to be informed about these behaviors, so that they may plan and act accordingly? If we desire a public policy that says that unless you are unable, you must save your money in order to pay for nursing home care, do we start that lesson at age 18 and repeat it often? With what generation do we start doing that? And who determines the exemptions? Each question leads to another, and in the meantime the political process is grinding away and decisions are being made on a quite different set of bases than the set we might choose.

What I see in my practice now is this: Some people resent having to spend their savings while people who didn't work, or didn't save, or saved

less, are provided for. Even if they don't see it as family money that their children deserve to inherit, they don't think it's fair. And they are right. The system we have now is not based on fairness and certainly not on advance warning.

On the other hand, the current state of the law allows these people to preserve some of their assets for their children. This results in accelerated Medicaid eligibility and, as one of the March letters said, the consumption of resources that might (at least theoretically) otherwise be used for poor children who can hardly be blamed for their plight. But can people who become ill in old age be blamed for theirs?

At least the current law does not require, as far as I know, adult children in any state to pay their parents' nursing home costs. We haven't decided to penalize a second generation that has done better than the first by requiring them to support their parents. But to flip the coin, have we decided that the parents who have done well are to be penalized by being unable to provide advantages for their children?

I agree with Elizabeth Stern Uhr and June Miller Weisberger that we need public policy that does not strip the frugal elderly of their life savings, nor encourage children to consider their parents' assets to belong to the children, nor restrict efforts to deal with other groups in need, such as poor children. But it is much easier to say what we *don't* want, and to agree on some of those things, than to agree on what we *do* want. That's how we got here in the first place.

Every group deserves effective advocacy, and as attorneys we are trained to provide it. Certainly legal issues such as unlawful discrimination and privacy rights must be considered. We can probably all agree that a war between the generations ought to be avoided, and perhaps allowing some modest estate to be preserved for children should be considered. One possible approach might be to encourage the purchase of long-term care insurance in states with programs along those lines. But, like all big questions in a democracy, this one involves difficult moral, ethical, and cultural choices—and those choices

are painful.

I think this is going to take a long time, partly because the only change that might be marginally fair to everyone would be drastic and politically unfeasible: Change the tax structure so that everyone contributes from income to the care of all who cannot provide for themselves, including children, ill old people, perhaps even all ill people. I can hear the responses now, beginning with: "Of course children cannot support themselves, but old people, unless disabled at an earlier age, could have provided for this eventuality. Why should the taxpayers make up for their failure to do so?" American culture emphasizes self-reliance and abhors taxes.

My advice to my clients, the current generation of older people, is this: "Don't get sick. If you get sick, have plenty of money." Hardly a solution, but at least those with money, if they choose to spend it to buy care, will have the most choices. For this generation, and probably for my own as well, whatever change is politically possible won't begin to address everyone's concerns.

PRISCILLA CAMP  
Oakland, Calif.

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**S**ooner or later, we will have to come around to a publicly financed, locally controlled single-payer health care system.

In terms of long-term care costs, I can only add the perspective of an already "aged" Swarthmorean who has both studied gerontology and cared for terminal parents—and who has bought very expensive long-term care insurance as well.

The fact is, as we who have been paying attention are well aware, that there is no piecemeal solution to these dilemmas any more than there is any solution through the "managed care" method of handling other health care costs.

Sooner or later, according to my congressman (Jim McDermott, 7th District, Washington), we will have to come around to a publicly financed, locally controlled single-payer health care system. His bill, HR 1200, which he has patiently reintroduced each year, has been carefully analyzed by the Congressional Budget Office and would cover all health care costs, including long-term care, prescription drugs—even research and training—and would still contribute to deficit reduction. We're afraid of the federal government, yet we don't seem to mind private corporations profiteering from our health care. Wise up, America!

PATRICIA SEVRINGHAUS MELGARD '47  
Seattle, Wash.

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## *Congress has never explicitly stated that Medicaid is intended to be what it has actually become: long-term care insurance for the middle class.*

Lawyers generally give two responses to challenges to their role in Medicaid planning to pay for nursing home care: First, the lawyer's role is to help clients within the bounds of the law. Each client must decide whether to seek the protection of this public program to pay for nursing home costs. Second, lawyers draw parallels between Medicaid planning and estate tax planning. Both aim to preserve the client's estate for the next generation. Both are legal. And both contribute to budget deficits, one by increasing costs, the other by decreasing revenues. Estate planning protects those few Americans wealthy enough to be concerned about estate taxes, while financial planning for Medicaid protects the vast majority with fewer resources.

Of course these simple answers beg the larger public policy question of whether people with adequate

resources of their own should depend on what is essentially a welfare program. Congress has never explicitly stated that Medicaid is intended to be what it has actually become: long-term care insurance for the middle class. Yet Congress has instituted a number of rules that implicitly expanded the program to assist middle-income families. Medicaid eligibility rules contain significant protections for spouses of nursing home residents; they permit the preservation of assets for disabled children of the Medicaid beneficiary; and they allow the Medicaid applicant's home to be preserved for dependent relatives (though it may be subject to a claim by the state upon the nursing home resident's death). In short, Congress has made a public policy determination that in certain circumstances the nursing home resident does not have to spend all of his or her assets on nursing home fees before becoming eligible for Medicaid.

The Medicaid rules regarding transfers of assets may also be read as a policy determination that nursing home residents need only use half of their savings on their care before qualifying for Medicaid. In an effort to prevent people from giving away their assets in order to qualify for Medicaid, Congress has imposed a penalty for transferring assets—a period of ineligibility the length of which depends on the value of the property transferred. The applicant becomes ineligible to the extent that funds transferred could have been used to pay for nursing home care. For instance, if the average cost of private nursing home care in a particular state is \$4,500 a month, and if the nursing home resident transfers \$45,000, this makes her ineligible for Medicaid for 10 months.

One result of this rule is that most nursing home residents can now give away approximately half of their assets and ultimately qualify for Medicaid. In the above example, if the nursing home resident has \$90,000 in savings, she can give away \$45,000 and keep another \$45,000 to pay for care during the resulting 10-month period of ineligibility. (The maximum penalty period for larger transfers is three years unless a trust is involved, in which case it is five years.)

While some argue that older Americans owe nothing to the following generations and should use all of their savings for their care, I have clients who are incensed that they must pay anything toward their care after paying taxes and saving pennies for 60 years. Congress, it seems to me, has worked out a reasonable compromise, even if it was largely unintentional: Pay half of your savings toward your care (up to a cap of three or five years), and then the state and federal government will pick up the tab. It should be noted that even then, the government does not pay the entire cost. Except for a small personal needs allowance, the resident must still pay his or her income to the nursing home.

Ethical questions and unfairness persist because Congress has never clearly enunciated this policy. These and other rules are not usually explained to nursing home residents, so some reap the benefits of certain exceptions and others do not. Those who seek legal counsel are able to structure their assets and protect their homes from post-death claims, and many people avoid paying half of their savings by making transfers prior to moving to a nursing home.

The problems listed above can be resolved, but until a better system is developed—such as Medicare Part C to cover long-term care—we will continue to rely on Medicaid. I don't believe that it's wrong for government to help those who suffer the misfortune of illness that requires expensive long-term care.

HARRY S. MARGOLIS '77  
Boston

### DISCUSS THIS STORY ON THE INTERNET

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

## SWARTHMORE HAPPENINGS



*Debra Pinder Symonette '78, left, of Philadelphia and Diane Crothers of Silver Spring, Md., mother of Toby Patterson '00, share a coffee break at the seventh annual Coolfont retreat in West Virginia in April. This was the first year that Bryn Mawr and Haverford participated in the event. The resort is owned by Sam Ashelman '37.*

### Recent Events

**Madison, Wis.:** Eric Brown '67 gathered 40 area alumni and their families in February for a pot-luck party at the Frank Lloyd Wright-designed Unitarian Universalist Church. Betty Moss Evanson '56, Tim Kinnel '85, Phyllis Hasbrouck '78, and Bill Raich '93 helped organize the festivities, which attracted a third of Madison's Swarthmore population.

**New York City:** Swarthmore theatergoers attended Ike Schambelan's ['61] Theater By the Blind; the Pig Iron Theatre Company's *Poet in New York*, starring Dito Van Reigersberg '94; and *Home: A Boat*, a play by Kate Wilson '84, at the WOW Café. Folk music enthusiasts enjoyed performances by Martha Leader '71 and Steven Swartz '78. Completing the arts spectrum were a world premiere by Kloppenberg Dance, featuring founder Brian Kloppenberg '93 and Sally Hess, assistant professor of dance at Swarthmore, and a talk on the late Willem de Kooning by Robert Storr '72 at the Museum of Modern Art. Julia Stock '94 continues to host monthly lunches at Café Europa. And Swarthmore volunteers had a fine showing on New York Cares Day, led by Suzanne Kazenoff '90.

**Philadelphia:** More than 50 Swarthmoreans attended a private tour of the Rodin-Michelangelo exhibit at the Philadelphia Museum of Art, organized by Martha Salzmann Gay '79. Stephen Welsh '84 presented an "explosive evening of new dance works," and young alumni have begun to meet for monthly happy hours with Bryn Mawr, Haverford, Ivy League, and Seven Sisters graduates at local hot spots.

**Seattle:** The Pratt Fine Arts Center opened its doors to Swarthmore alumni for an evening of experiencing art firsthand. Deb Read '87 coordinated the popular program.

**San Franciscans** were invited in June to the home of Seth Brenzel, Ellen Chen, and Petra Janopaul (all '94) for a screening of *Dykes on Ice*, a "mocumentary" chronicling two lesbian ice dancers' quest for the bronze at the 1998 Gay Games. The film was produced by Janopaul and Kari Hong '94.

**Washington, D.C.:** Artist and science reporter Jane Warren Larson '43 welcomed Swarthmoreans to her Bethesda, Md., ceramics studio for a tour of her "wild tile" art. Guests learned how Jane transforms imprints of wildlife into clay vases and murals. Kristin Johnsen-Neshati '87 and Serge Seiden '85 continued to engage area alumni with productions by Theater of the First Amendment and Studio Theatre.



*Parents Council chairs Laraine and Peter Rothenberg of New York City, right, parents of Dan '95 and Jason '98, welcome the Council's first alumnus member, David Singleton '68 of Wilmington, Del., and his wife, Elaine, parents of Sarah '99. When Swarthmore was founded in 1864, David's great-great-grandfather, a Quaker in Brooklyn, N.Y., bought stock issued by the College. His family still owns the certificates.*

Discussions with cast members followed each performance.

**Israel:** The Swarthmore Connection is alive in Tel Aviv, where alumni met for an evening of conversation with Economics Professor Larry Westphal at the home of Amy Singer '82.

**Garnet Sages** enjoyed an April tour of the Hudson River Valley, led by Supreme Sage Elinor Jones Clapp '46. The trip included visits to Kykuit, the Rockefeller family estate; the sculpture gardens at Pepsico's world headquarters; and the Union Church of Pocantico Hills, with its stained glass windows by Chagall and Matisse.

### Upcoming Events

**New York** alumni can choose this month among tours of a Long Island winery on June 14, the Metropolitan Museum's Cloisters on June 21, and Manhattan architecture with Kaori Kitao, the William R. Kenan Jr. Professor of Art History, on June 28.

A **Swarthmore alumni team** competes June 21 and 22 on "Remember This?" with Al Roker on MSNBC. Players are Sheila Brody '57, Carl Courant '73, and Jennifer Nolan '90. They face Duke and Columbia.

### SUMMER & FALL EVENTS

**Alumni College Abroad  
Ireland  
June 10-18**

**Volunteer Leadership  
Weekend  
September 19-20**

**Fall Weekend  
October 24-26**

**For information please call the  
Alumni Office (610) 328-8402, or  
e-mail alumni@swarthmore.edu.**

## ***Nominations welcome for honorary degrees***

The College welcomes nominations for recipients of honorary degrees at Commencement in June 1998. Criteria used by the Honorary Degree Committee include:

- distinction, leadership, or originality in a significant field;
- someone on the ascent in their career, or at the peak of achievement;
- ability to serve as a role model for graduating seniors and to speak to them at a major occasion in their lives;
- preference, but not requirement, that there is an existing affiliation with the College.

The Committee prefers to recognize less-honored candidates over those who already have received many honorary degrees.

Alumni who wish to make a nomination are asked not to inform the individual that they are doing so. All nominations will be kept confidential. Biographical information and a persuasive letter addressing the criteria noted above should be mailed by October 1 to the Honorary Degree Committee, c/o Vice President Harry Gotwals, or by e-mail to hgotwall@swarthmore.edu.

## ***A Folk Festival in '98?***

Many memories about Swarthmore's legendary folk festivals were evoked by "If I Had a Song ...," the cover story by Ralph Lee Smith '51 in the *March Bulletin*. And the feature inspired a decision to consider a Folk Festival Reunion as the Alumni College for June 1998.

This question was explored during Alumni Weekend '97 at an informal Saturday afternoon hootenanny organized by Ralph on Parrish lawn—a familiar venue for such gatherings. If you didn't make it to campus this June but would like to help organize a celebration of two great musical decades on campus, please contact Ralph Lee Smith by phone at (703) 471-0724, by fax at (301) 249-0305, or by e-mail at ralphleesmith@compuserve.com.

## **A new Alumni Council award honors service to community**

Over the past two years, the Alumni Council's mission has been to encourage alumni to increase their participation in service, both to the College and on its behalf. Not only does this increased participation strengthen our collective loyalty to Swarthmore, but it also enhances the College's image and provides a critical resource for students. At the Council's spring meeting March 21–23, we were able to initiate and complete projects that represented significant steps in furthering this mission.



*Alan Symonette '76*

The Council approved the creation of a new award that is intended to recognize alumni who have unselfishly given their time and talents in service to their local community. Swarthmore is an institution that was founded on Quaker beliefs. One of the critical foundations of these beliefs is an emphasis on service. Many of our alumni give of themselves to their communities without recognition, and we felt that the Alumni Association should recognize that commitment.

This year, during Alumni Collection at Alumni Weekend, the first Arabella Carter Community Service Award was presented to Ross H. Ogden '66.

Arabella Carter was one of the great unsung workers for peace and social justice in the Philadelphia Yearly Meeting. She was a student at Swarthmore College's preparatory division from 1884 to 1886. A member of Byberry Meeting in Bucks County, Pa., she became the first peace superintendent of the Philadelphia Yearly Meeting when the Peace Section was formed in 1892. She remained its secretary until shortly before her death in 1932. She was also active in issues involving African-American rights, serving for 17 years as secretary of

the Pennsylvania Abolition Society and as a member of its Committee for the Laing School in South Carolina. Although she never sought recognition for her service, according to the College's archivists she made significant contributions to Quaker efforts toward peace and social justice over three decades.

At the end of its spring meeting, the Council, in conjunction with the Black Alumni Weekend Committee and the Career Planning and Placement Office, hosted a career planning and networking dinner with students. More than 60 students attended and had the opportunity to talk with about 40 alumni representing a wide variety of occupations. The response was overwhelmingly positive. We hope that this becomes a regular event on campus. More important, the Council wanted to encourage all alumni to share their post-Swarthmore life experience in general and their career experiences in particular with students. The alumni in the Washington, D.C., area this semester shared their occupations and indeed their homes with student externs during academic breaks. Participating students report that they received invaluable advice. We encourage all of you, when the opportunity presents itself, to take time to share with a student.

As my term ends as Alumni Association president, the Council will be very involved in advising the College as it engages in planning for its future. In addition the Council will continue to create ways in which we all can communicate more easily to share ideas and experiences or just keep in touch. I am sure that our new president, Jack Riggs '64 of Washington, D.C., will create new ways to intensify our dedication to the College and its mission. He has been a tremendous help to the Council during my tenure, and I am confident that there will be new and exciting projects during his leadership. I wish him the best.

—Alan Symonette '76  
*President, Alumni Association*



## Letters *Continued from page 3*

learning to use drugs more or less responsibly—discovering, sometimes the hard way, that a hit of LSD is wonderful for understanding Keats' negative capability but of little help in writing that insight down, that smoking a joint makes sensuous delights more so but makes a good lecture unintelligible, that amphetamines make all-nighters possible but social relationships lousy, that, in short, certain states of consciousness—including being sober—are beneficial (sometimes spectacularly so) in some contexts and harmful in others.

Neither do I think that such learning is available only at an elite liberal arts college. It is probably just as easy to teach children about the uses and liabilities of drugs as it is to terrorize them with DARE programs. But that is not going to happen so long as people think that it would be reasonable to withhold a driver's license (and with it the ability to make a living, at least in this country) simply on the basis of someone's choice of drugs, and without any regard for the intelligence with which he or she uses them.

GARY GREENBERG '79  
Scotland, Conn.



*Bob Bartle '47  
or Frank Johnson '44?*

### **Mystery Cyclist**

To the Editor:  
On page 34 of the March *Bulletin*, you published several photos of unidentified students—and one sailor (as if a sailor could not be a student). I am strongly of the opinion that the guy on the bicycle in front of Parrish is myself, but I can't read the titles of the books in the basket to be sure.

The young woman pictured on the step is very familiar-looking, but without checking over the class pictures, I cannot come up with a name.

BOB BARTLE '47  
ANN ARBOR, MICH.

**Editor's note:** *Jane Plummer Leimbach '45 telephoned our offices to let us know that "the young woman posing so coyly against the wall" is Connie Porter Mercer '45. But Leimbach believes that the man on the bicycle is Frank Johnson '44. Can anyone help sort this out?*

### **Correction**

In Suzanne Braman McClenahan's ['52] "Dear Friends," (March 1997) the quotes around the following phrase were accidentally deleted: "The past *is* another country and they *do* do things differently there." The phrase is from L.P. Hartley's *The Go-Between*, although the emphases—which were also deleted—are McClenahan's.

### **Writing to the Bulletin**

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

## Leaving the family at the factory door?

*That's just not good for business, says management expert Lotte Lazarsfeld Baily '51.*

In this era of downsizing and re-engineering, studies show that employee satisfaction has hit rock bottom. Should management care?

"Managers have to care about employee satisfaction," says Lotte Lazarsfeld Baily '51, professor of management at the Massachusetts Institute of Technology and visiting professor at Radcliffe College's public policy institute. "There are some down-the-road negative consequences of what they're now doing to employees. Obviously, they're not providing an environment that allows employees to be creative, adaptive, self-managing, and all the other good things they actually want employees to be."

That employees are fearful and feel more like widgets than individuals is exacerbated, Baily says, by the move toward contingency work, which "creates even more uncertainties."

Baily, who majored in mathematics at Swarthmore and received a Ph.D. in social psychology from Harvard, studies the relationship between management practices and employees' personal lives. Being able to fulfill family responsibilities is part of employee satisfaction. She was part of a team of experts who did research for a project funded by the Ford Foundation called "Relinking Work and Life."

They studied Xerox Corp., Corning Inc., and Tandem Computers, and the results indicate that paying attention to employees' personal lives increases corporate productivity.

Though employers once exhorted employees to "leave family responsibilities at the factory door," the study shows that the concept is unrealistic." At a time when corporate America is



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*Managers need to provide "an environment that allows employees to be creative, adaptive, self-managing," says Baily.*

being assailed for putting profits above all else, this study establishes that the best business strategy recognizes that greater employee satisfaction means greater productivity, and, in turn, better business results," said Paul Allaire, chief executive officer of Xerox.

Baily says the purpose of her research was both to ascertain facts and bring about change. "We found the real answer is to figure out how to restructure work, instead of focusing on helping individual employees, one at a time," she said, pointing to the work her team did from 1991 to 1995 at a Xerox office in Webster, N.Y., with a group of 18 engineers who worked day and night,

were constantly interrupted, and whose family lives suffered.

"We restructured the work day into periods of quiet time to do individual work and other time for meetings and collaboration," said Baily. "As a result they did their work better, met deadlines despite tight schedules, eliminated inefficient work, and had more time for their families."

At another Xerox site in Dallas, 320 people were allowed to arrange their own flex time. The only caveat: The work had to get done. Through group decisions the new arrangements worked—absenteeism dropped by 30 percent, and creativity rose.

What both work groups now have is more control. What the company has is better business results. The ability of employees "to have control over their work and personal lives has to come from business," said Patricia M. Nazemetz, director of human resources policy and practice at Xerox. Management gives workers responsibility and accountability but usually not control, the director observed. "Having control results in better teamwork and collaboration."

And the impact on the bottom line is that employee "empowerment here has resulted in improved quality and customer satisfaction," Nazemetz said. "The work is done on time, under budget, and with less absenteeism." Another result: "Our employees are satisfied overall and are more satisfied over time," she said.

And it's because management cares.

*This article first appeared as a column by Carol Kleiman in the Feb. 16 Chicago Tribune. It is reprinted by permission.*

## In the director's chair

*ABC News co-director Ann Benjamin '73 keeps her audience captive.*

**B**roadcasting the network news used to be a lot simpler. You put your venerable anchor in front of the camera and let him tell the nation the way things were. Now—in the age of MTV, seemingly infinite cable channels, and remote control—you have to keep something catchy on the screen at all times to keep the channel surfers from straying. Such is the daily challenge facing Ann Benjamin '73, the longtime co-director of *ABC's World News Tonight with Peter Jennings*.

"The MTV generation is so attuned to fast, catchy graphics," Benjamin says. "There's an emphasis on how things look. It's my job to keep the audience from deciding it's time to check what's on ESPN."

If a network's priorities are revealed by its latest technology investments, graphics indeed are the new big thing at ABC. As Benjamin showed a recent visitor, ABC headquarters in New York is stocked with numerous new computers—big, fast, art-producing work stations manned by computer-whiz artists. Competitor NBC has gone even further and faster in that direction, Benjamin says. The most tangible evidence of the new emphasis appears over the anchors' shoulders while they read—a graphic proclaiming "Economy" or "Health," for instance. And then there are the "teasers," the visual plugs for must-see stories coming up after the next set of commercials.

It's the job of Benjamin and her longtime co-directing partner, Charles Heintz, to develop these visuals and get them lined up for the newscast. It's often a last-minute scramble, since the slate of stories for any given day isn't finalized until air time, if then. Though increasingly important, the graphics are just one part of what goes into staging a newscast, however. As a director Benjamin has general responsibility for the way things look—how Jennings and any on-set guests are shot, for example—and for coordinating footage as well as live feeds from other cities.

The culmination of the work day is



LORENZO BEVILACQUA/ABC

"You don't have time for fine-tuning," Benjamin says. "You go on the air, ready or not. It's exhilarating when it works."

the half-hour (19 minutes when you subtract commercials) during which the program is shot and aired, live. Then you'll find the director in the center chair in the control room, tethered to a headset and focused on a bank of controls and monitors while calling the shots: "Stand by ... roll ... change graphic ... dissolve," Benjamin orders, instantly changing what millions of viewers see on their TV screens. And when it's finally over: "Fade to black."

Benjamin, who occupies that chair at ABC on the weekends and sometimes on the weekday newscasts, describes it as an experience that would subject most people to information overload. During the show, the voices of as many as six different cameramen, producers, artists, and correspondents are coming through her earphones with various needs and crises. In the meantime she's trying to keep up with the anchor, whom she's watching through the monitor. Since it's live, there's no time to edit or do it over when things go wrong.

"You don't have time for fine-tuning," Benjamin says. "You go on the air, ready or not. All your nerve endings are stimulated during a live broadcast; there are a lot of inputs. It's fun, though. It's exhilarating when it works."

The pressure would drive many people to drink, but Benjamin has found a different outlet for the anxiety of network news. She vents it at the gym, where she spends two hours a day before reporting for duty.

Benjamin grew up with the television news business as it existed in the "old days," when a news watcher's options were limited to ABC, NBC, CBS, or bust. Her father, Burton Benjamin, was executive producer of the newscasts of Mr. Anchor himself, Walter Cronkite. But dancing was Ann Benjamin's passion during her time at Swarthmore, and she continued in that direction after graduation, spending a year in France teaching and performing.

Homesick and pessimistic about her chance of forging a career on the stage, she came back

home and took a secretarial job at CBS, her father's employer. Her first assignment didn't suit her acrophobia, though. She had a desk in the corner on the 44th floor, with nothing but glass separating her from thin air. She asked the Personnel Department for something closer to terra firma and ended up working as a secretary in the windowless newsroom of WCBS, the network-owned New York affiliate.

Apparently news was in her blood. Following her own initiative and curiosity, she gravitated toward directing and started making her way up that ladder. Often volunteering for the worst assignments and hours, she had advanced to associate director at CBS by the time ABC wooed her away in 1978.

She has worked closely with Jennings—in the studio and at locations around the world—since he became ABC's principal anchor in 1983. "I give Peter a lot of credit," Benjamin says. "I don't know how many people would accept a woman director the way he has. He works incredibly hard. He's not just a reader—he gets involved in every single aspect of the broadcast."

Benjamin likes to crack grim jokes about the demands of the job—like having her beeper going off next to her bed in the middle of the night, calling her in to help handle a breaking story.

"But that," she adds with a grin, "is exactly what you sign on for. It's what makes this profession exciting."

—Tom Krattenmaker

## The Moose is Loose

*“Who else gets to wear a blue moose suit to work?”*

It's about 20 minutes before game time at Frawley Stadium in Wilmington, Del., and aging athlete John Farrell '81 is suiting up for an afternoon contest against the Salem, Va., Avalanche. Farrell isn't exactly lacing up his baseball spikes, however. He's donning a blue moose suit.

John Farrell is about to become Rocky Bluewinkle, the popular mascot of the Wilmington Blue Rocks, a Class A Carolina League team.

“New fur this year,” quips the unreconstructed frat-boy Farrell. “They may tell you different but chicks really do dig fur.” He reaches into the freezer for a vest of frozen gel packs. Even on a 50-degree April day, the 40-pound suit is hot. By midsummer Farrell will be losing up to 10 pounds during a game.

“It's all water weight,” says the former wrestler and still-active rugby player. “I drank a half-gallon of Gatorade before I got to the park today. I gotta do this 70 times this year, so it's a matter of recovery, of staying in shape.” Over the ice vest goes a padded cotton underbody that makes the six-foot, 230-pound Farrell look, well, enormous. Zip up the jumpsuit, add an oversized Blue Rocks jersey (#0), pull on a moose head with yard-wide antlers, and, as the stadium announcer intones at the beginning of every Blue Rocks game, the moose is loose.

Farrell leans out the door of the cluttered storage area that doubles as his dressing room and calls for his trusty assistant and guide, Lauren Hazewski, a high school senior whose mother has written her an excuse so that she can work the 1 p.m. game. They go over the day's schedule, which includes all the usual minor league antics.

“Lots of new toys this year,” says Farrell with a prankster's twinkle in his eye—like an air gun that can shoot a balled-up T-shirt to the last row of seats. “If you really crank up the pressure,” he marvels, “you can shoot it over the stands into the parking lot. It's the silliest damn thing.”

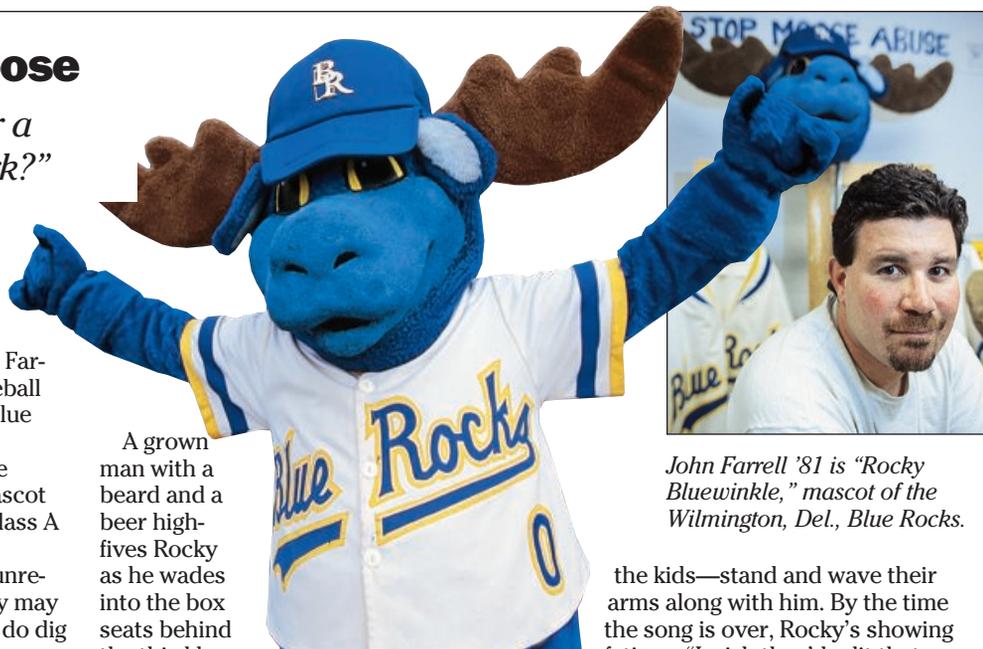
As if all of this weren't silly. But that's the whole point of a blue moose, isn't it? Rocky's first appearance each game is a wobbly bicycle ride along the backstop, a sight that gets the giggles going. They don't stop for the whole nine innings.

A grown man with a beard and a beer high-fives Rocky as he wades into the box seats behind the third-base dugout. “Hey, it's the moose!” calls another fan. The seven-foot mascot leans down and tenderly shakes the hand of a toddler dressed in Blue Rocks pinstripes. The kid then high-fives the blue moose paw. At 2 he seems to know exactly how to do it—just like the big guy with the beer.

Farrell became Rocky in May 1996. He had auditioned when the Blue Rocks franchise was inaugurated in 1993, but despite his excellent resumé he was “beaten out by a professional dancer.” (The resumé included stints as the Domino's Pizza “Noid” during Daytona Spring Break and for a couple of summers at Myrtle Beach.) Farrell's “day jobs” have been mostly in the restaurant and hospitality business—running bars and restaurants, training for Domino's, managing a bed-and-breakfast. But right now the former McCabe Scholar is unemployed—except for Rocky. He's hoping the moose will open doors into other aspects of sports marketing.

“Baseball is becoming a theme park with a game going on,” observes Farrell, while taking a third-inning break in the clubhouse. “People want a clean, safe family environment. They want to have fun, be entertained by a good product—which includes a winning team.” And a winning mascot. Rocky Bluewinkle has helped pull the 4-year-old Blue Rocks franchise into the top 10 in merchandise marketing among all minor league teams. There are Rocky dolls, Rocky shirts, Rocky hats, even Rocky sweatbands and refrigerator magnets.

During the seventh-inning stretch, he's out on the field again, dancing and miming to the Village People's “YMCA.” At least half of the crowd—and most of



*John Farrell '81 is “Rocky Bluewinkle,” mascot of the Wilmington, Del., Blue Rocks.*

the kids—stand and wave their arms along with him. By the time the song is over, Rocky's showing fatigue. “I wish they'd edit that damn song to a shorter version,” puffs Farrell through the moose mouth, breaking Rocky's usual Marcel Marceau-like silence.

Farrell says the best part of the job is the children. He remembers their reaction last June when a player for the Winston-Salem Warthogs tackled him roughly from behind. (It was a hot day and Rocky had been dousing the Warthog dugout with a Super Soaker.) “The little kids were crying. Even though I was hurt pretty bad, I had to go out again to show them I was OK. It was touching, their concern.”

As the game ends, Rocky takes another turn on his bike, waving goodbye to the departing fans. The Blue Rocks have won 2-0, but Farrell doesn't even know the score. Back in the dressing room, he strips off the costume, spraying each piece with Lysol before hanging it on a crucifix-like clothes tree. The now-thawed vest goes back in the freezer.

“Well, that was OK,” he says, talking about the game the way an actor talks about his performance in a show. “I think I'm ready for tomorrow night. It's fireworks night, and a Friday too. The place will be packed.”

Farrell, who says he learned a lot in college (“but not much of it was in books”), doesn't see being Rocky Bluewinkle as a career. It's something to do in the here and now, and it will probably lead to something else tomorrow. Today he made Frawley Stadium a place of joy for 1,145 fans, and it was fun doing it. “Anybody can win a Nobel Prize,” he jokes, “but who else gets to wear a moose suit to work?”

—Jeffrey Lott

PHOTOS BY JIM GRAHAM

## Recent Books by Alumni

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

■ **Elizabeth Abel** '67, Barbara Christian, Helene Moglen (eds.), *Female Subjects in Black and White: Race, Psychoanalysis, Feminism*, University of California Press, 1997. Exploring a range of cultural formations, traditions, and ways of talking about the female subject, this anthology is a collaboration between leading African American and white feminists.

■ **James B. Atkinson** '56 and David Sices (eds.), *Machiavelli and His Friends: Their Personal Correspondence*, Northern Illinois University Press, 1996. In this first complete collection in English, this book contains the letters Niccolò Machiavelli wrote and received during his adult life, which reveal his personality and present a panorama of life, people, and critical events in Renaissance Italy.

■ **Robert D. Austin** '84, *Measuring and Managing Performance in Organizations*, Dorset House, 1996. Intended for managers and project staff who strive to create a successful program for managing organization performance, this book covers such topics as measurement dysfunction, measurement as a motivational tool, and measurement for information gathering.

■ **Jacqueline Carey** '77, *The*

*Other Family*, Random House, 1996. In her first novel, Carey explores what she considers one of the most significant legacies of the late 1960s and early 1970s: the surge in middle-class divorce. The story follows two families and how they break apart.

■ **Jed Hartman** '90 and Josie Wernecke, *The VRML 2.0 Handbook: Building Moving Worlds on the Web*, Silicon Graphics, 1996. This guide offers practical, platform-independent tips on how to create robots and people that walk and run, dogs that bark, and other interactive animations using the Virtual Reality Modeling Language.

■ **Neil R. Ericsson and John S. Irons** '92 (editors), *Testing Exogeneity*, Oxford University Press, 1994. This collection of papers includes original sources of the clarifications and tests for exogeneity and provides a unified perspective on applied econometric modeling in general and on exogeneity tests in particular.

■ **John M. Kerr** '83, Dinesh K. Marothia, Katar Singh, C. Ramasamy, William R. Bentley (editors), *Natural Resource Economics: Theory and Application in India*, Oxford & IBH Publishing, 1997. This book, organized under the headings of concepts, methods, and applications, focuses mainly on what distinguishes natural resource economics from agricultural economics and other applied economic fields.

■ **Hugh Rosen and Kevin R. Kuehlwein** '83 (eds.), *Constructing Realities: Meaning-Making Perspectives for Psychotherapists*, Jossey-Bass Publishers, 1996. Offering a wealth of theoretical and case-based studies, this collection presents the perspectives of scholar-practitioners on the themes of narrative, constructivism, social constructionism, postmodernism epistemology, developmental constructivism, language, and social discourse.

■ **William Lashner** '79, *Veritas*, ReganBooks, 1997. In this follow-up to his first novel, *Hostile Witness*, Lashner takes his hapless attorney hero from his shabby Philadelphia life to the jungles of Belize, where he gets caught up in a mob war and the machinations of an avaricious cult.

■ **Margaret Hodgkin Lippert** '64, *Finist the Falcon: A Russian Legend*, Troll, 1996. Lippert retells the Russian legend of the son of a czar who, in the guise of a falcon, finds his true love, Galya. But her sisters conspire to thwart the romance, sending Galya on a long and arduous journey.

■ **Terence McIntosh** '79, *Urban Decline in Early Modern Germany: Schwäbisch Hall and Its Region, 1650–1750*, University of North Carolina Press, 1997. During the Middle Ages, southwest Germany was one of the most prosperous areas of Central Europe, but the Thirty Years' War brought devastating social and economic dislocation to the

region. Focusing on the town of Schwäbisch Hall, McIntosh explores the causes and consequences of the sluggish recovery of the region's urban communities.

■ **Peter B. Murray** '50, *Shakespeare's Imagined Persons: The Psychology of Role-Playing and Acting*, Barnes & Noble, 1996. Challenging our understanding of ideas about psychology in the Elizabethan era, Murray uses a new reading of B.F. Skinner's radical behaviorism to demonstrate its consistency with the psychology of character formation and acting in writers from Plato to Shakespeare.

■ **Casey King and Linda Barrett Osborne** '71, *Oh, Freedom! Kids Talk About the Civil Rights Movement with the People Who Made It Happen*, Alfred A. Knopf, 1997. In a series of 31 interviews conducted by children with family members, friends, and civil rights activists, this book tells the story of the civil rights movement through the people who were there.

■ **David L. Pike** '85, *Passage Through Hell: Modernish Descents, Medieval Underworlds*, Cornell University Press, 1997. Taking the culturally resonant motif of the descent to the underworld as his guiding thread, Pike traces the interplay between myth and history in medieval and modernist literature and suggests new approaches to the practice of comparative literature.

■ **Rachel Pomerantz** (nom de plume), *A Time to Rend, A Time to Sew*, Feldheim Publishers, 1996. This novel explores the challenges of Orthodox Judaism as two sisters struggle to resolve the conflicts between their secular ambitions and a rewarding Jewish life.

■ **Bruce L. Rockwood** '68 (ed.), *Law and Literature Perspectives*, Peter Lang, 1996. Through classic and contemporary voices, this book shows what the new field of law and literature may contribute to our common understanding of law, justice, and human nature in the 21st century.

■ **Bruce L. Venarde** '84, *Women's Monasticism and Medieval Society: Nunneries in France and England, 890–1215*, Cornell University Press, 1997. Interweaving narrative and statistical data, Venarde uncovers the story of women's religious lives and puts female monasticism in the mainstream of medieval ecclesiastical history.

■ **P.T.M. Marope and S. (Sheldon) G. Weeks** '54, *Education and National Development in Southern Africa*, Comparative Education Interest Group, 1996. This volume represents a sample of the 40 papers that were presented at the fourth annual Southern African Comparative and History of Education Society Conference.

■ **Anne (Perry) Weir** '64, *Marlowe: Being in the Life of the Mind*, 2nd ed., self-published, 1996. This collection includes letters written by the 16th-century author as well as histories of the real-life people who functioned as a core for his plays.

# THE NEW HONORS

*Continued from page 14*

Study (SHS). Senior Honors Study “is intended to capture those aspects of studying for Honors exams that we found to have been most highly valued by alumni,” says Jennie Keith. Usually scheduled for the spring of the senior year, SHS requires students to enhance, extend, and integrate the intellectual experiences of the preparations.

SHS can take a variety of forms depending on the discipline. In 1996–97 departmental offerings included the revision of seminar papers, colloquia for the discussion of research and/or readings, essays integrating preparations in the major and minor, or other innovations like the “intellectual autobiography” developed for Honors students in sociology and anthropology.

Robin Wagner-Pacifi, associate professor of sociology and leader of her department’s Senior Honors Study colloquium, likes the flexibility of the new program. Wagner-Pacifi asked her students the question: How did you get to this point in your intellectual life? “In addition to their theses,” she explains, “they present a portfolio to their external examiners that will trace their developing interests and the eventual focus of their studies. The thesis is where students can specialize, but in the Senior Honors Study colloquium they have to fit themselves into the overall discipline.”

Some professors have expressed frustration about the widely variable design of Senior Honors Study. Donald Swearer, the Charles and Harriett Cox McDowell Professor of Religion, sums up a view heard from several faculty members: “Because Senior Honors Study varies so much from department to department, it’s unclear as to what it is supposed to accomplish. That reams of explanation have had to be generated isn’t entirely healthy.”

Robert Pasternack of the Chemistry Department agrees that SHS has seemed to defy definition this year. But he says that “it is always geared toward making the Honors experience a fuller and more integrated one, with

an emphasis on independence, creativity, and scholarly work by the student.” He points to the SHS model developed in the Chemistry Department that brings outside speakers—many of whom will become the students’ external examiners—to campus to present their work in an Honors colloquium. Students then work with their future examiners to formulate a “library project” of joint interest or to identify a topic or theme for their laboratory research.

## What about grades?

A distinctive feature of the old Honors Program—the absence of grades in the junior and senior year—has been abandoned. Except for theses submitted to external examiners and Senior Honors Study, Swarthmore professors now give grades in all seminars and other Honors preparations.

Giving grades emerged as a key part of the reform because in recent years many students were opting out of Honors, worried about the reaction of graduate schools to gradeless transcripts.

Philip Weinstein, the Alexander Griswold Cummins Professor of English Literature, explains: “Students need some responsible reflection from the College of the work they have done. We are evaluating and assessing students all the time, and since the mid-1980s we have been grading our Course students in seminars. I have seen no difference in the quality of the work.”

While many faculty members agree with Weinstein, Professor Ken Sharpe, chairman of the Political Science Department, does not: “As soon as I grade their seminar papers, students begin to take fewer risks and be less provocative,” notes Sharpe, who says that his department is trying to maintain as much of the old system as possible and resist what he calls “the perversions of Senior Honors Study.”

Students do not receive grades from their Swarthmore instructors for their SHS work, but the final transcript does contain a grade that reflects the overall level of honors given by the outside examiner. A controversy over these grades erupted this spring when the Curriculum Committee proposed to record A+ for Highest Honors, A for High Honors, and only B+ for Honors.

Abraham Nussbaum ’97 was among

those Honors candidates who protested: “I understand why there have to be grades in Honors, especially for those applying to professional schools, but making an exact correlation between honorifics and the SHS grade defeats the purpose of Honors.” Wendy Williams ’97, an Honors candidate in psychology, added, “People outside Swarthmore don’t understand the saying, ‘Anywhere else it would have been an A.’”

Ultimately the faculty modified the proposal. Transcripts will now record levels of Honors with HHH, HH, and H, adding an explanatory note giving the range of grades represented by each Honors designation. Honors coordinator Williamson commented that “both student and faculty concern about the grade equivalents caused the Curriculum Committee to rethink the policy.”

## Will the Honors Program change again?

The faculty has directed the Curriculum Committee to do a complete evaluation of the new Honors Program after the fourth class graduates under the new rubric in the year 2000. Meanwhile Honors coordinator Williamson is collecting annual evaluations from departments, outside examiners, and students.

Some changes will be made even sooner. Jennie Keith thinks that perhaps as early as next academic year, Senior Honors Study will settle into “two or three models that will be used collegewide,” and as other questions are asked and answered, a stronger program will take shape. “It’s just plain difficult,” she says, “to make changes on this scale.”

Philip Weinstein, one of the key architects of the new Honors, calls the spring of 1997 “a fragile moment. We have been very conscious of bugs in the system as we try to get it launched right. But our troubles this year will later be seen as a very payable price for launching this new program, which I think will be very healthy.”

Even Don Swearer, for all of his doubts about Senior Honors Study, agrees. “This year has been difficult, but it has got us started on the shape of a program that will be better for the College. None of the other changes has opened the Honors Program to as many possibilities as this reform.” n

# Not with their feet up

By Judith Egan

Images of retirement are ubiquitous, virtually iconic: A gray-haired couple enjoys the amenities of a resort or foreign city, the pleasures of an ocean cruise, or an elegant restaurant meal. These images purportedly reflect the relaxation and easy lifestyle associated with the word “retirement.”

But academics, unlike many other professionals, are just as likely to continue the intellectual work of their employed years after they reach emeritus status—the term that typically signifies “retired” in the collegiate world. While travel, favored hobbies, and volunteer work have their place in the lives of Swarthmore’s emeriti, few of your favorite professors are sitting back with their feet up. Most are busy conducting research, writing and editing, and a few are even teaching.

For the College, says Provost Jennie Keith, the scholarly work of the emeriti faculty has enduring importance, both internally and externally. “It enhances our reputation and visibility, since our very productive retired scholars continue to be identified with Swarthmore. Internally it provides important models for our current faculty, a reminder of the significance and richness of the scholarly life.”

Based on past rates of early retirement, Keith projects a significant number of new emeriti in the next two decades. The College’s early retirement plan offers tenured faculty who have been full-time members for at least 10 years the chance to fully retire before the age of 70. In addition to a financial incentive, for a period of up to five years the retiree is offered continuing tuition benefits for dependent children, research support, travel allowances for learned society meetings, library privileges, secretarial help, and when available, office space.

Keith sees the program as a mecha-

nism that benefits both the College and the retiree. For individual departments it facilitates long-range planning. For faculty members it encourages thoughtful preparation for the years ahead at a time when they are still very active. A gerontologist by training, Keith brings professional expertise to her view of early retirement. “It offers participants a reason to plan, to gauge their options, and to avoid making hasty moves they might come to regret. For many people,” Keith says, “the continuity makes sense.”

With the commitment to teaching that is so integral to Swarthmore’s professional ethos, it might be expected that professors would miss this vital part of their work once it ceases. Yet an informal survey suggests this is not often the case. Some have continued to teach part time in the first years of retirement, while others have embraced volunteer teaching (**Paul Mangelsdorf** ’49, the Morris L. Clothier Professor Emeritus of Physics, and **Alburt Rosenberg**, associate professor emeritus of natural science).

As **Jean Ashmead Perkins** ’49, the Susan W. Lippincott Professor Emerita of French, puts it: “Retirement affords the opportunity to develop [your] scholarly, professional, and personal life in a way that is no longer constrained by the college calendar and student needs.” Perkins has published reviews and articles and given papers nearly every year since her 1990 retirement, and she has continued her professional associations with the Modern Language Association and American Society for 18th-Century Studies.

Her view is echoed by **Linwood Urban**, the Charles and Harriett Cox McDowell Professor Emeritus of Religion. “I loved teaching while I was doing it but do not miss it,” said Urban. “I am enjoying a change of pace.” Urban published a second edition of his book *A Short History of Christian Thought* and is at work on another. In addition he serves as dean of the Delaware Deanery of the Episcopal Diocese of Pennsylvania, where he provides support for the clergy of 16 congregations.

**Martin Ostwald**, the William R.

Kenan Jr. Professor Emeritus of Classics, has “no regrets whatever, because I can devote myself entirely to research and writing. My desire to teach is satisfied by four weeks each spring giving a seminar at Tel Aviv University.” Ostwald has published five papers since his retirement in 1992 and has others in press. He was appointed a delegate of the American Philological Association to the American Council of Learned Societies and was awarded an honorary degree in 1995 by the University of Fribourg. He says, “I am grateful to [the] College for the amenities they afford me, especially a study in the library, photocopying, telephoning, secretarial services, and e-mail.”

**Helen North**, the Centennial Professor Emerita of Classics, continues her research on Plato’s rhetoric and the cults of Hestia and Vesta in Greek and Roman religion, politics, art, and literature, and she has published articles in the *Proceedings of the American Philosophical Society* and other publications and various festschrifts. She also contributes reviews to classical journals. Said North, “Retirement has given me more time to devote to several organizations with which I’ve had a long connection, The American Council of Learned Societies and the American Philological Association, Phi Beta Kappa, and the American Academy in Rome.”

North and her sister Mary are frequent travelers to Italy and Ireland, where they enjoy visiting gardens and megalithic sites. In addition North has led Alumni College Abroad trips to the Rhine-Mosel and to Turkey, and for a private travel firm to the Black Sea and to Syria and Jordan. She has found that her travels sometimes provide inspiration for writing.

**David Smith**, the Richter Professor Emeritus of Political Science, retired in 1992—well, almost. He continued to teach a course in health policy until last year and said the biggest surprise for him has been just how busy retirement continues to be.

Smith is an active volunteer in activities relating to health policy and politics, one of his special interests and areas of research during his teaching years. He serves on the

boards of the Chester Board of Health, Friends Life Care at Home, and the Child Guidance Resource Centers. He gives occasional public lectures and participates on panels dealing with health care, and he frequently writes on the subject. With **Chuck Gilbert**, professor emeritus of political science and the College's first provost, he is engaged in a project on the fate of "neutral competence" in the federal civil service. He also continued to serve the College as prelaw adviser and has "helped out a bit" with premed advising as well.

**Susan Snyder**, the Gil and Frank

and Karl Kraus, 1909–12, to be published in 1998. Avery is a frequent contributor of reviews on research and criticism of Kraus, his circle, and his opponents.

**Harry Pagliaro**, the Alexander Griswold Cummins Professor Emeritus of English Literature and College provost from 1979 to 1984, has migrated from an office in the Engineering Dept. during his first year of retirement in 1992–1993, to a study in McCabe Library, to a room in Parrish basement. Through his peregrinations, Pagliaro completed two books, a literary life of Henry Fielding forthcoming from Macmillan (his teaching field was 18th-century and English romantics) and a memoir of combat in World War II, *Naked Heart: A Soldier's Journey to the Front*, published last year.

Says **Peter Thompson**, professor emeritus of chemistry, "I still come in to the College daily to pursue research in the area of computational chemistry. And I help out a little in the physical chemistry lab and enjoy that on a volunteer basis. I liked teaching but in all honesty I can't say I miss it.... Still, you become aware that you no longer really belong to the College life you lived for 40 years. So there is some nostalgia."

Thompson has taken up woodworking, a hobby he says is getting to be serious. "I always wanted to build a building by myself," Thomp-

son says. And he has—a workshop and garden shed for the family summer home in Canada.

**Mark Heald**, the Morris L. Clothier Professor Emeritus of Physics, shares a Du Pont office with colleagues Paul Mangelsdorf and Oleksa Bilaniuk, where he used a Mac Plus to produce camera-ready copy for the *Solutions Manual* to accompany the major revision of his textbook *Classical Electromagnetic Radiation*, for which he maintains a Website to provide additional references (<http://www.swarthmore.edu/NatSci/mheald1/>). Heald

called the shared space, formerly a computation lab, "a happy situation" for the three emeriti and sufficiently large to accommodate the professional accumulations of their combined near-century of teaching.

**Oleksa-Myron Bilaniuk**, the Centennial Professor Emeritus of Physics and certified FAA pilot and flight instructor, has been physics editor and editorial board member for the five-volume *Encyclopedia of Ukraine*. He is also on the editorial board of the *Ukrainian Journal of Physics* and is collaborating with Ukrainian lexicographers on a 100,000-word English-Ukrainian-English Dictionary of Physics and Technology.

When psychology colleague Phil Kellman moved to UCLA, Bilaniuk sold Kellman his share of their jointly owned Cessna 182 and began flying rented aircraft. He also flies gliders. Last year near Reno, Nevada, Bilaniuk soared to 25,000 feet in an LS-4 sailplane (with oxygen mask, of course).

"The essential element of a happy retirement is to see it as a new life, not an epilogue," writes **Bernard Smith**, professor emeritus of history, who began retirement at the relatively early age of 60 in 1985. Born in Great Britain and educated at Oxford and Harvard, Professor Smith returned to his home turf when he moved to a tiny hamlet (population 20) in Wales.

Significantly Smith has taken his own advice and may be the only one of Swarthmore's emeriti faculty who is both retired and an undergraduate. He is working to complete a B.A. in classics at the University of Wales. More in line with his major field (medieval history) are Smith's translations of two treatises on 12th-century monastic life for the publication *Oxford Medieval Texts*. In addition there is gardening and furniture-making, as well as travel to France, Italy, Germany, Austria, Portugal, and Ireland. Not to mention visits from his four children and former colleagues.

"The period since retirement has been the happiest time of my life," Smith adds. ■

*Judith Egan is a freelance writer who lives in Swarthmore.*



David Smith



Martin Ostwald



Helen North



Mark Heald



Harry Pagliaro



Pete Thompson

*No longer tied to the calendar or the classroom, many emeriti faculty follow their intellectual interests into a rich retirement.*

Mustin Professor Emerita of English Literature, retired in 1993 and headed to Washington, D.C., "to be near the excellent research facilities at the Folger Shakespeare Library," where last year she was named scholar-in-residence. Snyder has a book on pastoral poetry forthcoming from Stanford University Press, and she is currently at work on the Cambridge Edition of Shakespeare's *The Winter's Tale*.

Since his 1994 retirement, **George Avery**, emeritus professor of German, has completed an edition of the correspondence between Herwarth Walden

Alumni College Abroad, June 17-25, 1998

# SCOTLAND



**S**warthmoreans signed up so quickly—and in such numbers—for a week in Ireland this June that a similar week is planned next year in the land of Braveheart, Rob Roy, and “the heather on the hill.”

Alumni, parents, and friends will explore Scotland’s most notable attractions, from the festival city of Edinburgh and the historic halls of Scone Palace to the “bonnie banks” of Loch Lomond. They’ll enjoy such special experiences as a people-to-people forum with Scots from many walks of life, and a visit to Glenturret, the nation’s oldest whiskey distillery. Incisive lectures will provide perspective on Scottish history, literature, politics, and ecology.

Joining the Swarthmoreans will be Sara Hiebert, who began her college career at Swarthmore in 1977 and received a first class honors bachelor of science degree from the University of St. Andrews in Scotland. An assistant professor in Swarthmore’s Department of Biology since 1994, she has engaged in extensive research on circadian rhythms—making her an expert on jet lag!—and is skilled in folk arts from quilting to fiddling.

Home base for the group will be the ancient town of Stirling, once the capital of Scotland and today an ideal point of departure for daily excursions. The historic Battle of Bannockburn was fought nearby in 1314, and the Stewart dynasty held court at Stirling Castle. Swarthmoreans will stay a few blocks away at the first-class Stirling Highland Hotel, whose original building dates to 1854.

For details on this lively Caledonian adventure, please call 1-800-343-7373. A brochure and reservation form will be available in October.