

Swarthmore

MARCH 2002

COLLEGE BULLETIN



World Vision

The Photographs of
Daniel Aubry '57



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PHOTOGRAPHED BY DANIEL AUBRY '57.
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Don't overlook Andrea Hammer's "Families Strong as Oaks" (page 18), thinking that it isn't about your experience of Swarthmore. Although few can claim three generations at the College, you will find that this article is about more than legacies and memories—it's about the complicated familial relationship that all alumni have with the College.

One aspect of that relationship is how you feel about change. Through family lore, students whose forebears went to Swarthmore may be more aware of how things were in "the old days," but everyone who passes through this place views change from the dual distances of time and geography with understandable skepticism. The college experience is a snapshot in time, and any rearrangement of the intellectual or emotional furniture can be jarring.

Change can be gradual, as in the evolution of curricula and social customs, or abrupt, like the decision to end the football program. Although many alumni have

*The College is like
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*It's in the nature
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supported the flowering of the arts at the College over the past three decades, others have expressed concern over the evolution of the Honors program into a culminating academic experience that some see as less academically rigorous than "their" Honors program. A contrasting concern expressed by others is that Swarthmore has become "too academic" at the expense of the "whole college experience." Although no one expects a great college to remain trapped in

the amber of their era, there will always be such debates about change.

Change is particularly difficult to manage at Swarthmore because of the extraordinary sense of institutional ownership felt by alumni. This feeling is a great advantage to the College: More than half of all alumni contribute money each year, and hundreds are involved in other ways—as class secretaries and agents; as admissions interviewers; as Connection chairs, externship sponsors, and campus speakers; and as members of the Alumni Council or the Board of Managers. Yet it also presents a constant challenge to those who are charged with guiding Swarthmore into the future. Swarthmore alumni have been taught to think critically and to communicate their ideas and opinions. Because they care so deeply about this institution, they are not reticent about doing so.

"Families Strong as Oaks" contains a powerful metaphor—that the many branches of Swarthmore families have deep commingled roots. At the risk of stretching both simile and sentiment, I think it's possible to extend that metaphor to all whose lives have been touched by Swarthmore. The College is like a family—we have our quarrels. It's in the nature of the place.

—Jeffrey Lott



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PRIDE

The December *Bulletin* was the finest I remember in the more than 55 years I have been reading it. It made me proud to be a Swarthmorean.

The magazine reflected an institution that is committed to rigorous examination of the most difficult and complex issues facing the country today, unafraid to present and explore what may be generally unpopular viewpoints for dealing with them and dedicated to the College's Quaker heritage. It was well planned, stimulating to read, and visually attractive.

All who participated in its preparation have done the College and everyone associated with it a major service.

WALTER SCHEIBER '44
Bethesda, Md.



“One could argue that terrorists are trying to hijack our civilization. We may have more time than the Sept. 11 passengers did to consider our response, but the case for fighting back looks pretty compelling.”

HIJACKING CIVILIZATION

I would like to commend the editors of the *Bulletin* for attempting to put together a balanced set of views on terrorism and pacifism. I hope that at Swarthmore, people choose to engage opposing viewpoints rather than talk past one another or impugn others' motives.

It might be helpful to imagine yourself as a passenger on one of the hijacked planes on Sept. 11. It seems difficult to make a case for pacifism under such circumstances; the passengers had little to lose and much to gain by fighting the hijackers.

One could argue that terrorists are trying to hijack our civilization. We may have more time than the Sept. 11 passengers did to consider our response, but the case for fighting back looks pretty compelling.

ARNOLD KLING '75
Silver Spring, Md.

SHOCKED BUT NOT SURPRISED

I am writing in gratitude for the December *Bulletin*, which I read almost cover to cover. Of course, I was shocked by—but surprised by only the scale of—the attacks of Sept. 11. I was *not* surprised by the chauvinism and belligerence of the official public responses in the United States.

The diverse but generally thoughtful views expressed in the *Bulletin* were most welcome. From outside the United States, it is not always easy to recognize that there is debate over official U.S. policy. I continue to treasure the respectful intellectual rigor and the tolerance of diversity I experienced at Swarthmore. I am relieved to see it continuing to flourish. This reminder helps me to separate my abhorrence of U.S. public policy from my admiration of the principles of democracy and free speech for which the United States continues to be a fine model.

BERTHA FUCHSMAN SMALL '72
Ste.-Anne-de-Bellevue, Quebec

DADDY'S WAR?

The December *Bulletin* was timely and thought provoking. I learned a lot, agreed and disagreed with the authors, but appreciated the effort of each.

Two statements provoked me, both in the interview with Professor of Economics Mark Kuperberg: “Even pacifists have to pick their fights.” No, pacifists do *not* have to “pick their fights.” Pacifists are opposed

to all war and armed hostility. They might change their minds and then no longer be pacifists, but they do not pick their fights.

I also found Kuperberg's statement, “This is not your daddy's Vietnam War,” to be patronizing if not insulting. He was directing his remark to Swarthmore students who oppose the Afghan conflict and whose parents might have opposed the Vietnam War. Ergo, instead of thinking for themselves, these students are only emulating their daddies. Ouch!

Of course, there are those of us whose daddies were not alive during the Vietnam War who not only opposed that war but are opposed to the Afghan war as well. Who are we emulating?

JESSICA HEIMBACH RAYMOND '56
Cheyney, Pa.

“There are those of us whose daddies were not alive during the Vietnam War who not only opposed that war but are opposed to the Afghan war as well.”

FAILURE OF INTELLIGENCE AND IMAGINATION

Thompson Bradley (“Toward a New Foreign Policy,” December *Bulletin*) asserts that the attacks of Sept. 11 were “a crime, not an act of war.” “War,” he writes, “is the very crudest of responses and reflects the utter failure of imagination and intelligence in foreign policy.”

Bradley reverses the proper order of these terms. In politics, intelligence is prior to imagination. Intelligence discerns how things stand, and imagination envisions ways to do something about it. So how do things stand with respect to foreign policy?

This question invites us to ponder the basic facts of human existence. On the one hand, philosophers from Plato to Hobbes have taught that war is a direct consequence of human nature because man is a depraved and violent animal. This is also one of the first things we are taught in the Book of Genesis. Human beings are created, sin against God, are expelled from Eden, and commit murder. One inevitable

Please turn to page 79

JUST COMPENSATION

New attention is being focused on Swarthmore's lowest-paid staff members as a result of the student-driven "Living Wage and Democracy Campaign" (LWDC) and the suggestions made by a staff committee set up to examine the College's compensation system.

Since fall 2000, the LWDC, composed of students and staff members, has issued a series of petitions and proposals to the campus community. Their goal: to improve staff compensation, primarily with the implementation of a base wage that would allow "a single-income family to provide for its own basic needs ... without government assistance." The salaries of an estimated 100 to 150 people, mainly members of dining and environmental services, would be affected.

"The living wage campaign challenges the College to live up to its stated commitment to social justice," says Sam Blair '02, an LWDC leader and math major with a peace and conflict studies concentration. "The way to do that is not only to teach about social justice in the classroom but also to model it in real life."

Discussions of staff compensation are not new at Swarthmore. However, the LWDC's work, along with the 2000 hiring of Melanie Young as associate vice president of human resources—a position that had been unfilled for a year—provided the momentum needed for the College to conduct a comprehensive study of wages and related issues.

The Staff Compensation Review Committee (CRC), formed last spring at the request of President Alfred H. Bloom, consisted of 13 staff members, including Young, with a broad range of jobs at the College. Among its recommendations, made last fall: a \$9 per hour "Swarthmore minimum wage." The current hiring minimum at the lowest College job grade is \$6.66 per hour; the federal minimum wage is now \$5.35.

Other recommendations included the following:

- Eliminating mandatory employee contributions to the College's pension plan and increasing the College's contribution from 7.5% to 10%
- Decreasing the cost gap between single and family health insurance by freezing the benefit bank (the pretax expense account offered with College employee benefits) at current levels and shifting new funds to support family coverage
- Increasing funds available for tuition reimbursement for staff members taking courses for personal or professional development
- Establishing longevity awards in the amount of \$100 per year for staff members at 5-year anniversaries of their employment at the College

According to Young, the overall compensation goal for College staff should be comparable with that of the faculty. "That is,

THE COLLEGE'S LOWEST-PAID WORKERS WOULD RECEIVE A RAISE TO \$9 PER HOUR UNDER A PROPOSAL FOR A "SWARTHMORE MINIMUM WAGE" MADE BY A STAFF COMMITTEE THAT REVIEWED COMPENSATION. LIVING WAGE ACTIVISTS DON'T THINK THE PLAN GOES FAR ENOUGH.

Swarthmore should have a salary and benefit plan that is slightly better than the average of market comparison groups," she says. Young explains that the College regularly compares its numerous job classifications with both local and national benchmarks and has spent considerable new funds in recent years to bring staff compensation up to competitive levels.

"I thought two things going into this process: It must be inclusive, and it must be grounded in the facts," Young says. "So we worked hard to have a committee that was inclusive of lots of viewpoints and that studied a shared set of facts, not just opinions."

Although filled with strong opinions, the debate over staff compensation at Swarthmore has been largely civil and unmarked by hostility—unlike at Harvard University, where, last spring, student activists made national headlines by staging a successful three-week sit-in. That is no accident.

"We're very concerned about not alienating anyone," says Kae Kalwaic, an LWDC leader and administrative assistant in the Education program. "People can come on board softly, without harsh confrontation."

For Kalwaic, who has worked on these issues for seven of her nine years at the College, a living wage and other workers' rights are human rights issues. "We feel that you can't run an institution with resources and a huge endowment and not pay people a living wage," she says. "If the administration wanted to find the money and live up to the College's commitment to social justice, that's what they'd do."



JIM GRAHAM

The CRC's recommendations received the endorsement of top administrators and the Finance and Trusts Committee of the Board of Managers. However, LWDC members issued a response that found fault with many of them. Among their counterproposals was a minimum wage of \$13 an hour and the maintaining of retirement contributions as they are so that those funds could be used in other areas, such as improving the College's health insurance plans.

"The numbers [the CRC presented] are inadequate, and some things, such as the suggestion to freeze the benefit bank for employees taking single coverage, seem punitive and make no sense to me," says Barry Schwartz, Dorwin P. Cartwright Professor of Social Theory and Social Action and an adviser to the LWDC steering committee. "You can't give with one hand and take with the other. These initiatives will cost money. The College should face it and set a reasonable timeline."

"We purposely created the recommendations as a unit," Young says. "They are meant to work together as a package. If you change one or two, the whole changes. Not that we won't look at suggestions, but we want people to look at the whole."

As for a timeline, Young does not know how long it will take to fully implement the recommendations, but she is sanguine about the process. "Some people on the president's staff think it will take five years, but I hope three," she says. "And there's still work to do." Indeed, having recommendations in time to be included in next year's budget process was just one of Young's goals. Another is to have a new job-grading system designed and "ready to go" by the end of this calendar year.

—Alisa Giardinelli



Award-winning author and screenwriter Sherman Alexie spoke to a capacity crowd at the Lang Performing Arts Cinema last month. The author of *Reservation Blues*, *The Lone Ranger and Tonto Fistfight in Heaven*, and the screenplay for the film *Smoke Signals* peppered his talk, "Killing Indians: Myths, Lies, and Exaggerations," with characteristically trenchant and witty observations about life after Sept. 11 as a "brown guy."

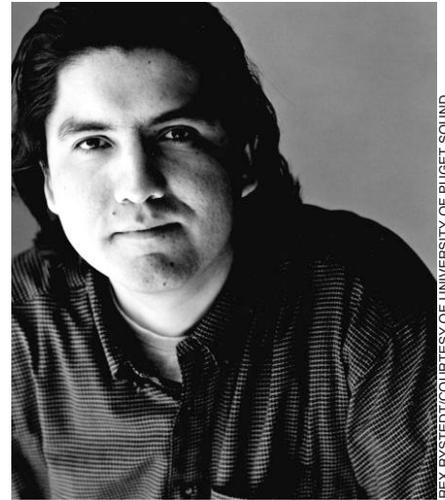


PHOTO COURTESY OF UNIVERSITY OF PUGET SOUND

Center celebrates

Alexie's remarks were preceded by a five-song set from Jim Boyd, a guitarist and singer/songwriter who played selections from his album *alterNATIVES* and the *Smoke Signals* soundtrack. Following the talk, Boyd returned to center stage to sing two more songs, including one he wrote about Alexie, appropriately titled "Story Man."

Alexie and Boyd's visit was a highlight of the Inter-cultural Center's (IC's) yearlong celebration of its 10-year anniversary. The center's "Celebrating Growth, Building Tomorrow" program honors what Acting Director Meghna Bhagat calls its "growth and growing pains" since it officially opened in April 1992. The first event, a reception and history panel that featured founding alumni and former directors, occurred in September; speakers such as noted gay rights activist Barbara Gittings, author Fernando Gonzalez, and award-winning filmmaker Frank Abe visited campus last fall. In addition to Alexie, speakers this spring include Helen Zia, author of *Asian American Dreams*, and Joo-Hyun Kang, an activist for gay people of color. Bhagat is also organizing the IC's first Alumni Day, which will take place in April.

The IC originally consisted of three organizations—the Hispanic Organization for Latino Awareness; the Swarthmore Asian Organization; and Action Les-B-Gay, now the Swarthmore Queer Union. Last year, the newly formed Native American Student Association also joined the center.

Housed in the former Board of Managers room and nearby offices in Clothier Memorial Hall, the IC provides offices for these groups as well as a large meeting room that they share. The room's recent renovation provides much-needed space for the IC's administrative offices and for its library, which will be named in honor of former IC Director Annamaria Cobo, now the head of the Center for Hispanic Excellence at the University of Pennsylvania.

—Alisa Giardinelli

Housing crunch



JIM GRAHAM

A sharp drop in the number of students studying abroad this spring—combined with a larger than usual number returning from fall foreign study—caused a scramble for student housing. So many students signed up at the December housing lottery, looking for rooms for the spring semester, that the College was forced to exercise what Myrt Westphal, director of residential life, calls “the overflow option.”

“Before each school year begins, we always hold 400 beds, 375 of which are taken by freshmen. The remaining 25 are shifted to the waiting list, which usually consists of sophomores,” Westphal says. “If the new class—or overall enrollment—is larger than expected, we go to the overflow option. This spring, the overflow mainly consists of juniors returning from foreign study.”

Students with low lottery numbers had to select rooms in the Strath Haven Condominiums, on the corner of Yale and Harvard avenues—rooms usually reserved for visiting professors and guests of the College.

Strath Haven was first used for overflow student housing during the 1996–97 academic year when the classes of 1997 and 2000—two of the largest in College history—pushed the student population to a record high. But no students have lived there for a year and a half, Westphal says. This spring, however, there are about 1,375 students studying on campus, out of a total tuition-paying student body of 1,432, which includes students on exchange programs or studying abroad.

“Our class sizes have stabilized now,” Westphal says, “but having enough housing still depends on 7 to 8 percent of students living off campus or being on leave.” That percentage dropped this semester, mainly because only 57 students are studying abroad, compared with the average 85 to 90 of recent spring semesters. Westphal attributes the decline to “students choosing not to go abroad



“THIS IS DEFINITELY A CUT ABOVE THE AVERAGE DORM,” SAYS BRIAN BYRNES ’02 OF HIS SPRING-SEMESTER ROOM AT THE STRATH HAVEN CONDOMINIUMS. BYRNES, WHO IS RESIDENT ASSISTANT FOR STUDENTS IN THE “OVERFLOW” RESIDENCE HALL, RETURNED TO SWARTHMORE AFTER AN EXCHANGE SEMESTER AT POMONA COLLEGE LAST FALL, WHERE HE PLAYED FOOTBALL.

because of world conditions” but adds that no students have spoken to her about this particular concern. “We’re not alone in this,” she adds. “My counterpart at Haverford is having the same problem.”

Foreign Study Adviser Steve Piker says he is not convinced that recent events caused the decline. “The number is certainly down significantly from last spring,” he says, “but we don’t know that it’s due to the crises.” He points out that the total number of Swarthmore students studying abroad this academic year is 151, which is normal. “The difference is that 94 students studied abroad in the fall compared with an average of 65,” he explains. “There is always an imbalance between semesters, but I can’t remember it not being in the other direction.”

“I don’t think any student mentioned the crises to me in talking about foreign study,” he adds. “Of course, the students who come in to talk to me are those who want to study abroad. There is a good possibility that I didn’t speak to those who chose not to for that reason.”

One factor in the large number of students choosing to study abroad last fall may be a change in College regulations allowing first-semester seniors to participate in foreign study for the first time; 12 seniors studied abroad last fall. Whether some juniors decided to take advantage of the new rule and delay foreign study to fall 2002 or opt out altogether will not become evident until students begin to apply for fall programs.

—Cathleen McCarthy

Multifaith tribute

We have much healing to do, and we gather tonight to do that and to mourn those lost. We lost alumni, we lost family, and we lost dear friends,” Pauline Allen, Protestant adviser, told a somber group gathered in Lang Concert Hall on Dec. 11, for a memorial service three months after the terrorist attacks.

“On Sept. 10, if someone had told us what would happen the next day, we would have dismissed it as a fair piece of science fiction—or as a bad dream. Yet it happened,” said President Alfred H. Bloom, who witnessed the World Trade Center attack with his wife, Peggi.

Students, staff, and faculty members read from the Buddhist, Hindu, Quaker, and Muslim traditions and offered hymns and songs from the Jewish, Catholic, and Bahá’í faiths. Music expressed the emotions of the occasion, from the drama of Fauré’s “Requiem,” sung by the College chorus, to the comforting familiarity of “Amazing

Grace,” offered by the student a cappella group Sixteen Feet.

Two students from New York City shared their thoughts, including Katherine Bridges ’05 who read a touching poem

she had written about her brother-in-law, a firefighter who died on Sept. 11. Faruq Siddiqui, professor of engineering, read with feeling from the Quran: “Whosoever killeth a human being ... it shall be as if he had killed all mankind, and whosoever

saveth the life of one, it shall be as if he had saved the life of all mankind.”

Siddiqui, a Muslim, then added his own words: “Muslims all over this country have prayed to Allah for healing the wounds opened up by this monstrous act, for bringing the people of this country together, for letting the better angels of our nature take over our thoughts and deeds so that we may, as people of various faiths and beliefs, make this world a better and safer place to live in.”

—Cathleen McCarthy



PROTESTANT ADVISER PAULINE ALLEN

STEVEN GOLDBLATT '67



JIM GRAHAM

User-friendly signs

Thanks to recently designed and installed signs, visitors to the College are finding it easier to navigate their way around these days. “There was an old-style attitude that if you don’t know your way around the campus, you don’t belong here,” says Janet Semler, director of planning and construction for Facilities Management, who has overseen the sign project since it began in January 2000. “But more than 20,000 people visit this campus each year, most of whom are not part of our College community. We want to welcome these visitors by making the campus more user friendly.”

In Memoriam: Bonnie Brown Harvey '54



Bonnie Harvey, former assistant to the health science adviser, died on Nov. 17. Harvey worked at the College for 24 years, helping countless students navigate the medical school application process, before retiring in 1996. Professor Emerita of Biology Barbara Yost Stewart '54, who served as health science adviser from 1985 to 1996, said of her friend and classmate, “She knew every student by name and shared their ups, their downs, their joys, and their woes.”

Although the acceptance rate for Swarthmore students and alumni applying to medical school is twice the national average, inevitably some applicants are rejected. It was with these students, said Stewart, that “Bonnie was at her best. She was so sympathetic and compassionate. She commiserated with them but also tenderly encouraged them to go on with their lives.”

New Alumni Managers

The Board of Managers elected three new members at its December meeting: Cynthia Graae '62 and Bennett Lorber '64 are Alumni Managers, and Tanisha Little '97 is a Young Alumni Manager. They will serve four-year terms.

Graae is a Washington, D.C., freelance writer with a lengthy public service career, working mainly on civil rights issues. Lorber is Thomas M. Durant Professor of Medicine and chief of the Section of Infectious Diseases at the Temple University School of Medicine and Hospital. Little is a corporate law attorney for Stroock, Stroock & Lavan in New York.



CYNTHIA GRAAE '62



BENNETT LORBER '64



TANISHA LITTLE '97

Winning

combination



PHOTOGRAPHS BY JIM GRAHAM

TOP SCORERS HEATHER KILE '02 (TOP LEFT) AND KATIE ROBINSON '04 (TOP RIGHT) LED THE WOMEN'S BASKETBALL TEAM TO A 20-7 RECORD AND THE CONFERENCE FINALS.

Swarthmore women's basketball has attracted many fans in the past couple of years. Lately, they've been coming to watch Heather Kile and Katie Robinson vie for points. Kile, a senior forward, set new standards for the team from the very beginning of her Swarthmore career, leading her teammates to three Centennial Conference play-offs, including a run for the championship in this year's final game against Western Maryland.

After defeating Franklin & Marshall 61-56 in the semifinal game, Swarthmore could not get its offense moving and managed only 12 points in the first half against Western Maryland and lost 66-38. The team's season record was 20-7 overall and 12-3 in conference play.

Kile was named Centennial Conference Player of the Year in 2000 and was the first woman in conference history to be named First Team All-Conference for four years. In January, Kile broke the College's scoring record, finishing the regular season with a career total of 1,921 points.

This year, Kile shared the spotlight with sophomore guard Robinson, who earned four conference Player of the Week honors and was later named Centennial Player of the Year. On Feb. 6, she scored a school-record 40 points in an 85-82 double overtime victory over Johns Hopkins.

"She and Heather both had an amazing season," says Adrienne Shibles, assistant professor of physical education and head coach of women's basketball. Robinson led Swarthmore to the Seven Sisters Tournament championship with 29-point games against Vassar and Wellesley and 18 rebounds against Vassar. She was named outstanding defensive player of the tournament and earned All-Tournament honors.

"Heather is probably the best basketball player ever to come through Swarthmore. We will really miss her next year. Katie is a crowd favorite. She's so fun to watch," says Shibles. "These women have come to expect to win—which is nice. They're confident, and they play well together."

—Cathleen McCarthy

CLOTHIER FIELDS TO BE MODERNIZED

Goal posts are conspicuously absent from Clothier Fields these days. Football games and practices have given way to soccer, lacrosse, field hockey, and intramural sports.

Now the College's stadium field is about to undergo more dramatic changes. At their February meeting, the Board of Managers approved a \$2 million plan to upgrade Clothier Fields, including adding lighting and artificial turf and resurfacing the outdoor track.

Lighting the field will extend the hours for outdoor sports. "The ability to practice in the evenings should lessen conflicts with academic demands, especially for intramural teams," says Adam Hertz, associate director of intercollegiate athletics.

Artificial turf is also expected to increase outdoor play by extending the season itself. "In early spring, our teams are normally forced to go indoors because of bad weather or wet conditions," Hertz says. "With artificial turf, if there's snow on the ground, you



JIM GRAHAM

AFTER CLOTHIER FIELDS RECEIVE THEIR NEW ARTIFICIAL TURF, SNOW CAN BE SHOVELED OFF, ALLOWING ATHLETES TO PRACTICE YEAR-ROUND.

can shovel it off and start playing. Turf also maintains its quality through summer droughts."

The technology of artificial turf has improved substantially in recent years, Hertz says. "It's not like the old Astro Turf, which was like green carpet. Many think it's better than natural grass now. Artificial turf doesn't rut or develop bare spots, which can cause injuries," he says. That durability has an economic advantage as well, says Larry Schall '75, vice president for Facilities and Services. "If you're on a grass field too much, you ruin it," Schall says. "This you can't ruin."

Combined with recent improvements to indoor athletics facilities, the Clothier Fields project will give the College "a showplace athletics complex," Hertz says. "We hope these changes will not only improve facilities for our current athletes but attract new ones as well."

—Cathleen McCarthy

In other winter sports ...

Women's swimming (9–2, 5–2) captured its second consecutive Centennial Conference Championship, outdistancing runner-up Gettysburg, 707–604.5. Three relay teams and three individuals provisionally qualified for the NCAA Championships. The Garnet closed the conference meet on a high note, as the 400 freestyle relay team of Melanie Johncilla '05, Amy Auerbach '02, Davita Burkhead-Weiner '03, and Natalie Briones '03 won in a meet with a school-record time of 3:37.68. The 800 freestyle relay team of Johncilla, Katherine Reid '05, Burkhead-Weiner, and Auerbach were victorious in a school-record time of 7:55.78. Briones and Burkhead-Weiner teamed with Kathryn Stauffer '05 and Leah Davis '04 to win the 200 freestyle relay in a school-record time of 1:39.16. Briones came home from the three-day meet with team-high of six medals.

Men's swimming (5–4, 3–3) set three school records en route to a fourth-place finish at the Centennial Championships. Mike Dudley '03 won the 200 individual medley in 1:56.28. John Lillis '03 captured

the 400 individual medley in 4:11.49. This duo teamed up with Jacob Ross '05 and Mike Auerbach '05 to set a school record in the 200 freestyle relay with a third-place finish of 1:28.24.

In **women's indoor track**, Imo Akpan '02 won six gold medals at the Centennial Conference Indoor Track and Field Championships to earn Outstanding Female Athlete of the Meet honors. Akpan won the 55-meter dash in a school-record time of 7.20 seconds, which automatically qualified her for a trip to the NCAA Division III Championships. She set school and meet records in the long jump with a leap of 18'0.5". Akpan also won the 200-meter dash with a school, conference, and meet-record time of 25.51 and crossed the line first in the 400-meter dash in a meet-record time of 58.34. Earlier this season, Akpan set the school record in the 400 with time of 57.4. Akpan also teamed with Njideka Akunyili '04, Elizabeth Gardner '05, and Claire Hoverman '03 to capture gold in the 1,600-meter relay and the distance medley relay. The 4 x 400 relay

team set a school record of 4:07.60, and the distance team set a school and meet record with a time of 12:37.97. Sarah Kate Selling '03 broke her school record in the pole vault by clearing the 7-foot mark at a meet earlier in the season.

The **badminton** team captured its first-ever Northeastern Collegiate Tournament Championship. Karen Lange '02 was the women's singles champion, and Brendan Karch '02 captured the men's title. Karch teamed up with Chris Ang '04 to win the men's doubles title, and Ang paired up with Olga Rostapshova '02 to win the mixed-doubles championship.

In **men's basketball** (6–19, 2–11), Jacob Letendre '04 set the school record with 44 steals this season, and he ranks fifth on the career list with 84 steals. Matt Gustafson '05 led the Garnet in scoring, averaging 14.2 points per game. Gustafson's 55 three-pointers rank him third on Swarthmore's single-season list.

—Mark Duzenski



Teaching the Teachers

By Sonia Scherr '01

*Photographs by Ray Stanyard
and George Widman*

Seated at desks arranged in a large circle, about 25 students in Professor of Education Lisa Smulyan's class are about to put psychologist B.F. Skinner's theory of education to the test. Skinner viewed learning as a process of making a desired behavior more likely to recur through reinforcement, both positive and negative.

The class—Introduction to Education—is quickly transformed into a “Skinner box.” One student volunteers to leave the room while the rest of the class chooses a behavior they would like him to exhibit. Suggestions include singing “Mary Had a Little Lamb” and doing a headstand, but the students ultimately decide that he should erase the chalkboard.

When the subject of the experiment returns, the class “reinforces” his behavior by saying “yes” when he approaches the chalkboard at the front of the room. After a few missteps—such as turning off the lights and clapping the erasers together—the student responds to a chorus of yeses and erases Skinner's definition of learning that Smulyan had written on the board.

But this is only the beginning of the class's work with Skinner's



ideas. For the next hour, Smulyan leads her students through various aspects of Skinner's views on learning. Lecture blends with discussion as she encourages students to think about how they have seen his theory applied, both in their own educational experiences and in the classrooms where they are observing as part of the course's required field placement.

Soon it becomes clear that the students are skeptical of Skinner. Although Smulyan occasionally plays devil's advocate, pointing out ways in which aspects of Skinner's work might be useful for teachers, the students question Skinner's rote, step-by-step method of learning, which they say stifles creativity, fails to allow for different learning styles, and does not promote an understanding of the concepts that underlie a particular skill.

Still, the students have no trouble recognizing that Skinner is describing the real world of education. One student saw Skinner's ideas reflected in a Chester kindergarten classroom, where children are learning to read in incremental, mechanical steps. Another student recalls helping a child with a math worksheet that broke down fraction writing into a sequential series of more basic skills.

Providing students with a grounding in theory and an opportunity to observe in Philadelphia-area schools, Smulyan's introductory course is in many ways representative of the entire Education program at Swarthmore, which aims above all "to help students learn to think critically about the process of education and the place of education in society," according to program literature.

When most people think of Swarthmore, the Education program is not what first comes to mind. Although in 1996–97, the third

Swarthmore's Education program approaches its subject as a field of inquiry, not a career.

highest number of bachelor's degrees awarded nationally went to education majors, and, at the graduate level, there were more master's degrees in education than in any other discipline, educating teachers has traditionally been regarded as the province of large

universities and teachers' colleges, not liberal arts institutions such as Swarthmore.

Although Swarthmore's program may be small—with three tenured faculty members, one additional full-time professor, and generally one or two part-time adjuncts—one out of three Swarthmore students takes Introduction to Education sometime during his or her undergraduate career, and several hundred students enroll in one of the other 15 or so education courses and seminars offered each year.

As a result, many Swarthmore students who had not considered teaching discover education at the College. According to Professor and Program Director Eva Travers, only three or four incoming students per year express interest in the program on their applications. "But I think Intro to Educa-



tion has such a good reputation that people hear about it, take it, and get interested in education," she says. She described it as a "polished" course that over the years has remained similar in terms of structure and core readings. Focusing on teaching and learning during the first half of the semester and education and society during the second, the course "has its own kind of energy."

Allison Young '87, now an assistant professor of education at Western Michigan University, recalls that she "pretty much stumbled into the education program" at Swarthmore. During the spring semester of her sophomore year, she needed a fourth credit and decided to take Intro to Education because it fit into her schedule.

"For the first time in my Swarthmore experience, I felt like I actually knew some things and that I had something to say in class," she says. "I had Eva Travers for that course, and it kicked my butt in a lot of good ways."

For Thomas Crochunis '81, Intro to Education deepened an existing interest in the field. Crochunis earned a degree in English with teaching certification, went on to teach first high school English and then college writing and literature courses before entering the field of education research publishing. Although interested in education in high school, he became "engaged" in the field after taking Intro to Education and teaching physical education during his field placement at a school for children with special needs. "That hooked me," he says.

Like many aspects of Swarthmore, the study of education is linked to the College's Quaker roots. In *An Informal History of Swarthmore College*, Richard Walton writes that part of the founding mission of the College was to train Quaker teachers for elementary and secondary schools. Friends such as Martha Tyson, one of the College's founders, feared that Quakers would assimilate into the larger culture if their children were not educated by teachers who shared the values of the Society of Friends.



The study of education is informed by other disciplines in the liberal arts.

Then, in 1969, a change in Pennsylvania law made it possible for small, liberal arts institutions like Swarthmore to award teaching certification. Previously, only large universities and specialized teacher training programs could offer the range of courses needed for certification.

Swarthmore's program expanded in the 1970s with the arrival of Travers, who specializes in educational policy and urban education, and Bob Gross '62, now dean of the College. Joining the program in the 1980s were Ann Renninger, with a specialty in educational psychology, and Smulyan, a 1976 graduate of Swarthmore whose expertise is in social and cultural perspectives on education. Diane Anderson, now a full-time nontenure-track professor, specializes in literacy and is also the faculty adviser for Learning for Life, a volun-

teer program that encourages students to work with staff members on topics such as literacy and computer skills. In addition, adjunct faculty members teach two or three electives each year, including Environmental Education, Counseling, and Special Education.

Despite this growth, the study of education at Swarthmore

CATHY DUNN '93 (ABOVE) TEACHES ENGLISH AT STRATH HAVEN MIDDLE SCHOOL IN WALLINGFORD, PA. SHE RECEIVED "HUGE AMOUNTS OF HELP," SHE SAYS, FROM HER SWARTHMORE EDUCATION PROFESSORS DURING HER FIRST FEW YEARS OF TEACHING: "A COUPLE OF SUNDAYS A MONTH, ANOTHER NEW SWARTHMORE TEACHER AND I WOULD STOP AT EVA TRAVERS' HOUSE FOR DINNER AND HELP WITH OUR CLASSES."



PHOTOGRAPHS BY GEORGE WIDMAN

Although Swarthmore dropped education courses from its curriculum in the 1930s, the program was revived in the 1950s by the late Alice Brodhead, a Friend and the former head of a Quaker school. Brodhead became the first director of the new Education program at Swarthmore; she and one other professor were the only faculty in the program until the early 1970s.

remains within a program rather than a department. Students cannot major solely in education. Travers says the reason is primarily philosophical. "We think that education informed by another discipline is a more effective way of thinking about education," she says, "especially at the undergraduate level."

Gross, who taught in the program for six years before leaving the



MELANIE HUMBLE '86 (LEFT) TEACHES ENGLISH AND DRAMA AT CARABELLE HIGH SCHOOL IN RURAL CARABELLE, FLA., WHERE SHE HAS BEEN HONORED TWICE AS TEACHER OF THE YEAR. HUMBLE SAYS THAT THE APPROACH TOWARD TEACHING THAT SHE LEARNED AT SWARTHMORE HAS PLAYED A GREATER ROLE IN HER SUCCESS THAN ANY SPECIFIC SKILL.

College from 1983–89, expressed a similar sentiment. “I’m not keen on a major in education,” he says. “I would argue there’s a power and relevance in connecting [the study of] education with the rest of a student’s educational program.” The study of education “forces students to go further,” says Gross. “They must become self-conscious learners—more effective learners across the board.”

In this regard, Swarthmore is similar to other institutions belonging to The Consortium for Excellence in Teacher Education, which was founded in 1983 and whose 20 members are selective, private liberal arts institutions in the Northeast. Unlike many universities and teachers’ colleges, consortium members generally do not offer education as a major; instead, work in education is integrated into the broader liberal arts curriculum.

But Swarthmore differs from most consortium schools in that teacher certification is not the primary or sole focus of its education program, according to Travers. Instead, the College offers more broad-based studies in educational theory, policy, and practice. Students may develop a special major that combines education and a second discipline—an option that involves a culminating exercise, such as a thesis, that brings together both areas of study.

Still, an important component of Swarthmore’s education program is teacher certification, which requires practice teaching. For half a semester, students teach full time, develop lesson plans, and assess curricula. According to Travers, supervised practice teaching enables them to “have a much more effective beginning teaching experience.... Teaching is not all intuitive; some teachers can be



made much better. Knowing the discipline is necessary, but it is not sufficient, especially in elementary and secondary schools with students from a variety of backgrounds.”

Travers says, in a typical year, the Education program generally has 20 to 25 special majors, 6 to 8 Honors students, and 12 to 16 student teachers seeking certification. Most Swarthmore education students earn certification in social studies or English; a few get certified in science and math and occasionally in a foreign language. Approximately one-quarter of students earning certification do so in elementary education through a joint program with Eastern College.

Recently, Travers says she has seen increased student interest in the Education program. The number of special majors has risen in the past 10 years, though it is difficult to make comparisons with



Gil Rosenberg '00, a math major who earned teaching certification, is currently a graduate student in math and a teaching assistant. Rosenberg highly recommends undergraduate work in education for students who intend to become teaching assistants in graduate school and then professors at a college or university. "There is little official educational training for these positions," he says, "so having some theory and practice really goes a long way. I'm sure we've all had professors who we wished had taken an education course or two at Swarthmore."

Barbara Klock '86, a psychology major who received certification in elementary education, taught at Swarthmore's elementary school for several years before going to medical school. Now, as a pediatrician, Klock says she finds herself teaching "every day."

Those who do choose the elementary or secondary school classroom have all felt the widespread attitude that teachers are under-

the early years of the program, when certification was the main goal for students. Moreover, changes made in the Honors program five years ago have allowed students pursuing Honors majors in other disciplines to incorporate a minor in education into their programs.

Education courses tend to attract a fairly diverse group of students. According to Travers, the percentage of students of color in

Students who receive teacher certification graduate with excellent job opportunities.

education classes is at least as high as that in the College as a whole, where about a third of the student body is nonwhite. Yet just as women teachers continue to outnumber men in elementary and secondary education, the ratio of women to men in most of Swarthmore's education classes is generally two to one.

Students who receive certification graduate with excellent job opportunities, Travers says. In recent years, all who wanted to teach, no matter the subject, have been successful in finding jobs immediately after completing the program.

Although the study of education often leads to a job teaching in an elementary or secondary school, this is not always—or even predominantly—the case for Swarthmore alumni. Many students take education courses with an eye toward a broad range of careers and life experiences, from public policy to parenting.



valued by society. But, says Kate Vivalo '01, who graduated with a special major in sociology/anthropology and education, "Swarthmore students and students of that caliber are exactly who you want in a classroom."

Vivalo experienced firsthand prevalent attitudes toward teaching when she returned to her hometown recently. People asked about her plans for the future, and their response was: "You're just going

PHOTOGRAPHS BY RAY STANFORD



STEVEN GOLDBLATT '67

Overcoming the “Endemic Uncertainties” of Teaching

By Lisa Smulyan '76
Professor of Education

My first few months of teaching seventh grade in Brookline, Mass., were not a huge success. Classroom discipline did not come naturally to me, and my students had to learn that they could respect a teacher who was small, female, and not terribly loud. By January, I was no longer in danger of being fired and even had days I enjoyed. Then, a few months later, I got a note from the mother of one of my students. It said:

I was going to send you a note today to tell you about “Babies and Banners” a propos of the article you gave out on women and unions. Then Daniel comes home to tell me you showed them the movie! How wonderful! I just can’t tell you how much it means to me to have Daniel exposed to such an imaginative, perceptive, and kind teacher.

That day, I realized that my fellow teachers and I were rarely recognized for what we did. Teachers at all levels teach because they think it is important work—work that can make a difference. But, given that our students keep moving on, we don’t often see the fruits of that labor. Dan Lortie, in his classic sociological study *Schoolteacher* describes the “endemic uncertainties” of teaching that lead to few tangible rewards.

On Oct. 26–27, Swarthmore hosted a conference called Reflections on Education and Social Justice: A Celebration of the Program in Education. Four Swarthmore alumni (Jack Dougherty '87, Esther Oey '87, Betsy Swan '86, and Allison Young '87) planned and organized the conference with the help of the Alumni Office and the Education program faculty and staff. More than 200 Swarthmore alumni involved in education, current students and faculty, and local educators gathered to discuss issues of importance in the field and to reflect on the ways in which Swarthmore has influenced their work. It was a truly amazing event, one that swept away those endemic uncertainties and left us all feeling rewarded, inspired, and appreciated.

The conference began with a keynote address on Friday night by Herbert Kohl, whose book *36 Children* has been central to the Introduction to Education syllabus for a generation of Swarthmore students. The conference included a full day of concurrent sessions on Standards and Student Assessment, Urban Schooling, Mindful Technology, Reaching Adolescents Outside of the Traditional Classroom, Special Education, Social Justice in the Classroom, and others. In a session on Educators’ Responses to Sept. 11, three alumni led a discussion of questions that ranged from how the content of classrooms may change to how we construct and teach about notions of conflict and social justice. In another session called The Practical Life of Teaching—and How to Balance It With the Rest of Your Life, presenters and session participants talked about how to maintain our intense commitment to teaching without sacrificing other aspects of our lives. “How,” one participant asked, “can you go on a date when you always fall asleep at 9 p.m.?” The conference closed at the Friends Meetinghouse with a collection dedicated to Swarthmore’s Education program.

An incredible energy, all focused around education, emerged from this conference. We have materials and bibliographies and phone numbers of like-minded people who we know share our concerns and interests. We have alumni interested in sponsoring another conference in five years.

The conference demonstrated that Swarthmore graduates, in teaching and the other fields represented at the conference, are leaders in their communities; although they, like most educators, sometimes struggle to see where they are making a difference. Many of the conference participants talked about how the excitement, the commitment, the “spark” they want in their work had been renewed through the presentations and the informal interactions at the conference. They also recognized the role of the College’s Education program in initiating, nurturing, and continuing to support that spark.

When I got that letter from Daniel’s mom 24 years ago, I started a file labeled “Kudos.” The conference program will go in there. I haven’t felt so rewarded in years.

to teach? You had so much potential,” says Vivalo, who is now working for Youth, Inc., a Washington, D.C., consulting firm that provides event planning and management services to nonprofit organizations that serve the needs of children.

For some students who choose not to teach, one issue is the relatively low pay teachers receive versus the high cost of education at schools like Swarthmore. Allison Young says that when she called home from college to tell her parents—who were teachers themselves—that she planned to earn her teaching certification in social studies, her father hung up on her. “He really didn’t want me to be a teacher, and he was pretty angry,” she says. “I wonder now if the issue was about the financial stuff—going to Swarthmore to become a teacher is an expensive proposition, whereas most states have a couple of local universities that deal mostly with teacher education.” But while saying she “understands his response much more now,” Young also says she learned things at Swarthmore that could not have been duplicated at a state university.

Many students and alumni also say that education fits into their liberal arts curriculum because of the way it is taught at Swarthmore.

“I see it as a discipline,” says Eve Manz ’01, a psychology and education special major who is now student teaching in Philadelphia. “The department teaches education not as a career but as a field of inquiry.”

“It’s a much more intrinsic perspective on education,” Young says, “studying education for the sake of studying it and maybe having ideas about how to make it better.” Even the certification process uses the metaphor of “teacher as thinker” as opposed to “teacher as technician,” Young added. “This is so powerful because in the teacher-thinker model, you keep learning.”

The interdisciplinary nature of education at Swarthmore brings together many different disciplines in the social sciences and even humanities. About a third of the education courses listed in the College catalog are cross-listed with other departments. In addition, the program provides an opportunity to combine theory and practice because most education courses include a field placement, which may involve observing, tutoring, teaching, or research.

“This is where the theory is lived,” Gross says. “It functions in the way that a lab in science does. How do you know how the theory works unless you see kids struggling with it and preferably struggle along with the kids?”

Now an assistant professor of education at Trinity College, Jack Dougherty ’87 majored in philosophy and earned teaching certification in social studies. “Sometimes I felt like a misfit at Swarthmore,” Dougherty says. “The book learning seemed so distant from the reality learning, and I felt that the world didn’t make sense unless I could merge the two, and that wasn’t happening in my term papers and blue-book exams.” Dougherty saw Intro to Education, with its “combination of academics and participant-observ-

tion in schools,” as a course in which this synthesis could occur.

But the study of education is also integral to the liberal arts curriculum, according to those interviewed, because it allows students to reflect on their own education and to learn about the educational experiences of others. Although easy to take for granted, students’ educational experiences have played a significant role in their lives for the past 15 years, shaping who they are and their outlook on the world.

“At the end of the day, Swarthmore gave me the tools to do a job that seems significant to me.”

Chela Delgado ’03, an Honors history major and education minor, says, “You’re able to look back at your experience and compare/contrast that with what you’re actually learning in terms of theory.”

Education courses have also enabled students to examine their more recent experiences in Swarthmore classes. Nicole Bouttenot ’01, a math and education special major, says she had “a bad experience with the math department at Swarthmore,” and her education classes helped her understand why she struggled in some math classes.

There is not even a stoptlight in the rural Florida town where Melanie Phillpot Humble ’86 has taught for much of her career. “The kids I teach will probably not get the chance to go to a Swarthmore,” says Humble, who majored in English and earned teacher certification. “I can bring a little bit of it to them. I can bring those great books, those great professors, the lessons I learned from my peers, the critical thinking to them. It seems a serious responsibility of elite colleges and universities to spread the intellectual wealth that way.”

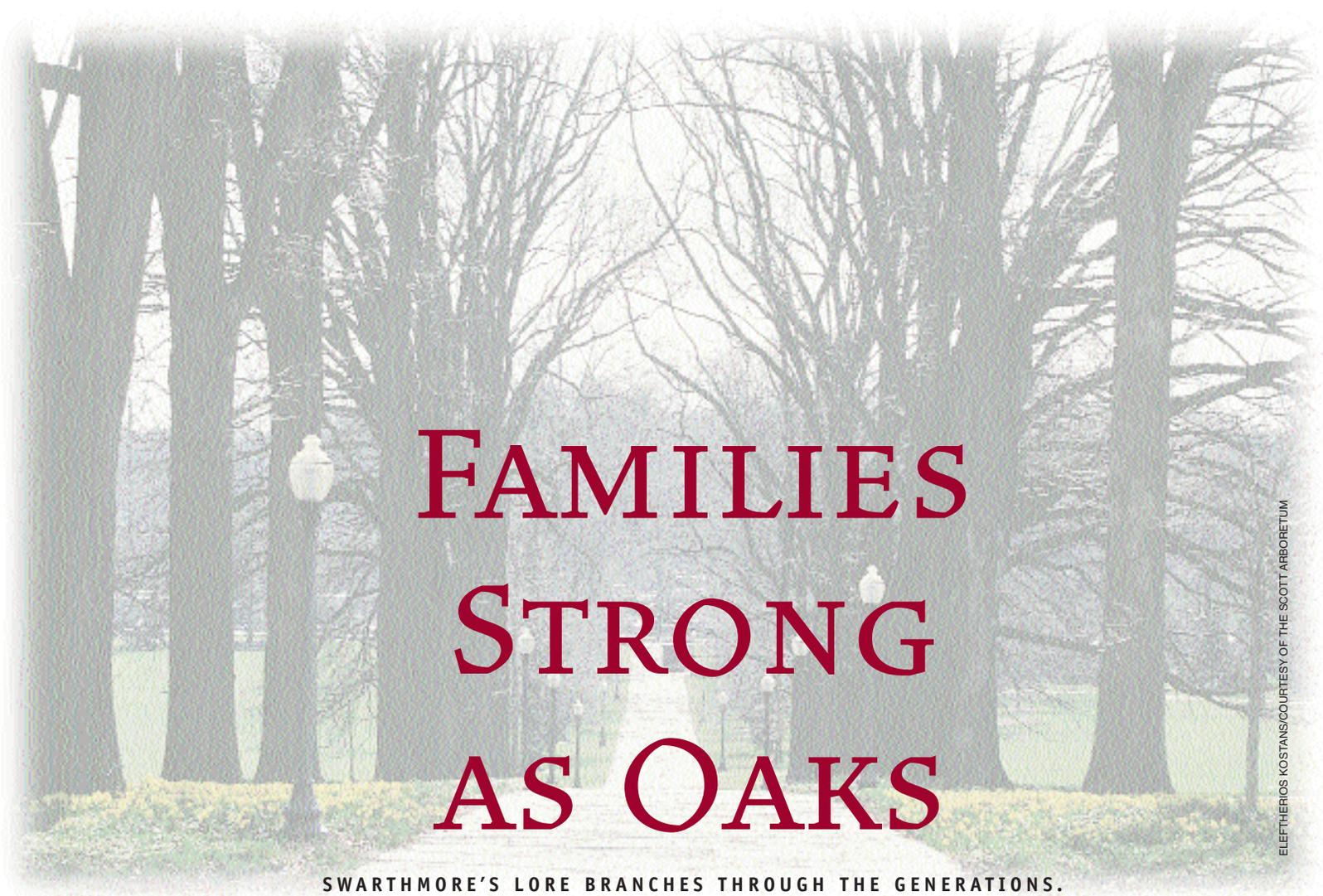
Humble says she has been teacher of the year both on the school and county level and believes these accomplishments are “a direct result of the preparation I got from Eva and Lisa.”

The approach she learned toward teaching has played a greater role than any specific skill, Humble says.

“You must be willing to look at [teaching] from many different perspectives, to analyze and think creatively,” she says. “You must be willing to collaborate but also to challenge the status quo. You must be willing to see that the process is the product. And what I learned about teaching is that it is worth doing.”

Pointing to the difficulties of teaching, such as the low pay and constant criticisms from government officials, Humble says, “I’m not a Pollyanna about education, far from it—but, at the end of the day, Swarthmore gave me the tools to do a job that seems significant to me.” ☞

Sonia Scherr is a reporter with The Valley News in Norwich, Vt. This article first appeared in The Phoenix (March 1, 2001) and is reprinted with permission.



FAMILIES STRONG AS OAKS

SWARTHMORE'S LORE BRANCHES THROUGH THE GENERATIONS.

By Andrea Hammer



Like the intertwining oak branches forming an archway over Magill Walk, the latticework of multigenerational families at Swarthmore fans out from a solid trunk of family and College history. These interwoven offshoots of relatives within the larger College family remain rooted in past memories while stimulating further growth at Swarthmore.

According to Jim Bock '90, dean of admissions and financial aid, "legacies are typically admitted at a slightly higher rate than other students in the applicant pool, and they also tend to be a bit stronger academically." The "strongest preference" is given to applicants with parents or siblings who are alumni, he says. Although "every consideration is given to legacies, it doesn't necessarily make or break a decision," which is based on many student skills and interests.

As one current student from a multigenerational family says, "I rarely run into people who know other members of my family, and I prefer to be known for who I am, not just who I'm related to."

But Bock's experience is that students with "legacy ties have a good sense of Swarthmore that is transferred to the student and a common bond of intellectual passion and a love of learning."

Although changing times have shaped individual experiences for each generation, the insights of the following three Swarthmore families—representative of the 117 with three or more generations—open windows on the essence of Swarthmore that endures, along with the age-old oaks first planted in 1881.

**“WE CAN STILL SURPRISE
EACH OTHER WITH UNTOLD
STORIES.”**

Jared Thompson '05, the fourth consecutive generation on his father's side to attend Swarthmore, mined his family's rich history during the winter holidays. Before traveling from his West Hartford, Conn., home to visit grandmother Jean Maguire Thompson Seely '40 and aunt Marjorie Thompson Mogabgab '74 in Nashville, Tenn., Jared described maternal grandparents Edmund '39 and Adalyn Purdy Jones '40 as “loyal members of the Swarthmore College community.” He also mentioned cousin Guian McKee '92 and carried thoughts of now-deceased great-grandmother Marjorie Gideon Maguire '14, whose spirit still guides his family's story.

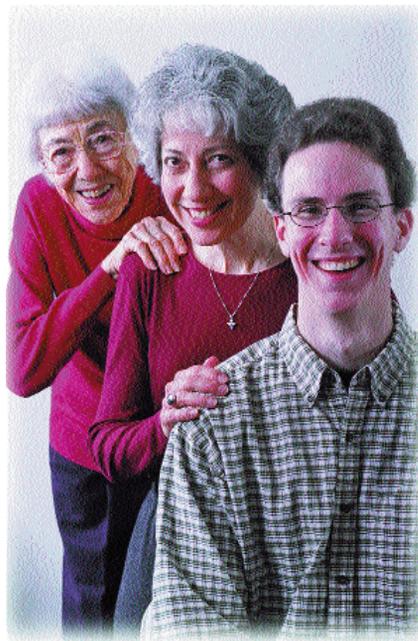
When Jared asked grandmother Jean why she attended, she said: “Well, Mother had a whale of a good time at Swarthmore, and that certainly influenced it. I also knew it was intellectually a top college.”

In turn, Marjorie was similarly influenced by her grandmother's and mother's memories. “My grandmother told wonderful stories about her life at Swarthmore that have been part of family lore for several generations,” she said. “They were mostly about boyfriends and clever circumventions of Parrish house mothers.”

Also encouraged by Jean's experience, shaped as a swim team and Outing Club member, Marjorie's college choice was complicated by having spent grades 4 to 12 in Swarthmore. “I wanted to attend college somewhere other than my hometown, to ‘expand my horizons’ and establish independence from home. However, I was well aware that Swarthmore was the cream of the five excellent colleges I had applied to; when a fine scholarship offer was made, I had no further hesitation,” she said.

Family stories also convinced Jared about the benefits of choosing a small liberal arts college. “I was more influenced by my own experiences visiting Swarthmore than by the stories I have heard from relatives,” he said. “However, hearing how much they all enjoyed being at Swarthmore was certainly another factor that made the College appealing.”

Jean told her grandson, “Mother knew my friends, and they all really liked her. They even had a pet name for her,” Chappie, created after she chaperoned a shore trip. “I knew some of Marjorie's friends,” she added. “There is a common bond that comes from knowing the friends of different generations.”



PEYTON HOGE

ABOVE: JARED (RIGHT) MINED HIS FAMILY'S SWARTHMORE HISTORY WITH HIS AUNT MARJORIE (CENTER) AND GRANDMOTHER JEAN (LEFT).

BELOW: “IT WAS FUN TO GO TO REUNIONS WITH CHAPPIE,” SAID JEAN (CENTER) ABOUT HER MOTHER (LEFT), ATTENDING THE 1984 REUNION WITH DAUGHTER MARJORIE (RIGHT), “AND HAVE A PLACE IN COMMON THAT WE ALL REALLY LOVE.”



STEVEN GOLDBLATT '87

For Marjorie, who traveled with her mother on a seven-month round-the-world trip after graduation and worked with artist Georgia O'Keeffe for four months in New Mexico before attending McCormick Theological Seminary, this family interconnection is beneficial: “It strengthens our common bond, and it's interesting to compare notes on our experiences. It fosters a sense of loy-

alty to the College and its well-being. Now, with Jared beginning his college experience, it will enter our conversations more frequently.”

A National Merit Scholar and singer in a choral group that has toured Europe, Jared is considering a biology major or possibly a minor or double major in Spanish. “It's been especially fun to try branching out,” he said.

“I was a bit concerned before I arrived about not knowing anyone, but it has been really fun to make new friends and get involved with things at the College,” Jared said. “Living with other students in the dorm is a much more social experience than life at home was, and it's been great getting to know new and interesting people.”

Jared has been singing in the College chorus and with Sixteen Feet, the all-male a cappella group. “Feet has been one of the most enjoyable things I've ever done,” he said. “My aunt was very involved in singing at College concerts, which I am doing now.”

According to Marjorie, “The common bond of Swarthmore is significant in both our immediate and extended family. The College is certainly a common point of reference for our families,” she said. “In our case, the bond to Swarthmore includes the experience of ‘village life’ as well. The senior Joneses still live in Swarthmore, and both my mother and I still have friends who live there. My husband and I were married in the Swarthmore Presbyterian Church.

“Memories abound for all of us, yet our memories of both village and College differ depending on our specific experiences,” she added. “We can still surprise each other with untold stories, and it is fun to watch old connections come gradually to light for the new generation.”

Jared said that “Sometimes talking about my experiences will inspire others to tell stories about similar or related things. The common connection to Swarthmore does lead to some interesting conversations, most often about the way things have or haven't changed.”

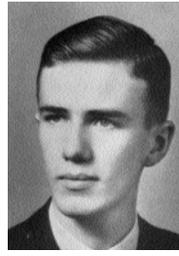
For example, his grandparents remember “more formal, family-style meals” and the “linen and cleaning service for men, although not for women,” Jared said. “I was a bit surprised by that, but it seems like the College has changed as society has changed over the years. Still, some things—especially the types of people at Swarthmore and the general experience of being here—seem to be more or less the same.”

With similar impressions, Marjorie echoed her nephew's observations: "Swarthmore has certainly changed over the years, as most colleges have. It has grown a great deal since my grandmother's time, both in size of student body and in physical plant," she said. "Its requirements and regulations have changed—for example, since the time that 'three feet on the floor' applied to a man and woman in the same room! What has changed little are Swarthmore's basic values: commitment to excellence in academics, top-flight faculty, low faculty-to-student ratios, balance in extracurricular activities, needs-blind admissions policy, the unique Honors program, and commitment to essential values of the Quaker tradition," said Marjorie, a Presbyterian minister and director of the Pathways Center for Spiritual Leadership for Upper Room Ministries near Nashville. She has been particularly heartened by the College's increasing support of campus religious advisers from various faiths since the 1970s.

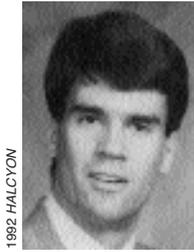
Jean also marveled at changes on campus since she was a student. "Martin was the new building when I was there, housing biology, zoology, and psychology. Our women's gym was where the library is now, and the dining facility was where the Admis-



1940 HALCYON



1839 HALCYON



1882 HALCYON

JARED'S OTHER SWARTHMORE RELATIVES INCLUDE HIS MATERNAL GRANDPARENTS ED '39 (TOP RIGHT) AND LYN PURDY JONES '40 (TOP LEFT) AND COUSIN GUIAN MCKEE '92 (LEFT).

sions Office is. Wharton was there, and Worth was there—I lived there—but there are new dorms over on what we knew as the men's side of campus [Dana and Hollowell].

"We had separate dorms for men and women. We had to sign out in the evening and certainly if we were going anywhere overnight," she added. "We had fresh whole milk and cookies or crackers delivered every night at 10 to our dorms. Fraternity boys would come to sing under our windows."

Jean has also previously noted her concern about the increasing costs at the College through the generations. "When

Mother attended Swarthmore, it cost \$400 a year; when I was here, it cost \$1,000 a year; for Marjorie, \$3,000-plus a year; and now Jared, \$34,000-plus."

But she also recognized the ways that her Swarthmore education later supported her family—particularly after they returned from living in Thailand, Marjorie's birthplace. "When I really needed a job, after arriving in Swarthmore with three kids, I really think that being a Swarthmore graduate helped me get the job I managed to get," she said.

Remembering this pivotal time after her father's death, Marjorie said: "His death occasioned our move to Swarthmore from overseas, where he had been a missionary in Thailand: "His loss was a terrible trauma that drew us even closer together. My mother poured her life into her children, even as she labored to make herself fit for a job in guidance counseling and later as a school psychologist.

"As children, we knew we were deeply loved," she continued. "We learned the meaning of sacrifice and simplicity early on. In my view, faith was essential to our survival. These are enduring values that have permeated our marriages and family life ever since. We all know the value of human life and love."

Descending from five generations of Swarthmoreans, Sarah Fritsch '04 thinks that Swarthmore keeps her close to the family's Quaker roots. "I do feel that walking the same paths as my family before me has made me feel a stronger connection," she says.

These family ties trace back to 1868, when Sarah's great-great-great aunt Lydia Hart Yardley invested in Swarthmore College by purchasing one share of stock in November of that year and a second share several months later in 1869. In the following years, members of the family became students at the College. The first was apparently a great-great-great uncle of Sarah's: Seymour Yardley Cadwallader, who attended the College in 1890 but died from tuberculosis as a student. He was followed by his niece and Sarah's deceased great-grandmother Elizabeth Cadwallader Wood '11, whose daughter is Sarah Wood Fell '49 and son John H. Wood Jr. '37.

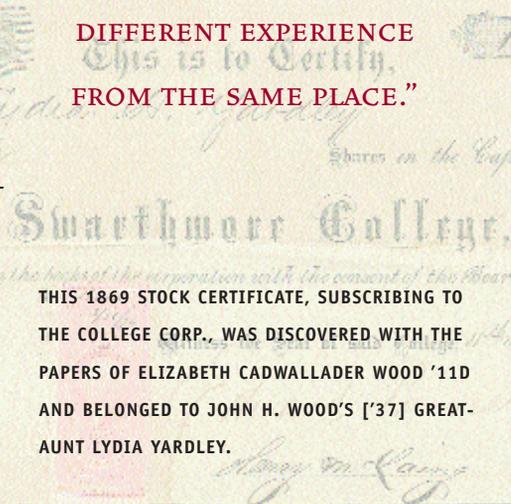


**"THE CHOICES THAT WE
HAVE MADE ARE VERY
DIFFERENT—EACH OF US
HAS GOTTEN A COMPLETELY
DIFFERENT EXPERIENCE
FROM THE SAME PLACE."**

Other relatives include Elizabeth's deceased brother J. Augustus Cadwallader, Class of 1913. His son is T. Sidney Cadwallader '36, who is class co-secretary with wife Carolyn Keyes Cadwallader '36.

Further lengthening the family line, three of John H. Wood's children are also Swarthmore graduates: John C. Wood '67; Roger Wood '69; and Elizabeth Wood Fritsch '73, Sarah's mother. Susan Yardley Wood (Tufts University '79) was an exchange student at Swarthmore in her junior year.

Supporting their Quaker roots, Sarah's grandfather, an attorney and partner at Wood and Floge in Langhorne, Pa., is very active in various Quarterly and Yearly Meeting activities. Her mother is an attorney and co-director of Legal Aid of Southeastern Pennsylvania. Her uncle Roger, an attorney at Dilworth Paxson LLP specializing in business and banking law, also does committee work for the Philadelphia Yearly Meeting.



Sarah admits that her relatives' "pleasant experiences at Swarthmore" influenced her to apply. "However, its academic reputation was probably the biggest factor and the location as well—not too far from my home," she says.

Planning to pursue a career in diplomacy and international relations, specifically involving French-speaking nations, Sarah also wants to explore musical production and composition when she graduates. This musical interest is shared by her mother, who sang in College concerts with Marjorie Thompson '74 (see the first family in this story).

Roger, Sarah's uncle, was particularly drawn to Swarthmore because of the way it supports individual differences. "I had been on campus many times as a child and felt very comfortable with the atmosphere there. As a result of conversations within the family, I believed that Swarthmore had many of the same values that were important in our family, including a social awareness and tolerance for individual differences, and I felt that it would be a good fit for me," Roger says.

John C. Wood, Roger's older brother and senior consumer protection attorney at the Federal Reserve Board in Washington, D.C., was an economics major—following the same path as his father, which was later continued by his brother. The author of articles that have been published in the *Federal Reserve Bulletin* and *ABA Bank Compliance*, he has also cultivated leisure interests such as skiing, sailing, and tennis.

Sharing some of these interests, Roger was a resident assistant on campus who drove 350 miles to Vermont, during the winter break in 1967, with Dean Robert Barr '56 and two other proctors to discuss student life and to ski. As a student, he also was a member of Student Council and of Delta Upsilon. Today, Roger believes that the College should continue to encourage the development of leadership abilities in students.

"My general impression is that Swarthmore has remained the same with respect to its core liberal, social, and political values," Roger says. "But that in recent years, it may have changed its educational mission by placing greater emphasis than ever before on scholarship and academic achievement and possibly placing less importance on the



STEVEN GOLDBLATT '67

SARAH FRITSCH '04 (FRONT); MOTHER ELIZABETH WOOD FRITSCH '73 (BACK); AND GRANDPARENTS JEAN (LEFT) AND JOHN H. WOOD '37 (RIGHT) GATHERED DURING THE WINTER HOLIDAYS IN THEIR LANGHORNE, PA., HOME. IN JANUARY, JEAN AND JOHN WOOD TRAVELED TO THE HIGHLAND PARK CLUB IN FLORIDA, STARTED AROUND 1925 BY A GROUP OF SWARTHMORE GRADUATES.

education of the whole person, including the development of leadership skills. Although this change has earned Swarthmore a preeminent national reputation as an elite academic institution, I think it represents a departure from the college that earlier generations knew."

Sarah is able to share some of this knowledge about the past, gleaned from family stories, with current classmates. "I can provide a historical perspective for students sometimes, when they have a question about why certain college policies are the way they are now," she says.

Sarah's impression is that "Swarthmore always comes up at family gatherings on my mother's side," she says. "Among my relatives who are alumni, it has created a sense that I am experiencing things that they also have, which is comforting."

Another advantage of this commonality is that "when I mention events or places at Swarthmore, people understand me. I think it's nice for my relatives to be able to check up on how Swarthmore is functioning since they left and the changes that have occurred," Sarah says.

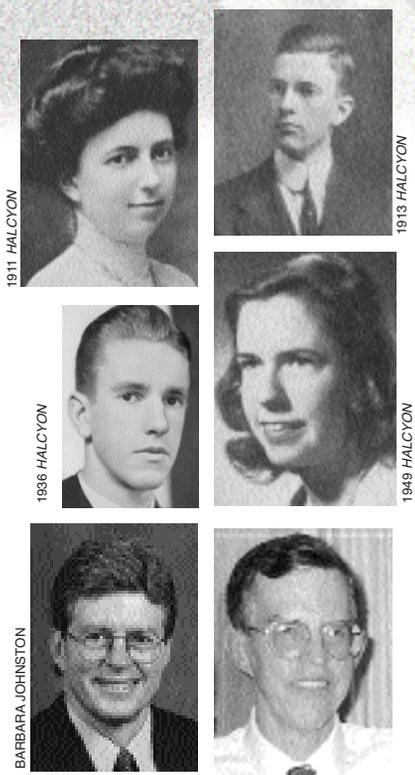
Her grandfather hopes that "Swarthmore will always encourage its students to be active in community service either directly or indirectly," which was his own personal dream. Like others from his generation, he has also vehemently objected to the "sky-

rocketing costs" of higher education.

Traveling from his Langhorne, Pa., home in January, Sarah's grandfather visited with some of these classmates at the Highland Park Club in Florida. The club, started around 1925 by a group of alumni, offers snowbirds a haven during the winter months for playing golf, bridge, and croquet together.

"I don't think Swarthmore has changed very much because my mother, grandfather, and uncles seem to recognize most of the things I talk about in reference to school," says Sarah, whose work at the College is sometimes compared by family members with her relatives' performance. "I do, however, think the choices that we have made are very different—each of us has gotten a completely different experience from the same place."

COURTESY OF THE SCOTT ARBORETUM



1911 HALCYON

1913 HALCYON

1936 HALCYON

1949 HALCYON

BARBARA JOHNSTON

MEMBERS OF THIS FIVE-GENERATION SWARTHMORE FAMILY INCLUDE (CLOCKWISE FROM TOP LEFT) JOHN H. WOOD'S ['37] MOTHER, ELIZABETH CADWALLADER WOOD '11D, HIS UNCLE J. AUGUSTUS CADWALLADER '13D; SISTER SARAH WOOD FELL '49; SONS JOHN '67 AND ROGER '69; AND T. SIDNEY CADWALLADER '36, A COUSIN WHO IS CLASS CO-SECRETARY.

In another curving Swarthmore branch, Ruth Feely Merrill '38 passed her love of the College on to three of eight children: Suzanne '63, who married David Maybee '62; Barbara '69; and Chip '71. "I have always loved going to Swarthmore and have included my family in these visits," Ruth says.

Suzi, director of communications at Holton-Arms School in Bethesda, Md., recalls: "I probably made my first trip to Swarthmore when I was 6 or 7 years old. My parents had just built their home under the G.I. Bill and were picking out plantings. We spent several hours in the lilac grove near the Friends Meetinghouse, finding just the right color and scent for the lilacs we would plant at our new home. In subsequent years, my mom seldom missed a reunion or a Somerville Day.... Swarthmore became equivalent with college."

Suzi's college years shaped her own priorities. "My values and attitudes were chosen because they had meaning for me and the adult I was becoming," she says. "In some cases, family values were reinforced; however, by sending me to Swarthmore, my parents encouraged me to develop my own."

The friendships formed on campus are still the most important ones for Suzi and husband Dave, a clinical reviewer at the Center for Biologics Evaluation and Research. "My husband's college roommates are our closest friends—'uncles' and 'aunts' to our children; my Robinson housemates still gather to share important days; lacrosse and badminton coach Pete Hess welcomed me back to campus on my first day as a Swarthmore parent," Suzi says. "It was the manner in which people on campus interacted with each other that had the greatest impact on me as a person."

The College's academic and athletic program also attracted four of Suzi and Dave's five children: Beth '88, David Jr. '89, Lynne '91, and Jill '96. Interlacing Swarthmore families again in the third generation, Beth married David Allgeier '86 at Swarthmore's United Methodist Church; they had daughter Elizabeth in 1999 and son Matthew in 2001. Extending this horizontal expansion,



THE MAYBEE-NATHAN-ALLGEIER CREW GATHERED FOR THIS PHOTO IN OCTOBER 1999. BACK ROW, LEFT TO RIGHT: LEN NATHAN '92, LYNNE MAYBEE NATHAN '91, DAVID MAYBEE JR. '89, BETH MAYBEE '88, AND DAVE ALLGEIER '86. SECOND ROW, LEFT TO RIGHT: JILL MAYBEE '96 AND GEOFFREY MAYBEE. SEATED: DAVID MAYBEE '62, HOLDING ALYSSA NATHAN, AND SUZI MERRILL MAYBEE '63, WITH ELIZABETH ALLGEIER. MATTHEW ALLGEIER AND DANIELLE NATHAN, BORN LAST SUMMER, ARE NOT SHOWN.

Lynne married Leonard Nathan '92; daughters Alyssa and Danielle were born close to their cousins' births.

"Each of our children was an individual—and their own person. I knew from the day they expressed interest in Swarthmore that they would find their own way—their own values and friendships—at the College. Their father and I needed to stand back," Suzi says. "So we waited for invitations to visit, and in all four cases, we were invited and welcomed whenever we came. It would have been wrong for us to expect our memories and experiences to be the same as theirs—but in the end, they have proved to be quite similar."

David Jr., who grew up surrounded by Swarthmore paraphernalia, thinks his family's priorities of "autonomy, frugality, pursuit of intellectual interest, and belief in the positive qualities of diversity of opinion" were reinforced by the College. But his generation did not implicitly believe in "the wisdom of our elders and leaders" as did his parents and grandparents' classmates.

Grandmother Ruth has "witnessed the growth of the children as they mark their trails in each of their separate ways." Changes she notes over the years include Swarthmore's larger student enrollment, exchange programs, and new buildings. But Ruth still thinks "The essence of the College has remained the same."

Living on a 200-year-old farm in Stanton, N.J., for 30 years—where the family often gathered for reunions—Ruth values "the wonderful opportunities offered the Garnet Sages" at the College. Some of these include Alumni Weekend re-

unions, during which granddaughter Lynne has driven golf carts. She also relishes memories of 1988, the year of her 50th reunion and Suzi's 25th—when Beth graduated from Swarthmore.

Swarthmore's Education professors influenced Lang Scholar Beth, who taught middle school for seven years. "They were wonderful mentors and models under whom to develop a philosophy of education," she says. Husband Dave, who worked in Swarthmore's Alumni Office for five years, is now a veterinarian. He strongly opposed the College's decision to eliminate football, voicing his anger in a letter to the Board. Despite his disappointment, he also says that "classmates, teammates, professors, coaches, and colleagues at Swarthmore had a huge effect on who I am and how I conduct myself professionally and personally. Save my family and my church, Swarthmore probably shaped me more than anything else in my life."

A certified athletic trainer now working at the College, Lynne played soccer for four years as a student. Husband Len, an officer at MBNA America in Wilmington, Del., describes soccer on campus as "the nonacademic activity that meant the most" to him.

"Once you are accepted to Swarthmore, the real work begins," Lynne says, relating glowing high school memories. "Then I came to Swarthmore, where I was surrounded by the brightest from all over the world. If I hadn't had faith in my own personal worth to carry me through, I could have been entirely eclipsed here."

“THE VALUES LEARNED AT HOME WERE REINFORCED AT SWARTHMORE: TO BE MYSELF, RESPECT MY PEERS, TAKE RESPONSIBILITY FOR MY WORDS AND ACTIONS, PLAY HARD AND WORK HARDER, AND VALUE MY FRIENDSHIPS WITH OTHERS.”

Prepared for bumps, Lynne learned to cope with the challenges. “Having it so tough is part of what makes the Swarthmore experience such a worthwhile one,” she says. “I think you could ask any member of my family if they would make the academics less challenging, and we would say no. We weren’t any of us looking for easy. Easy doesn’t teach you about your own potential,” she adds.

“The values and priorities that I learned at home were reinforced at Swarthmore: to be myself, to respect my peers, to take responsibility for my words and actions, to play hard and work harder, and to value my friendships with others,” she says.

The same qualities have carried into her work life at the College, although disillusionment and questions have shadowed her love of Swarthmore since the athletics decision. “When did it become so important to meet the standards set forth by others instead of walking our own path?” she asks. Searching for renewed respect, Lynne hopes the administration will place students first by “giving them every opportunity to achieve their highest potential academically, artistically, and athletically.”

The campus first enchanted sister Jill after her family returned from Hawaii, where they lived from 1976 to 1983. The summer they returned to the mainland, Jill’s grandmother took her on a campus visit, when she discovered the amphitheater. “I left Swarthmore that day feeling like I had left my home,” she says.

Later College visits sustained this impression. “What amazes me most about Swarthmore is that every relative ... had a different and unique experience. My siblings all attended the College at the same time and hardly saw each other unless they were trying to,” she says. “We all found different subjects and activities that interested us, and yet we can talk about Swarthmore and remember very similar experiences.” Now in her fourth year at Temple University Medical School, Jill played lacrosse at the College like her mother and soccer like her sister. Despite changes in Swarthmore’s “very dynamic community, where ideas are constantly debated by intelligent people,” Jill thinks that the College continues to draw students “with a passion for learning, a balanced approach to life, and a unique sense of self.”

She adds: “I find all my siblings to be

very unique, intelligent people; I think the same qualities that led us to all have such different interests at Swarthmore are what continue to make us interesting to each other. Whenever we have a discussion over a topic, we each have our own slant on the issue, and we are all capable of disagreeing all night long if the mood strikes us.”

Reflecting on her own experience with classmates and College life today, Suzi says: “It was the fellow students who were the essence of the College for me. There was a mutual respect—for ideas, talents, opinions, diversity—among the people I knew at Swarthmore. We were all individuals. It was OK not to conform, to think independently, and to explore new directions. I believe that this is still true today,”

Suzi, who has served as an extern sponsor as has husband Dave, says: “But Swarthmore, like society, has its own particular growing pains and its own challenges; these show themselves in the controversies that swirl through the campus from time to time. If the essence of Swarthmore remains as true today as it was in the 1960s, then it is the process—the listening, the discussion, and the resolution of these issues—that will ultimately endure.... Sometimes the controversies overwhelm the basic mutual respect on campus; we seem to be going through just such a time now. But I expect that, in the end, mutual respect will come through.”

Son David, now at the University of Maryland School of Dentistry, agrees: “Many friends are very disappointed that a traditional sport that they held dear flew the coop one night.... But graduates of Swarthmore are purists and traditionalists, and they hold certain common values that I think are positive and constant—the most significant is the validity of their voice.” Despite any reservations, he would still encourage the next generation to attend Swarthmore, valuing the “writing and reasoning skills” he developed as a student.

Pondering her family’s continuing legacy at Swarthmore, his grandmother says, “I certainly hope that they all will follow their hearts and go somewhere that they can be as happy and fulfilled as we have all been who attended Swarthmore.” Ruth adds, “The uniqueness of Swarthmore and its willingness to change has been experienced by each in their own way.”

But the family’s still-mending wound gives Suzi pause. “Certainly, the recent ‘flap’ over athletics and the impression that somehow athletes are undervalued as contributing members of the student body or that they are less qualified academically certainly leaves a ‘bad taste’ for our family, where each member was involved in athletics to some degree,” she says. “Being an alum legacy sometimes carried similar implications.”

Ultimately returning to the love of Swarthmore that was instilled in her childhood, Suzi says, “My hope is that this will be resolved in a positive way so that at some time in the next generation, one of my grandchildren might find that Swarthmore is just the right place to grow into adulthood and to develop his or her particular potential.” ☞



IN 1988, GRANDMOTHER RUTH (LEFT) CELEBRATED HER 50TH REUNION, WHILE DAUGHTER SUZI (RIGHT) ENJOYED HER 25TH AND GRANDDAUGHTER BETH (CENTER) HER GRADUATION FROM SWARTHMORE.



WORLD VISION

Dan Aubry '57 has circled the planet in search of great pictures.

High Honors in history didn't mean much in Hollywood, where Dan Aubry headed after graduation. He'd caught the film bug in college, where he and friends made an 8-minute movie about a Ville barber whose refusal to cut a black student's hair became a cause celebre on campus.

After studying film at UCLA, Aubry worked in the movie industry, which he calls a "rough school where I learned a lot." By 1960, he was in Spain, doctoring the

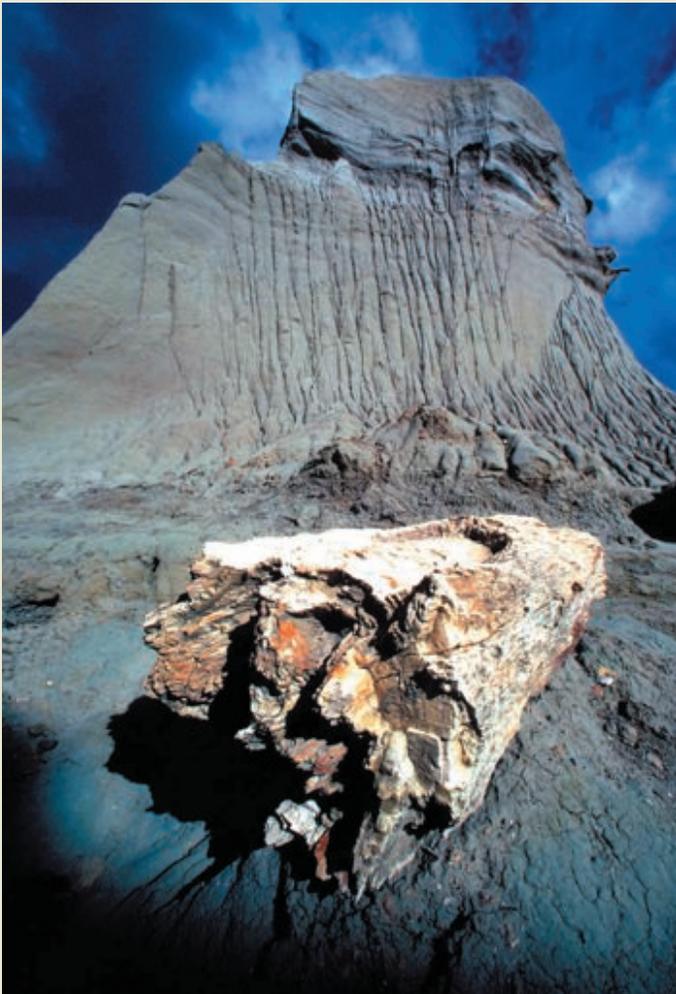
script of *El Cid*, the three-hour epic starring Charlton Heston. He later worked as a writer on projects with Billy Wilder and Orson Welles, always yearning to be a director. "In hindsight," he says matter-of-factly, "I blew a lot of important opportunities in those years."

In the 1970s, Aubry left Hollywood for Spain, where he first sold real estate and later became head of the tourism board for Almería, a province on the Andalusian coast. "In the early post-Franco days, our organization was dirt poor," he recalls. "If we wanted to do a brochure, I had to take the pictures. I'd always thought of myself as something of a photographer but had never considered doing it professionally. When tourism boards in neighboring provinces started asking me to photograph for them, and the government in Madrid started calling, I discovered it was a lot more fun than sitting behind a desk."

Returning to the United States in 1980, Aubry devoted himself full time to photography. He has traveled the world in search of pictures, which have appeared in advertising, magazines, and three of his own books. The Spanish government remains one of his best clients. Another client—Sheraton Hotels—commissioned him to photograph 33 of its properties in the Middle East and Africa, a project that took two years and resulted in another book. Aubry has also pursued fine-art photography and has had two one-man shows at the Monique Goldstrom Gallery in New York.

For Aubry, photography is more than light, color, and composition. In his pictures—and recently in new media such as video and digital photo-collages on glass—he tells stories. Taken together, his photographs tell a larger story—his own.

—Jeffrey Lott



Left: Petrified wood in a desolate landscape, Patagonia, Argentina. *Top right:* One of the famous flying horses (cabriola) in Jerez, Spain. *Right:* Banana vendor, Abuja, Nigeria. *Far right:* A rare white gorilla in the Barcelona zoo.

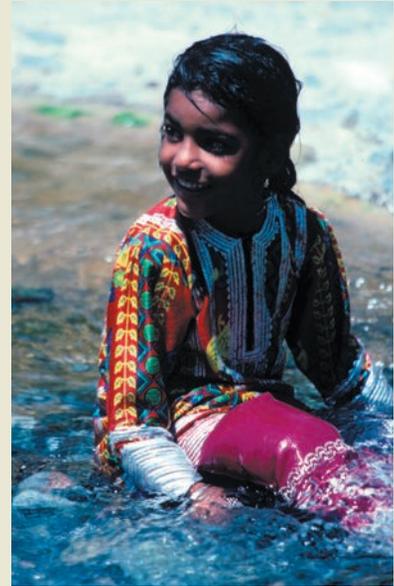


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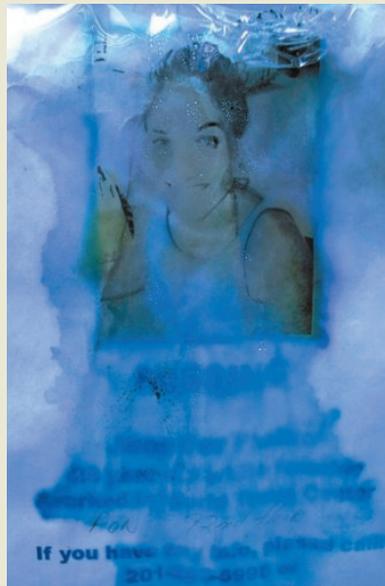
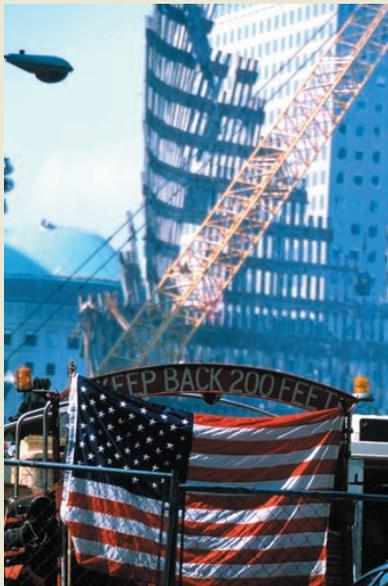


Left: The Miramar Resort in El Gouma, Egypt, designed by the American architect Michael Graves. Right, top to bottom: Folk dancer in Mexico City. Indian girl, Sultanate of Oman. Child and her nanny, St. Bart's, Caribbean. Below: A warrior in the Sepik River region of Papua New Guinea.

To see more Daniel Aubry photos, visit his Web site at www.danielaubrystudio.com.



ALL PHOTOGRAPHS © DANIEL AUBRY



On Sept. 11, 2001, Dan Aubry was in his 23rd Street studio in Manhattan. "I'm not a journalist," he says, "so I didn't run out with my camera when I heard the first news. We watched from the roof of our building as the Trade Centers collapsed." Like many New Yorkers in the weeks following the terrorist attack, Aubry was moved by stories of individual heroism and loss—stories that were made painfully real by thousands of homemade missing posters that appeared throughout the city. He decided to design a visual memorial to the victims. Since September, his idea for a World Trade Center Visual Memorial—a walk-through multimedia exhibit—has gathered support. To learn more about the memorial plans, use Internet Explorer to visit www-wtcvisualmemorial.org.



ALL PHOTOGRAPHS © DANIEL AUBRY

The Parthenon, Athens

The Doubting War

Two Swarthmoreans have increased public awareness of obsessive-compulsive disorder in children.

By Marcia Ringel



F

For a child with obsessive-compulsive disorder,

overwhelming worries make the already strange maze that leads to adulthood even more difficult. Life is ruled by intrusive, disturbing thoughts (obsessions), acts (compulsions), or both.

In health class, a 13-year-old girl learns about issues such as suicide and date rape. She becomes tormented by thoughts that she wants to do these things herself.

An 11-year-old boy learns from a drug prevention unit at school that people can get high from sniffing felt-tipped markers. Convinced that he will get brain damage and die from his mother's hairspray or nail polish, he barricades himself in his room and opens the windows whenever she uses them.

A 12-year-old girl fears that her food is full of glass that will hurt or kill her. Refusing any complex foods, such as sauces and casseroles, she takes two hours to finish a meal as she painstakingly inspects each morsel, then chews tiny shreds of food with intense concentration.

Children with OCD may repeatedly count, check, touch, hoard, or decontaminate. They may imagine life-threatening dirt or infection in ordinary items. They may be afraid that they will unwittingly kill a family member or that their thoughts are evil or sinful. They may be preoccupied by a need for symmetry. Incessant thoughts about certain images, words, numbers, or sounds may trouble them.

It's essential to understand the intense distress felt by children with OCD, says clinical psychologist Tamar Chansky '84, founder and director of the Children's Center for OCD and Anxiety in Plymouth Meeting, Pa., and the therapist of the children described earlier. "Unless you know how it feels to have OCD, the behaviors on the surface seem stoppable, silly, and annoying, but not torturous."

Although each child's needs for reassurance trigger specific actions, they vary from one child to another. And each child's needs and actions may mysteriously change over time. Rituals, which may be performed to relieve the worry (briefly) or in response to an inner sense of pressure to do things in a particular way, may grow increasingly complex and time-consuming. To "feel right," a child may arrange toys in a precise order, count squares in the wallpaper, or flip a light switch 13 times. Especially common, and often most telling, is excessive hand washing, the habit that gave a name to the book that revealed OCD to the world.

The Boy Who Started It All

In 1989, Dr. Judith Livant Rapoport '55, now director of childhood research at the National Institute of Mental Health, published *The Boy Who Couldn't Stop Washing: The Experience and Treatment of Obsessive-Compulsive Disorder* (Dutton). The book's gripping case histories reveal how pervasively OCD can disrupt children's lives—and their families'. Never out of print and issued in paperback in 1997, the groundbreaking book continues to sell 10,000 to 15,000 copies a year, Rapoport says.

Rapoport has treated nearly 1,000 children and adolescents with OCD in the past 20 years. She wrote her first paper on OCD as an undergraduate at Swarthmore, for

It's essential to understand the intense distress felt by children with OCD. Otherwise, their behaviors seem stoppable, silly, and annoying—but not tortuous.

Peter Madison's Honors seminar in psychopathology. In those days, however, only psychological theories were covered.

"What I'm most proud of," she continues, "is that the book demonstrated that OCD, which had been considered very, very rare, was more common than bipolar disorder or schizophrenia." When Rapoport began her work in 1976, she says, few articles discussed OCD; now there are thousands. Moreover, today, "just about every psychology and psychiatry department across the United States and Canada offers treatment for OCD," she says.

Helping Kids With OCD

About 2 percent of the U.S. population—some 4 million people—have OCD, Rapoport says. More than a quarter of them are children. Sadly, many who could be helped never find the appropriate resources.

For those who are fortunate enough to obtain an accurate diagnosis, much can be done, Chansky says. Yet like adults, kids with OCD typically consider their compulsive behavior shameful and hide it. Although OCD is far better understood than ever, it is

often undiagnosed or misdiagnosed as another mental disorder, such as schizophrenia.

“We are in a crisis situation in this country,” Chansky says. “So few people know how to treat OCD. I advise on an e-mail list all over the country. Many people have to drive for three hours or go for intensive treatment during the summer because there is no help nearby.”

Treatment is crucial, Chansky says, and tailored to the child. For the girl who feared that she wanted to kill herself or rape someone, Chansky made an audiobook containing statements such as “I’m a rapist. I want to hurt people. I don’t care how people feel.” The opposite was true, Chansky says. “This is a girl who embodies all that is good in the world—bright, creative, caring.” The girl was instructed to listen to the tape for 15 minutes every night. Its constant repetition habituated the child to her fears until they grew less compelling. “After a while, the anxiety comes down,” Chansky says. “The parents were doubtful, but this method is the cutting edge. It works.”

Chansky describes a young boy who stopped answering questions because he was afraid that he might respond with a lie. His reluctance to speak “made therapy sessions very difficult,” she says. In therapy sessions, she taught him to “boss back Brain Bug,” as he has named his OCD, so that he can be “normal and free and not have this problem any more,” she says.

Finding the Right Help

Even when an experienced therapist is found, Chansky has observed, the parents’ role is seriously underappreciated. Eager to communicate with concerned parents she couldn’t reach in person, Chansky wrote *Freeing Your Child From Obsessive-Compulsive Disorder: A Powerful, Practical Program for Parents of Children and Adolescents* (Three Rivers Press, 2001). “My book is the first to be written for parents about their role,” says Chansky.

The response has been strong and far-flung—from Canada, France, and all over the United States. On a typical day last fall, Chansky received calls from parents in three distant states. “They felt the book had ‘saved their lives’ by explaining what was wrong with their child and what they could do to help,” she says.



PHILIP STERN '84

PSYCHOLOGIST TAMAR CHANSKY '84 SPECIALIZES IN THE TREATMENT OF OCD. HER BOOK *FREEING YOUR CHILD FROM OBSESSIVE-COMPULSIVE DISORDER* PROVIDES PRACTICAL TREATMENT ADVICE TO PARENTS.

“Parents want and need information,” continues Chansky, who feels that being the mother of two has deepened her understanding of parents’ frustration. “Too often, parents are left in the waiting room and not brought into the process, even though they have the most time and influence with their kids and can expedite the recovery process if they are included in the treatment.”

An early hope is that no treatment is needed. “The million-dollar question for a parent of a kid with OCD is: ‘Will it go away?’” Chansky says. The answer is: Probably not. “We don’t know why some kids outgrow it, and others don’t,” she says. For most children with OCD, symptoms will wax and wane throughout their lives. For those whose OCD persists, Chansky notes, “we don’t talk about cure because the condition is chronic. But especially with early intervention, we can get good results.” With treatment, symptoms can be reduced by 50 to 80 percent.

It was, in fact, the gratifying ability to help children with anxiety disorders that lured Chansky to the field. First, her Swarthmore adviser Jeanne Marecek, for whom she did research in her senior year, acted as a role model for “finding work that means something to you and enjoying it.” Later, as a doctoral student in clinical psychology at Temple, Chansky began working with anxious children. “I loved it right away because the kids were really getting better,” she says.

Who Gets OCD and Why?

The average age of onset of OCD is young adulthood—19.5 to 22 years—but it can start much earlier. Case studies exist for chil-

DISTINGUISHING OCD FROM HABITS OF CHILDHOOD

OCD Behaviors

- Are time-consuming
- Are disruptive of normal routine
- Create distress or frustration
- Make child believe he *has* to do them
- Appear bizarre or unusual
- Become more elaborate and demanding with time
- Must be executed precisely to prevent adverse consequences

Non-OCD Habits

- Are not overly time-consuming
- Do not interfere with routine
- Create enjoyment or a sense of mastery
- Make child *want* to do them
- Appear ordinary
- Become less important and change over time
- Can be skipped or changed without consequence

Adapted with permission from T. Chansky, *Freeing Your Child From Obsessive-Compulsive Disorder: A Powerful, Practical Program for Parents of Children and Adolescents*. New York, Three Rivers Press, 2001.

dren as young as age 2, says Chansky. More boys than girls are affected, although women seem to catch up by adulthood.

As with most mental disorders, causes are elusive. As Chansky describes it in her book: “OCD comes from a biochemical mishap in the brain. Part of the brain sends out a false message of danger and rather than going through the proper ‘screening process’ to evaluate the thought, the brain gets stuck in danger gear and cannot move out of it. The emergency message circuit keeps repeating and is ‘immune’ to logical thought.”

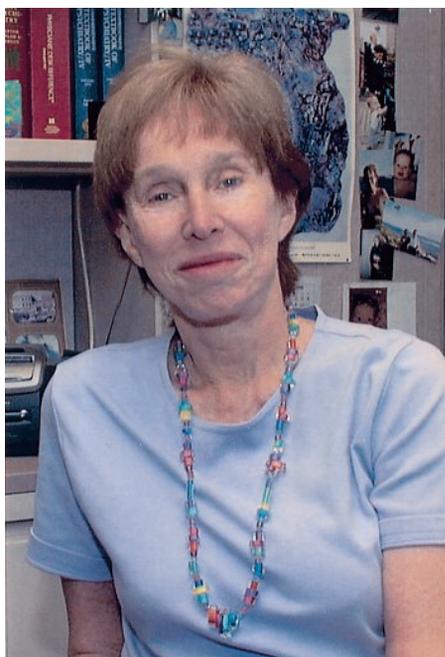
The neurotransmitter serotonin carries information from one nerve cell in the brain to another. An insufficiency of serotonin causes message circuits to malfunction, so that the circulating message never stops. One receptor site for serotonin is in the basal ganglia, the part of the brain that contains the thought-filtering station. An injury to the basal ganglia results in OCD symptoms. Medications that treat OCD help keep serotonin available, expediting message delivery.

Research sponsored by the National Institute of Mental Health has found an intriguing link between OCD and strep throat. Antibodies to streptococcal infections, investigators learned, harm the same parts of the brain that are affected in OCD. They named this phenomenon pediatric autoimmune neuropsychiatric disorders associated with streptococcal infections (PANDAS). Occurring between age 3 and puberty, PANDAS may account for one-third of cases of OCD in children—the same proportion, as it happens, that Chansky sees in her practice.

Identifying and Treating OCD

How can a parent tell whether a child’s habits are normal? The extreme and repetitive behavior of a child with OCD is usually fairly obvious (see “Distinguishing OCD From Habits of Childhood”). Spending more than an hour a day on rituals and feelings of deep distress also indicate that treatment is warranted. The child who must endlessly pack and repack her book bag every day before going to school or the one who sprays his books with Lysol when he gets home—both patients of Chansky—needs help.

“My job as a therapist,” Chansky says,



JUDITH LIVANT RAPOPORT’S [‘55] BOOK *THE BOY WHO COULDN’T STOP WASHING* BROUGHT NATIONAL ATTENTION TO OBSESSIVE-COMPULSIVE DISORDER. DR. RAPOPORT IS CURRENTLY DIRECTOR OF CHILDHOOD RESEARCH AT THE NATIONAL INSTITUTE OF MENTAL HEALTH.

“is to help children and parents see that all the symptoms distill down to the same issue: They are about doubt that seems unbearable instead of uncomfortable.” That’s true of adults, too, but “because kids’ experiences are different, they don’t latch onto the same things,” thus making it more difficult for parents to understand their motives. In situations that might lead an adult with a contamination obsession to worry about “germs,” a child might worry about a color (such as red, the color of blood), a texture, or people. Such fears may be incomprehensible to the parent yet make perfect sense to the child—who may be unable to articulate his feelings.

Treatments That Work

For many years, OCD was presumed to be a purely psychological problem. The condition’s physiologic basis became clear, however, when 70 percent of people with OCD in a 1986 Columbia University study improved dramatically while taking the antidepressant clomipramine (Anafranil). In the 1990s, positron emission tomography (PET scans) revealed that either medication or behavior therapy alters metabolic activity in the brains of people with OCD.

Five drugs, including fluoxetine (Prozac), are now used for OCD. “All the drugs

Even when an experienced therapist is found, the parents’ role is seriously underappreciated. Often, the whole family must be involved in the therapy.

approved in adults seem to work in children,” Rapoport says. If a medication hasn’t started to work within a few weeks, the dosage may be increased. If that doesn’t help, another medication may be tried.

With or without medication, OCD is usually best treated with behavior therapy. The goal of behavior therapy is to empower people with OCD to transform their own behavior, rendering the intolerable endurable. With the help of a trained therapist—whether a psychiatrist, psychologist, or other mental health professional who is experienced in treating children with

OCD—the child identifies his or her obsessions and compulsions, rates them by severity, and learns how to reduce their regularity and power.

Chansky has had success with behavior therapy techniques in children as young as age 4. She notes a growing consensus that such therapy can teach children to resist their OCD. Children learn to “boss back” these impulses, to name and defy them (“You can’t get me, Repeater Man”), to “break the rules” of the OCD. “Behavior therapy prepares children for slips or recurrences,” Chansky says. “The relapse rate with medications is higher.”

“The initial techniques of exposure and response prevention are still best,” Rapoport says. Children are exposed to the sources of their obsessions or to situations that trigger them, then encouraged not to employ their usual compulsions to calm the resulting anxiety. The child observes that no harm results. Over time, the child develops a tolerance for the presence of what causes the fear.

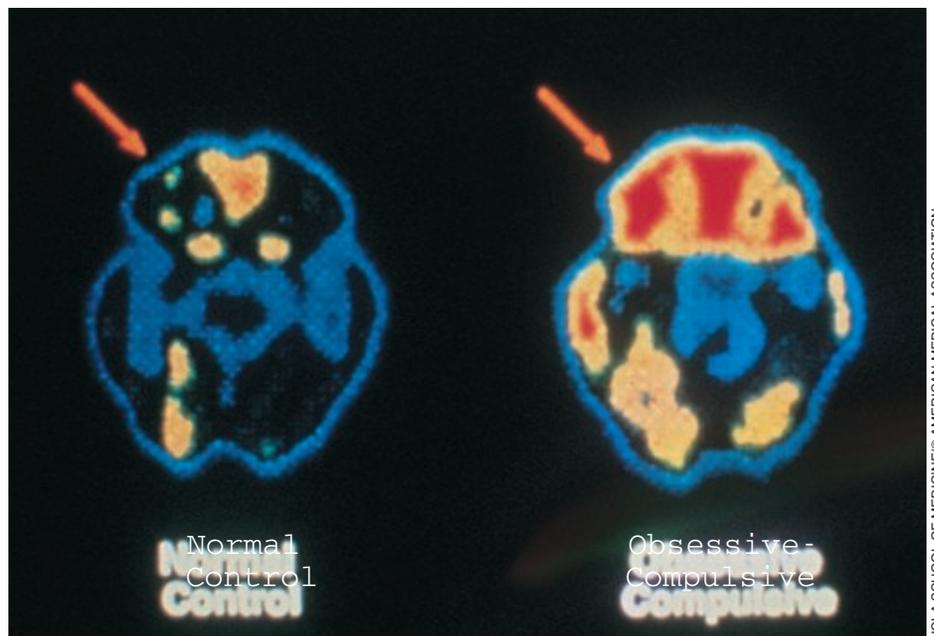
Last spring, Chansky treated an 11-year-old boy, obsessed by symmetry and perfection, who typically spent an hour tying his shoes and arose at 4 a.m. to iron his clothes. His assignment: to come to his next appointment wearing clothes that hadn’t been ironed. “This was torture for him,” Chansky

For many years, OCD was presumed to be a purely psychological problem. But science has discovered physiologic causes in both children and adults.

says. “He put on his shoes with his eyes closed and did not retie them in the car. His anxiety went up at first, but it will go down by itself.”

The child himself must feel in charge of the symptom that is being worked on. “If I tell him what to do,” Chansky explains, “I become just like the voice of OCD, bossing him around.” Therapy should not replicate the feeling of being out of control, she says.

“The number one thing that needs to happen for kids is recognizing that their



In people with OCD—as with no other psychological or physical disorder—two areas of the brain “light up” simultaneously and abnormally in PET scans of the brain: the basal ganglia, a core of cells at the center of the brain, and the orbital frontal region, a large area behind the forehead. These differences are apparent when people with OCD are at rest and are intensified when they are performing compulsive rituals. Yet treatment with either medication or behavior modification reduces or eliminates these abnormalities. Such demonstrations showed dramatically that OCD is a neurobiological disorder, not a psychological one.

OCD thinking is different from their other thinking,” Chansky continues. “Even 4 year olds can identify OCD thought. It gives them a different feeling in their stomach or elsewhere in their body. They need to make that identification so that they won’t invest the same amount of energy in that as in a math problem.” Once the feeling has been identified, “They should get involved in something else so that the feeling will pass.” Kids are taught to “relabel the situation and wait it out,” she says.

Treatment lasts for four to six months, on average, but can be much shorter. “I’ve had kids who just needed a handful of sessions to get through it,” Chansky says. Beyond quelling OCD symptoms themselves, treatment “has implications spilling over into self-concept,” she observes. Children may attribute their OCD symptoms to being “crazy, perverted, or sick” and withdraw from society. “That’s a mistake you don’t want to leave uncorrected,” she warns.

For the youngest OCD patients, “a more

purely behavioral tack is taken,” says Chansky, whose center treats many 3 year olds and their families. Parents are taught to address the child’s symptoms. In a child who often complained of feeling sticky or dirty, for example, parents might prevent routine hand wiping or washing. “The parents orchestrate the approach,” Chansky explains.

“Most important when OCD is noted in a young child,” she says, “is to consider the possibility of PANDAS and have the child evaluated.” A significant sign of PANDAS, Chansky notes, is the sudden onset of symptoms or tics in a child who has shown no OCD tendencies before. Because OCD develops more typically around ages 10 to 12, its appearance in very young children signals a greater likelihood of a physiologic trigger such as strep or Lyme disease.

Because children with OCD are in distress, their families, striving to adapt to the demands of the disorder, may arrange their lives around protecting the child. A trained therapist can help them to stop “enabling” and effect constructive changes.

“A lot of times, families are bewildered,” Rapoport says. With therapy under way, “siblings are reassured instead of resenting

the child who is ruining the family fun. Almost always, information and openness are better than not. Siblings take the situation personally and negatively.” Yet when enlisted to help, they tend to seize the opportunity. If sisters or brothers are suffering because of a sibling’s OCD, Rapoport says, she may ask the parents to bring them to family therapy sessions.

Families may feel encouraged to know

“The number one thing that needs to happen for kids is recognizing that their OCD thinking is different from their other thinking. Even 4 year olds can identify OCD thought.”

that overcoming OCD can increase a child’s empathy toward others. “Many of my ‘graduates’ who are now in college,” Chansky says, “are going into psychology.”

Chansky stresses the poignancy and seriousness of OCD and the struggle required to resist it. She taught the girl who imagined glass in her food to recognize the difference between a “good warning” and an “OCD warning”—“mistakes that the brain is making”—and how to respond to both. Chansky explained that food wasn’t really full of glass but full of the girl’s ideas about glass. Taking containers of formerly rejected foods to her therapy sessions, the girl slowly began to eat increasingly complex and hard foods.

The boy who feared chemicals was eventually able to put nail polish on his own nails in Chansky’s office. “He was an athlete with a shelf full of soccer and baseball trophies,” she says. As he used the polish, she reports, he gave her a rueful look and said, “You see how much I want to get better?” ☞

Marcia Ringel, a writer and editor in Ridgewood, N.J., is a regular contributor to the Bulletin. Her most recent article was the September cover story on high-stakes testing.

PRACTICAL MATTERS

- Free professional screening for OCD, other anxiety disorders, and depression will be available at many locations nationwide on May 1. The annual event, National Anxiety Disorders Screening Day, is organized by Freedom From Fear (<http://www.freedomfromfear.com>), a national nonprofit mental health illness advocacy organization.
- Hundreds of support groups for people with OCD (and, sometimes, their families) are active in the United States and Canada. Some of the major ones are listed on the *Bulletin* Web site: www.swarthmore.edu/bulletin.
- For a referral to a behavior therapist, suggests Judith Rapoport, M.D., consult the Obsessive-Compulsive Foundation, a highly regarded national nonprofit group.
- Health insurance companies do not consistently reimburse for OCD (or other mental health) treatment. On Dec. 18, the House of Representatives rejected a hotly debated Senate proposal requiring health plans and insurance companies to cover mental illnesses no less fully than physical ones.

Connections

SWARTHMORE GATHERINGS NEAR YOU

UPCOMING EVENTS

Metro DC/Baltimore: The exhibition *Our Expanding Universe* takes visitors on a journey through 100 years of science at the Carnegie Institution. Its story follows Carnegie explorers through the extremes of nature and the chaos of political revolution as they unravel great questions of science ranging from the structure and function of the genetic code to the origin and final destiny of the universe. Connection members will be able to explore the exhibition firsthand on April 11, from 6–8 p.m., at the Carnegie Institute of Washington, 1530 P Street NW. The cost is \$5, and drinks and munchies will be provided. Please R.S.V.P. to

Connection Chair Sampriti Ganguli '95 at (202) 545-0835 or sampritig@hotmail.com.

“Christmas in April”: The Swarthmore Connection will join Rebuilding Together with Christmas in April of Washington, D.C., to renovate the house of an elderly or disabled homeowner in the district on Saturday, April 27. Volunteers of all experience and skill levels are needed. Last year, a group of about 40 alumni and friends cleaned up, painted, and made repairs to an aging house in northeastern Washington, helping to make it warm, safe, light, and dry for the family. They worked hard and had a lot of fun, with old and new friends. With your help, this year’s project will be just as suc-

cessful. If you’d like to join us this year, contact Kay Gottesman as soon as possible at (301) 530-5504 or gottes@attglobal.net.

Philadelphia: Orienteering is the sport of navigation with map and compass. The object is to run, walk, ski, or mountain bike to a series of locations shown on a map and finish in the shortest amount of time. Orienteering is often called a “thinking sport” because it involves map reading and decision making as well as a great workout. The Philadelphia Connection will attend an event hosted by the Delaware Valley Orienteering Association on Saturday, April 20, at Core Creek Park near Newtown, Pa., at 11 a.m. The cost is \$7. Details are available at www.dvoa.us.orienteeing.org. You may also contact Connection Chair Jim Moskowitz '88 at (610) 604-0669 or jimmosk@alum.-swarthmore.edu.



In a smashing reunion, members of the women’s tennis team, young and old, took to the courts of the Mullan Tennis Center in October for an alumni tennis match. In the spirit of friendly competition and with Coach Dan Sears umpiring, the alums and current women’s tennis team members played a series of round-robin matches. In one lively match, Kim Crusey '95, a star in her own time, played current captain Anjani Reddy '04, who took the set in a close 7–5. Judy Eagle '66 dusted off her

racket and showed up the younger ladies with her classic volleys in the doubles. Wendy Kemp '99, always consistent from the baseline, challenged the other queen of the ground strokes, Rebecca Katz '95. The next annual alumni tennis event is already anxiously anticipated. Others in attendance were event organizer Rani Shankar '98, An Bui '05, Michaela DeSoucey '00, Pamela Duke '84, Sarah Fritsch '04, Apanar Kishor '05, Nga Lai '97, Kristin Parris '86, and Elena Rosenbaum '98.

Pittsburgh: Melissa Kelley '80 is retiring as Pittsburgh Connection chair because a new job is taking her to Erie, Pa. However, she leaves the Connection in the able hands of Barbara Taylor '75 and Michelangelo Celli '95, who have volunteered to take over this Connection. We welcome Barbara and Michelangelo and thank them for keeping this busy Connection going. Melissa will continue to serve on Alumni Council as president designate, and we thank her for her fine work as Pittsburgh Connection chair. Knowing Melissa, we expect there will be an Erie Connection before too long!

RECENT EVENTS

Alaska: Alden Todd '39 arranged for a recent Connection event in Alaska. Dan West, vice president for development, alumni relations, and public relations, met with several alumni, parents, and one current student in Anchorage in January—yes January!—to discuss life at Swarthmore today.

Chicago: As the leaves changed color in the late fall, Chicago-area alumni enjoyed an afternoon at the Morton Arboretum. Jeff Jabco of the Scott Arboretum joined the group and provided color commentary.

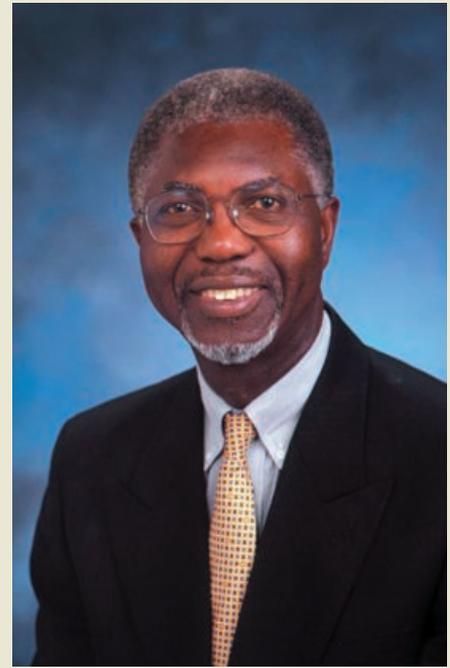
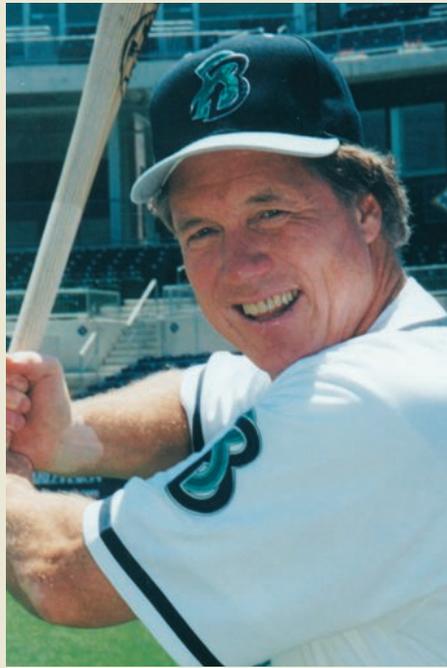
Professor Ray Hopkins, Richter Professor of Political Science, visited the Chicago Connection to guide a discussion titled “Constructing Responses to Sept. 11.” Before the program, Professor Hopkins communicated with alumni by e-mail to gain an understanding of the issues of major concern to alumni. Many thanks to Chicago Connection Chair Marilee Roberg '73 for arranging both of these events.

Pasadena, Calif.: In January, President and Mrs. Bloom hosted “A Conversation With the President.” Connection members discussed a variety of topics of interest to the College community, including the Board of Managers’ athletics decision, diversity on campus, instituting an Islamic studies program at the College, and several funding issues. Thanks to Suzanne '72 and Walter Cochran-Bond '70 and David '45 and Mary Joann Lang for making this event possible.

Seattle and San Francisco: Barry Schwartz, Swarthmore College Dorwin P. Cartwright Professor of Social Theory and Social Action, visited the Seattle and San Francisco Connections in early March to present a lecture titled “Too Many Choices: Who Suffers and Why.”

Intercultural Center’s Celebration on April 6

All alumni are invited to return to Swarthmore for the Intercultural Center’s (IC’s) 10th Anniversary Alumni Gathering on April 6, from 10 a.m. to 4 p.m. The anniversary celebration will allow alumni to meet with current students and explore opportunities to get involved with the ongoing activities of the IC. Please join the IC community in our newly renovated offices in Tarble near the Fragrance Garden. For information, please contact IC Acting Director Meghna Bhagat at (610) 328-7360 or mbhagat1@swarthmore.edu.



ENTREPRENEURS MICKEY HERBERT (LEFT), MAJORITY OWNER OF THE BRIDGEPORT [CONN.] BLUEFISH BASEBALL CLUB; AND TRALANCE ADDY, FOUNDER AND CEO OF PLEBYS INTERNATIONAL, A TECHNOLOGY FIRM, WILL BE KEYNOTE SPEAKERS AT THIS SPRING’S LAX CONFERENCE ON ENTREPRENEURSHIP.

CALLING ALL ENTREPRENEURS

According to *Webster’s*, an entrepreneur is defined as, “One who undertakes to start and conduct an enterprise or business, usually assuming full control and risk.”

The Lax Conference on Entrepreneurship, to be held on April 7, beginning at noon, focuses on the business of business from the perspective of several alumni who followed their entrepreneurial spirits after graduating from Swarthmore. Tralance Addy '69, founder, president, and chief executive officer (CEO) of Plebys International LLC, and Michael “Mickey” Herbert '67, president, CEO, and majority owner of the Bridgeport Bluefish Baseball Club, headline the conference with their keynote addresses.

Tralance oversees innovative technology ventures targeting underserved populations worldwide. He is the former international vice president of Johnson & Johnson, where he led the establishment of technology-based business ventures. Mickey is a nationally recognized expert on health plans and is the former founder and CEO of a publicly traded health maintenance

organization. In addition to his baseball team, he is currently the general partner of a major league lacrosse team and a sports and entertainment company.

The conference will also feature panel discussions on social entrepreneurship and venture philanthropy, thoughts on becoming an entrepreneur, and the nuts and bolts of a successful business venture. Panelists include Eric Adler '86, Richard Barasch '75, Caroline Curry '90, Kevin Hall '89, Ethan Klemperer '94, Arnold Kling '75, Emily McHugh '90, Seth Murray '98, Timothy Sibley '98, Robin Shapiro '78, Brian Smiga '76, and Thomas Snyder '72.

The Lax Conference on Entrepreneurship is funded by an endowment created by a bequest from the late Jonathan Lax '71. Jonathan was class agent and a reunion leader. It is co-sponsored by the Swarthmore Business Society, the Office of Career Services, and the Alumni Relations Office.

For additional information or to sign up for the conference, call the Lax Conference Response Line (voice mail) at (610) 690-6887, or visit the conference Web site at <http://lax.swarthmore.edu>.

Alumni Council Continues Healing Efforts at January Meeting

The Alumni Council is continuing efforts begun last fall to increase understanding and to establish a framework for healing among alumni following the College's December 2000 decision to restructure the athletics program.

Representatives of the administration, Board of Managers, Alumni Council, and Mind the Light met on campus for a third time on Jan. 18. These included President Alfred H. Bloom; Managers Fred Kyle '54 and Barbara Weber Mather '65; Dave Rowley '65, Rob Steelman '92, and Diana Judd Stevens '63, representing Mind the Light; and myself. Jack

Riggs '64, who participated in two meetings last fall, was unable to attend in January.

The tone of the conversation was respectful and constructive. During the meeting, participants reviewed progress on the three actions agreed to earlier and described in our Joint Communiqué in December, including the addition of two Alumni Council

members to the Ad Hoc Athletics Review Committee of the Board, the participation of Alumni Managers in meetings of Council, and the review by Council of consensual decision-making processes at the College.

All were pleased to hear about the active participation by Council members Jenneane Jansen '88 and Rick Ortega '73 in a conference call and meeting of the Athletics Review Committee; Council's interactions with Managers Catherine Good Abbott '72 and Alan Symonette '76 at our October 2001 meeting; and the development of a draft charge and a list of potential members of the team to review consensual decision making. Participants also heard about the productive meeting held on Dec. 8 with the Executive Committees of the Board and Council to learn of each group's priorities

and to explore ways to be supportive in these initiatives.

Participants asked that Council continue to take the lead in monitoring the actions agreed to and in reporting periodically as planned to the Swarthmore community. The parties acknowledged that agreement on certain matters such as the restoration of the sports affected and the exact events in the process by which the decision was made may not be possible but agreed that all share in their dedication to Swarthmore College. No other formal actions were added to those listed in the Joint Communiqué, but additional efforts to promote healing—and to provide leadership within the Centennial Conference in dealing with pressures to increase specialization and competition—were discussed. There is an understanding that such efforts will be initiated by the College at appropriate times. The parties did not set a date to meet again but left open the possibility of additional meetings if

they were anticipated to be helpful. The leadership of Alumni Council will fulfill its responsibilities to the Swarthmore College community as agreed in the Joint Communiqué and will continue to make themselves available to support any additional efforts to increase understanding and promote healing. We are grateful to all those alumni who have offered comments and counsel. Your input is important to us, and we will respond to each of you as time permits. We also want to thank those who have agreed to serve in efforts to rebuild. We commit to providing periodic updates as these efforts proceed.

—Richard Truitt '66
President, Alumni Association
rich_truitt@alum.swarthmore.edu



JANSEN



ORTEGA

Two Join Board's Ad Hoc Committee on Athletics

Alumni Council members Jenneane Jansen '88 and Richard Ortega '73 have been appointed the Board of Managers' Ad Hoc Athletics Review Committee. The committee, chaired by Catherine Good Abbott '72, was created in 2000 to act as a Board liaison with the campus Athletics Review Committee. According to Abbott, the ad hoc group "will ensure that the recommendations of the original Athletics Review Committee are implemented. In consultation with others, we will also develop criteria to monitor, on an ongoing basis, the future health of the athletics program."

Jansen, who was elected to Council last year, is an attorney with the Minneapolis firm of Meagher & Geer, specializing in appellate law. A lifelong athlete and long-distance runner, she was captain of women's cross-country for three years at Swarthmore, staying on to help coach running during a fifth academic year at the College. She says she is "interested in trying to mend some of the rift with alumni who are deeply troubled by the College's restructuring of the athletics program." Jansen can be reached by e-mail at jjansen@meagher.com.

Ortega, who lives in Glen Mills, Pa., has served on Alumni Council since 1999. He is a self-employed structural engineering consultant specializing in historic preservation—a vocation that blends both sides of his unusual Swarthmore double major in art history and engineering. Although he was not a varsity athlete in college, he is an active coach in youth soccer, basketball, and baseball. Ortega sees his role on the committee as "providing the Ad Hoc Committee with input from the Alumni Council and, by extension, from all alumni." His e-mail address is rickortega@aol.com.

Extern Program Continues to Grow

This year's Extern program was a huge success. As usual, it allowed alumni and students to interact with and learn from each other. The College had more than 125 alumni volunteers, just slightly more than last year. On the other hand, student interest increased by approximately 30 percent. In Philadelphia, the number of student requests for externships doubled. Students were offered externship opportunities in Boston; New York; Philadelphia; Washington, D.C.; and through a pilot program in San Francisco.

Alumni volunteers represented a wide range of careers, including research medicine, public defense, university administration, investment banking, labor arbitration, government, public policy, psychology, management consulting, technology, law, and arts management. One student was able to work in the frozen tissue collection of the Museum of Natural History, a great way to combine interests in science and the humanities.

The Extern program is extremely important to the College, in part, because of its benefits to both alumni and students. The evaluations from both student and alumni participants confirm their enjoyment of the activity. Sponsor James Sailer '90 said: "[My extern] was motivated, engaged, curious, and productive. If all of your externs had such positive attitudes, I am sure you are dealing with a set of very happy sponsors."

Emily Chavez '03 said: "Everyone made me feel very welcome and was available for answering any questions I had.... Even if I don't choose to pursue nonprofit work in this particular area—homelessness and low-income housing issues—I have a sense of the structure of the organization, which I think I could apply to other areas." And finally, Mary-Mack Callahan '77 said, "The talents and enthusiasm of the Swarthmore students who come into this office consistently surpass our highest expectations—and the midwinter boost of the energy in our company benefits all of our work."

What makes the Extern program even more impressive is that it is almost entirely organized by alumni volunteers. We congratulate and offer sincere thanks to this year's coordinators: Cynthia Graae '62,



BARRY MYERS

MARY-MACK CALLAHAN '77 (LEFT) AND AMY WHITE '00. AMY'S EXTERNSHIP TWO YEARS AGO WITH CALLAHAN'S PUBLIC RELATIONS FIRM COMMUNICATION WORKS LED TO A FULL-TIME JOB AFTER GRADUATION. COMMUNICATION WORKS SPONSORED THREE EXTERNS THIS YEAR.

UPCOMING CAMPUS EVENTS

**Intercultural Center
10th-Anniversary
Alumni Gathering
April 6**

**Family Weekend
April 12-14**

**Alumni College
June 4-6**

**Alumni Weekend
June 7-9**

**Alumni College Abroad
June 22-29**

**Fall Weekend
Sept. 28-29**

**For more information:
www.swarthmore.edu/alumni**

national extern sponsor; Allison Anderson Acevedo '89; Robin Shiels Bronckema '89; Jim DiFalco '82; Elizabeth Killackey '99; David Maybee '62; Lauren McGrail '98; Emily Rice-Townsend '99; and Margaret Kaetzel Wheeler '62. Many thanks to all of the other volunteers who helped organize Extern Week, who offered housing to student externs, and who took time from their work lives to teach Swarthmore students about a career they may wish to pursue.

Gatherings Extend Experience

In addition to the externships themselves, evening events were held in two cities to allow externs and sponsors to meet each other. In New York, students and alumni were invited to a panel discussion called "Making a Difference and Making a Living." Panelists Laura Gitelson '97, J.P. Partland '90, Thomas Sahagian '74, Theodore Silver '94, Erika Teutsch '44, and Noël Theodosiou '94 spoke about their personal and professional paths post-Swarthmore. Anna Staab '02 commented in her program evaluation that "It meant so much to me to hear that a community could extend beyond one's years at Swarthmore and that fellow grads can support each other in making career decisions that may be unconventional."

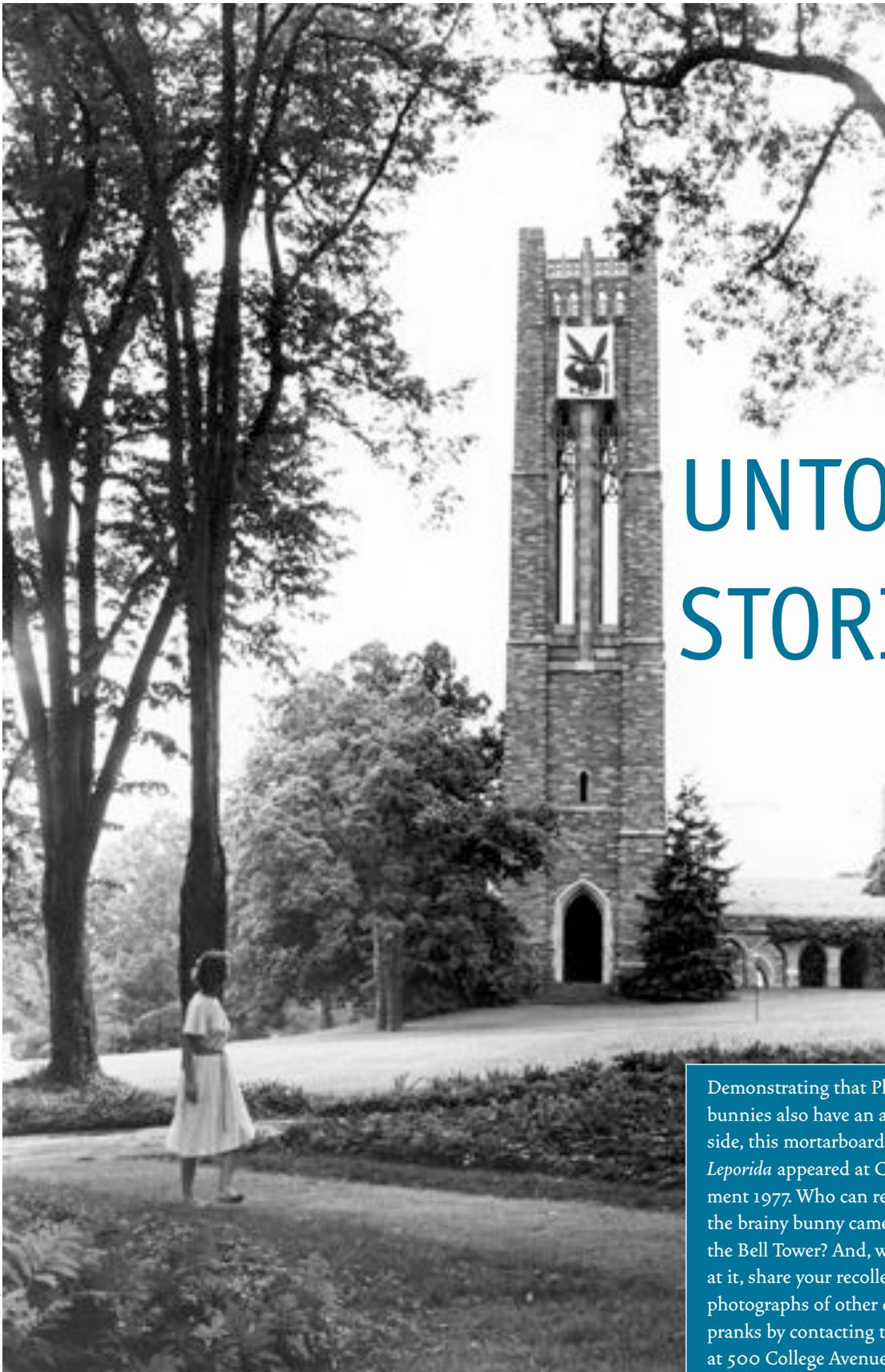
The Boston event was hosted by Roberta Chicos '77 and provided an informal opportunity to put faces with e-mail names, share stories, and discover connections.

Plans for Next Year

Graae notes: "This year, for the first time, the extern organizers solicited volunteers by e-mail only. This worked very well and saved on postage and paper.

Please make sure that your e-mail address is up to date with the College if you are interested in participating in this, and other, College programs." To update e-mail addresses, contact the Alumni and Gift Records Office at records@swarthmore.edu.

Even if it is not feasible for you to provide an externship at your place of employment, you can still be involved in the program by offering housing to a Swarthmore student during the extern week, which is tentatively scheduled for Jan. 13-17, 2003.



[1977]

UNTOLD STORIES

Demonstrating that Playboy bunnies also have an academic side, this mortarboard-bedecked *Leporida* appeared at Commencement 1977. Who can reveal how the brainy bunny came to adorn the Bell Tower? And, while you're at it, share your recollections and photographs of other campus pranks by contacting the *Bulletin* at 500 College Avenue, Swarthmore PA 19081-1390 or bulletin@swarthmore.edu. We know there are lots of untold stories.

Man in the Middle

CLARK KERR '32 RECOUNTS STEWARDING THE UNIVERSITY OF CALIFORNIA AT BERKELEY.

Clark Kerr, *The Gold and the Blue: A Personal Memoir of the University of California, 1949–1967: Volume 1, Academic Triumphs*, University of California Press, 2001

Those of a certain age or younger will remember Clark Kerr as the dapper, balding man in black-and-white films who, we thought, failed to understand the consequences of the free speech movement in Berkeley and then, perversely, was fired by Governor Ronald Reagan for failing to contain student demonstrations. His role as the decent, classic “man in the middle” at the beginning of the tumultuous period of student activism and university response began in the mid-1960s and lasted, in its acute phase, through 1974. The images are indelible and wholly inadequate.

This volume, the first of two written by nonagenarian and Swarthmore alumnus Kerr, deals not with the political battles that raged around his stewardship of the University of California at Berkeley as its first chancellor but with the academic struggles and triumphs that led to the creation of the greatest university in the world—the combined intellectual power of the campuses of the University of California. It was in the post–World War II era of prosperity and institution building that the University of California, founded in 1868, came to the prominence of world influence.

Through Kerr, the emerging forces of technical research and innovation, government financing, and near-universal higher education reshaped the arts-and-letters—focused universities of the prewar era. This volume concentrates on the building of Berkeley into a powerhouse of both science and technology as well as the broader range of intellectual endeavors.

Although the book is first and foremost an institutional history, it is also an autobiography. In a forthright and modest way, Kerr describes his childhood and personal history to the time of his appointment as chancellor in 1947 at age 37. Swarthmore graduates will recognize his self-description and identify with his hymn of praise for what the College meant to him.

Kerr recounts his learning curve as the new head of what was

then already a complex and daunting university. One of his first lessons was that power in a complex system is shared, unless and until the decision is “no”; that is, when the final say is final. He introduces the reader to this in two utterly different spheres: his quick decision not to erect maintenance yards on an attractive piece of property because of its scenic beauty (it is now a park); and, ultimately much more important, his decision against granting tenure to certain faculty of less than certain promise. Both of these spheres of decision—one administrative, one academic—are fraught with personal and political dangers. Woe be to the new president who is timid about making the choice; woe be to the president who makes the decision too quickly; but greatest woe be

unto the president who makes the wrong decision. From the evidence of his own words, Kerr appears to be, like the final bed in *Goldilocks and the Three Bears*, “just right.” Decisive but not abrupt, calm and deliberate, he grew with the university, and beyond.

Although Kerr has left for the second volume the story of the political issues that threatened to swamp his work at the beginning and succeeded in doing so in the end, this recounting of his administrative accomplishments describes, in the most profound sense, the record of a great political career within a great political institution. From the perspective of higher education, Kerr’s book is the equivalent of Churchill’s memoirs or those of any other leader in a republican form of government. The Chancellor’s Office was like No. 10 Downing Street or the White House, the seat of secular power in a system of shared governance.

Not only did Kerr serve as an executive by virtue of the appointment of the Board of Regents of the University of California, but he also needed the assistance or at least the compliance of the powerful faculty, both in its more or less organized form of the faculty and its less formally organized but much more potent cliques, departments, or coalitions. The temperament that led him to work as a labor negotiator and the skills he honed in his early career as a faculty member and practitioner of a very pragmatic art both served him well.

—Nancy Bekavac '69, President of Scripps College



STUDENTS AT THE UNIVERSITY OF CALIFORNIA–DAVIS PRESENT CLARK KERR WITH A BOWL OF FRUIT DURING INAUGURAL CEREMONIES HELD IN 1958, WHEN KERR BECAME PRESIDENT OF THE UNIVERSITY SYSTEM. HE HELD THE POST UNTIL 1967, WHEN HE WAS FIRED BY THEN-GOVERNOR RONALD REAGAN.

OTHER RECENT BOOKS

John Bartle '79 and J. White, *Evolving Theories of Public Budgeting*, Elsevier Science, 2001. This volume examines seven theoretical perspectives of public budgeting: incrementalism, budget process model, organizational process model, median voter model, the "greedy bureaucrat" model, postmodern model, and transaction cost model.

Ann Abramson Berlak '59 and Sekani Moyenda, *Taking It Personally: Racism in the Classroom From Kindergarten to College*, Temple University Press, 2001. This account offers possibilities for fighting racism in our schools, chronicling two teachers and their own educational progress.

Joan Jessop Brewster '46, with photographs by William Grade, *The Stained Glass of All Saints'*, Sim's Press, 2001. Photographs of the 26 stained glass windows of All Saints' Parrish in Peterborough, N.H., are accompanied by text describing the layout, symbolism, and evolution of each window.

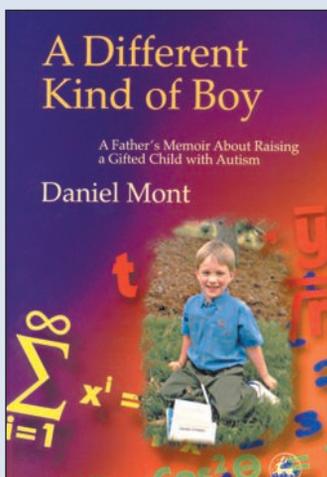
Roane Lovett Carey '82 (ed.), *The New Intifada: Resisting Israel's Apartheid*, Verso Books, 2001. This collection of essays on the Israel/Palestine conflict includes work by Edward Said, Noam Chomsky, Robert Fisk, and others.

Jill Coleman '52, *WaterYoga: Water-Assisted Poses for Posture, Flexibility and Well-Being*, 2nd ed., Eglantine Press, 2002. This edition includes reports of scientific research—confirming the author's positive experience of immersing the body in water—and new poses designed for home pools, spas, and hot tubs to increase flexibility and range of motion, improve posture, and manage pain.

Deborah (Smith) Cumming '63, *The Descent of Music: Stories*, Plum Branch Press, 2002. These tales about women at the advent of the Peace Corps and the civil rights movement are colored with references to art and music.

David Kennedy '80 et al., *Reducing Gun Violence: The Boston Gun Project's Operation Ceasefire*, U.S. Department of Justice, 2001. This research publication describes the Boston Gun Project's Operation Ceasefire, which Kennedy designed and directed.

Ethan Knapp '88, *The Bureaucratic Muse: Thomas Hoccleve and the Literature of Late Medieval England*, Pennsylvania State University Press, 2001. The author investigates the autobiographical poetry of Hoccleve and his life as a clerk of the Privy Seal, providing insights into the early 15th century and Middle English literature.



DANIEL MONT, AUTHOR OF *A DIFFERENT KIND OF BOY*, IS AN ECONOMIST SPECIALIZING IN DISABILITY AND WELFARE ISSUES AT THE NATIONAL ACADEMY OF SOCIAL INSURANCE. HE IS ALSO AN ACTOR AND WRITER WHOSE PLAYS HAVE BEEN PRODUCED IN THE WASHINGTON, D.C., AREA.

Rolfe Larson '77, *Venture Forth! The Essential Guide to Starting a Money-Making Business in Your Nonprofit Organization*, Amherst H. Wilder Foundation, 2002. This practical step-by-step guide offers ways to negotiate the nonprofit world for assistance in launching sustainable ventures.

Catherine Lutz '74, *Homefront: A Military City and the American Twentieth Century*, Beacon Press, 2001. Through the experience of the people in Fayetteville, N.C., neighbors to Fort Bragg, this story focuses on the blurred boundaries of civilian and military worlds.

Christopher LeRoy Maloney '93, *The Uniter Arises*, Unlimited Publishing, 2001. For young adults, this Fairyland story is about a girl—who isn't just a girl but thinks she is—and a dog that is an ogre.

Daniel Mont '83, *A Different Kind of Boy: A Father's Memoir on Raising a Gifted Child With Autism*, Jessica Kingsley Publishers, 2002. In this memoir, the author describes the emotional roller-coaster ride of raising an autistic son, the impact on his family, and the lessons he has learned about life.

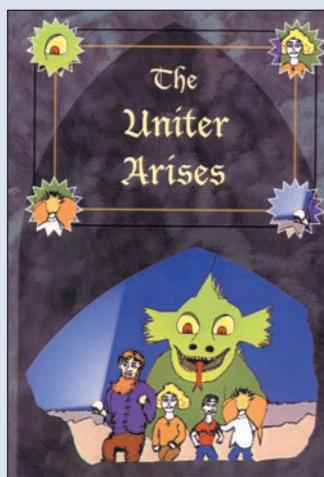
Yongsoo Park '94, *Boy Genius*, Akashic Books, 2002. This odyssey of a boy seeking to avenge the wrongs perpetrated by the South Korean government on his parents continues as he rebels against all symbols of authority when he is banished to America.

Bruce Robertson '76 and Kathryn Hewitt, *Marguerite Makes a Book*, the Getty Museum, 1999. This children's book, the story of a young French girl who carries on her father's book-painting tradition in 15th-century Paris, was named one of the 10 best by the *Los Angeles Times* last year.

Peter Kimuyu, **Bernard Mbui Wagacha '73**, and Okwach Abagi (eds.), *Kenya's Strategic Policies for the 21st Century: Macroeconomic and Sectoral Choices*, Institute of Policy Analysis and Research, 2001. This reprinted work, first published in 1999, explores macroeconomic and sectoral decisions in Kenya.

Eric Wasserman '79 et al. (eds.), *Handbook of Transcranial Magnetic Stimulation*, Arnold Publishers, 2001. This handbook explains the science, principles, and procedures of this technique.

Eric Arnould, Linda Price, and **George Zinkhan '74**, *Consumers*, McGraw-Hill, 2002. This textbook, with supporting material for instructors and students on the Web, includes information on consumer behavior, consumption, purchase and acquisition, and postacquisition.



CHRISTOPHER LEROY MALONEY, AUTHOR OF *THE UNITER ARISES*, WROTE THIS STORY TO FILL A VOID FOR HARRY POTTER FANS. WHEN HE'S NOT WRITING, MALONEY STUDIES NATUROPATHIC MEDICINE IN OREGON, GOES FOR LONG HIKES, AND PRETENDS TO BE A LARGE CAT FOR HIS 2-YEAR-OLD SON.

Two Memoirs

I sometimes dream of projects I will undertake when I retire. I'll go back to painting. I'll set up the model trains again. My garden will grow better with more attention. I'll travel. Maybe I'll write a book—everyone's thought of that. Fortunately for us, Kenneth Brown '47 and Peter Karlow '41 have used their retirements well.

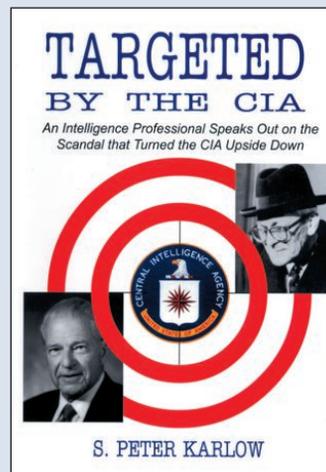
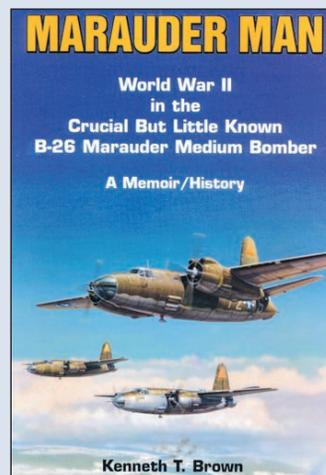
Brown's *Marauder Man: World War II in the Crucial but Little Known B-26 Marauder Medium Bomber* (Pacifica Military History, Pacifica, Calif., 2001) is explained by its subtitle. His love affair with the sturdy twin-engine Martin bombers that carried him over German-occupied Europe in the last year of the war makes his book an important history of that aircraft—as well as the story of a young Quaker who decided that the fight against fascism out-ranked his pacifist beliefs.

At the climax of the European war, Brown served as bombardier and navigator with the 391st Bombardment Group. He flew 43 missions—more than half of them as a lead navigator for a flight of six planes.

Feb. 24, 1945, was particularly memorable. Brown's bomber group was to attack a railroad bridge deep in German territory. Heavy anti-aircraft fire over the target brought down three of the bombers, with heavy loss of life. After bombing a secondary target, Brown's flight of seven B-26s endured 45 minutes of relentless German flak as they zigzagged back to Allied territory. Several planes were badly damaged, and two—including Brown's—crash-landed at the air base. Of the 27 planes that had participated in the attack, 7 were destroyed and 14 damaged.

In *Marauder Man*, Brown relates tales of great danger with a cool confidence, but it is clear that the mayhem and destruction all around him were deeply affecting. At the end of the book, he writes: "When I reflect now upon World War II, my mind still floods with feelings. I well remember how the blood ran rich and full, and every moment was cherished, an oft-remarked reaction to death seeming imminent.... I am overwhelmed with humility and gratitude, to whatever powers rule our lives, that I survived the war intact."

A brush with death is also a turning point in Peter Karlow's memoir *Targeted by the CIA: An Intelligence Professional Speaks Out on*



the Scandal That Turned the CIA Upside Down (Turner Publishing, Paducah, Ky., 2001). Karlow held a Navy commission during the war but was actually an intelligence operative with the Office of Strategic Services (OSS), the precursor to the Central Intelligence Agency (CIA). In February 1944, he was off the coast of Italy, delivering a radar set to an intelligence outpost, when his PT boat struck a mine. It cost him his left leg.

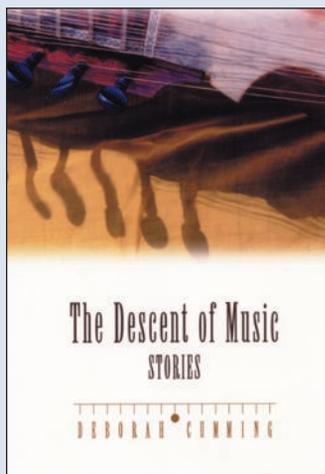
After the war, Karlow helped write the operational history of the OSS and joined the CIA almost at its inception, rising through the ranks in analytical and operational jobs. In 1963, at the height of the Cold War, he became the target of a "mole-hunt" within the agency. A Russian defector, Anatoly Golitsin, had hinted that there was a KGB agent within U.S. intelligence whose last name began with "K." Although a four-month investigation proved nothing, he resigned from the agency. It took him more than 25 years to clear his name.

(The story of his vindication, as

previously told in the December 1992 *Bulletin*, can be found at www.swarthmore.edu/bulletin/mar02/books.)

Karlow's defense of his integrity—and his indignation at having it questioned—is only part of a warm, expansive memoir of an extraordinary life. He and Ken Brown are the real thing. Reading about their lives makes me think that if I ever get around to writing my own memoir, I probably ought to try fiction.

—Jeffrey Lott



GABRIEL CUMMING '00 TOOK THE COVER PHOTO OF MOTHER DEBORAH CUMMING'S ['63] BOOK *THE DESCENT OF MUSIC*. THE AUTHOR, WHO CURRENTLY LIVES IN DAVIDSON, N.C., HAS TAUGHT IN INDIA, THAILAND, NEW YORK CITY, AND SOUTH CAROLINA. SHE WON THE SOUTH CAROLINA ARTS COMMISSION FELLOWSHIP IN LITERATURE IN 1995–96. SHE IS THE CO-EDITOR AND TRANSLATOR OF A PREMIER BOOK OF CONTEMPORARY THAI VERSE.

CALENDAR

Jeremy Simes Schomer '76 contributed the poem "Dove Call" to the United Nations' 2002 *Calendar for Peace*. Free copies may be obtained by contacting Ruth Steinkraus-Cohen at (203) 227-2253 or info@una-connecticut.org.

SCREENPLAY

Asbed Pogharian '84, *Swallow Got Canned*. This comedy, a second screenplay, was optioned by a director who has a two-picture deal with MGM.

WEB SITE

Ben Fritz '99 and Brendan Nyhan '00 have helped launch a Web site called spinsanity, which Fritz says "deconstructs spin in political media with daily posts and weekly columns." Get the story behind the story at www.spinsanity.org.

Living in the Present

AT 78, ERIKA TEUTSCH '44 STILL WORKS FULL TIME TO MAKE A DIFFERENCE FOR PEOPLE.

In the lobby of an Upper West Side senior center, a dispute has erupted. The daily domino game is being displaced by the monthly art opening. Even though this scheduling conflict also happened last month and the month before that, the domino players are upset.

Erika Teutsch quietly intervenes. The domino players relent, picking up their black-and-white tiles and moving to the dining room. “We worked it out,” Teutsch says, gesturing like a shuttle diplomat delivering a communiqué.

At 78, Teutsch is older than the typical person at the busy senior center, which occupies the ground floor of the Goddard Riverside Community Center. She moves easily among the dozen or so elderly artists and onlookers who sip juice and munch potato chips at the art exhibit, and she speaks to several by name. Almost all of them seem to know her name—because Teutsch is the full-time director of the center.

“It’s my retirement job,” she explains. “I still get excited about what I’m doing, and I like the seniors. I figure I’ll keep going until I can’t remember anybody’s name; then I’ll stop working.”

Erika Teutsch has always worked. Her resume includes a stint at the Office of Strategic Services (the World War II intelligence agency) and postwar jobs with the Reparations Commission in Paris and the U.S. military government in Berlin. After studying economics at Columbia University, she worked at the Federal Reserve and then spent 10 years doing research on foreign economic policy and development for the Rockefeller family.

She then worked in Washington, D.C., as chief of staff for Democratic Congressman William Ryan, who represented the Upper West Side. “This was the most meaningful and exciting work I ever did,” Teutsch says. “He was a committed liberal who saw government policy and programs as a way to make a positive difference in the lives of his constituents.”

In the 1970s, she served as director of Governor Hugh Carey’s New York City office and as regional director for adult services in the New York State Department of Social Services, where she helped regulate, monitor,



ERIKA TEUTSCH RUNS A BUSY SENIOR CENTER IN NEW YORK’S UPPER WEST SIDE. SHE SAYS SHE’LL STOP WORKING WHEN SHE “CAN’T REMEMBER ANYBODY’S NAME.”

and provide technical assistance to adult homes and shelters for the homeless.

Since 1991, she has been at Goddard Riverside as director of senior services—where she develops programs, plans services, and represents the agency on issues relating to the elderly. The center offers social services, meals, classes, exercise programs, outings, and—perhaps most important—a place for interaction and companionship.

Not everyone who needs senior services comes to a community center, however. In New York City, says Teutsch, about a third of the elderly live alone, many in what have come to be called “naturally occurring retirement communities”—buildings or housing developments where a generation has aged together. State and city agencies, working with settlement houses and community organizations such as Goddard Riverside, are starting to provide social services and community activities to these residents right in their buildings.

“Just having a part-time social worker in a building can make an enormous difference in these folks’ quality of life and sense of community,” says Teutsch, who has helped organize such efforts. “Organized retirement com-

munities are great for people who can afford them, but what most people want is just to stay put. This program helps them stay in their own homes.”

“Retirement is changing,” she observes. “For many, retirement just means changing the nature of your activity, doing more of the things that interest you. Everyone has their own way of approaching it.”

At Goddard Riverside, she says, “We spend our time living in the present. Some people spend the whole day here every day—that’s their life now. Their friends are here, and they find a role to play at the center. Others just come in for a class or a trip or for lunch. In the present, it doesn’t matter much what you did before.”

Still, experience counts, and Teutsch is pleased by the changing attitudes toward older people—attitudes that have made it possible for her to continue working in her late 70s. “People are looking for the experience that older people bring. We may not be able to fix the computers, but there are important areas where age and experience are welcomed.”

—Jeffrey Lott

Professor in Palestine

ROGER HEACOCK '62 LIVES IN THE LINE OF FIRE.

In late 2000, Palestine was at the beginning of a new crisis. After years of working toward a final settlement agreement with Israel, and nearly achieving it at Camp David, the hope of peace was shattered in an explosion of violence—the al-Aqsa Intifada. Roger Heacock, a professor of history at Bir Zeit University in Palestine, was upset by the response to the renewed conflict by foreign nationals living in Palestine. Most of them began to leave, many directed by the United Nations and other international agencies that employed them.

Heacock set about to rally the remaining foreigners. In his November 2000 *Manifesto of Foreign Nationals Living in the Occupied Palestinian Territories*, Heacock and other co-signers asked why so many foreigners had “abandoned the Palestinians to their fate at the very time when they are most in need.” Despite the constant security threat, Heacock’s alliance proclaimed that they would “remain ... as workers and witnesses to the struggle and the hardships of the Palestinian people.”

Heacock has been living outside the United States since 1970. He was teaching at Colorado College at the time and says he “turned against U.S. policy” in Vietnam and became part of a quixotic movement for a “reverse brain drain” to protest American military action. A birthright Quaker, he had been a conscientious objector since the early 1960s and increasingly identified with the internationalist movement, which Heacock says “supports the liberation struggles of occupied people everywhere.” Arriving first in Geneva, he took up a teaching position at the Graduate Institute of International Studies and later taught at the American University in Cairo and the University of Paris, where he met his wife, Laura Wick. He even brought his family to Nicaragua for a while during the Sandinista era in an act of solidarity with the ongoing socialist revolution.

As a child of an American diplomat who grew up in several Western European countries, Heacock always had a more international outlook than his American-bred classmates. Yet he admits that he stayed more on the political sidelines during his time at Swarthmore, when “the movements for integration, peace, socialism, and communism were rife in



ROGER HEACOCK (FAR RIGHT) MOVED TO OCCUPIED PALESTINE IN 1983, IN THE WAKE OF U.S. AND ISRAELI ACTION AGAINST PALESTINIANS IN LEBANON. HE AND HIS WIFE, LAURA WICK (SECOND FROM RIGHT), WANTED TO “BEAR WITNESS AND LIVE IN SOLIDARITY WITH THE OCCUPIED PALESTINIANS.” THEIR THREE CHILDREN, LIVIA, JAMAL, AND ALEXIS, HAVE BEEN RAISED THERE.

the ‘Kremlin on the Crum,’ which was regularly visited by the likes of Pete Seeger and Gus Hall, head of the U.S. Communist Party.” He participated in attempts to integrate white establishments in Chester and rallied against the embargo on Castro’s Cuba. He also remembers attending a rally for John F. Kennedy and, “along with others, holding up a sign that read, “Mr. Kennedy: What is your Program for Peace?” Given that his family’s Philadelphia Quaker roots stretch back to the 17th century, his later interest in peace action after college does not seem surprising.

Heacock’s academic works are similarly focused, ranging from an assessment of 18th-century European landscape design and its influence in the Middle East to overarching reviews of American foreign policy. He manages to use his fluent German, French, and Italian in his published work. Heacock also teaches and consults with students in Arabic, which he learned during his time in Cairo.

Heacock came to Palestine in 1983, in the wake of U.S. and Israeli action against Palestinians in Lebanon. He and his wife wanted to “bear witness and live in solidarity with the occupied Palestinians.” They settled in Ramallah, just north of Jerusalem, and have stayed there through the 1987 intifada, the Gulf War, and now the second intifada. Their three children have all grown up there, which Heacock

says has led them to question their identities, as they are truly global citizens—half-French, half-American residents of Israeli-occupied Palestine.

His 16-year-old son Jamal, the youngest child, attends the French school in West Jerusalem. A little more than a year ago, the commute to school from Ramallah was safe and quick, but it is now an intense, often dangerous journey through two Israeli border checkpoints. In early September of this year, a bomb exploded in front of Jamal’s school. No students were hurt, but Heacock admits that “it has been infernal every day worrying about my son; it’s been a terrible year.”

In these heavy times, he keeps a copy of Chaucer’s *Canterbury Tales* in his book bag, a rather erudite choice for “escapist literature.” But he claims that “it is actually quite funny” and then comments about Chaucer’s racier themes that are edited out of classroom editions.

It is this kind of delightful humor and congenial outlook on life that contribute to Heacock’s optimism regarding eventual peace and the establishment of democracy in Palestine. Yet he maintains that “the current violence will never end until the occupation ends.” And as he wrote in his *Manifesto*, he intends to remain to see that happen.

—Jessica Carew Kraft '99

Living on the Chinese Frontier

A GWEILO COUNTS TO 20 WITH XIAO ZHANG.

By Stephen Burns '71

I returned not long ago from a posting in Shenzhen, a large and sprawling industrial city in Guangdong province, China. Locate Hong Kong on a map, and you're almost there; a golf pro could drive a ball south across the irrecoverably polluted Shenzhen River to the New Territories, as I myself often tried to do in my leisure moments until the border patrol sternly warned me to stop. Despite the proximity to this former outpost of British civilization, I might as well have been living on a desert island (minus the associated amenities), so isolated is this Chinese city—culturally, socially, and logistically—from the outside world. A two-hour wait at the border customs post typically faces the unwary traveler who would venture in by train from Hong Kong for a peek at the mainland. An electrified fence with checkpoints manned by the internal immigration police has kept Shenzhen divided from the rest of the mainland ever since its inception as a "special economic zone" in Chinese bureaucrat-speak, as if that would prevent Deng Xiao Ping's fledgling experiments with capitalism in this former fishing village from contaminating the politically correct socialist thinking of the interior.

Although I lived through some defining moments in Chinese history—the death of Deng, the ascension of Jiang, the retrocession of Hong Kong and Macao—my personal life was microcosmically centered around maintaining my own equilibrium in this most chaotic and uncharming corner of China. I sought to insulate myself from the environment by slipping into comfortable invisibility rather than interact and risk getting caught up in the madness that surrounds unrestrained economic development in a moral and intellectual vacuum.

My Chinese business partner had, after searching extensively, found a family that not only was willing to accept a *gweilo* (foreign devil) boarder but also had an apartment with a spare room, a rarity in this overcrowded city. I paid a few hundred dollars a month to live with Ho Bing and, in so doing, increased his household income substantially. The mainland Chinese save a larger portion of their small salaries than most any other people; however, in the course of my first few months with the Ho family, I started to notice some subtle effects brought about by the extra revenue. Mr. Ho bought several new shirts, the son cut his hair more frequently, the supply in Mrs. Ho's pantry grew—but that was only the beginning. After I took home leave one summer, I returned to learn that the family had taken their first vacation ever and, prompted by my beaming host, noted approvingly that the old and temperamental hot water heater

in the bathroom had been replaced by one that functioned without the strategic application of chewing gum or rubber bands.

As part of my daily routine, I was always out of the apartment and on my way to work before sunrise; thus, the streets were not as packed as they would become an hour later with hordes of bicyclists and pedestrians, swarms of scooters, columns of dilapidated minibuses spewing smoky exhaust, and army trucks asserting their priority over all the latter. I soon became oblivious to the stares of the passersby and started to feel that I was just one of the 1.2 billion people who call this most populous of all nations their home. In reality, as the only *gweilo* in the quarter, I probably stood out as if I glowed with neon.



SHENZHEN IS A SPRAWLING INDUSTRIAL CITY IN GUANGDONG PROVINCE, CHINA. LOCATE HONG KONG ON A MAP, AND YOU'RE ALMOST THERE.

On occasion, some of the passersby, conscious of my unchanging daily route—which, of course, my security personnel strongly advised me not to have—took the initiative to say a word or two in English to me, if only "good morning" (which usually ended up sounding like *guji maji*) and then sped on their way without awaiting my reply. My favorite of all was a child of some 4 years of age on his way to preschool with his parents. How we got into the habit of doing so, I don't recall, but this invariably cheerful youngster and I together counted to 20 in English most every morning, to the admiration of the crowd that spontaneously formed. Prodded by his proud parents, he even gave a credible shot at the alphabet. My young pupil was as austere as his elders, so during a busi-

ness trip to Switzerland, I bought him a bright red and yellow T-shirt. The day Xiao (little) Zhang first wore it, he was surely the most conspicuous child in a city whose dominant color is the gray of unfinished concrete.

But sooner or later, I had to abandon my role of private English tutor and start the daily grind.

I worked alongside a privileged class of young Chinese “cadres,” as finance director of a Sino-European joint venture. Most of my co-workers had university degrees; some had even traveled overseas. One—the deputy communist party leader of our joint venture—had

I developed an unusual facility with chopsticks as a child, which was to earn me great admiration in Asia decades later.

received an M.B.A. from one of the numerous third-rate American schools that specialize in the lucrative niche of educating the privileged youth of developing nations. Han Ping, my second-in-command, was as devious a colleague as I’ve encountered anywhere, and I still chuckle at the recollection of his escapades. Not too many accountants of my acquaintance rifle through the office trash bins after office hours to report their contents to their party bosses. Yet, in the end, we accomplished our mission of starting up a joint venture and parted ways, if not best friends, then at least with a better understanding of each other’s Weltanschauung.

While growing up, my grandparents’ idea of exposing me to foreign culture was taking the family to dinner in Paris’ Chinatown one Sunday a month. Remarkably foreshadowing future events in my life, I developed an unusual facility with chopsticks as a child, which was to earn me great admiration in Asia decades later. In most any business dinner where East meets West, the Asians will use silverware, and the Europeans will use chopsticks—each in an effort to impress the other with their multicultural agility. Indeed, at one such dinner, my nimbleness with these instruments was rewarded with breaking a deadlock with a recalcitrant customs inspector who had been needlessly holding up the import of a critical piece of production machinery for our factory.

For fun, I regularly taught conversational English at the local night university, and hundreds attended my two-hour-long classes. After a day’s work, there was scarcely one tired face in the lecture hall, excepting perhaps my own, although Mr. Ho—an occasional

attendeé despite his 10-word vocabulary—informed me that my students most likely napped during office hours while at their mind-mummifying jobs. Nonetheless, and even though individual skill level varied, they devoted themselves to my lessons with the single-mindedness of purpose typically associated with the success of many overseas Chinese, once liberated from the repressive environment of their homeland.

I started my sojourn in this very foreign corner of Asia with the expectation—indeed, the intent—of remaining an outsider. I had expected the cultural and linguistic barriers to be simply insurmountable, even over a period of years. But in examining the evolution of my life over the course of my posting, I see that I finally did integrate myself into the society, even if in a very special and transitory way. Mr. Ho often proclaimed me his brother after a night of drinking Tsingtao together. The Hos’ son and I slowly advanced our way together through the belt rankings of kung fu. I developed a large circle of friends among my English students and have received numerous e-mails from them. Through my business connections, I got to know several of the very few personalities of any cultural attainment in Guangdong province. A calligraphy painted for me by one of them, Gin Long, hangs in my study. And most important to me, Xiao Zhang, encouraged by his parents, started calling me “Uncle,” a title expressing both respect and affection.

Inevitably, the end of my stay in Shenzhen approached. Just as well, as the Hong Kong fiscal authorities had inexplicably decided that part of my income was taxable in what had then become the Special Administrative Region, and I had no intention of enriching Mr. Tung’s bloated coffers. For me, it was just a transition point from one job to the next, and I have returned to a quiet existence in Pennsylvania. For the Ho family, however, it marked the end of the good life, as they have had to adapt to half the income they enjoyed while I was their guest. Perhaps my young star pupil has forgotten both me and the English alphabet. But if I ever do return to Shenzhen and search hard enough, I hope to see some other small child proudly sporting a colorful, if now faded, T-shirt with the seal of the canton of Geneva. ☞

Stephen Burns is currently a consultant who lives in suburban Philadelphia.



STEPHEN BURNS, WEARING TRADITIONAL CHINESE GARMENTS, ASSUMES A "SUITABLY ASIAN POSE."

LAURYN BURNS

“Mr. Search and Seizure”

LAWYER M. KELLY TILLERY '76 PROTECTS ALL KINDS OF BUSINESSES FROM MODERN-DAY PIRATES.

For attorney Kelly Tillery, a day's work might easily—and actually did—involve representing an extreme right-wing organization in the morning, defending The Grateful Dead in the afternoon, then partying late into the night with the “Dead” and members of the Carter administration.

As a youth, Tillery dreamed of being a drummer in a rock band—but he didn't consider himself talented enough. Later, after graduating from Swarthmore with High Honors in history, he wanted to indulge a passion for history and love for his alma mater by becoming a Swarthmore history professor—but academic jobs in his area were scarce. So, following in his father's footsteps, he became a lawyer, specializing in intellectual property, with an emphasis on anti-counterfeiting. “Unable to be an artist myself,” he says, “I consider myself very fortunate to be contributing to the artistic, intellectual, and scientific development of this country by protecting the art and discoveries of those who do have creative abilities.”

Chair and senior partner of the Intellectual Property and E-Commerce Group of the Philadelphia-based law firm of Leonard, Tillery, and Sciola LLP, Tillery, affectionately known as “Mr. Search and Seizure,” has garnered a national reputation chasing down bootleggers from the music, movie, computer software, pharmaceutical, and fashion industries. His haul of confiscated products includes phony Rolex watches, counterfeit photos and posters of stars like Ricky Martin and The Backstreet Boys, Power Ranger and Jurassic Park action figures, bootlegged sneakers, and copied concert T-shirts. His clients range from Madonna to Meatloaf, Barney to Bruce Springsteen, The Who to U2, The Rolling Stones to Rod Stewart, Adidas to Nike, Microsoft to Mobil Oil, The Wharton School to Warner Brothers, and Bill Graham to Bill Gates.

Since his first case in 1979 representing heavy-metal rockers Black Sabbath, he says, “I've represented virtually every major pop or rock-and-roll artist in a variety of intellectual property matters.” Using informants, investigators, and lawyers or the victims themselves, who see their pirated products being sold on the street, he roots out the counterfeiters,



KEN YANOVIAK

“THE INTERNET IS A VAST WILD WEST OF INTELLECTUAL PROPERTY INFRINGEMENTS,” SAYS KELLY TILLERY. COMPARING COUNTERFEITERS TO VERMIN, HIS GOAL IS, IF NOT TO ERADICATE, AT LEAST TO CONTROL THEM.

comparing them to roaches—tenacious and pervasive vermin who can never be completely eliminated. “But when the light goes on, you can see them, and then you can stamp on them, and that's a large part of what I do.”

Vehement in his condemnation of electronic copyright infringement, he agrees wholeheartedly with the injunction upheld by the Ninth Circuit Court of Appeals against Napster. “Quite clearly, based upon the case law and the statutes, it is theft of intellectual property and should have been stopped from day 1,” he says. Although the current development of new systems will enable the artists and the people who create the artistic material to be appropriately compensated, he adds: “The Internet is a vast Wild West of intellectual property infringements and violations of lots of laws otherwise, and that's going to continue for a while. It is controllable, by a combination of both law and technology. Neither one alone will be sufficient to stop it.”

Describing legal activities “that can range from the sublime to the ridiculous,” Tillery

recalls appearing before a federal judge then, later that night, while backstage after a Grateful Dead concert, clothing a naked Jerry Garcia groupie by offering her a counterfeit T-shirt. He has also defended both a major religious institution and an adult entertainment organization, all in one day.

Life can be dangerous, too. “My life has been threatened on several occasions,” he says, “and my tires slashed by people in the counterfeiting industry who know I'm after them.” Wearing a wire and a bulletproof vest and accompanied by large men “with big muscles, big guns, and big badges,” he orchestrates raids on warehouses, homes, or trucks that result in the seizure of millions of dollars worth of bootlegged goods.

For someone claiming to be uncreative, Tillery has carved himself quite a colorful niche in the legal world. “I enjoy it immensely,” he says, “and it's certainly different from doing wills or mergers and acquisitions.”

Comments about the College drift through the conversation. “Excluding the last eight years of my life as a husband and father, my four years at Swarthmore were the most wonderful of my life,” he says. He credits his Swarthmore professors with teaching him to think critically and analytically and dissect evidence and argument and reassemble them into cogent thought. “Swarthmore also greatly reinforced my passion for truth, equality, and justice. It was an invaluable time.” As a native of the Deep South, he sees himself as a beneficiary of the College's striving for a diversified student body, saying, “The College hasn't had many students from the bayous of Louisiana.”

Tillery likes to laugh, and he does it a lot. He feels grateful and privileged to be leading such a full and successful professional life. Yet, the real joys in his life are his wife, Susyn, and three young children, Alexander, 7; Erin, 4; and Kate, 2. His leisure time is spent primarily with them, teaching them to read and ride their bikes, and, recently, giving Alexander drum lessons. He even took the two older ones to a concert of his clients 'N Sync. Because of a delay, by the time the concert began, both children were fast asleep. “But they got their T-shirts and little lights,” he says, “so they were happy.” Just like their dad.

—Carol Brévert-Demm

LETTERS

Continued from page 3

consequence of this depravity is that human beings band together in communities for the purpose of pillaging others or for the purpose of self-protection—often for both. And as soon as one organized group of human beings appears on the scene, the large-scale violence that we call war becomes possible. All others must thereupon band together to meet violence with violence. They must do this or risk being destroyed.

As a Marxist, Bradley implies that it is wrong to attribute evil to human beings because the word “evil” implies the existence of an indelible badness in at least some of us. Criminal violence, therefore, does not follow from human nature but is caused by defects in the organization of society. Violent aggression—including ter-

“The most fundamental task of the nation-state is to protect its members by waging war when necessary against outside aggressors.”

rorism—can be explained by some social grievance, and every social grievance is, at least in principle, correctable. This is why Bradley insists that the terrorist attacks were merely a crime; having convinced others of this point, he can then insist that we change the conditions that produced this “crime.” Bradley and his fellow utopians thus hold out hope that we can create a new Eden by reorganizing society.

Which of these two teachings is correct? I submit that the philosophical and biblical tradition got it right, and that it is Bradley’s response—one that has been echoed by far too many in the academy—that reflects a failure of intelligence and imagination. The most fundamental task of the nation-state is to protect its members by waging war when necessary against outside aggressors. The state that is unable or unwilling to do this will soon cease to exist. And as John Stuart Mill said, “War is an ugly thing, but not the ugliest of things: the decayed and degraded state of moral and patriotic feeling

which thinks nothing worth a war, is worse.”

JACOB HOWLAND '80
Tulsa, Okla.

OBJECTIVITY IMPOSSIBLE

The Swarthmore I graduated from was quite different from the one in which faculty member Farha Ghannam teaches a course on Middle Eastern cultures while publicly linking Muslim attacks on America to double standards in U.S. foreign policy. Her statement in the article “Peace, Politics, and Justice” that “the solution ultimately lies in changing U.S. policies in the Middle East” is as dangerous as it is flawed.

Prior to 1967, all controversial territories that Palestinians decry as the root of their uprising were fully under Muslim control. Yet simply because it provided a safe haven for Jews, Israel was attacked by every Middle Eastern Muslim nation that had an army. Israel’s painful offer of the same territories in return for a permanent peace was met with Palestinian terrorism aimed at murdering any living Jew—suicide missions for which some 70 percent of Palestinian civilians proclaimed their support. Perhaps there would be a form of “peace” if the Jews, whose roots to the land go back 3,000 years, were pushed into the sea as Arafat has proposed.

The Middle East is no more the cause of Bin Laden terrorism than the crusaders from a millennium ago, even if Palestinians did celebrate the World Trade Center attacks. America’s mistakes in pre-Sept. 11 Afghanistan related to backing down from moral principles for the sake of political/globalization strategies. We have learned our lesson the hard way. I hope we will not make the same mistake (as Ms. Ghannam seems to wish) in the Middle East, where Israel is our only honest ally.

Because I cherish my alma mater, I am deeply saddened to imagine the current student climate where a faculty member teaches a subject about which she cannot possibly be an objective educator. What evaluation might I obtain in Ms. Ghannam’s class? Worse yet, what lessons would be espoused as “moral”?

DAVID FISHER '79
Boston

Miguel Díaz-Barriga, associate professor and

acting chair of the Department of Sociology and Anthropology, replies: “In her teaching, Professor Ghannam fosters considered and vigorous debate that questions ideological conformism. In the spirit of the educational mission of Swarthmore, this debate includes discussion of U.S. policy. The College’s mission is excellently served by Professor Ghannam, and Swarthmore is fortunate that she has chosen to join the faculty.”

HERITAGE OF PEACE

Thank you for the “War and Peace” issue. Patriotic pacifists have had a rough time lately, and it helps to be reminded of our rich heritage.

My Swarthmore roommate, the late Sue Nason, worked in the Peace Collection and frequently brought back tidbits of pacifist history. She and I were fascinated by the elderly pacifist-suffragist ladies residing near the campus in the 1950s, looking

“Patriotic pacifists have had a rough time lately, and it helps to be reminded of our rich heritage.”

exactly like our own black-clad grandmothers, wearing hats and gloves on all public appearances. She reported that many of them had demonstrated and some had been jailed for acts of civil disobedience. At that time, the Women’s International League for Peace and Freedom was on the infamous “Attorney General’s List” of allegedly communist-affiliated organizations.

I feel grief and rage at the loss of so many civilians who were simply doing their jobs on Sept. 11. However, I wonder how bombing impoverished civilians in Afghanistan fits in with making the world safe for democracy.

MARY BOYCE GELFMAN '57
Ridgefield, Conn.

WRITE TO US

The *Bulletin* welcomes letters concerning the contents of the magazine or issues relating to the College. Address your letters to: Editor, *Swarthmore College Bulletin*, 500 College Ave., Swarthmore PA 19081-1390, or send by e-mail to bulletin@swarthmore.edu.

A Socialist in Franco's Spain

MANUEL FERNANDEZ-MONTESINOS GARCÍA '54 PAYS HOMAGE TO HIS UNCLE
FEDERICO GARCÍA LORCA.

By Barbara Haddad Ryan '59

Federico García Lorca was only 38 when he was brutally killed by General Franco's troops in 1936 at the start of the Spanish Civil War. Today, he remains a towering figure among modern poets and playwrights. He left the world three great tragedies, *Blood Wedding*, *Yerma*, and *The House of Bernarda Alba*, and such poems as "Lament for the Death of a Bullfighter" and "Poet in New York." His works are marked by a personal vision and an empathy toward the peasants of his native Andalusia.

Manuel "Manny" Fernández-Montesinos García is García Lorca's nephew and has translated into concrete achievements the ideals in his uncle's works. He championed the rights of Spanish workers in German industry, which brought him into the struggle for the freedom of Spain itself.

Manny was born into "a good bourgeois liberal family in a small provincial city," Granada. His mother, García Lorca's younger sister, had married a physician. Long active in the Socialist Party, Manny's father served 10 days as mayor before he was shot by fascist troops; García Lorca was executed 3 days later.

Only 4 years old at the time, Manny didn't learn the circumstances of his father's death until later when he overheard conversations by family friends. "I then read about it," he said, "in a short English biography of my uncle."

The surviving relatives moved to the United States in August 1940, settling first in New Jersey and then New York City. There he became friends with high school classmate Victor Navasky '54, today the publisher and editorial director of *The Nation*, who knew him as Manolo. Navasky said they worked together one summer at a Long Island school for "privileged children of Latin American dictators—macho kids, New York types. We were singing waiters, and we put on *The Mikado*. Manolo played Koko, the one who's 'got a little list.'"

During the McCarthy era, Elisabeth Irwin High School "was considered a hotbed of progressive radical stuff," Navasky said. "A classic Marxist history teacher was on the attorney general's list of subversives—a great teacher. The principal was called before a congressional committee after we left."

Manny said he enrolled at Swarthmore "because it was well known in intellectual circles: liberal, with a tinge of Quakerism, coed, small but with high standards." He and Navasky decided to room together. Did they stay up late discussing international affairs? "No," said Navasky. "We discussed girls. And baseball—



FEDERICO GARCÍA LORCA VISITED WITH HIS NIECE, VINCENTA, AND HIS NEPHEW, MANUEL "MANNY" FERNANDEZ-MONTESINOS GARCÍA, IN GRANADA IN SUMMER 1935.

FUNDACIÓN FEDERICO GARCÍA LORCA

Manolo was a fanatic Dodger fan, and I was a Giants fan. We watched the World Series on TV and saw Bobby Thompson's home run."

Navasky said he'll never forget Manny's weekly morning show on WSRN: "He'd begin it with Leadbelly's 'Good Morning Blues' and then give misinformation like 'Steak and eggs are being served for breakfast in Parrish.' Or he'd say it was 7:45 a.m., and we had plenty of time to get to class, when it was really 7:58. He had a great sense of humor."

Navasky also remembers campfire parties in Crum Meadow, organized by Dan Singer '51, where Manny would sing songs from the Lincoln Brigade, the international contingent that fought with the anti-Franco forces in the Spanish Civil War.

As a freshman, Manny had the distinction of dating a senior, Marilyn Miller Minden '51. "What I remember most about Manolo," she said, "was his sense of fun. He was always alert to everything, and he made sure that other people were awake too. And he was fierce about justice. 'Always protest,' I remember hearing him say once, almost to himself, laughing. I thought that moment defined him: laughing and protesting."

Manny didn't have a clear career goal as a young man because of "so much improvisation" in his life. The family's time in America was "unsteady and unpredictable. Always waiting for something to end or start: the end of the Civil War; waiting for the end of World War II, when we thought the Allies would overthrow Franco instead of backing his dictatorship. We felt our sojourn in the United States was provisional. We lived in the United States for 11 years with visitor visas."

Returning to Spain under Franco was difficult, Manny said, "but the nostalgia of returning was stronger." His aunt spent the summers of 1950 and 1951 there "to see how involved one had to be with the regime." She discovered that "to live peacefully, you no longer had to be an active follower of the regime as in previous years. You could not, of course, be openly against it." So, in 1951, the other relatives went home.

As a University of Madrid law student, Manny joined the secret Agrupación Socialista Universitaria. In 1956, he was arrested during a student riot for distributing leaflets demanding the free election of student representatives—costing him a year in prison.

Once Manny was released, García Lorca's German translator helped him get a scholarship to the Goethe University in Frankfurt. He already had enough credits for a doctorate in law from Madrid, he said, "but in the spring of 1958, I started to work for the Ger-

man Trade Unions and abandoned my studies.”

Then, this son of the Andalusian intelligentsia threw himself into the cause of immigrant Spanish laborers, working for the Frankfurt local chapter of the metal workers union, “the strongest, most influential and progressive union in Germany.” In the late 1950s, 150,000 Spanish workers were in Germany; by 1970, there were nearly a million. Manny and his colleagues ran campaigns to get them to join the union, publishing a newsletter in Spanish and explaining the benefits of collective bargaining. “Most important was to show what a difference there was between the fascist trade unions under Franco and free trade unionism,” he said.

“All this time, I was in contact with the Spanish organizations in exile in France. We founded sections of these organizations among Spanish workers in Germany. Then, we established direct relations with clandestine organizations in Spain itself, so that I spent half my time in Spain and the other half in Germany.”

In 1964, Manny returned home and established a legal practice, specializing in labor law. It was secretly funded by the German metal workers union and the International Metal Workers Association in Geneva, with backing from the United Auto Workers in the United States. “Spanish trade unionism had always been political,” he said. “Each party had its own union.”

The exiled leaders of the Spanish socialist union, Manny said, “were older men who had not lived in Spain since 1939 and did not see a changing reality. Our legal practice was really a short-lived front for the underground socialist union, working without the consent of the leadership in exile. In order not to be considered traitors, we founded a new movement without political affiliation.”

He and three colleagues attended a meeting of the International Metal Workers Association in Amsterdam in June 1965. Two months later, they were arrested. “Even though I was freed on bail—circumstances had changed since 1956, when there was no bail for ‘political crimes’—I could not leave the country,” he said. The four were sentenced to six months in prison for “illegal association.”

After his release, he went to Germany on vacation, where he learned from an American friend at Merrill-Lynch that another management consulting firm was looking for someone with his background. He applied and was hired. “I was really in a maze as to my future,” he said. “I certainly did not want to risk new jail terms. Freeing the Spanish socialist organization from the exiled leadership seemed impossible. So I decided it would be fun to see industry from the other side.”

Manny got more business experience in the mid-1970s at the largest Spanish-owned food corporation. By now, he said, the socialists “had succeeded in doing what some of us probably tried to do too soon, when things were more dangerous: wrest the Span-

JUAN CARLOS GARCÍA DE POLANUEVA



Imprisoned twice for his politics, the nephew of Federico García Lorca saw Spain emerge from a half-century of fascism.



ABOVE CENTER: MANNY PARTICIPATED IN A POLITICAL RALLY ON MAY DAY 1960 IN FRANKFURT, GERMANY. LEFT: MANNY, A LITTLE MORE THAN A YEAR AND A HALF AGO.

ish socialist movement from the exiles. In 1974, I joined the Socialist Party.” He “participated in semi-clandestine activities, political rallies, protest marches, handing out leaflets. The first public manifestation of homage to my uncle took place on his birthday, June 5, 1976, in the small town near Granada where he was born. The roads were heavily guarded by the Guardia Civil, and there were armed military vehicles at every crossroad within miles. Several well-known actresses read some of his poems, and then there were short speeches.”

In 1977, Manny helped make history when he was elected from Granada to Spain’s first freely elected Cortes (parliament) since

1936. As the only landowner among the Socialists, he said, “I was speaker for the Party and second vice president of the Agriculture Committee.”

In 1984, Manny and his uncle’s other heirs established the Federico García Lorca Foundation, which maintains a museum, sends exhibits around the world, and supervises the literary estate. He often gives speeches and interviews and retains an intense interest in politics. “I’m so excited,” he said, “to think that I will accompany my daughters when they vote for the first time. Sometimes I go to protest marches with my family, especially against terrorism in the Basque Country, from where my wife comes and where we go on vacation every summer.”

Manny also maintains his Swarthmore ties. When the Alumni College Abroad traveled to Spain in 2000, he was the center of attention at their first dinner in Madrid. And when Victor and Annie Navasky celebrated their 35th wedding anniversary there, he said, “Manolo and his wife showed us the town.” ❧

Barbara Haddad Ryan is director of affiliate and public relations at the Phi Beta Kappa Society in Washington, D.C.



Ties That Bind

From 1947 until 1979, a garnet cord came with the annual Swarthmore calendar. Such cords are no longer supplied, but from Commencement forward, each Swarthmorean pays out an invisible string, one end of which is always here. Follow yours home this June.

ALUMNI WEEKEND
JUNE 7 ~ 9

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