

MARCH 2004

# Swarthmore

COLLEGE BULLETIN



*A Natural*  
**Choice**



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# PARLOR TALK

When my wife and I were in our early 30s and ready to start a family, one of our last acts of youthful rebellion was to decide to have our babies with midwives. No, she didn't give birth on the floor of a tepee or anything. We merely thought that the big hospital in our community, which saw about 6,000 births a year, wasn't suited to the kind of experience we wanted. So, for the birth of our two children, we chose a freestanding birth center staffed with certified nurse-midwives and medical backup nearby should there be a problem.

There weren't any problems. Our firstborn, now 22, was the product of a long labor that took its course without unnecessary intervention. Allowing our child and his mother's body to decide when he would make his entrance forced us to wait patiently—though not always comfortably—until he was ready to be born. It was a good first lesson to us as parents: to accept his natural ways of becoming and being.

Our second child was 10 days overdue, a situation that often prompts obstetricians to induce labor. But again, with the watchful support of our midwife, we waited until nature took its course. Once labor began, this baby seemed impatient with it, demanding to be born less than an hour after we rushed to the birth center.

From the joy of childbirth to the sadness of death, you will find the whole sweep of life in this magazine.

Swarthmore-educated midwives (page 32) have joined a historic profession that combines medical expertise with an almost spiritual commitment to mother and child—plus no small amount of advocacy for a better way of birthing in a society that has turned childbirth from a natural process into a medical condition.

From the joy of childbirth to the sadness of death, you will find the whole sweep of life in this magazine. The College lost four great staff members this winter (page 9) and one of

its greatest living alumni, Clark Kerr '32 (page 7). But nowhere is the sweep of life more evident than in Class Notes. If you read the magazine from back to front, the notes provide a natural history of Swarthmoreans from young adulthood to old age—and death.

Like a family or a church congregation, a small college offers the benefit of aging in community. At Swarthmore, you gain more than a credential, more than an education, and more than classmates and friends. In learning here, you are held in the light of the whole college, not just by your peers and teachers, but by everyone involved in the enterprise of liberal arts education, including members of the staff such as Pauline Allen, Judy Lord, Caroline Shero, and Pat Trinder. They and other members of the staff—from the dishwashers to the deans—were as much a part of creating the Swarthmore experience as the student body and the faculty. It was fitting that the Class of 1997 asked Pat to be its Last Collection speaker and that the Class of 2002 planted a yellow magnolia near Sharples Dining Hall in honor of the entire staff. The plaque says, "Thanks for all you do."

All of us at Swarthmore focus our energy and resources on liberally educating young people so that they will be humane, thoughtful adults who remain open to new ideas, are able to solve challenging new problems, and can find fulfillment in their lives. As Paul Courant '68 writes in "The Value of Liberal Education" (page 18), "Liberal learning is good for the old because it keeps us young... [it] allows us to make our own luck."

—Jeffrey Lott



Swarthmore  
COLLEGE BULLETIN

**Editor:** Jeffrey Lott

**Managing Editor:** Andrea Hammer

**Class Notes Editor:** Carol Brévarat-Demm

**Assistant Editor:** Colleen Gallagher

**Staff Writer:** Alisa Giardinelli

**Desktop Publishing:** Audree Penner

**Art Director:** Suzanne DeMott Gaadt,  
Gaadt Perspectives LLC

**Administrative Assistant:**  
Janice Merrill-Rossi

**Intern:** Elizabeth Redden '05

**Editor Emerita:**  
Maralyn Orbison Gillespie '49

---

#### Contacting Swarthmore College

College Operator: (610) 328-8000  
www.swarthmore.edu

Admissions: (610) 328-8300  
admissions@swarthmore.edu

Alumni Relations: (610) 328-8402  
alumni@swarthmore.edu

Publications: (610) 328-8568  
bulletin@swarthmore.edu

Registrar: (610) 328-8297  
registrar@swarthmore.edu

World Wide Web  
www.swarthmore.edu

---

#### Changes of Address

Send address label along  
with new address to:

Alumni Records Office  
Swarthmore College  
500 College Avenue  
Swarthmore PA 19081-1390

Phone: (610) 328-8435. Or e-mail:  
alumnirecords@swarthmore.edu.

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# LETTERS

## WISTFUL

The article about John Wister and the Scott Arboretum (“Visitors Welcome,” December 2003 *Bulletin*) brought back memories. From 1959 to 1961, our family lived in Thomas House, a nine-bedroom monstrosity designed by Stanford White and located south of the football field, across from the fieldhouse. John Wister’s cottage was adjacent along Harvard Avenue.

Wister kept the special plantings around the cottage irrigated with a massive sprinkler system that ran day and night (or so it seemed), adding more humidity to the already humid Swarthmore summer. As a result, mold thrived at Thomas House, which did not concern John as long as his plants were taken care of.

When John and Gertrude [Smith] got married, they eloped to a small town far from Swarthmore. The reason for this, according to John (who was then 73), was that he did not want his mother to find out about the marriage.

Thomas House was torn down some-time after we left.

IRVING DAYTON '48  
Corvallis, Ore.

## BITTER RAIN

It is a bit of a stretch to claim (as does the caption in “Visitors Welcome”) that the Scott Outdoor Amphitheater “has been the site of every college commencement” since 1942. As the article points out, my class marched there from our rain location in the Lamb-Miller Field House on graduation day. But, once there, we sat in the chairs for just a minute or two while President David Fraser said a few words, including those typically used to confer degrees.

It wasn’t raining that day, but it had rained overnight, and the amphitheater was muddy. Officials told us that they didn’t want our guests to get their shoes muddy.

Except for Faculty Marshal Paul Mangelsdorf [’49], there were no guests or faculty in the amphitheater with us, and nothing else happened there. We got up and marched back to the Field House, where the entire 3½-hour graduation ceremony took place. So, while one could argue that

“technically” we had our degrees conferred upon us in the amphitheater, (and “technically” we graduated twice because they were conferred on us again in the Field House), no one from the Class of 1983 would consider the amphitheater to have been the site of our commencement.

Could I still be bitter after all these years? Naturally, we complained a lot, and the next year—when it really rained—they held graduation in the amphitheater.

DEBRA FELIX '83  
Kensington, Md.

## REMEMBERING PAT TRINDER

I worked with Patricia Trinder in the Athletics Department from 1979 to 1986. Her death (see “College Loses Four Great Friends,” page 9) is such a loss to everyone at the College whom she touched—and that would include almost everyone on the campus from 1979 to 2004, so broad was this 4-foot-9-inch-woman’s reach.

Pat was serious but always smiling or laughing; accomplished, efficient, and dedicated but always with time to listen; passionate in cheering on “her boys and girls” on the team but always warm, open, and helpful to our opponents; supportive of and loyal to her colleagues but always considerably critical as well.

Too good to be true? No—but Pat was a women to whom everyone at Swarthmore could point and say with pride, “She works with me at Swarthmore.” Never has it been more true that life is unfair, nor that we are lucky to have known her. We will all miss Pat very much.

DAVID SMOYER  
Jamaica Plain, Mass.

## COUNTING THE VOTE

Congratulations to the Swarthmore students who re-posted the Diebold Corporation’s e-mail memos concerning problems with their electronic voting machines (“Students Win Net Fight,” December *Bulletin*). This information is critical to the survival of real democracy in the United States, and I am so pleased that young people are taking an interest in it.

CAROLINE RIDER  
Red Hook, N.Y.



DENG-JENG LEE

## HERE COMES THE SUN

Could you please publish some information about what appears to be a sundial in the photograph on the inside cover of the December *Bulletin*?

LOUIS WISLOCKI '54  
Dedham, Mass.

*Asked and answered:* The sundial on Kohlberg Hall (opened in 1996) is beautiful—but a bit mysterious. Its notched brass gnomon (the element of a sundial that casts the shadow) extends in triangular fashion from the side of a stone tower on the southwest corner of the building. The hours are marked by strips of bluish granite set into the side of the tower, which is faced with Wissahickon schist from the same quarry as the stone of Parrish Hall. Noon is indicated by the long vertical line below the gnomon.

To tell time with this instrument, one visually extends the line on the smooth side of the triangular shadow (see why they are different?) to the hour markers below. Thus, in the photo above, it is shortly after 2 p.m. standard time. During daylight time, one must compensate one hour to the west. The small marker peeking in from the bottom left of this picture—and, by extension, its companion in the ranks of hour markers above—represents noon during the summer months.

—Jeffrey Lott

## FOR THE RECORD

Muslim scholar Ibn Khaldun wrote in the 14th century, not the 13th, as reported in “Finding Common Ground,” December *Bulletin*. Photographs on pages 17 (top) and 42 of that issue were taken by Harry Kalish.

## Too Many Choices

CONSUMERS OFTEN FEEL DEPRESSED, ANXIOUS, AND STRESSED. Barry Schwartz, the Dorwin P. Cartwright Professor of Social Theory and Social Action, says this is largely due to the paralyzing effects of a marketplace that offers a bewildering and ultimately debilitating array of choices.

“Unlimited choice, I believe, can produce genuine suffering,” says Schwartz, whose work explores the social and psychological effects of free-market economic institutions on moral, social, and civic concerns. “Here we are, living at the pinnacle of human possibility, awash in material abundance. As a society, we have achieved what our ancestors could only dream about. But it has come at a great price.”

In his new book, *The Paradox of Choice: Why More Is Less* (Ecco Press, January 2004), Schwartz finds that many modern Americans feel tyrannized by choice.

“With so much choice available, anything less than perfection feels like failure,” he says. “And when we do, inevitably, fail to achieve perfection, we have only ourselves to blame.”

In contrast, Schwartz says the most important factor in providing happiness is close social relations. “People who are married, who have good



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friends, and who are close to their families are happier than those who are not,” he says. “Being connected to others seems to be much more important to subjective well-being than being rich.”

Ironically, Schwartz says, social ties actually decrease freedom, choice, and autonomy—but in good ways. “Counterintuitive as it may appear,”

he says, “what seems to contribute most to happiness binds us rather than liberates us.”

Schwartz is also the author of *The Costs of Living: How Market Freedom Erodes the Best Things in Life* (1994).

Schwartz’s new book has caught the attention of both critics and consumers—and of the marketing world. Articles

have appeared in *USA Today*, *The Chronicle of Higher Education*, *Psychology Today*, *The Christian Science Monitor*, *The New York Times*, and *The New Yorker*. (For links to some of this press coverage, see the electronic version of this article at [www.swarthmore.edu/news/text/schwartz3.-html](http://www.swarthmore.edu/news/text/schwartz3.-html))

—Alisa Giardinelli

## FEEL THE EEL

Their flashlights poised a foot above water, a group of students is wading through the waist-deep Crum Creek when one slips. She goes facedown and is nearly submerged. A few others start jumping. Like dolphins in the drizzly dark, they leap forward, laughing, loving the novelty of being in the creek at 10:30 on a dark November night.

They regroup, recover their seriousness, and conceal their smiles with expressions of intense concentration. They wouldn't want to scare the eels away.

Yes, eels. North American Atlantic eels call inland creeks such as the Crum home during parts of their 7- to 30-year life span, says Tom Valente, laboratory instructor in biology. Valente led November's series of three eel walks, which were sponsored by Earthlust, a campus environmental action organization.

North American eels grow up in streams such as the Crum, where they mature to full size—about 3 to 4 feet long, on average, Valente explains. Then, they begin a migration for which there are few natural analogies. Migrating to the Sargasso Sea, a lens of warm, still water near Bermuda, eels go through irreversible physiological changes as they hit salt water. Formerly asexual, eels develop reproductive organs and lose their ability to eat.

Their larvae [*leptocephali*] then return to small freshwater streams like those their parents left behind. Once they reach the Sargasso, the eels spawn and die. Unlike salmon, which famously swim upstream to die where they were born, North American eels “are going into waters they've never been in,” Valente says.

Kathryn Jantz '05 went on the eel walks, hoping to catch a glimpse of the mature adult eels as they made their way downstream.



DOUG STAMM/STAMMPHOTO.COM

“The girl in front of me shrieked and said she felt something on her leg. And then I felt it,” says Jantz. She describes the eel as about a foot and a half long, blackish gray, and fast moving—“It moved very much like a snake.”

Participants on the other two walks didn't encounter any eels, as rainstorms increased water turbidity. Yet Jen Johnson '05, Earthlust member and organizer of its Walk in the Woods series—which included a daytime Crum Creek exploration with Professor of Biology Rachel Merz and an ornithology walk with Assistant Professor of Biology Julie Hagelin—says she thinks people still had a good time. Wearing nearly hip-high, often leaky waders, most participants relished the experience of being in the cool creek water at night, eels or no eels, Johnson says.

“It's a really weird experience to be in the woods at night and realize there's a whole host of organisms who go about their business while we're sleeping or holed up in Cornell or McCabe,” she says. “It's a positively magical feeling to be in the woods at night.”

—Elizabeth Redden '05

## “BE FULLY HUMAN”

“No more war! We've had our damned war!” said 1976 Nobel Peace Prize co-recipient Máiread Corrigan Maguire to a full house at the Lang Performing Arts Center on Jan. 22. Delivering an urgent plea for resolving conflict by peaceful means, Maguire was the first speaker in the winter series of weekly forums called Walking the Way of Peace, sponsored by the Pendle Hill Quaker Center, the Lang Center for Civic and Social Responsibility, and the College's

Program in Peace and Conflict Studies.

Maguire founded the Community of Peace People in 1976, after three young relatives were killed by an Irish Republican Army getaway car when its driver was shot by a British soldier in Northern Ireland. Since then, she has dedicated her life to bringing nonviolent action to bear against injustice and inequality, both in her own country and around the world.

Noting that “you can't build a house from the roof down,” she said that individuals must set an example: “In the end, it comes back to ourselves—to be peaceful, kind, just, honest, and humane. Be the change you want to see.”

PROFESSOR OF SOCIOLOGY LEE SMITHEY (LEFT) INVITED MÁIREAD CORRIGAN MAGUIRE TO SPEAK AT THE COLLEGE, WHERE SHE AND LIFELONG PEACE ACTIVIST THEODORE “TED” HERMAN '35 (RIGHT) WERE ABLE TO CHAT FOR A WHILE.

Speaking with both passion and compassion, she blamed fear as the main cause of violence—fear of losing civil liberties, fear of speaking out against injustice, and fear instilled into people by government policies. “The real war is inside your own heart,” she said. “Fear will prevent us from moving forward if we don't conquer it. Work hard to overcome the fear of standing up to politicians who take the country to war.”

Maguire urged listeners to examine the roots of social and political problems, seeking accommodation with their opponents rather than hostilities. In a vehement condemnation of U.S. foreign policy in Iraq, she said: “America has to have the humility to say, ‘No one country can solve the problems alone.’ Extreme nationalism is very dangerous. Someone shows us a flag, and it becomes the most important thing, blinding us to our common humanity. Be what you want to be, but be fully human.”

—Carol Brévar-Demm



ERNST DEMM

## SPEED KILLS WOMEN AND THE ELDERLY

According to a study published last year in *Economics Letters* by Assistant Professor of Economics Thomas Dee '90 and Rebecca Sela '02, recent U.S. highway speed limit increases have raised traffic deaths among women and the elderly but not among men. The federally mandated speed limit, which went from 55 to 65 mph in 1987, was repealed entirely in 1995, resulting in 70 mph or higher limits in 29 states.

Using U.S. Department of Transportation data, Dee and Sela tracked traffic-related fatalities from 1982 to 1999. Dee says, "Although some recent research suggests that higher speed limits may actually promote overall traffic safety and reduce total fatalities, our study shows those improvements obscure some unfortunate trade-offs." Speed limits of 70 mph or higher led to about 10 percent more fatalities among women and 13 percent more among the elderly but had no significant effect among men.

Dee joined the faculty in 1999. His work frequently examines social and political problems with an economist's perspective.

—Alisa Giardinelli

## COOL MUSIC MAN



CONDUCTOR DANIEL WACHS (TOP CENTER) AND SIX MEMBERS OF THE COLLEGE ORCHESTRA POSED FOR A PUBLICITY PHOTO IN THE FALL. THE ORCHESTRA IS REHEARSING AARON COPLAND'S *APPALACHIAN SPRING* AND SCHUMANN'S *PIANO CONCERTO* WITH SOLOIST MACKENZIE CARLSON '04 FOR A CONCERT IN MID-APRIL. IN ADDITION TO HIS DUTIES AT SWARTHMORE, WACHS—WHO HAS DEGREES FROM THE CURTIS INSTITUTE AND THE JULLIARD SCHOOL—HAS BEEN NAMED A 2004 ARTIST IN RESIDENCE AT THE NEW YORK CITY BALLET.

## LIFELONG LEARNING OFFERS MORE COURSES

The College's innovative Lifelong Learning Program continues this spring with two courses for adult learners.

William R. Kenan Jr. Professor of Political Science Kenneth Sharpe is teaching *Moral Reasoning and Human Happiness: Doing the Right Thing*. The course explores moral choices and what Sharpe calls "practical wisdom" gleaned through life experience (see "Collection," June 2003 *Bulletin*).

Professor of Music Michael Marissen is offering *Bach: Music, Politics, Religion*, which explores how Johann Sebastian Bach's music expresses religious and other ideas. Marissen is the author of two books, including *Lutheranism, Anti-Judaism, and Bach's St. John Passion*.

Lifelong Learning, the brainchild of Susan Lippincott Professor Emeritus of Modern and Classical Languages Gil Rose, is in its fifth semester. Its small, seminar-style courses are taught by senior or emeriti faculty members.

More information is available at [www.swarthmore.edu/alumni/life\\_learning.html](http://www.swarthmore.edu/alumni/life_learning.html).

—Jeffrey Lott

## FOUR JOIN BOARD OF MANAGERS

AT THE DECEMBER MEETING OF THE COLLEGE BOARD OF MANAGERS, four new Board members were elected. David Gelber '63 and Elizabeth Scheuer '75 are term managers, and Jed Rakoff '64 and América Rodríguez '78 are alumni managers. All will serve four-year terms.

Gelber is an executive producer for CBS News, responsible for *60 Minutes* and *60 Minutes II* segments. His accolades include a DuPont Award for a report on prison labor conditions in China and a Peabody

Award for his investigation of the AIDS pandemic in Africa. In 1997, *Time* magazine selected his production *Ed Bradley on Assignment: Town Under Siege* as one of the 10 best shows of the year; and during a stint as a producer for *Peter Jennings Reports*, he produced two Emmy-winning reports from Bosnia, where he was on assignment from 1993 to 1995.

Rakoff, a judge of the U.S. District Court in Manhattan, attracted attention in 2002 when he pronounced the federal death penalty unconstitutional, citing increasingly frequent

exoneration of death row inmates through DNA testing and other evidence. A former criminal defense lawyer and federal prosecutor, Rakoff is the author of three books, more than 100 articles, and columns for the *New York Law Journal*. He is an adjunct law professor at Columbia University.

Rodríguez is an associate professor in the College of Communication at the University of Texas; she worked earlier as a journalist, including a stint as a Los Angeles-based correspondent for National Public Radio. Author of the 1999 book *Mak-*

*ing Latino News: Race, Language, and Class*, she has written many articles on U.S. journalism and U.S. Spanish-language media.

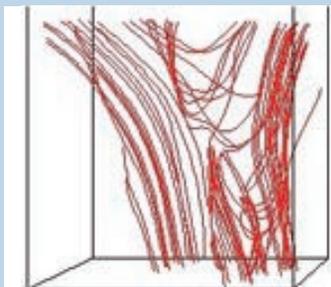
Scheuer, an attorney specializing in divorce mediation, was formerly a staff attorney and coordinator of the Pro Bono Matrimonial Program of the Association of the Bar of the City of New York as well as staff attorney in the legal services division of the Jewish Board of Family and Children's Services. From 1998 to 2002, Scheuer served as an alumni manager.

—Carol Brévarat-Demm

## SWARTHMORE JOINS CENTER FOR STUDY OF PLASMA PHYSICS

Swarthmore has joined a new center for the study of magnetic self-organization in plasmas. The other academic institutions included are the University of Chicago, Princeton University, and the University of Wisconsin.

"We're trying to understand the formation of large-scale objects in the universe," says Associate Professor of Physics Michael Brown. "We make miniature versions of these structures in our lab, then members of the center will use computer simulations to model our experiments and the astrophysical objects to try to gain some common understanding."



SWARTHMORE SPHEROMAK EXPERIMENT



TRACE/STANFORD-LOCKHEED INSTITUTE

COMPARISON OF A COMPOSITE IMAGE OF DATA FROM THE SWARTHMORE SPHEROMAK EXPERIMENT (LEFT) SHOWS SIMILAR STRUCTURE TO AN ACTUAL SOLAR FLARE (RIGHT). SWARTHMORE IS THE ONLY LIBERAL ARTS COLLEGE IN A NEW RESEARCH CONSORTIUM THAT WILL STUDY SOLAR PLASMA.

The Center for Magnetic Self-Organization in Laboratory and Astrophysical Plasmas is funded over five years with \$11.25 million from the National Science Founda-

tion. Its goal is to provide opportunities for collaboration among experimental physicists, astrophysicists, and computer modelers to further the understanding of plasma both in the lab and the cosmos.

"It's an honor for Swarthmore to be associated with such excellent research institutions," says Brown, an authority on experimental plasma physics who helped form the center. "It really demonstrates the high level of work our students are capable of doing."

Brown's research has received almost \$1.7 million in external funding since 1995.

—Tom Krattenmaker

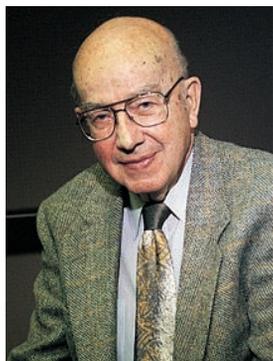
## LEGENDARY EDUCATOR

### CLARK KERR '32

ON DEC. 1, RENOWNED PUBLIC EDUCATOR, former president of the University of California, and longtime Swarthmore College Board member Clark Kerr died, at age 92, at his home in El Cerrito, Calif. A member of the College's Board of Managers from 1968 to 1980 and emeritus member since 1981, Kerr will be missed not only by the Swarthmore College community but also by university communities around the country.

As president of the University of California from 1958 to 1967, Kerr was confronted with the challenge of accommodating many college-age baby boomers and conceived a plan to organize the state's expanding network of public colleges. He designed a multi-campus university system, with three tiers of education, to serve the most varied educational needs. At the University of California, the elite research institution, places were guaranteed for the top one-eighth of the state's students; the top one-third could attend schools in the California State University system; and all others wishing to pursue higher education had access to state community colleges. The plan promised tuition-free education. In 1960, the California Legislature enacted it into law.

Kerr believed that every student, regardless of financial status, should have the opportunity of a college education. His fierce lobbying on behalf of this belief resulted in the Basic Educational Opportunity Grants, later to become Pell



PEG SKORPINSKI

CLARK KERR'S DESIGN FOR CALIFORNIA'S HIGHER EDUCATION SYSTEM BECAME A MODEL FOR THE NATION.

Grants, created by Congress in 1972. Kerr's plan for California became a blueprint for higher education throughout the country.

As a young man, Kerr became a Quaker and peace activist, participating in summer "peace caravans" to California with fellow students and learning firsthand of the nation's economic hardships. After graduating from Swarthmore with high honors in political science and international relations, he obtained a master's degree from Stanford University and a Ph.D. in economics from the University of California at Berkeley. He taught labor economics at Antioch College in Ohio, Stanford, and the University of Washington, later becoming a labor negotiator.

His tenure at the University of California began in 1945, when he was appointed to head Berkeley's new Institute of Industrial Relations. In 1952, he assumed the newly created position of Berkeley's chancellor and, in 1958, became president of the whole California system.

When the 1964 free speech movement spawned a long series of anti-establishment demonstrations on the Berkeley campus, followed by protests against a ban on certain public political activities, Kerr was reluctant to halt them, acting against the wishes of the university administration. Three years later, the California Board of Regents, headed by newly elected Gov. Ronald Reagan—whose gubernatorial campaign had promised to halt the protests—voted to fire Kerr. Although pained by the dismissal, Kerr said that he left the presidency as he had entered it—"fired with enthusiasm."

Kerr continued to influence national education policy as chairman of the Carnegie Commission on Education. In 2001 and 2003, Kerr published the first two volumes of *The Gold and the Blue: A Personal Memoir of the University of California, 1949–1967* (Nancy Bekavac '69 reviewed *Volume 1, Academic Triumphs* in the March 2002 *Bulletin*).

—Carol Brévar-Demm

# ISLAM SPECIALIST GETS NEW TENURE-TRACK POSITION

TO INCORPORATE ISLAMIC CULTURAL STUDIES BETTER ACROSS THE CURRICULUM, the Sociology and Anthropology Department has created a new tenure-track position for an Islam specialist. Farha Ghannam, previously a nontenured assistant professor of anthropology, has moved into the job.

The position was made possible by eliminating leave-replacements in the department, a sacrifice that Associate Professor of Anthropology and Chair Miguel Díaz-Barriga says the faculty was happy to make to keep Ghannam—who teaches Middle Eastern culture, globalization, ethnography, comparative perspectives on the body, and Islam—on board.

Ghannam completed her undergraduate and master's degrees in Jordan and received a Ph.D. in cultural anthropology from the University of Texas at Austin. She completed her early field research in Jordan but has more recently switched her focus to the Islamic city. Her 2002 book, *Remaking the Modern*, explores urban and domestic space and politics in a working-class Cairo neighborhood. The book received an honorable mention from the Middle East Studies Association of North America and has received accolades from peers.

Ghannam's appointment marks the latest step in an effort to expand opportunities for students to study what Assistant Professor of Religion Scott Kugle '91 calls "Islamic cultural studies." Kugle, whose research focuses on Islamic ethics, mysticism, and law, was hired as a tenure-track professor after Sept. 11, after about a 10-year campaign by Religion Department faculty members to add Islam to the department's courses about Christianity, Judaism, Buddhism, and other world religions.

"There had been a long curricular planning process through the latter part of the '90s, looking at the areas in which we wanted to expand the curriculum," Provost Constance Cain Hungerford



JIM GRAHAM

ASSISTANT PROFESSOR FARHA GHANNAM, WHO RECEIVED A DOCTORATE IN CULTURAL ANTHROPOLOGY FROM THE UNIVERSITY OF TEXAS AT AUSTIN, SPECIALIZES IN MIDDLE EASTERN CULTURE.

explains. Three of the stated goals of *The Meaning of Swarthmore* were to expand coverage of Islamic civilization as well as film and media and cognitive studies.

"What changed with Sept. 11 was the urgency," Hungerford says.

Kugle says he and Ghannam will be "a two-pronged anchor" to guide students better in exploring their interest in Islamic religion and culture through Swarthmore classes and study abroad. With first- and second-year Arabic classes, which Visiting Instructor in Religion Barbara Romaine began teaching last fall, and with what Hungerford describes as a "smattering of courses" offered in Islamic cultural studies by other departments, both say it's too early to think about creating an interdisciplinary minor. "Students always look for the label of an interdisciplinary major or minor, but just having the courses here—that's what's important."

"What I'm struck by at Swarthmore is just how open the students are and how interested they are to study this area," Ghannam says. "It's refreshing."

—Elizabeth Redden '05

## IN THE EYES OF OTHERS

Americans seem to love rankings—especially of colleges and universities. The annual college rankings issue of *U.S. News & World Report* sells almost twice as many newsstand copies as other issues of the (No. 3) news-magazine. It's no wonder that other national publications are getting in the game. In recent months, Swarthmore was ranked:

- No. 10 in *The Wall Street Journal's* list of the "Top 50 Feeder Schools" for graduate admissions to elite business, law, and medical schools. The feeder list was led by Harvard, Yale, and Princeton; two other liberal arts colleges—Williams and Amherst—made the top 10.

- No. 4 among *Kiplinger's Personal Finance* magazine's list of the "best values" in private colleges. Swarthmore was bracketed by Williams and Amherst, which also offer generous financial aid. CalTech was first, followed by Rice University.

- No. 10 in the first of an annual ranking of selectivity by *The Atlantic*, which considered the percentage of applicants admitted, as well as the SAT scores and high school class rank of matriculating students. The magazine rated four-year colleges and universities together, with MIT leading the pack. Swarthmore was first among liberal arts colleges, with Amherst, Pomona, and Williams also in the top 20.

- And, in the Super Bowl of rankings, No. 3 in the *U.S. News* list of national liberal arts colleges. Also in the top three? You guessed it: Williams followed by Amherst.

Swarthmore's Director of Public Relations Tom Krattenmaker says that although he thinks the process of ranking colleges has its flaws, the lists give liberal arts colleges important visibility alongside better-known universities such as Harvard, Stanford, or Princeton. "This information is especially important for international students," Krattenmaker said, "who are less familiar with higher education in America and tend to rely fairly heavily on rankings such as *U.S. News*."

—Jeffrey Lott

# Staff Loses Four Great Friends

## MINISTER AND FRIEND: PAULINE ALLEN

THE COLLEGE COMMUNITY WAS DEEPLY SADDENED by the Nov. 13 death from breast cancer of Pauline Allen, campus Protestant adviser since 1992. She was 54.

Allen offered comfort, support, wisdom, and inspiration to Swarthmore students and other College community members of all faiths. To provide students and faculty with an opportunity for interfaith education and dialogue, she founded the Interfaith Center. A religion scholar and Quaker with degrees from Cornell and Harvard, Allen was described in a *Phoenix* article last year as being there for students “not just as religious adviser but also as psychiatrist, personal mentor, and surrogate mother.”



PROTESTANT ADVISER  
PAULINE ALLEN

In an unpublished essay written during her illness, “Ministry to Medicine: A Quaker Way” (see [www.swarthmore.edu/bulletin/mar04/index.html](http://www.swarthmore.edu/bulletin/mar04/index.html)), Allen, a recipient of medical care for years, encourages healing instead of criticizing the medical system. “Helping people to fulfill their call—asking them what they need, entering their lives—is a path that ... uplifts both giver and receiver,” she wrote.

## WITH WISDOM, AFFECTION, AND EQUITY: JUDY LORD

The sudden death on Feb. 6 of Music and Dance Department Administrative Coordinator Judy Lord, 67, shocked and saddened the campus community. Starting her College career in 1977 in the stenography pool, she was appointed administrative assistant in the Music Department in 1979. According to Assistant Professor of Music Tom Whitman '82, Lord, who was promoted to administrative coordinator in 1999, was “the center of this department.”

Always an advocate for crossing boundaries, building and strengthening community, and fostering diversity, Lord was active in several groups such as the Cooper Founda-



COURTESY OF THE LORD FAMILY

MUSIC AND DANCE  
DEPARTMENT COORDINATOR  
JUDY LORD

tion Committee, Winter Institute, Staff Advisory Council, Women in Sync, and First Monday Committee.

To students, she was a mother figure who “called us all ‘honey,’ made sure we didn’t work away our vacations, and showed a genuine interest in our safety and well-being,” said Emily Shrader '04 in the Feb. 11 *Daily Gazette*.

In a tribute to Lord, Associate Provost Emeritus and Special Assistant to the President Gilmore Stott wrote: “Wisdom, affection, equity, skills to decorate the world’s importunate e-mails, never too tired as not to be wise.... We shall miss her terribly.”

## LAUGHTER AND AN OPEN DOOR: CAROLINE SHERO '39

CAROLINE SHERO DIED ON JAN. 29 at age 84. Born into the Swarthmore community, she served it for more than 40 years, first as a member of the administrative staff, advising faculty on matters including housing, hospitalization, and retirement accounts and managing many aspects of the business operations of the College. In 1978, she was appointed controller.



LIFELONG SWARTHMOREAN  
CAROLINE SHERO

She was the daughter of the late Lucius Shero, a professor of Greek and former chair of the Classics Department, and sister of Frances Shero '41, a secretary in the Engineering Department.

Shero graduated from Swarthmore with a degree in economics and from the Wharton School with an M.B.A., joining the College staff in 1940. In 1959, she, her father, and her sister were joint recipients of the College’s John W. Nason Award, in recognition of their “distinctive contribution,

beyond the scope of their normal duties, to the life of the College community.” She retired in 1982.

At her retirement ceremony, a Minute of Appreciation from the Board of Managers was read by Chairman Charles Price '34, recognizing Shero as a “major source of strength for the College, loyal employee, and faithful alumna.” She was further honored by the establishment of the Caroline Shero Scholarship Fund, to be used to “assist further generations of Swarthmore students.”

## A RESUME OF CARING: PAT TRINDER

The College community mourns the loss of Recruitment Manager and Assistant Director of Career Services Pat Trinder, who died, at age 60, on Feb. 6, after 26 years at Swarthmore.

With patience and a sense of humor, Trinder guided, counseled, and encouraged both students and alumni during the intimidating process of career planning.



JIM GRAHAM

CAREER COUNSELOR  
PAT TRINDER

In 1997, when Trinder was chosen by vote of the senior class to speak at their Last Collection, Class President Dulesha Kulasooriya said: “She motivates us

to persist in our search and reminds us to take it easy, when we are pulling our hair out. She answers questions ranging from ‘What color tie do I wear?’ to how to negotiate a salary. She has a personal stake in our future.”

“Enjoy what you do. Stay excited. Just go out there and do stuff,” Trinder urged the class during her talk.

In 2001, a group of alumni established the Pat Trinder Endowment to help support alumni mentors in the programs developed by the Career Services Office.

Director of Career Services Nancy Burkett said: “Pat lived for her alumni and students—her spirit will stay alive in all of those who loved and respected her.”

—Carol Brévarat-Demm

# TURNING A CORNER

AT 12–13 OVERALL AND 9–9 IN THE CENTENNIAL CONFERENCE, the **men's basketball** team posted its best record since the 1997 season, falling one game short of a play-off berth. Leading the Garnet attack, junior forward Matt Gustafson averaged 19.5 points per game, finishing second in conference in scoring and becoming only the second Garnet player to earn First-Team All-Centennial Conference honors since Colin Convey '97 in 1997. Gustafson became the 15th player in school history to eclipse the 1,000-point mark and is now in sixth place with 1,231 career points. Senior point guard Jacob Letendre closed out his career as Swarthmore's all-time leader with 394 assists and 156 steals. Letendre led the Centennial with an assist/turnover ratio of 2.75. Senior forward Chris Loeffler set a school record with 44 career drawn charges and closed out his career with 500 rebounds, finishing 10th on the all-time list. Loeffler averaged 9.9 points and 6.1 rebounds per game. Freshman center Jeff Maxim finished third in the conference in rebounding, averaging 7.4 per game. He also averaged 9.9 points per game, recording six double-doubles.

The **women's basketball** team (16–9, 11–7) fell one game short of its fifth-straight Centennial Conference play-off nod, finishing fifth in the conference. Senior guard Katie Robinson led the Garnet in scoring at 16.2 points per game, becoming just the sixth person in conference history to earn First-Team All-Centennial honors three times. Robinson also earned Kodak All-Region honors for the third consecutive season. Closing her career as Swarthmore's leader in career steals (420) and free throw percentage (86.7), hitting 247 of 285, Robinson also finished second in field-goal percentage (48.2), third in assists (281) and scoring (1,652), fourth in 3-point field goals (57), and fifth in rebounds (728). Robinson holds the Centennial record for career steals; and she ranks fourth in scoring, 12th in career assists, and 16th in career rebounding. Her 420 steals record ranks 13th in NCAA Division III history.

**Men's swimming** (4–6, 3–3) finished

fourth at the Centennial Conference Championship Meet with 536 points, behind Franklin & Marshall (810), Gettysburg (730), and Dickinson (558). Andrew Koczko '07 paced the Garnet with a silver and three bronze medals. He earned a silver medal in the 100 breaststroke with a time of 1:00.15 and grabbed a bronze in the 200 breaststroke, at 2:13.78. Koczko also won bronze medals on the 200 and 400 medley relays with Jason Horwitz '07, Mike Auerbach '05, and Anders Taylor '07, with times of 1:38.71 and 3:37.69, respectively. The 800 freestyle relay team of Auerbach, Taylor, Eric Shang '04, and Horwitz placed third with a time of 7:15.57. Shang won a silver medal in the 200 breaststroke, clocking 2:13.47.

**Women's swimming** (6–4, 3–4) also finished fourth at the championship meet with 463.5 points, behind Franklin & Marshall (748), Gettysburg (562.5), and Dickinson (497). Tara Trout '04 was the Garnet's lone individual medal winner, touching the wall in 18:12.52 and capturing the bronze in the 1,650 freestyle. Martyna Pospieszalska '06, Leah Davis '04, Melanie Johncilla '05, and Patricia Funk '06 took bronze in the 400 freestyle relay in 3:41.79; and Katherine Reid '05 joined Pospieszalska, Johncilla, and Funk to do the same in the 800 freestyle, in a time of 8:02.10.

**Men's indoor track** tied for sixth place with Ursinus with both squads compiling 37



MATT GUSTAFSON '05 LED THE MEN'S BASKETBALL TEAM TO ITS BEST RECORD SINCE 1997, ONE WIN SHORT OF A CONFERENCE PLAY-OFF BERTH.

points. Garrett Ash '05 was the team's top performer earning two silver medals. Ash set the school record in the 3,000 meter run with a time of 8:40.40, eclipsing his own record set two weeks earlier. Ash also captured silver in the 5,000, covering the distance in 15:23.94.

**Women's indoor track** finished ninth in the conference championship. Haverford won the championship with 149.5 points. Njideka Akunyili '04 was the Garnet's top performer, finishing second in the 800 in 2:20.74 and sixth in the 1,500 (4:57.14).

**Badminton** (6–1) tied for first place with Bryn Mawr in the PAIAW. At the Northeast Collegiate Championships, Swarthmore posted a second-place team finish. Anjali Aggarwal '06 and Candice Cherk '07 reached the semifinals of the women's doubles, earning a trip to this year's National Badminton Championship.

—Mark Duzenski

## COLLEGE SUPPORTS EXTREME MAKEOVER OF CO-OP

BY AUGUST 2004, if all goes according to plan, the Swarthmore Co-op will be able to put the oo back into “food.” After 10 years of planning and consulting, ground was broken on Dec. 11 for a new co-op building, which will replace the village’s popular but dilapidated grocery market, whose store sign has been missing an o for quite a while.

About 60 people braved freezing temperatures to watch helmet-clad dignitaries—among them College Vice Pres-



SWARTHMORE’S “DOWNTOWN” GROCERY IS BEING REBUILT ON A NEW SITE.

ident of Community Relations Maurice Eldridge ’61—wield shovels. To the delight of those present, Eldridge unexpectedly announced an additional \$25,000 gift to the project from the College, which fol-

lowed \$25,000 donated earlier during a drive to sell co-op shares to community members. Eldridge said that the second gift was an indication of the College’s support for the revitalization plan for downtown

Swarthmore, in which a new co-op is regarded as central.

Located adjacent to the current co-op’s site and twice its size, the new store will offer more organic foods, a greater selection of fish, and produce supplied by local farmers. It will also feature a sidewalk dining patio.

When the new co-op is completed, its forerunner will be razed to make room for a new street, Lafayette Court, which will connect Dartmouth and Myers avenues to ease downtown traffic congestion.

—Carol Brévart-Demm

## REPORT SETS “BASELINE” FOR ATHLETICS REVIEW

IN JANUARY, THE ADVISORY COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS (ACPEA) submitted its report on the College’s Intercollegiate Athletics Program for the 2002–2003 academic year. The committee also devised a blueprint for future annual assessments.

The ACPEA, consisting of faculty members, students, and administrators, closely examined four aspects of the Athletics Program: the quality of play, participating students’ perceptions and experience, campus culture and support, and recruiting and admissions. Their report was two years in the making.

“We tried very hard to remain independent and allow the facts to speak for themselves,” says Morris L. Clothier Professor of Physics Peter Collings, who succeeded Associate Professor of Economics Amanda Bayer as chair of the ACPEA this year. “Now, we hope people read the report, think about the findings and recommendations, offer comments, and even take action if warranted.”

Some of the report’s findings follow:

- Most student-athletes say their participation in athletics is important to them and that their experience has been positive.
- The average winning percentage of Swarthmore teams has been greater than 50 percent for two of the past 10 years—and for only one year in Centennial Conference play. In the last three years, some improvement has occurred in average winning percentage overall but not within the conference.
- Most student-athletes think that members of the College community feel “neutral to negative” about intercollegiate athletics; however, survey responses from faculty and students who do not participate in intercollegiate athletics are “not nearly as negative about athletics as the student-athletes think.”
- Student-athletes in the incoming 2002–2003 class made up almost a quarter of the numbers necessary to fill the rosters of

the College’s intercollegiate teams. This includes the almost 15 percent of students for whom admissions consideration was given for their athletic talent, in addition to those who were admitted without that consideration. The committee’s report suggested that, over time, the number of student-athletes at the College will be sufficient to fill team rosters, although some coaches believe the athletic ability of some of those students “must increase for some programs to become competitive.”

- Although the percentage of Asian American student-athletes recruited for 2002–2003 was only slightly less than the percentage of Asian Americans in the class as a whole, the same cannot be said for other minority groups. The percentages of African American, Hispanic, and Native American student-athletes recruited for 2002–2003 were “significantly below” their percentages in the class as a whole.

“It’s a very thorough and objective compilation,” says Director of Athletics and ACPEA member Adam Hertz. “I think it demonstrates the current state of the program with reasonable accuracy and provides a basis for future assessment.”

“I’m hoping the report, especially the findings on the culture, will become known on campus and that everyone will have an opportunity to see the important role that sports plays,” says Dulany Ogden Bennett ’67, chair of the Athletics Review Committee (ARC) of the Board of Managers. “I also hope that alums will see that even though teams don’t always win, they’re doing pretty well and that the students are enjoying themselves.”

Bennett says the report will be the main topic of discussion at the ARC’s meeting in March. A copy of the report may be obtained by e-mailing [apace1@swarthmore.edu](mailto:apace1@swarthmore.edu) or calling the College’s News and Information Office at (610) 328-8533.

—Alisa Giardinelli

# Go Figure

ASK JANET TALVACCHIA to talk about the significance of her fields of interest—symplectic and differential geometry—and you’ll get her talking about a lot of things. You’ll get her talking about the limitations of Euclidean geometry for conveying the full potential of spatial modeling; about how innovations in mathematics sparked the Industrial Revolution; about skew symmetric forms, geodesics, and the shape of space-time; and about Complexity One Hamiltonian Torus Orbifolds, which were the focus of work she did last year on a sabbatical at the Institute for Advanced Study. And you’ll get her talking about video games.

“Think about Newton,” she says, using some historical context to get to her point. “Calculus was abstract in 1699. People would say, ‘Who cares about this?’ Now today, the things that Newton understood are the basis for video games, or at least they were when I was playing them. At some point, playing Pong, I realized that it was all force equals mass times acceleration, all the angle of incidence is the same as the angle of reflection. Today, kids have an intuitive understanding of what to expect in a video game because as a culture we have incorporated into our subconscious a sense of geometry and, with it, an expectation of what will happen. In a couple of hundred years, we may be doing that with symplectic geometry.”

Beyond the partial differential equations and linear models and differential topology, it’s that notion of getting students to become aware of how mathematics undergirds their very existence that’s most important to Talvacchia. In her view, to learn math is to learn something that contributes to a greater understanding of the way the world works and puts you in touch with what it means to be human. “Forget about any specific computations,” she says. “Math is organizing information according to a certain aesthetic to get into a deeper understanding of phenomena in the world around us. Why do you teach math or great music or literature or art? It’s about the transmission of culture—you’re creating a society, and this is the fabric of it.”

A big part of facilitating that transmission of culture is staying current in the developments in her field that are shaping it, and the support Talvacchia gets from the College for her research is one of the chief reasons she’s at Swarthmore and not someplace else. Since joining the faculty in 1989, she has had three leaves, including her most recent one last year at the Institute for Advanced Study, where her work involved characterizing different classes of space, exploring how they occur and behave. It’s work that may have applications in many fields, including physics.

Doing research is intellectually invigorating, keeping her immersed in the latest developments in her field, and it has benefits for her teaching as well. “Being actively engaged in research and struggling with a current problem makes a big difference in the classroom dynamic,” she says. “You need to position students to live in their time—not 20 years ago, when you were a grad student. And also, when you’re stuck on your own problem, it makes you more sympathetic when students are struggling.”



JIM GRAHAM

“BEING ACTIVELY ENGAGED IN RESEARCH AND STRUGGLING WITH A CURRENT PROBLEM MAKES A BIG DIFFERENCE IN THE CLASSROOM DYNAMIC,” SAYS PROFESSOR OF MATHEMATICS JANET TALVACCHIA. “YOU NEED TO POSITION STUDENTS TO LIVE IN THEIR TIME—NOT 20 YEARS AGO, WHEN YOU WERE A GRAD STUDENT.”

Sometimes those struggles have less to do with intellect than with drive, and teaching has more to do with being a motivator than with explaining spatial principles. Talvacchia recalls meeting recently with a young woman who was a good student but who had a tendency to underachieve. “She came to me and said, ‘Why are you guys so harsh? Someplace else I’d get an A.’ I said, ‘I know you can get the A, and I really want you to get the A—why don’t you just do it?’” The student went away angry but later came back and thanked her professor for pushing her. “You have to help them take themselves seriously and reach their potential,” Talvacchia says. “You need to help them see the mechanism for improving and find it in themselves.”

Talvacchia has enjoyed seeing her students go on to successful careers in academia, economics, biology, cognitive science, physics, engineering, and other fields. But more than watching them go down any particular career path, what she likes most is seeing how what they learned about mathematics relates to their understanding of themselves and their purpose in life. “One of Swarthmore’s strengths,” she says, “is that we’re helping students connect to themselves as human beings. As opposed to just pushing content at them, there’s a seriousness of intellectual mission connected to some broader purpose and connected to our existence as humans. It’s part of the framework of the College.”

—Rick Bader



JAKE BECKMAN '04

A MODEL OF STUDENT ARTIST JAKE BECKMAN'S *HUMAN TENSION* WAS EXHIBITED ON CAMPUS LAST FALL. HE WON—THEN LOST—A COMMISSION TO ERECT A 60-FOOT-LONG VERSION IN DOWNTOWN CLEVELAND.

## BITTERSWEET ART LESSON

FIRST THE GOOD NEWS: Art major Jake Beckman '04 won a commission for a new public artwork in a prominent location near Cleveland's City Hall. His proposal for *Human Tension*—a 60-foot-long sculpture of a human figure trying to pull a large white cube—was chosen by a jury of Cleveland arts professionals and city leaders in October from a national field of more than 80 submissions.

Then the bad: In January, Beckman learned his design would cost too much to implement. Originally seen as a \$100,000 project, the estimated cost eventually more than doubled, largely because it would require, among other materials, several tons of steel. The planned location atop an underground parking garage further complicated the project.

"That new budget as well as the logistical obstacles led the committee and eventually me to decide that the project was

no longer feasible," says Beckman, a Cleveland Heights native. "But on the flip side, I get to come back to school this semester." Beckman had originally planned to be home during construction, missing the spring semester of his senior year.

Beckman's previous work consists largely of pieces he has displayed on campus, including an oversized pair of red high-top sneakers hung from a dorm window and a large "on" light switch affixed to the exterior of McCabe Library. He also built the oversize Adirondack chair that delights students and visitors alike in front of Parrish Hall. But *Human Tension* would have been by far his most ambitious project.

"This was a learning experience for Jake and for us," says Cleveland Public Art official Melanie Fioritto. "But nothing takes away from the fact that he beat out seasoned artists with years of experience and won this competition hands down."

—Alisa Giardinelli

## "ANTI-FEDERALIST REVOLUTION"

Oct. 5 marked the 50th anniversary of the induction of Earl Warren as chief justice of the United States, and the legacy of the Warren court remains one of the most influential of the 20th century. But Carol Nackenoff, professor of political science and an expert on constitutional law, says that the "anti-federalist revolution" of the current Rehnquist court threatens many of the landmark decisions of the Warren era, which include civil rights, press freedom, and privacy rights. These decisions were often based on a broad interpretation of the Constitution's commerce clause, says Nackenoff. Recent Supreme Court decisions have narrowed the commerce clause, limiting the reach of the federal government. Warren excelled at obtaining consensus in important cases, but today's court—like today's body politic—is "more fractured and divided, which often makes its decisions less powerful."

—Alisa Giardinelli

## GO LOOK IT UP

Focus groups of Swarthmore students will be sitting down this spring with the developers of a revolutionary way to search for books on any subject in libraries around the world, without having to leave the comfort of McCabe. The College participated in a pilot study last fall of the Internet book-search service RedLightGreen, which aims to help users find books most relevant to their research and those most widely held in academic collections.



From any computer on campus, students, and faculty and staff members can tap into the free service to locate books on millions of research topics.

"If a book appears in dozens of libraries' collections, it's a good bet that the book is considered an important source of information in its subject area," McCabe's fall newsletter explained.

Even without formal results of

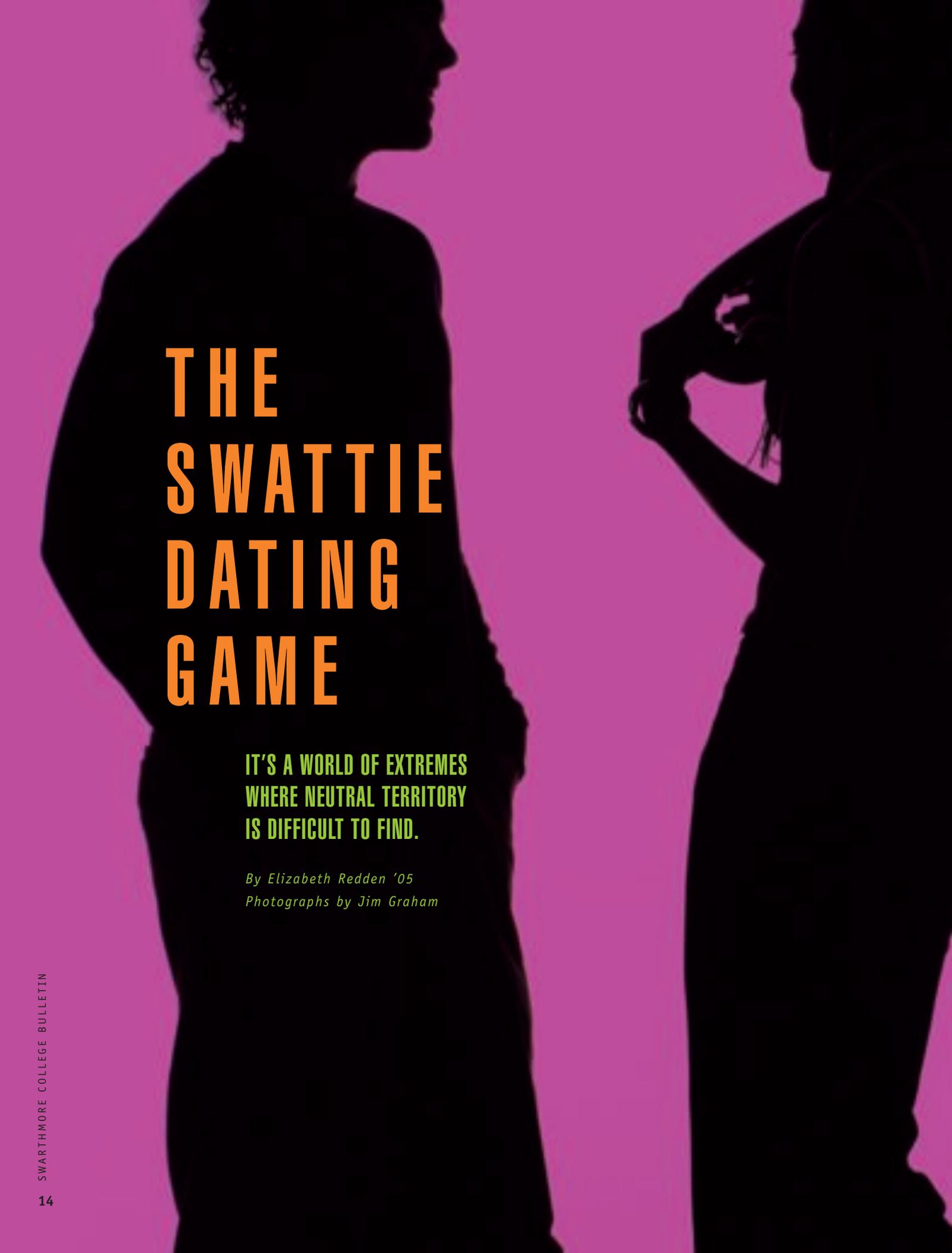
the pilot, it already seems that students find it particularly helpful in identifying specific foreign-language editions of works, Head of Reference Services and Humanities Librarian Anne Garrison said. Of 608 "visitors" to the site during the fall semester, at least one was pleased enough to drop an anonymous note in McCabe's suggestion box: "Thank you for bringing the RedLightGreen demo! My research has been forever changed for the better!"

Flaws remain to be ironed

out, Garrison said. The feature that ranks books by relevancy to the topic sometimes inexplicably rates critical texts as less relevant, she said. In response to feedback, RedLightGreen has also modified its search technique to drop nonessential words from book titles to speed up searches, she said.

Columbia University, New York University, and the University of Minnesota also piloted the project. Its Web site is [www.redlightgreen.com](http://www.redlightgreen.com).

—Colleen Gallagher

The background of the page is a solid, vibrant pink. In the foreground, there are two black silhouettes. On the left, a man is shown in profile, facing right, with his hands in his pockets. On the right, a woman is shown in profile, facing left, with her hands on her hips. The overall aesthetic is minimalist and modern.

# THE SWATTIE DATING GAME

**IT'S A WORLD OF EXTREMES  
WHERE NEUTRAL TERRITORY  
IS DIFFICULT TO FIND.**

*By Elizabeth Redden '05  
Photographs by Jim Graham*

## It's Friday night at Swarthmore.

The clubs are pulsing in Philadelphia; the Center City restaurants are serving up their most splendid dishes—and everyone is still here, on campus, a good 20-minute, \$3.75 train ride away from where the excitement lies.

Those who are “single” are perhaps in their rooms; women are trying on halter tops for a night out at a

Paces party or nuking some popcorn for a low-key night of movies with friends. The couples, though, are doing much of the same—borrowing videos from McCabe Library—or hanging out with larger groups in their hall lounges or dorm rooms. Some might have wanted to go out to dinner earlier, but the Ville, they say, doesn't offer much in terms of culinary excellence.

Without a car, few options remain. As for the train to Philadelphia? Ross Messing '04 says with a scoff, “\$7.50 for a date?” His friends laugh. They agree. The \$7.50, they point out, is for only transportation, for one person; \$15 for two—plus dinner, entertainment, the works. It's just easier (and cheaper) to stay on campus. Besides, who has time for that kind of excursion?

“Going off campus? That's, like, an *adventure*. That's like going cross-country,” says Lauren Sippel '05.

Such is the state of traditional dating at Swarthmore. During an informal discussion over pizza in the Mary Lyon breakfast room last summer, students repeatedly cited the reasons for its near disappearance: no time; no money; and, perhaps most interestingly, no need.

“As close together as we are, we have coed dorms, coed halls, so we're constantly interacting with one another. We don't have to go on dates to interact,” says Tom Winner '05. Proximity, he says, allows the close relationships students crave with the bonus—or drawback, depending on your viewpoint—of making the intermediary step of dating unnecessary.

“It's possible that just the physical environment of today's college campuses makes it difficult to have a traditional dating culture,” says Associate Professor of Psychology Andrew Ward. Citing the close, coed quarters in which college students live and study as making more official off-campus dates unnecessary, Ward says this perceived lack of dating is not limited to Swarthmore but seems to be fairly universal among college students. “As we always say in social psychology, situations matter, and often they matter more than you think.”

Yet, as Ward points out, as important as the situation is, it sometimes matters even less than how it is perceived. He suggests there is at least a possibility that more dating goes on here than people suggest, that perhaps there is a “silent majority” that is actually quite content with their dating life here, and they simply go unnoticed as students search for confirming evidence of the stereotype that people don't date at Swarthmore: “People look for confirming evidence for existing stereotypes and ignore information that doesn't confirm,” Ward says. It's a process social psychologists call *biased assimilation*.

True or not, the dearth of dating is a stereotype that students can't seem to sufficiently disprove. As Kristin Richardson, campus program manager for the Independent Women's Forum (IWF), suggests, traditional one-on-one dating is generally overlooked, as students opt to get to know one another in group settings instead.

“I think the friendship culture has supplanted the dating culture because the getting-to-know-you phase can be supplied by

**THE CLOSE, COED QUARTERS MAKE OFF-CAMPUS DATES UNNECESSARY. NEW COUPLES AT SWARTHMORE TEND TO SKIP THE GETTING-TO-KNOW-YOU PHASE THAT DATING FOSTERS. IN A SHORT TIME, THEY BEGIN TO BE KNOWN AROUND CAMPUS AS “MARRIED COUPLES.”**

the coed atmosphere that we all have. Back in the day, boys weren't allowed in girls' halls, so you had to get to know them in a planned environment,” Katie Davenport '05 says. People who aren't “dating” someone hang out in large groups, “pre-partying” with their sports teams before campuswide parties on Saturday nights, cooking dinners on nights off from Sharples with their a cappella groups, or chilling in their hall lounges with their roommates and the kids from upstairs.

Particularly for freshmen, coed halls—found in every dorm except Parrish and, most recently, Dana's third floor—serve as lively social centers: Hall mates are easily accessible partners for dinner and a movie—on campus, with about six other hall mates. (Dating among hall mates sometimes happens but is generally taboo: Resident advisers regularly warn freshmen to avoid “hall-cest” right along with the “freshman 15.”)

Lesley Goodman '06 takes issue with the idea that students don't go on one-on-one dates—the idea that they just hang out in groups with their sports teams or musical cast mates, beginning to “couple” only after either a prolonged group-based friendship or a drunken sexual encounter. “Maybe I have had different experiences from [other] people here, but I have gone out on several casual dates with people at Swarthmore, and it wasn't a big deal,” she says.

“Did you go into Philly or what? Where can you go on casual dates?” Messing asks.

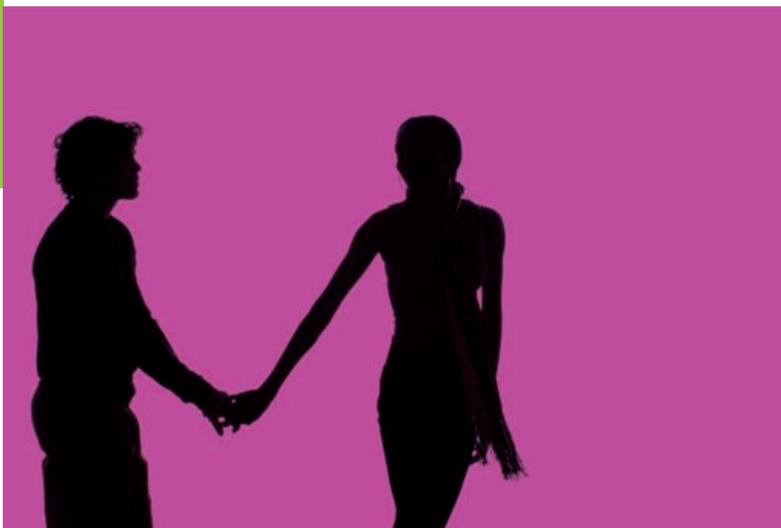
“I have a car,” Goodman responds.

“Ohhhh.” A hush falls over the crowd. That makes some sense.

If traditional dating is either unusual or merely underground, what is expected and joked about by students is a social scene of extremes—a contrast between the casual “hookup” and “joined-at-the-hip” dating. The most common complaint is that few opportunities exist in the middle.

“What happened to that middle ground between being married and being friends? It seems that with a lot of couples at Swat, if you are a couple, you're attached at the hip. There are people I've only seen with their significant other—I've never even seen them alone,” says Sippel.

The situation is similar for queer students, says William Tran '03, author of a



popular *Phoenix* sex advice column last spring: “Some people do the traditional dinner and a movie thing, whereas others might be part of the hookup scene. As for the complaints, I would have to say that [those of gay students] are similar to the straight Swatties’ complaints. Except I think the queer Swatties’ complaints are much more legitimate because their options are even more limited. If you think a few hundred potential dates [might be] limiting, try 20, if even that.”

Yet for both straight and queer students, Tran points out that some people still manage always to be dating someone. “You’re really a Swattie if you know what an SMF is: serial monogamy fiend.... They’re the people who just always have to be dating someone. For them, life at Swat would be utterly meaningless if they weren’t in a relationship,” Tran wrote in a column last April. In an article that had heads spinning and people talking, Tran wondered about those students who bounce from one “committed,” monogamous relationship to another with no more than what he calls a restful “dating Sabbath” in between. These students, Tran suggested, date in the same way that they prepare for their classes—conscientiously and constantly.

“It’s like they took an honors seminar on relationships and now have it down to a social science,” Tran wrote.

### SOME FEMALE STUDENTS SEE COMMITMENT-FREE ENCOUNTERS AS EMPOWERING, BUT A STUDY SUGGESTS THEY RESULT IN A SKEWED POWER STRUCTURE.

The perception that some people are constantly with their significant other might come from the fact that, at a school the size of Swarthmore, the opportunities to be together are greater. Constant proximity mandates that newly forming couples don’t just see each other twice a week for movies and milkshakes; instead, even relatively new couples at Swarthmore tend to skip that getting-to-know-you phase that dating fosters. They eat meals together in Sharples, spend many of their evenings studying or watching movies together, and sleep in one another’s dorm rooms. In a short time, these new couples begin to be known around campus as “married couples.”

Eric Shang ’04, in a relationship with Krista Gigone ’04 since February of their freshman year, agrees that college relationships—particularly at a small school—are almost forced to move at a faster pace. “It’s definitely weird to not be able to avoid someone,” he says. “That’s a terrible way to put it, but it does make things progress more quickly.”

He and Gigone say they used a summer

apart after freshman year as a time to get to know one another as friends, something they were not able to do as a new couple at Swarthmore. Although they hated their forced separation at the time, looking back on it, they think it helped their relationship reach a comfortable point. Now, like many Swarthmore couples, they spend much of their time together, although not off campus. “Dates off campus? That’s a good one,” Shang says with a laugh. Instead, they watch movies, study together, and fall asleep over math problems.

“Basically, during the week, we just hang out in each other’s rooms and study,” Gigone says.

“She kicks me when I fall asleep,” says Shang.

“I don’t kick you. I poke you.”

“It’s hard to tell the difference when you’re asleep.”

At the other extreme are the “hookups.” “Hooking Up, Hanging Out, and Hoping for Mr. Right,” a national study of the dating and sex habits of 1,000 college women commissioned by the IWF, defines “hooking up” as a physical encounter ranging from kissing to sex without emotional commitment. Tom Wolfe describes the process in his 2000 book, *Hooking Up*, a New Journalism-style depiction of this and other millennial phenomena: “In junior high school, high school, and college, girls headed out in packs in the evening, and

boys headed out in packs, hoping to meet each other fortuitously. If they met and some girl liked the looks of some boy, she would give him the nod, or he would give her the nod, and the two of them would retire to a halfway-private room and ‘hook up.’”

College hookups, says the IWF study, are almost always connected with the alcohol culture: Alcohol-induced encounters at parties lead to trips back to one person’s dorm room, followed by what students like to call “the walk of shame” back to one’s own room the next morning. The IWF’s Richardson says the study found this pervasive hookup culture to be detrimental to female self-esteem. Although Richardson concedes that some female students call such commitment-free encounters empowering, she says they actually result in a skewed power struc-

ture wherein females are left either dodging their partners on campus to avoid awkwardness or instead waiting by the phone, hoping the hookup will result in something more lasting—often a false hope.

ture wherein females are left either dodging their partners on campus to avoid awkwardness or instead waiting by the phone, hoping the hookup will result in something more lasting—often a false hope.

“This is sort of where the sexual revolution took a wrong turn in that a lot of people see this free, noncommitment hookup as being empowering or liberating. But the emotional differences exist,” Richardson says, suggesting that women often want more than just a hookup when they enter into these types of situations.

What’s more, the results of the study indicate that those men who don’t play the “hookup game,” and actually want to pursue more lasting and meaningful relationships, are often looked down on: “In several cases, it appeared that ‘nice guys’ who tried to follow women’s stated wishes by asking them on traditional dates were less interesting to

some women than men who interacted with women in other ways,” the study reports. Shang says he never thought that he could comfortably ask a girl out on a date freshman year. “It’s the culture of this campus,” he says.

“Eric said it seemed like if you asked a girl out on a date, she would think you were committing to much more than that,” says Gigone.

“Aren’t first dates just for getting to know people you would like to get to know better?” he asks plaintively.

**S**ome students think that hookups do sometimes lead to the same result, particularly when alcohol helps them feel uninhibited enough to introduce themselves to someone new. “Alcohol makes it possible to approach someone,” Sippel says.

Julia Pompetti ’05 agrees: “I know several people who have gotten into long-term relationships with people that they hooked up with when they weren’t sober.”

“I think that if you are two consenting adults and you want to hook up, I have no problem with that,” says Assistant Dean and Gender Education Adviser Karen Henry ’86, who serves as a

mentor for the Women’s Resource Center and as a main College support resource for sexual assault victims. “But anytime there’s alcohol involved, there’s a possibility someone’s intentions can be misconstrued.” Cases of sexual assault, she says, can result from a hookup that goes too far while under the influence of alcohol—but she’s careful to lay the blame on the alcohol rather than the act of hooking up itself.

The problem then seems to lie not in the actual hookups but in expectations clashing—either in how far to go tonight or where the hookup is going tomorrow. “I think that if anyone goes into a situation where they’re hooking up with someone and they’re hoping it will turn into something more, they’re going to be really sad,” says Goodman. “I just don’t think throwing yourself at someone sexually is the best way to win their heart.”

“Call me old-fashioned.”

**I**n this world of extremes, is the shortage of traditional dating actually a drawback? Assistant Professor of German Sunka Simon, who has taught Introduction to Women’s Studies and the Women’s Studies capstone seminar, points out that traditional dating is not always balanced either. “The whole dating culture based on male initiative keeps the woman ever ready. It also keeps her sexually available because she’s in the position of getting called on,” she says.

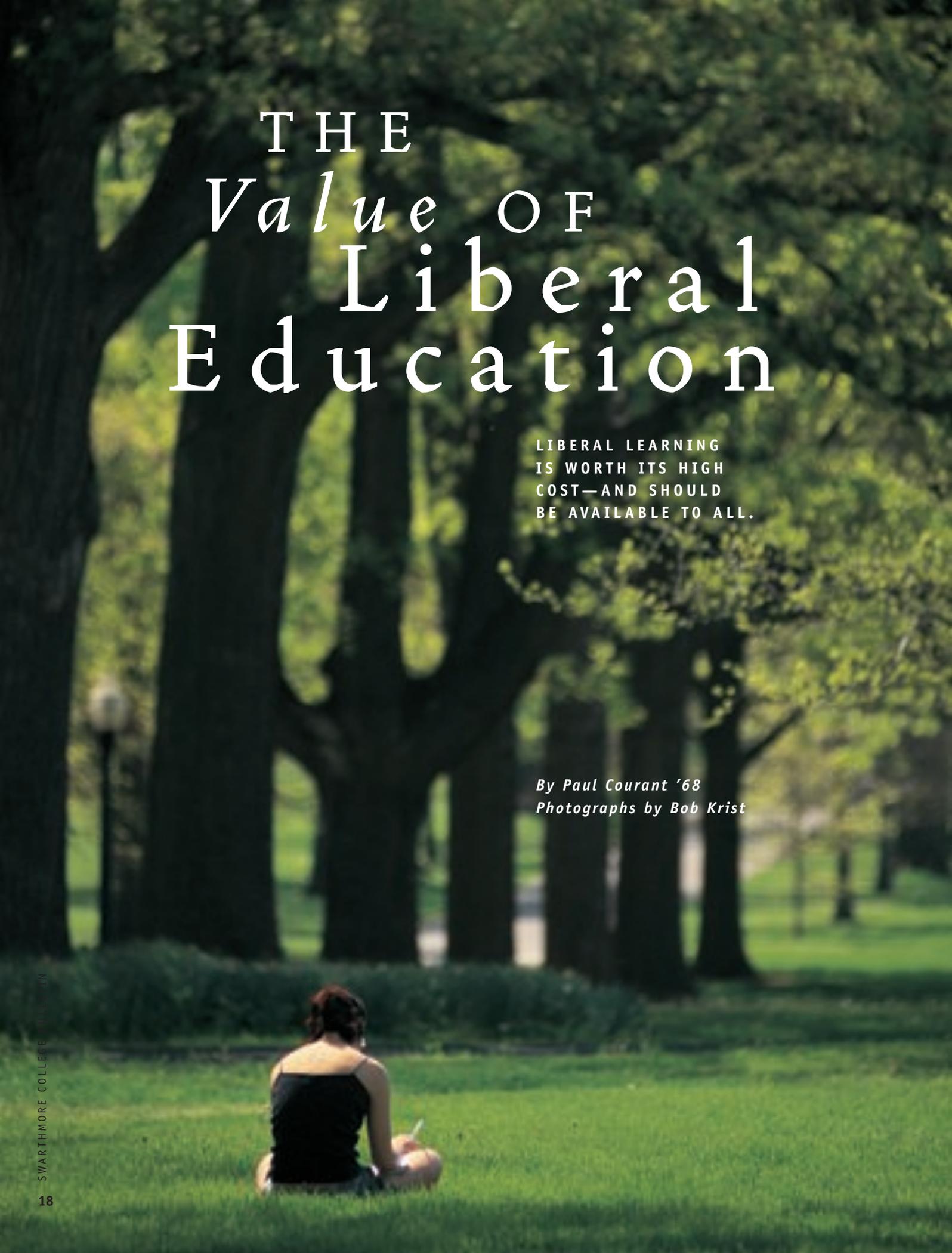
“It’s definitely this meat-market feeling.”

So if women are subject to derogation in hookups and dating alike, how can they win? The answer depends, in large part, on what they are interested in winning: sexual gratification, temporary companionship, or a long-term relationship and potentially marriage?

The “Mrs. Degree” is an anachronism—and perhaps it always was for women at a college such as Swarthmore. Many students would reject the suggestion that one of their primary college goals is to find a life partner; nevertheless, it is a wish some students wistfully and almost shamefully express. Yet, at the same time, many students are disillusioned with the institution of marriage. In this era of divorce, they are skeptical that they’ll ever find marital bliss. “I think a lot of us expect to be married several times, to declare our undying loves till death do us

*Please turn to page 79*



A photograph of a person sitting on a green lawn, looking towards a row of large, leafy trees. The person is seen from behind, wearing a dark top. The trees are tall and have dense green foliage. The scene is brightly lit, suggesting a sunny day.

# THE *Value* OF Liberal Education

LIBERAL LEARNING  
IS WORTH ITS HIGH  
COST—AND SHOULD  
BE AVAILABLE TO ALL.

*By Paul Courant '68  
Photographs by Bob Krist*

## REP. HOWARD “BUCK” MCKEON (R-CALIF.) BELIEVES THAT BECAUSE INCREASES IN COLLEGE TUITION IN THE

UNITED STATES HAVE CONSISTENTLY OUTPACED the Consumer Price Index (CPI), the federal government should begin to monitor those prices and eventually penalize institutions that fail to control them. McKeon’s Affordability in Higher Education Act, introduced in October as part of the quadrennial reauthorization of the Higher Education Act, would cut eligibility for federal student aid and other federal grants to any college whose tuition increased at more than twice the rate of inflation for two years in a row.

McKeon’s bill is the latest evidence of the public concern that higher education is being priced out of the reach of most American households. Although it’s true that tuition increases have consistently exceeded the CPI, I believe that much of the recent public discussion of higher education is fundamentally wrongheaded. By emphasizing cost rather than value, the public debate puts the cart before the horse. Something can be expensive and yet well worth the price—as is the case (for me at least) with a good fountain pen. By the same token, many things are inexpensive and still not worth the price. Just think of some of the cheap gadgets pitched on late-night television. Any serious discussion of whether higher education is overpriced should start with a discussion on the merits of its value.

Politicians and editorial writers have somehow skipped over the question of what colleges and universities provide. At the same time, substantial evidence indicates that the public debate is scaring people away; the publicity has led to widespread public belief that college is more expensive than it really is. A recent survey of high school students and their parents shows that the median estimate of college tuition was more than 60 percent higher than actual college tuition. And almost none of the public discussion mentions the extensive financial aid that most of the best institutions provide to ensure access.

The relationship between higher education and the larger society is increasingly troubled. Higher education is called on to be “accountable” to society in a way that automobile companies, toy manufacturers, law firms, physicians, newspaper publishers, and retail establishments are not. Generally, when prices of goods and services in most of the economy rise, it is expected that market forces will sort things out. Were higher education given the same status as the rest of the economy, we would be subject to market discipline and would be free to take our chances when raising

prices in response to increases in costs. Indeed, there is no question that the market would allow higher tuition rates; Swarthmore and other selective institutions turn away many students whose families are fully willing to pay the “sticker price.”

Higher education is subject to greater scrutiny than providers of other goods and services for two main reasons. The first, which applies to the University of Michigan more than it does to Swarthmore, derives from the considerable contributions that taxpayers make to colleges and universities. The contribution is larger for public institutions; however, with few exceptions, even private institutions benefit from a variety of governmental supports, including favorable tax treatment, scholarship programs, and grants and contracts. Taxpayers have a right to expect that their money is spent prudently and wisely.

A second reason is that college is a ticket to material and personal success, and a social obligation exists to ensure that it is available to all who can benefit from it. This latter goal can be achieved by various methods, including the combination of high tuition and need-based financial aid. This goal is consistently articulated by the leaders of colleges and universities, yet, in the public debate, the goal of access is often conflated with a single mechanism of achieving it—low tuition. This is an error in logic that has potentially disastrous consequences. However the debate about accountability is configured, there is no question that American higher education meets the market test; the world literally beats a path to our door.

Three fundamental questions should be answered before we conclude that the system is broken: (1) Is higher education as currently provided at America’s best (and most expensive) institutions worth the cost? (2) Why is it so expensive? (3) How can society ensure that the best education stays within the reach of all who can benefit from it?

In the public debate, the goal of access is often conflated with a single mechanism of achieving it—low tuition. This is an error in logic.

## FOUR GOOD REASONS FOR LIBERAL LEARNING

Although these points extend naturally to graduate and professional education, the following four related reasons explain why undergraduate education in the liberal arts is valuable. All four derive from developing habits of inquiry and enthusiasm for following the logic of one's own thoughts and knowledge. They are also related in the mechanism that undergirds them.

*Liberal learning is challenging work.* Its fundamental requirement is intellectual honesty, and it cannot be practiced without continual questioning that tests both body and soul. Students and teachers have to be open-minded and willing to explore that which puzzles and troubles and interests them—and to question each other. Liberal education imposes great demands on all who practice it, and meeting those demands requires a set of abilities and inclinations that are of enormous value in solving problems and living an examined and fulfilling life.

*Liberal education is practical.* The general case for the practicality of liberal education derives from the utility of intellectual honesty, rigorous work, and openness to new ideas. An interesting and instructive example of this practicality emerged during the recent Supreme Court case involving affirmative action at the University of Michigan.

Dozens of major U.S. corporations filed amicus curiae briefs. Here is General Motors' (GM's) explanation about why it supported the University of Michigan's position regarding diversity:

In doing research on whether GM should involve itself in this lawsuit, we have been impressed with a growing body of research that concludes that college students who experience the most racial and ethnic diversity in classrooms and during interactions on campus become better learners and more effective citizens. Those are



exactly the types of persons we want running our global business—better learners and more effective citizens.

Michigan's argument for diversity was based, in no small part, on our conception of liberal education. It is striking that GM's argument closely mirrors our own. The logic of our case for affirmative action derives from a definition of liberal education in which difference—and openness to difference and the willingness to engage with difference—is vital to learning.

It is no surprise to experienced schoolteachers that difference is essential to learning and to productive activity. More surprising, the public debate over affirmative action was a battle that divided the front and editorial pages of *The Wall Street Journal*. It cares about profit on the front page; if you read between the lines, you see that corporate America has come to the correct conclusion that diversity and liberal learning are good for the bottom line.

*We don't know what the next problem is going to be.* Dan Klionsky, a member of the biology faculty at the University of Michigan, recently suggested that this argument applies to basic research. I'll go one step further and assert that it's the best one-line justification for both basic research and liberal education. If you don't know what the next problem is going to be, but you do

Higher education cannot use technology to increase productivity because technology does not change the essential process of intellectual engagement.

know that it will be important, at least the following two capacities will be valuable: First is the capacity to make sense of the unfamiliar—a capacity that is at the heart of liberal learning. Second is the social capacity that derives from there being someone out there who knows at least something about the newly emerging problem. Basic research increases this likelihood, and without the habits of mind that come from liberal learning, who would take the time and energy to engage in something so impractical—except when it is vital?

*Liberal learning is the best way to construct interesting and fulfilling lives.* There is nothing like puzzling through an issue; understanding it; or “getting” a literary passage, painting, differential equation, folding of a protein, or the exquisite dissonance and consonance of a musical passage. The text, symbol, or sustained argument transports the problem solver.

Liberal learning is good for the old because it keeps us young; the young are wired to learn. As we get older, we reacquire the taste if we are lucky—or if we are liberally educated, something that allows us to make our own luck. The continued joy of learning is a value not well measured in dollars, although I can say as a parent that I would pay a lot to assure that my children have it.

This value was well expressed in an edi-

torial published in the *Ohio State Journal of* 1870, at the time that The Ohio State University was founded: “The lawyer who knows nothing but law, the physician who knows nothing but medicine, and the farmer who knows nothing but farming are on a par with each other. They are all alike, starved and indigent in the requirements of true culture.”

Speaking of accountability, I claim that colleges and universities should be held accountable for providing a liberal education and an environment that supports it. In the words of Stanley Fish, dean of the College of Liberal Arts at the University of Illinois at Chicago, “If colleges and universities are to be held ‘accountable’ to anyone or anything, it should be to ... academic values—dedicated and responsible teaching, rigorous and honest research.” Although the practical and vocational arguments matter, and the economic value of innovations that derive from university-based research are of great social value, it is essential not to stake all of the arguments for liberal education on practical economics. If we sell ourselves as being only practical, we risk being pushed into accountability for only the measurable. We could lose the ability to pursue the life of the mind or even research and teaching in domains that do not have an easily foreseeable payoff.

## WHY DOES COLLEGE COST SO MUCH?

Anything of value—and I trust that I have made the case that liberal education is of great value—will be even more valuable if it can be provided at lower cost. So why is liberal education so costly, and what can we do about it?

There is no doubt that college is expensive. The stated tuition at America’s best private colleges and universities generally exceeds \$25,000 per academic year. At Swarthmore, tuition this year is \$28,500—and with room, board, books, supplies, and other expenses, the College estimates the total “cost of attendance” at \$39,616. That’s approaching the national median household income, which was \$42,409 per year in

2002, according to the U.S. Census Bureau.

But does this mean that every student wishing to attend college must pay this price? According to *U.S. News & World Report*, only 6 percent of U.S. undergraduates pay more than \$24,000 in tuition and fees, four out of five college students attend public institutions, and about 40 percent of undergraduates pay less than \$4,000 in tuition annually.

At many high-priced institutions, merit scholarships and need-based financial aid close the affordability gap. Swarthmore, which continues to admit talented students regardless of their need for aid, provides about half of its students with a “discount” on the published price based entirely on family circumstances and ability to pay. The average aid package last year, including scholarships, loans, and work-study income, was \$26,013. Yet even full-paying students received another sort of discount because the real cost of educating a Swarthmore student (excluding financial aid) was \$67,028. This hidden subsidy exists at all of the best schools—in fact, it is what makes them the best because their endowments and other sources of income (largely resulting from philanthropy) provide more courses, smaller classes, better faculty, superior facilities and technology, and enough financial aid to admit the best possible student body.

On the surface, however, critics of higher education have a point. Tuition at Swarthmore is six times what it was in 1979–1980. During the same period, consumer prices rose by a factor of almost 2.5, and disposable personal income today is about 4.2 times what it was 24 years ago. Disposable personal income is a better norm than consumer prices for evaluating the cost of higher education (or anything else), in that the ability of households to pay for goods and services is largely determined by the available income. Even so, had Swarthmore tuition risen at the same rate as disposable income since 1979, it would be approximately \$19,740—30 percent lower than it is today.

Swarthmore is not alone. Its rate of growth of tuition over the period is about average for four-year institutions. At the University of Michigan, tuition is lower but has risen somewhat faster; it is now 6.6 times what it was in 1979–1980. In summary, college is expensive and becoming ever

more so. And remember, tuition does not fully cover costs.

Two fundamental reasons drive this bad news. The first is something that economists call Baumol’s disease, after William Baumol, who first identified it in work he did (with William Bowen) on the economics of theater.

The essential mechanism that produces rising standards of living is growth in productivity. When intellectual and technical advances allow us to produce more goods and services per hour of work, wages can and do rise faster than prices—with the positive outcome that an hour of work buys more goods and services and the general standard of living rises. Competition in the labor market requires that workers with a given set of skills and abilities be paid about the same for anything that they do that requires the same amount of effort. (Dis-

We are—and must be—museums as well as laboratories, conservators as well as innovators. There is more to know today than there was yesterday, and there will be yet more to know tomorrow.

crimination, monopoly, and other phenomena temper the general applicability of this, sometimes with great significance, but the basic principle still holds.) Thus, as wages rise in general, so too will the wages paid to actors and schoolteachers, roughly preserving their position in the income hierarchy unless great social change occurs.

But the technical advances that lead to productivity increases don’t actually do much for theater or higher education. You

still need two actors—one to play Romeo and one to play Juliet—just as you did 400 years ago. Their wages grow at the rate of growth of wages in general, but their productivity hardly grows at all; the result is that the cost of putting on the play, when compared with goods and services on average, rises year after year.

The same applies to college teaching. Higher education uses extensive modern technology, but—except in the payroll office and other business operations—we cannot

the particular ways in which ideas and objects are studied, but they do not make either learning or teaching any more efficient. Good liberal education can and does soak up all of the energy that we can give it—and that, happily, is unlikely to change.

The other reason that the cost of a college education keeps increasing is that the scope of the enterprise grows without bounds. At Michigan, I often assert with only slight hyperbole, we are responsible for understanding—or at least chronicling and making accessible—the total of human knowledge and creative expression throughout all of history. As knowledge and interpretation change and grow, we in higher education are responsible for both the new and old. GM does not need to keep the tools for 1957 Chevys and would have a difficult time making one today. But at Michigan and Swarthmore, we study Latin and Greek as well as historical and current thought. We are—and must be—museums as well as laboratories, conservators as well as innovators. We can do some compacting, but our mission grows every year. There is more to know today than there was yesterday, and there will be yet more to know tomorrow.

## WHAT CAN WE DO?

Thus far, American higher education has survived in the face of great economic and political pressure because we have persuaded parents and legislatures, boards and foundations, and alumni and other friends to keep supporting this expensive set of activities. We must continue to provide that support—and even increase it as the need arises.

State support as a share of the cost of public colleges and universities has dropped steadily for decades and more sharply during the past several years, forcing tuition increases. At Michigan, state appropriation has fallen by more than \$1,400 per student

in the last two years. As state support falls, we hear increasing calls to privatize public institutions. A fundamental shift in values is needed to reverse this trend.

Private schools such as Swarthmore, which receive little direct government funding, will continue to rely on philanthropic support from individuals and foundations to maintain the quality of their programs. The smaller the alumni base (Swarthmore has just 18,000 living alumni), the more important it is that individuals take responsibility for the future of these precious institutions.

We must not compromise on the mission; we must not do less than what is required to give our students—and our world—the best chance of creating values, solving new and surprising problems, and living fulfilling lives. We owe it to benefactors and taxpayers alike to be as prudent with resources and as businesslike as possible, but we should recognize and vigorously articulate that some of the time it's not possible to run an institution of higher learning as one would a business.

The analogy to theater is instructive and cautionary. Over time, as the performing arts have become more expensive, they have become less accessible to the general public. Like theater and opera, liberal education requires resources well in excess of tuition (or ticket sales) to cover costs. I can think of no ethical basis for limiting access to a superb liberal education to those who happen to be blessed with families who are willing and able to cover much of its cost. And I can think of no ethical basis for diluting the quality of the education we provide. We are a rich society. We have developed a set of institutions of higher education that are unparalleled in quality. We must articulate that quality and its value, manage our resources wisely, and continue to make accessible—as Swarthmore always has—outstanding education independent of students' economic resources.

None of this is easy. But then, neither is liberal education. %

*Paul Courant is the provost and executive vice president for academic affairs at the University of Michigan, where he is also professor of economics and public policy. This article is an expanded version of his Alumni Collection talk in June 2003.*

We must not compromise on the mission; we must not do less than what is required to give our students—and our world—the best chance of creating values, solving new and surprising problems, and living fulfilling lives.

use it to increase productivity because it does not change the essential process of intellectual engagement. The ratio of students to teachers at Swarthmore hasn't changed much since I was a student, but the wages of the faculty and staff have risen with wages for highly skilled labor in the economy as a whole.

The work of engaging with others around ideas and knowledge has been little changed by the Internet or, for that matter, by movable type. Both inventions changed



# DIGNITY & Destiny

FORMER PRESIDENT COURTNEY SMITH'S LIFE AND DEATH HELPED SHAPE SWARTHMORE'S HISTORY.

Review by Jon Van Til '61

*Dignity, Discourse, and Destiny: The Life of Courtney C. Smith* by Darwin Stapleton '69 and Donna Stapleton (Newark: University of Delaware Press, 2004)

Courtney Smith, president of Swarthmore College from 1953 to 1969, lived and died in challenging times. In a new biography, Darwin Stapleton, director of the Rockefeller Archive Center, and Donna Stapleton, historian and social worker, tell Smith's story in a fair and often compelling fashion.

Academe is especially difficult for social scientists to comprehend, which is why most of the best writing on academic life is done by novelists—and then usually with an eye toward cynicism and irony. The Stapletons avoid those traps and write as vivid a study of academic life as this reader has ever encountered.

The Stapletons base their study on some 50 interviews with family and associates of Courtney Smith as well as on examination of both his professional and personal papers. They document a life of 53 years, which included a series of accomplishments, many known at least in outline to students of that time and faculty colleagues within the College community. Before Smith came to Swarthmore's presidency at the age of 37, his résumé included undergraduate and doctoral degrees in English literature from Harvard; a Rhodes Scholarship; service in the Naval Reserve during World War II, working with black sailors; a stint on the Princeton faculty and head of the Woodrow Wilson Fellowship Program; and appointment as American Secretary of the Rhodes Scholarship Program.

At Swarthmore, his accomplishments included articulating the special educational mission of the small liberal arts college; recruiting and retaining a high-quality faculty; spearheading the College's opposition to the loyalty oath required of recipients of federal loans provided by the National Defense Education Act; securing the financial base of the College through the building of an endowment and alumni giving; preserving the viability of the campus, particularly against the long-threatened encroachment of the highway known as the Blue Route; and providing counsel and guidance to a generation of students committed to social justice and political activism. He also served on the boards of many educational, civic, philanthropic, and economic development organizations, including the Markle Foundation. Smith announced in 1968 that at

the end of the 1968–1969 academic year, he would resign his presidency to lead Markle.

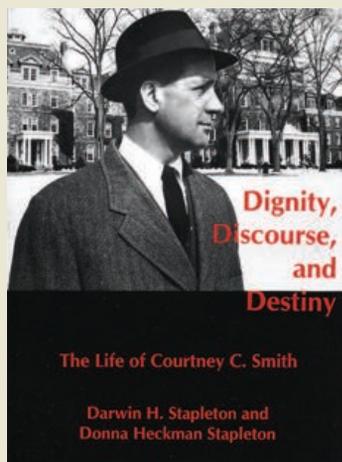
The Stapletons tell their story ably and in considerable detail. They recall Smith's efforts to regulate the scale and informality of the Swarthmore folk festival, leading his critics to see him as someone who believed it was all right to listen to Pete Seeger but not to wear jeans while doing so (see March 1997 *Bulletin*). He pursued his interest in proper dress with memorable statements such as that men should not renounce the "burden of a coat and tie." Eventually he came to acknowledge that growing a beard might be understandable and "to understand that the slovenly appearance [of students] had fallen into 'a patterned expression of conformity' to a bohemian code."

The Stapletons depict the real Courtney (everyone spoke of him by his first name, if not always to his face) by describing one of his favorite recreations: arriving and seating himself for the enjoyment of a home football game. The "decorum and distance" he exhibited there "was metaphorically representative of his general relationship to students. He had a formality and intentionality about himself and had always been particular about his own dress, speech, and social habits. He strongly believed that decorum was essential if one was to be taken seriously and to be influential."

I knew Courtney Smith both as a student and, later, when I joined the Sociology and Anthropology Department, as my boss. I respected him (one had to!), and I lived through his last days as a faculty member at Swarthmore. His sudden death was a shocking experience. Even then, how one reacted to Courtney said at least as much about oneself as it did about him.

When the character of Courtney, son of Aydelotte, was described by the character Judas in the 1967 Hamburg Show, his riff went: "The system is evil, evil is bad, what is bad must be destroyed. Courtney is part of the system, therefore Courtney must be evil. Hold it—I've seen him, he ain't bad, he talks nice, dresses nice—nope we gotta get rid of him—there's a lot to think about ... such a sweet face, such shiny sandals, ooh and such impeccable sackcloth ... he really isn't wrong often; but then people who speak only in analytic statements aren't wrong too often."

I am grateful to the Stapletons for explaining why it was that this son of a Winterset, Iowa, lawyer and banker—who died when Courtney



THE NEW BIOGRAPHY OF PRESIDENT COURTNEY SMITH IS AVAILABLE AT THE SWARTHMORE COLLEGE BOOKSTORE. CALL (610) 328-7756 OR VISIT [HTTP://BOOKSTORE.SWARTHMORE.EDU](http://BOOKSTORE.SWARTHMORE.EDU).



FRIENDS HISTORICAL LIBRARY

ACCORDING TO HIS BIOGRAPHERS, PRESIDENT COURTNEY SMITH, WHO DIED IN OFFICE IN 1969 AT AGE 53, “STRONGLY BELIEVED THAT DECORUM WAS ESSENTIAL IF ONE WAS TO BE TAKEN SERIOUSLY AND TO BE INFLUENTIAL.”

longer able to sustain him, a response the Stapletons identify as “self-sacrificial, ... without any appeal to metaphor.”

When Swarthmore presidents are recalled by the Stapletons, Frank Aydelotte and the Honors Program get their two pages, and John Nason merits equal space for his consolidating leadership. Smith brought to his term the task of imprinting the elite social and academic traditions of Harvard and Princeton on the life of the College. Faculty hiring—and, I would add, promotion and tenure as well—was guided by these genteel values, as Smith’s notes on a candidate interviewed in 1962 reveal: “I was very favorably impressed by him. He is composed, strong, attractive, and I think quite able. I liked his values, and the way he talked.”

The Stapletons document Smith’s remarkable acceptance by the Philadelphia corporate elite, particularly in their eagerness to secure his services as executive of the Philadelphia Savings Fund Society when it appeared he was heading on to the Markle Foundation. And nothing presented by the authors indicates that Courtney did not foresee what was coming when he resigned the presidency of Swarthmore in 1968 for the comforts of doing at Markle what he enjoyed and did well in the Woodrow Wilson and Rhodes processes: selecting promising young persons for establishment careers. It seemed to me then, and still does now, that Courtney knew that his time had passed at Swarthmore, and that the College required a new style of leadership that would be less distressed by

was 13—really did need to wear those pinstripes. I was edified to learn of the (always so decorous but so remarkably manifold) ways in which Courtney’s elitist values helped him advance toward the center of the educational, philanthropic, and even corporate establishment. These classic themes in American upward mobility—dressing well, asking for a better job, complaining directly about inadequate pay, serving rich mentors as a “fine young man,” marrying well, and planning carefully his path toward a Rhodes Scholarship—have usually been left to novelists to explore.

The Stapletons strike repeatedly at the heart of Courtney’s search for acceptance by those in power. And the tale that they tell is of a classic tragedy—for, finally, his rebellious charges at Swarthmore, occupying the Admissions Office of his beloved College, disappointed him so severely that his arteries were no

the acting out of the passions of young, and especially black, Americans.

This book will be read eagerly by thousands of alumni who know that their lives have been touched, and even shaped, by Courtney Smith in the time they shared at Swarthmore. His successors find themselves able to pursue such missions as global education with the confidence that Swarthmore College, benefiting from the life and times and leadership of Courtney Smith, is remarkably positioned to advance in directions of its own choosing at such speeds as it may also dictate. ☞

*Jon Van Til, who was an assistant professor of sociology at the College when Courtney Smith died, is a professor of urban studies at Rutgers University—Camden.*

# A Dream Deferred

WHEN IT CAME TO CONDUCTING SCIENTIFIC RESEARCH AT AN UNDERGRADUATE COLLEGE, THE BARTOL RESEARCH FOUNDATION WAS AHEAD OF ITS TIME—AND SWARTHMORE'S.

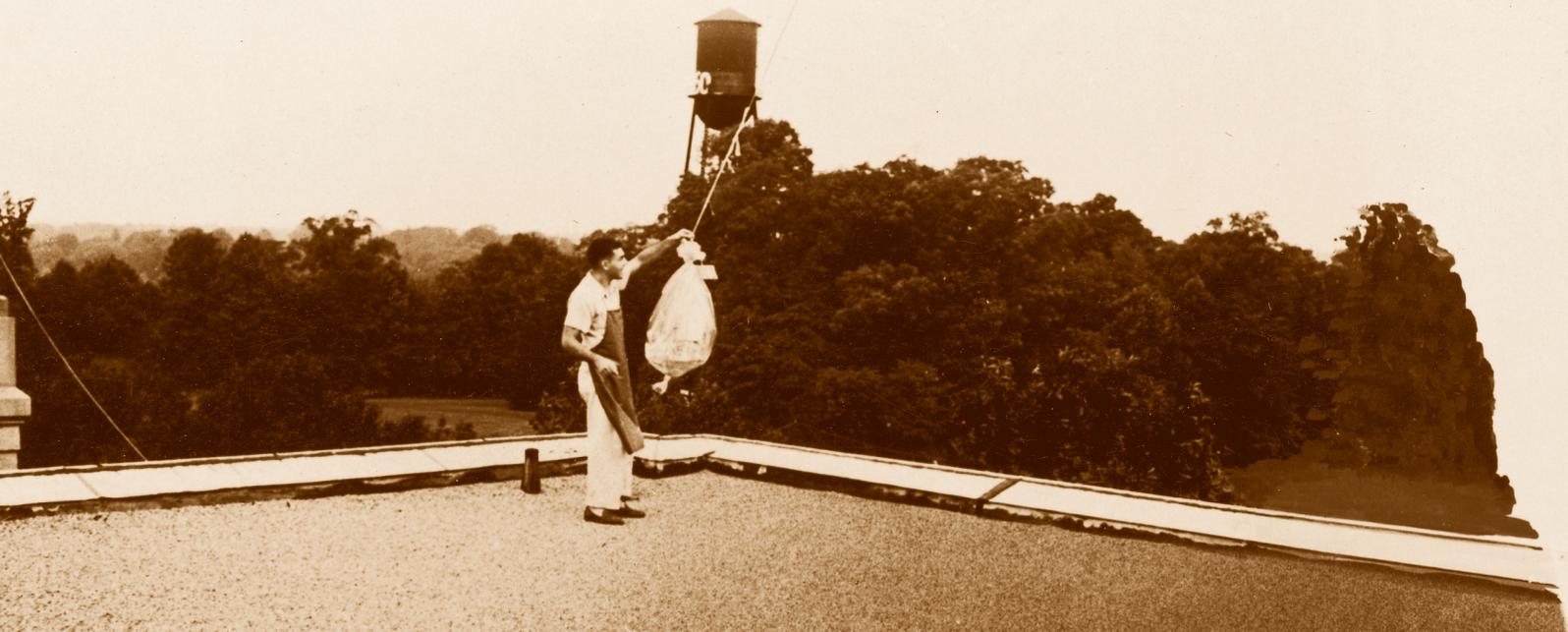
By Alisa Giardinelli

Today, science education relies as much on close interaction and joint research projects between students and faculty members as it does on more traditional teaching methods. Not long ago, this would have been almost unheard of; the chance for undergraduates to conduct their own research, especially at a small college, would have been rare.

At Swarthmore, the opposite is now true, and the College's participation in a new research center funded by the National Science Foundation ("Collection," p. 7) is the latest example.

But joining teaching and research is not a new idea. While president of Swarthmore, Frank Aydelotte envisioned such collaboration decades before it was a key feature of the country's top undergraduate science programs. Had it succeeded, his plan would have been just as transformative to the institution as his Honors Program. For a short time, it almost was.

PHOTOGRAPHS FROM THE ARCHIVES OF  
THE BARTOL INSTITUTE, UNIVERSITY OF DELAWARE,  
AND FRIENDS HISTORICAL LIBRARY



**D**uring Founders Day ceremonies in October 1927, President Frank Aydelotte welcomed the arrival on campus of a new organization devoted to scientific research, the Bartol Research Foundation. Afterward, he and the Board of Managers feted a dozen board members from Philadelphia's Franklin Institute, which was affiliated with the organization, at a formal reception in the president's home. Aydelotte later wrote to Howard McClenahan, the institute's head: "I hope that one result of the presence of the Bartol Foundation here will be many occasions of this kind."

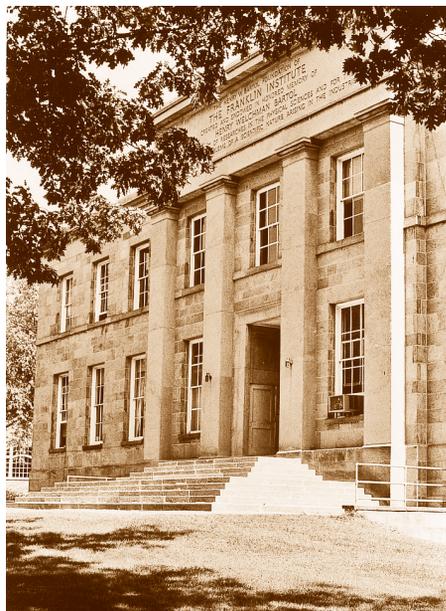
Aydelotte had good reason to be excited. Although only a few years old, the Bartol Research Foundation was already making a name for itself in the study of the physical sciences, and its dynamic and gifted director presided over the efforts of more than a dozen postdoctoral fellows involved in cutting-edge research. Aydelotte described its move as the year's "most important event in the intellectual life of the College."

He was not alone in this belief. In both public statements and private correspondence, all of the principals involved in securing the deal expressed their hope for a fruitful and mutually beneficial relationship between Bartol and the College. From the beginning, those hopes included the expectation that Swarthmore undergraduates would gain valuable research experience at Bartol, and that the College's science faculty would benefit from their proximity to Bartol's labs and their anticipated associations with its researchers.

In return, Bartol scientists were expected to benefit from their association with a college community and access to a college library. They also hoped to enjoy a pastoral setting more suitable for conducting research than their cramped and noisy Philadelphia location. Although several area institutions were interested, McClenahan said he chose Swarthmore because of Aydelotte's "prompt and enthusiastic advocacy" for the arrangement.

This arrangement allowed Bartol to erect with its own funds a research facility on

**Bartol's second director, Martin Pomerantz, (left) often flew balloons from Bartol's roof for his cosmic ray experiments. He expanded this work at the South Pole, where the National Science Foundation later named an observatory in his honor.**



**In exchange for constructing a building on Swarthmore's campus with its own funds in 1927, Bartol would pay the College \$1 a year for the land. The lease also allowed the building to revert to the College free of charge after 50 years. The inscription over the door was covered when the building was renamed Papazian Hall in 1977.**

Swarthmore's campus and to pay the College \$1 a year in rent for the land. The 50-year lease stipulated that if either party wanted to sever the relationship, it was required to give three years' written notice of its intentions. Otherwise, the lease would automatically be renewed in 25-year increments. If the relationship were to end, Swarthmore would be able to acquire the building for free.

For the next five decades, Bartol scientists employed Swarthmore students in various capacities, taught classes at the College, and collaborated with faculty members. The foundation also produced a host of scientists who made major contributions to their fields, a feat made even more impressive given its small size. Yet Bartol never became an integral part of the College and, even among the College's science faculty, was known well by only a few. When Bartol's lease came up for review in the 1970s, the College ended its relationship with the foundation and took possession of its building. Renamed for Hapet Papazian, whose son Paul Restall '43 funded its renovation in his honor, it now houses the Philosophy and Psychology departments.

Except for some wood paneling, the

Except for some wood paneling and a derelict telescope on the roof, there is no trace that Bartol and Swarthmore were linked for 50 years.

empty built-in shelves of the foundation's library, and a derelict telescope on the roof, no tangible trace shows that Bartol was ever here. Most people on campus have never heard of it nor of the grand plans many once believed would put Swarthmore at the forefront of undergraduate research. What went wrong?

**H**enry Bartol made his fortune as a Philadelphia sugar refiner. On his death in 1918, he left more than \$2 million to the Franklin Institute, where he was a member, to establish an institute of scientific study. W.F.G. Swann, now best known for his pioneering work on cosmic rays and high-energy physics, signed on as its first director. In 1929, the year Bartol's facility opened, Swann received an honorary degree from the College. In his citation, Aydelotte noted the "eminence that has brought [Swann] to the head of the great research laboratory which we are happy to welcome" to campus.

After Aydelotte left Swarthmore in 1939 for Princeton's Institute for Advanced Study, the faculty published a treatise in honor of his presidency. In it, Bartol is described as a "tangible expression" of Aydelotte's desire to bring both students and faculty into "intimate contact with active research work." They also stated their hope that in the future, Bartol's work "will play an increasingly important role in the training of undergraduates ... and in the research activities of faculty members."

As the United States became more

involved in World War II, Bartol immersed itself in government contract work, much of it classified. In the early 1940s, the foundation was selected as one of two annexes of the Massachusetts Institute of Technology (MIT) Radiation Lab; the other was at Columbia University.

“Everyone knew we were doing something,” Martin Pomerantz, a principal director of the program, says. “You didn’t need clearance to know I was traveling to Boston. But information about the nature of our work was a well-kept secret.”

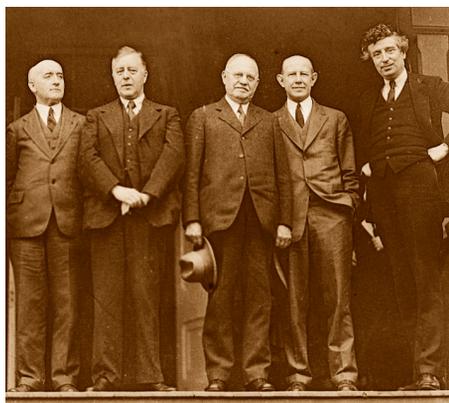
Despite its sensitive nature, the work provided an opportunity for the kind of relationships between Bartol and the College that Aydelotte had envisioned. Two members of the Physics Department, William Elmore and Ralph Shutt, were among the first faculty members to work closely with Bartol researchers. Both maintained close contact with the College while conducting research in connection with Bartol’s government work pertaining to the war.

“Most of the people at Bartol had to work for the service in one way or another, or they’d be drafted,” says Swann’s son Charles, also a Bartol physicist. “We did a lot of work with magnetron cathodes [that power radar]. I doubt it was known widely on campus. Bill Elmore knew, and maybe some members in engineering.”

Students also were recruited to Bartol. “There were quite a few students who went to work at Bartol when they had wartime contracts,” says Morris L. Clothier Professor Emeritus of Physics Paul Mangelsdorf Jr. ’49. “I was good friends with Dan Goldwater ’43, an engineering major, who worked a number of years there during and after the war.”

As a result of their success, Bartol came out of the war bursting at the seams. However, relations were not as close between those at the top as they had been under Aydelotte. It is not clear exactly when they began to deteriorate, but a precipitating event set the tone for years to come.

In 1948, Bartol received a grant from the Office of Naval Research to build a Van de Graaff accelerator, which was used in the then-burgeoning field of nuclear physics for the study of atomic nuclei and subatomic particles. At the time, such devices required huge magnet rings, which, in turn, required considerable space.



**In 1931, a student took a candid photo of the group that brought Bartol to Swarthmore on the steps of the Friends Meetinghouse the day the eminent physicist Sir James Jeans spoke on campus. President Frank Aydelotte sent copies to everyone. From left: Howard McClenahan, secretary of the Franklin Institute; James Jeans; John Miller, director of the Sproul Observatory; Aydelotte, and W.F.G. Swann, director of the Bartol Research Foundation.**

“I was put in charge of building this thing, and we needed somewhere to put it,” Charles Swann says. “We approached the College, thinking we could do it across Whittier Drive.”

It almost worked. Board minutes and correspondence between Swann *père* and President John Nason show the College approved a site for the new lab directly across Whittier from Bartol’s original building. Nason even suggested, and Swann agreed, to have the College’s consulting architect design the facility. But when it came time to write the lease agreement, the plan fell apart.

“They would not extend the lease beyond the terms of the old building,” Swann says. “Well, that threw the flag up. It sounded like someone didn’t want us already.”

One Sunday, around the time of the lease negotiations, Charles Swann met Claude Smith ’14, then vice president of the Board of Managers, as Smith came out of the Friends Meetinghouse. Swann knew Smith’s family and played golf with his son Richard ’41. They had a “short but intense” exchange.

“I was upset and tried to find out why the College was objecting to the lease,” he says. “He says he knew nothing about it. Of course, that wasn’t true.”

Instead, Bartol bought 4 acres on Balti-



**A prominent Philadelphia lawyer, Claude Smith exerted enormous influence during his 47-year tenure on Swarthmore’s Board. He also acted as the American Friends Service Committee’s legal counsel when it issued an open letter to President Kennedy that described nuclear weapons testing as “utterly tragic” and “an affront to God.”**

more Pike for the new lab and applied to Springfield Township for approval. The zoning board ultimately approved the building (on a spot now the site of a supermarket) but not before reading at the hearing a letter objecting to the plan. The letter’s author? Claude Smith.

“I think his objection was tied to his views on anything having to do with nuclear devices and nuclear physics,” Swann says. “Smith was a Quaker. I think he felt that energy was used for bombs and was the wrong way to go.”

Bartol built its lab, but the damage had been done. Communication between Director Swann and President Nason all but dried up, as did efforts at that level to establish collaborations between Bartol and the College.

**O**n his 75th birthday in 1959, Swann retired. Succeeding him was Martin Pomerantz, who came to Bartol in the late 1930s as a Penn graduate student and later pioneered astronomy and astrophysics research in Antarctica.

“It was getting increasingly clear the relationship with the College was not good,” he says. “I had a different approach to relations with the College than Swann. I tried to turn it around.”



One of his efforts involved an NSF program for student research. Roman Jackiw '61, a theoretical physicist at MIT, spent more than a year in the program. "It was a wonderful experience," he says. "Except for Bill Elmore, people at Bartol were the only ones on campus who were active research physicists. Being exposed to that was a very profitable and stimulating experience."

Jackiw's experiences were almost a textbook example of the original goals behind bringing Bartol to Swarthmore. "I had tremendous interaction with the Bartol researchers," he says. "They were a great encouragement to me. In fact, I published my first paper, or presentation, with Bartol people. I was a senior at the time, and that delighted me."

Instead of being the exception, experiences like Jackiw's are far more common today. In the last five years, students in the sciences have published their work in several respected journals, and two, both in physics, were named Rhodes Scholars. "Science is a living, breathing thing, and we really want to impart that to students," Professor of Physics Michael Brown says. "Getting them into a working lab to address a problem that no human knows the answer to—there's no substitute."

Pomerantz also made inroads with Swarthmore's next president, Courtney Smith. "We were two new people with no background in the problem and became friends," he says. "We hit it off and liked each other. He did want to work somehow with Bartol and encouraged it through the honors seminar."



Bartol physicist Don Kent (*far left*) taught several classes in the College's Physics Department and recruited students to work at the foundation's South Pole station.

A product of the classical British academic tradition with a flair for the dramatic, W.F.G. Swann (*left*) cut a unique figure on Swarthmore's campus as Bartol's first director. Martin Pomerantz, his successor (*right*), tried to improve relations between Bartol and the College.

Indeed, Pomerantz taught seminars in the Astronomy Department at various times throughout the 1960s. He was good friends with Professor of Astronomy Peter Van de Kamp, who occasionally conducted work at Bartol, furthering the exchange. "I'm very proud of my students," Pomerantz says. "A number of them are very well known scientists."

One of them is University of California Professor of Astronomy Sandra Moore Faber '66, who studied with Pomerantz as a sophomore (see "Anselm's Question," June 2003 *Bulletin*). "The seminar with Martin was one of the high points of my Swarthmore experience," she says. "He was a lively

## In the 1960s, a steady train of young Swarthmore graduates worked at Bartol's Antarctic research station.

and inspiring teacher, and he invited some of the senior scientists at Bartol to talk with us and enliven the class."

NASA astrophysicist John Mather '68 (see "In the Beginning," August 1994 *Bulletin*) also recalls fondly his time with the Bartol director. "I enjoyed his seminar quite a lot," he says. "I remember Martin had us over for dinner one night. While we were there, he got a call from Antarctica. They

had to do it using ham operators. It was pretty cool."

Pomerantz was not the only Bartol scientist to teach at the College. "They would sometimes come to Bartol in sheer panic," retired Bartol physicist Don Kent says. "Someone needed a sabbatical very quickly, usually to take advantage of a research grant. I was the youngest on the Bartol faculty, so I would go [substitute for the Swarthmore professor]. I taught several times at several levels. It was wonderful."

In addition to running Bartol's summer program for students, Kent also oversaw its South Pole Program and recruited several Swarthmore graduates to their station there to maintain the equipment used in Bartol's research in cosmic ray physics. "I replaced a Swarthmore engineering grad when I went there, and, when I left the South Pole station, another grad replaced me," Doug Thompson '62 says. "It was almost a tradition coming out of the Engineering Department. There was a real train of us." That train continued to supply the South Pole station with Swarthmore graduates well into the next decade.

Interaction with College faculty members also increased. Bartol joined Swarthmore's Sigma Xi chapter and held its own weekly seminars on topics such as cosmic rays, nuclear physics, and their Antarctica studies. "I rarely missed one, they were so interesting," retired Physics Professor Oleksa-Myron Bilaniuk says. "Often, I went to Penn but still felt I had all I needed right on campus. So, even though we were a small college here, we had the atmosphere of a big research university because of Bartol."

Of the College's physics faculty in the 1960s, Bilaniuk benefited the most from his

proximity to Bartol. He frequented its library and worked closely for a time with Bartol scientist Stephen Shafroth, who also taught a classical mechanics course at the College. They even published a paper together on radioactive sources of isotopes.

But Bilaniuk was the exception. Two other members of the Physics Department who did work at Bartol did not receive tenure. And to professors such as John Boccio, who joined the physics faculty in 1967, Bartol and the College seemed like two different worlds. “I knew them all, but they pretty much operated in their own little sphere,” he says. “They did work in fields that didn’t overlap much with the work we were doing and were able to spend all their time doing research. We couldn’t do that.”

Despite the steady, albeit still limited, interaction with students and faculty under its new director, Bartol’s relationship with the College was not improving the way Pomerantz had hoped. Perhaps worst of all, most Swarthmore students still never got the chance to participate in research. Since the College occasionally awarded master’s degrees (including 12 in astronomy by that time alone), he had a bold idea.

“It became clear to me early on that research institutions need to have graduate students,” Pomerantz says. “So I talked with Courtney about setting up a doctorate in physics.”

As it happened, the College was in the midst of conducting a self-study, published in late 1967, commissioned by President Smith. Although the College’s accreditation review was approaching, Morris L. Clothier Professor Emeritus of Physics Mark Heald, who served on the commission, says the report was also triggered by a “groundswell of faculty unrest,” mainly in the social sciences, over the teaching load and subsequent lack of opportunities for research.

“So, much of the thrust was how can Swarthmore support more faculty scholarship,” he says. “That question ultimately grew to include the physical sciences. Here’s Bartol—can’t we enlarge the scope?”

In the course of the review, Smith asked the commission to consider Bartol’s doctoral proposal. Although it did not make any formal recommendations, the group “urge[d] that the program be seriously and sympathetically considered.”



**Top from left:** Martin Pomerantz, Doug Thompson ’62, and James Salisbury ’64 at Bartol’s cosmic ray observatory.

**Bartol physicist Charles Swann (right), son of the founding director, suspects that some members of the Board of Managers objected to Bartol’s presence because of its nuclear physics program.**

At the same time, Pomerantz forged a relationship with Thomas Jefferson University in Philadelphia that effectively made Bartol the site of Jefferson’s graduate physics program. President Smith had earlier described to the Board of Managers the “friendly and productive associations” that had existed between Bartol and the College in recent years—and Bartol’s hope to establish a doctoral program. In March 1968, he told them he thought Bartol’s new affiliation with Jefferson “would be beneficial to Swarthmore.”

Less than a year later, President Smith died. “The culture of the College changed tremendously after Courtney’s death,” Heald says. “The whole country was changing at that time. Suddenly, faculty were involved in sit-ins and public policy issues as opposed to worrying over lesser campus issues.”

Pomerantz received the news of Smith’s death by a cable telegram in Antarctica. “I walked for hours on the ice literally crying,” he says. “I’m not ashamed of that. He was a wonderful man, and it broke my heart.”

“There must have been informal discussions about Bartol—gee, it looks like we could do something, couldn’t we find a way to make it happen?” says Heald, then chair of the Physics Department. “I was too busy to be more creative than I was otherwise. It was a time of tremendous social unrest and upset. What led to the [self-study] was no longer on the front burner.”



Needless to say, Swarthmore never agreed to Bartol’s proposal. “I think the main concern was that those guys were just in a different business [from] Swarthmore,” says Provost Emeritus Charles Gilbert, who chaired the self-study commission. “There was a concern about the detraction and distraction from undergraduate teaching. It would have been a graduate program of interest to only one or a few departments—Physics, maybe Engineering and Chemistry—[which] would have raised the question of balance [among] departments.”

Gilbert says the commission was also aware that Bartol’s future relationship with the College was not a given. “That was largely a question of real estate,” he says. “We would have had to get into a whole set of logistical issues about the space needs of the College. I don’t think we wanted to publish on that.”

Indeed, the College was experiencing a space crunch. Psychology and Biology were both cramped in Martin, the science library wanted to expand, and there was a desire by the Board to free up faculty offices in Parrish’s north wing for income-generating dorm rooms.

Within months of Smith’s death, the Board’s Property Committee determined that the College should not renew Bartol’s lease. The Board as a whole agreed and decided in October 1971 to inform Bartol officially.



## When the lease ran out in 1977, Swarthmore said it needed the space and claimed the Bartol building.

Pole. “When we found out, I and lots of other people were very upset.”

“I am not aware that anybody in our department knew that plans were being finalized to not renew Bartol’s lease,” Bilaniuk says. “Among ourselves, we sort of agreed that for the College as a whole it was a convenient way to get a new building for its disposal. Yet we felt very disappointed.”

The decision received front-page coverage in *The Phoenix*, which described the administration’s belief that Bartol contributed little to “day-to-day education” at the College. “We would have needed to interact with them hourly for there to be a change,” Boccio says. “They would have to have been integrated into our department.”

“We always thought there should be something there,” Heald says. “I knew there was a great deal of frustration, especially for Martin Pomerantz, on why the College wasn’t more forthcoming with its support. I felt sorry we couldn’t figure out how to do it.”

Jackiw, who had been invited back to Bartol to give a colloquium to an audience that included Swarthmore students, regretted the decision. “Here was an opportunity to have not superbig science but a chance to do science on a level that small colleges don’t usually hit,” he says. “And it disappeared.”

Professor Emerita of Astronomy Sarah Lee Lippincott (M.A. ’50), then director of the Sproul Observatory, knew Pomerantz well. “I went over on the last day he would be there to say a formal good-bye,” she says. “It was a sad occasion for both of us. The next day, he was gone.”

Word of Bartol’s impending departure from Swarthmore quickly spread beyond campus. “We were invited to every campus in the area, including Haverford and Bryn Mawr,” Pomerantz says. “They knew Bartol better than Swarthmore. It was amazing.”

“The decision wasn’t something in which I was actively involved,” Gilbert says. “Looking back, I don’t know why not. It looks now perhaps like a lost opportunity. If people had worked at it harder, if there had been some kind of catalyst, if the College had ‘married’ Bartol, maybe it would have worked. My sense is not enough people in the College cared and wanted to make it work.”

It is not clear whether, if Smith had lived, the College would have acted differently. He had already made known his intention to resign at the end of the 1968–1969 academic year. But his death did rob Bartol of an important voice of support.

“A tradition had built up around this bad relationship between Swann and [Claude] Smith,” Pomerantz says. “Somehow it perpetuated, and I never understood it. At the end, mortar and stone—the building—became more important than anything else on campus.”

Although the Board’s decision was years in the making, it still came as a shock to many on campus. “I knew the 50-year period was coming up, but I was really doing my own thing and didn’t know any of the details,” says Howard N. and Ada J. Eavenson Professor Emeritus of Electrical Engineering David Bowler, who recommended students to Don Kent for the South

Pomerantz found a seemingly ideal match in Bryn Mawr, which already had a doctoral program in physics. Plans for a new building were drawn. But the move never happened. “At the last minute,” he says, “the Franklin Institute ‘appropriated’ [Bartol’s building fund] to try to save its rapidly sinking applied research laboratory in Philadelphia.”

“The accusation that the institute took money from Bartol to cover expenses at the [research lab] was raised all the time, and there is a kernel of truth to it,” says Joel Bloom, president emeritus of the institute and a former division chief at its research lab. “Marty felt he was being cheated, and he was right. But it’s a matter of judgment. Bartol did achieve a measure of what they wanted but not what he dreamed of.”

The foundation eventually found a new home at the University of Delaware. It has been there ever since as the Bartol Research Institute.

“Would we let them go so easily now? No,” Boccio says. “With hindsight, if they were the same department as exists now, we would have interacted with them more. They’re a world-renowned organization and were in the 1950s and 1960s. The College needed space, and I think that was the driving force.”

In an ironic bookend, Pomerantz received an honorary doctorate from the College before his departure, just as his predecessor had on his arrival. “David Bowler said, ‘We’re kicking you out of here and giving you this honor,’” Pomerantz says. “Swann got a degree when it started, I got it when we finished. I think that’s wonderful.”

Was the relationship between a foundation devoted to research in the midst of a campus devoted to teaching doomed from the start? Was it just ahead of its time? If the personalities of those key to the partnership’s success did not mesh, would the timing have even mattered? Although those questions remain unanswered, one thing is certain—teaching and research are now inseparable in the sciences. But that trend came too late to save what had been one of Aydelotte’s grand plans for the College.

“Not too many students interacted with Bartol,” Sandra Faber says. “It might as well have been on Mars. That was a failure on both sides. People don’t miss opportunities like that anymore.” ☞



# A Natural Choice

NURSE-MIDWIVES RECOGNIZE THAT PREGNANCY, BIRTH, AND MENOPAUSE ARE NOT ILLNESSES BUT NORMAL PROCESSES.

By Beth Luce

Illustrations by Marlene Rudginsky

If you met a nurse-midwife and started a conversation, you'd probably discover that the second-oldest profession is not what you thought. Your new midwife friend could set you straight on some common misconceptions.

Yes, a midwife's job is primarily delivering babies—but she also handles routine gynecologic and menopausal care.

No, she doesn't insist on natural childbirth—but she makes sure her patients are well informed of their options.

Yes, some midwife-assisted births are at home—but less than 1 percent. Almost all happen in hospitals, with less than 2 percent occurring in out-of-hospital birth centers.

No, she doesn't hate doctors—she appreciates what doctors do but takes a stand against what she considers overmedicalizing a natural process.

If she's an alumna—like Nancy Niemczyk '88, who studied religion; Anne Vaillant '89, an English literature major; or Robyn Churchill '88, who developed her own Latin American study program—she started in one direction, then took a turn into midwifery. All three love their work: helping women do what comes naturally.

Every woman's experience of childbirth is different, but Niemczyk often hears the same story. "Women tell me that when they had their babies, they wanted to have natural childbirth, but they just couldn't do it without an epidural [anesthetic]. My response to that is always: Was there a Jacuzzi for you to soak in? Was there someone with you all the time who was helping you with your breathing? And relaxation? And guided imagery? And putting you on the birth ball, and helping you with positions, and getting out the heating pad and cold packs, and taking you for walks, and

massaging you, and doing Reiki and therapeutic touch, and standing in the shower with you? And did they let you eat and drink to keep your strength up? Were you surrounded by all the people whom you wanted to be there?"

Usually, amazed that such a litany of possibilities even exists, they answer, "Well, no." Niemczyk tells them, "You didn't even get a fair shot at natural childbirth."

Niemczyk is clinical director and one of four midwives at the Midwife Center for Birth and Women's Health, a freestanding birthing center in Pittsburgh. "We attract women who are interested in having their babies somewhere other than the hospital, in a warm, homelike environment," she says. "Most births don't require doctors and hospitalization—and we're very good at knowing when they do and transferring women to medical care when necessary."

She also attends births in hospitals for women who have higher risk factors or who just feel more comfortable there. She does prenatal care, attends the labor, and does postpartum and newborn care as well as routine gynecologic care.

IN THE UNITED STATES, around 90 percent of mothers deliver babies on their backs, propped up from behind. According to the National Center for Health Statistics, most are attached to monitors limiting their movement. A February 2003 article in *USA Today* reports that at least half receive an epidural, an anesthetic that numbs the body from the waist down and voids the sensation of giving birth. The chance of having an episiotomy, a surgical slice through delicate perineum tissue, is around 35 percent. And typically, they won't see much of their doctors during the long hours of labor leading up to birth, according to a recent study conducted by *American Baby* magazine.

But a growing number of babies, whose births are attended by nurse-midwives, are coming into the world in a different manner. The mothers move around freely during labor. They may choose to have epidural anesthesia, but with better preparation and help, they're less likely to need it. And midwives are usually with the mother or close by for the entire labor process.

According to a recent study released by the Maternity Center Association, women who had continuous care in labor by a nonhospital caretaker were 26 percent less likely than women who didn't have such attention to give birth by cesarean section (C-section), 41 percent less likely to give birth with vacuum extraction or forceps, 28 percent less likely to use any analgesia or anesthesia, and 36 percent less likely to be dissatisfied with their birth experience.

Other studies show that women who receive continuous support have shorter labors and their babies have higher Apgar scores (a 5-category method of evaluating neonatal health). And those women are far more satisfied with the birth experience, according to the American College of Nurse-Midwives (ACNM), the certifying organization for nurse-midwives.

One of the hallmarks of a nurse-midwife, as defined by ACNM, is the recognition that pregnancy, birth, and menopause are not illnesses, but normal processes. A nurse-midwife's practice empha-

sizes prenatal care and the education of the mother, empowering her to make her own decisions about how she wishes to give birth. Often, the difference between midwifery and physician care is a matter of time and attention.

The medical part of a prenatal visit—checking blood pressure, listening to the baby's heartbeat, and measuring the growth of the uterus, among other tasks—can be accomplished in about 4 minutes. Several studies show that doctor visits for all patients average 8 or 9 minutes. A routine prenatal visit with a midwife lasts 20 to 30 minutes. Most of that time is spent talking, answering questions, and alleviating fears.

"A woman will say, 'I'm feeling this. Is this normal? I'm scared about labor. Should we circumcise our baby? Why do I look so huge?' We're a resource, and the woman gets a chance to pick our brains," says Churchill, who works with eight midwives at Mount Auburn Hospital in Cambridge, Mass., where they attend about 350 deliveries a year.

Niemczyk says that midwives encourage natural childbirth, but the decision whether to have an epidural is up to the mother. "Lots of women know they want to do that, and we're supportive of the individual woman's choice. But she also has the option to do all these other things."

Vaillant says, "We encourage women to labor in as many positions as they can because often that will help babies to rotate and have an easier and faster labor, but once you have an epidural—once you're anesthetized—you can't avail yourself of those things because your legs don't work."

Vaillant is one of 11 midwives who deliver about 800 babies a year at Cambridge Hospital and the nearby birth center. She thinks she has the best of both worlds: a small, community-minded hospital that is affiliated with Harvard University. Her practice enjoys "a pipeline to a lot of intelligence and access to resources," Vaillant says.

MOST MIDWIVES WORK PRIMARILY WITH NORMAL, low-risk pregnancies. To illustrate this to medical students at Mount Auburn Hospital, a teaching facility affiliated with the Harvard Medical School, Churchill shows them a huge obstetrics textbook, noting that 90 percent of the book is about the complications of pregnancy and birth. Then, she shows them a midwifery textbook, which is just as big but focuses on normal pregnancy and delivery, which make up 80 to 85 percent of all births.

The birth center does not take mothers bearing twins, over a certain weight, or who have had previous C-sections or known health problems such as high blood pressure or diabetes. Those deliveries are done at the hospital and co-managed by an obstetrician.

All ACNM-certified nurse-midwives in the United States work with consulting physicians, who are available for consultation about medical concerns and are on call if something goes wrong. At the Cambridge Birth Center, which stands next to Mt. Auburn Hospital, emergency help is a phone call away. "You call a special number, and a river of people in blue scrubs comes across the parking lot," Vaillant says. She called recently when a baby's head was

A growing number of babies, whose births are attended by nurse-midwives, are coming into this world in a different manner.

out but the shoulders were caught. It took 40 seconds for help to arrive.

The birth center has no surgical facilities, so if surgery or high-tech equipment is needed, “We put her on a stretcher and run,” Vaillant says. That takes 4 minutes in drills, although she’s never had to do it. “You try to anticipate problems and head them off at the pass,” she says. “If something is heading in the wrong direction, I won’t wait for it to become an emergency.”

Vaillant says that 27 percent of women who start out laboring at the Cambridge Birth Center are transferred to the hospital before the birth, although she notes that the midwives there are very cautious. After delivery, 6 percent are transferred to the hospital.

UNTIL THE EARLY 20TH CENTURY, most births occurred at home. Not until the mid-1930s did most U.S. births occur in hospitals. Although physicians often attended home births for those who could afford them, midwives typically worked with underserved populations—rural and urban women who had little or no access to medical care. They still do. According to the ACNM, 70 percent of clients nationally are considered “vulnerable” because of age, socioeconomic status, education, ethnicity, or place of residence.

At Cambridge Hospital, which is located in a diverse immigrant community, all the midwives speak a second language, says Vaillant, who speaks Spanish and Brazilian Portuguese. They’re helped by 17 doulas, (Greek for “woman’s servant”) who provide constant support throughout labor. Doulas are not clinically trained but must take a three-day certification course. At Cambridge Hospital, the doulas speak 10 languages and represent about 20 cultures from Brazil, Central America, Haiti, and India.

In the Allston health center where Churchill spends half her time, clients come from Mexico, Guatemala, El Salvador, Ireland, Vietnam, and Thailand. Churchill says studying Spanish was one of the best decisions she made at Swarthmore. “I’m on a listserv with midwives from all over the country, and they’re all saying, ‘Spanish, Spanish, Spanish.’”

A smaller portion of midwife clients—30 percent nationally—are educated, upper-middle-class women like those at the Lexington, Mass., office where Churchill also works. While building her midwife practice there, Churchill does mostly gynecologic care, including contraception, Pap smears, annual exams, menopausal care, and teen sex counseling.

Niemczyk’s patients at the freestanding center in Pittsburgh are largely women in their mid-30s with college degrees, who want to be treated as equal partners in their own childbirth experiences. The family-centered attitude attracts fathers, partners, and kids who want to be involved in the birth. “We get a lot of people who just feel like they don’t fit in anywhere else,” she says. “A lot of interracial and lesbian couples, black Muslims—people who feel like they’d be judged in a more traditional health care setting.” Some are evangelical Christians who believe that midwifery is more “biblical.”

Niemczyk’s practice also offers free services once a week, called With Woman Friday. The Old English word *midwif* means “with woman.”

NURSE-MIDWIFERY TRAINING WAS INTRODUCED in the United States in the 1920s. But the profession boomed in the 1970s and 1980s,



when women’s liberation and social trends moved toward more natural birth. In 1975, midwives attended 0.6 percent of all births in the United States. By 2001, that number had grown to 7.5 percent of all births (10 percent of spontaneous vaginal births).

The number of people going into the profession is increasing, too, at the rate of 14 percent a year. Yet despite the growth and popularity of midwifery services, the pendulum has swung away from natural childbirth, with at least half of mothers receiving epidurals. Midwives and doulas are alarmed at the increasing numbers of induced labor and C-sections in the United States. The latest numbers from the National Center for Health Statistics show that 26.1 percent of births end in cesareans, a percentage that is steadily rising. Some fear the United States is heading in the same direction as Brazil, where the rate of C-sections is about 30 percent for the general population and as high as 90 percent in private hospitals.

Vaillant’s clients from Brazil used to be shocked when she suggested vaginal delivery. “Nobody in their families had ever had a natural birth. Everybody had a C-section. They couldn’t believe we would be so brutal as to suggest it,” Vaillant says.

Katie Hutchinson ’01, a student in the nurse-midwifery program at Yale, plans to conduct research in Brazil this summer for her thesis on elective C-sections. Later, she’ll continue her research in North America. Hutchinson notes that the decision to have an elective C-section is complicated and highly personal.

“I’m anticipating that women are looking for control—of time, of the end result, of knowing what their birth experience will be, of pain, of their bodies,” she says. “I think that women are also scared into thinking that C-sections are safer for them and their babies—that they eliminate potential complications of vaginal birth—when that couldn’t be further from the truth.

“We’re at a point with reproduction and birth in this country where we have technological intervention at every step of the process—from fertilization onward—and it is not so great a leap to make toward technologizing birth itself.”

Pioneering childbirth educator Penny Payson Simkin ’59, co-founder of Doulas of North America, is well known to midwives in the United States. With a background in physical therapy, she is also the author of classic books on childbirth and the inventor of several devices to help difficult deliveries. She’s deeply concerned.

“Maternity care is in such an awful state in this country,” says Simkin, citing a skyrocketing 69 percent epidural rate—80 to 90 percent in urban areas. “We have an epidemic of induction of labor for social reasons. The cesarean rate is higher than it’s ever been and is spiraling upward as fast as it can go. And there’s no medical justification for this.”

Simkin says there is a growing tendency to induce labor for the convenience of either the mother or doctor. “The more we learn about the physiology of birth, the more we realize that it’s the baby who should be deciding when labor will start. When we interrupt that cycle, we may be cutting the baby off from a few valuable days or weeks that may be important to that baby developmentally.” Simkin noted that for first-time mothers having induction for nonmedical reasons, the rate of C-sections is two to four times higher than for first-time mothers going into spontaneous labor. After C-sections, women face increased risks of infertility and complications in placental implantation, a condition in which the baby is attached to the wall of the uterus, as well as double the risk of stillbirth, she says.

“I think we’re fiddling with a process that is showing us more and more that it really shouldn’t be fiddled with, except where there is a clear indication that something is going wrong.”

IN RECENT YEARS, MIDWIVES HAVE FACED sharply rising malpractice insurance costs and lack of support from the medical system. “I have to admit that midwives are not as seamlessly integrated into the health care system as I thought they were before becoming one,” Niemczyk says.

“Birth centers across the country close with regularity because either their insurance is too high or the obstetricians refuse to back them up,” Vaillant says. “Hospital-based birth centers are particularly vulnerable because there are a lot of people within the hierarchy who don’t particularly like us. If anything bad happens, they don’t necessarily give us a second chance.

“There’s a lot of pressure on midwives, particularly if you’re hos-

pital based, to become like residents, to see as many patients as possible and keep pushing people through. And that pushes your epidural rate up and your C-section rate up and creates more of a factory model,” Vaillant says. “I like this practice because I feel that it’s one of the last bastions of midwifery as I understood it and went into it to do.”

The Midwife Center for Birth and Women’s Health, where Niemczyk works, has gone through its own birth pangs in the last few years. It was originally built as a part of

Pittsburgh’s Allegheny General Hospital. But when Allegheny went bankrupt and was bought by another hospital, administrators planned to close the center. After clients protested and delayed the closing, the midwives and clients formed a nonprofit organization and reopened last August as a completely independent, freestanding birth center. For their efforts in keeping the birth center alive, the *Pittsburgh Post-Gazette* named three of the center’s midwives among the “dozen people who made this region a better place to live in 2003.”

On the insurance front, a recently passed law in Pennsylvania gives midwives—along with obstetricians and other high-risk specialists—some relief from malpractice costs. Laws in 33 states mandate that private insurance companies must cover midwife services, and Medicare is accepted for midwifery in every

state. The amounts for both private insurance and Medicare are not yet equal to what obstetricians are paid (Medicare pays midwives 65 percent of what it pays doctors for a typical delivery), but inroads are being made. Some health insurance companies are beginning to see the cost-savings of using midwives and doulas, which result in fewer expensive interventions.

Vaillant thinks that midwives are beginning to understand how to organize for political change. “We’re starting to learn that, and there are ways in which we’re trying to affect legislation,” she says.

Vaillant, Niemczyk, and Churchill see changes in the demographics of midwives. “For a decade, most new nurse-midwives had previously been labor and delivery nurses,” Niemczyk says. “A recent trend is for people like me and Robyn and Anne, who have another degree and have worked at some other career, to then make a conscious decision to become nurse-midwives. I think that’s adding some people with valuable skills to the profession.”

Churchill adds: “It’s fun to watch all these women’s studies majors, or feminists, or medical anthropologists coming in to midwifery. It’s really broadening our profession and giving it a different slant.”

Hutchinson shares the passion that led her fellow Swarthmoreans into childbirth careers. “There are so many things that are exciting about this profession to me—the greatest of which is the chance to be with women and their families at a transformative and intense time in their lives,” she says. “To be able to share in that excitement and facilitate it feels absolutely wonderful.” ❧

*Beth Luce is a freelance writer living in Port Orchard, Wash.*

“Maternity care is in such an awful state in this country. We have an epidemic of induction of labor for social reasons. The cesarian rate is higher than it’s ever been.”



# CONNECTIONS

**Boston:** A Mardi Gras party was held at Club La Boom on Feb 26. Watch your e-mail and snail mail for additional information on Connection events and monthly happy hours. Contact Ted Chan '02 at [tchan@chathampartners.net](mailto:tchan@chathampartners.net) or (781) 856-8686.

**London:** Associate Professor and Chair of the Biology Department Amy Cheng Vollmer recently addressed members of the London Connection regarding her research at Swarthmore. Connection Chair Abby Honeywell '85 and Lucy Rickman Baruch '42 organized this event.

**New York:** Barry Schwartz, Dorwin P. Cartwright Professor of Social Theory and Social Action, presented "Too Many Choices: Who Suffers and Why" to the New York Connection in February. Connection Chairs Lisa Ginsburg '97 and Jodi Furr '97 made the arrangements for this event, which nearly 100 alumni attended.

**Philadelphia:** Bruce Gould '54, who has served faithfully and extremely energetically as Philadelphia Connection chair for many years, has decided to step down. Bruce has



coordinated countless events and helped launch the Philadelphia Young Alumni group. We thank him for his years of service. Bruce is not going far away; he is chair of his 50th reunion this year.

Jim Moskowitz '88, who was co-chair of the Connection for several years, will be the new Connection chair. He will be aided by a planning committee of alumni volunteers. If you are interested in joining the planning committee, contact [pmalone1@swarthmore.edu](mailto:pmalone1@swarthmore.edu).

John Randolph '97 has energized Philadelphia young alumni with a monthly happy hour, which is drawing rave reviews. More than 50 young alumni attended the December event.

On Friday, May 26, the Philadelphia Connection will attend the exhibition of *Manet and the Sea* at the Philadelphia Museum of Art at 6 p.m. Tickets cost \$20 for adults and \$17 for seniors (age 62 and older). To reserve a ticket, contact Bruce Gould '54 at [brucegould54@hotmail.com](mailto:brucegould54@hotmail.com), or call (215) 575-9320 by April 15.

Watch your e-mail for the location of other upcoming events. Make sure you are signed up for the Philadelphia listserv by visiting <http://alumni-office.swarthmore.edu/mailman/listinfo>.

**Seattle and Portland:** Kenneth Sharpe, William R. Kenan Jr. Professor of Political Science, recently visited Portland and Seattle, where he discussed "Practical Wisdom" with alumni. Despite a delay in Portland for an ice storm, more than 100 alums in both cities enjoyed these events. Many thanks to Peter Jacobs '95 and Seattle Connection Co-Chair James Schembs '01 for making these events possible.

**Tucson, Ariz.:** New Connection Chair Laura Markowitz '85 was host to *Swarthmore College Bulletin* Editor Jeffrey Lott for an event in January.



COURTESY JOHN RANDOLPH



PATRICIA MALONEY



COURTESY MIN LEE

TOP: LIZA DADONE '97, KIM DULANEY '94, WILL DULANEY '97, CHRIS JAHNKE '98, JOHN RANDOLPH '97, CHRIS ROSE DUBB '97, AND JACLYN JAHNKE '99 (LEFT TO RIGHT) ATTENDED A YOUNG ALUMNI GATHERING IN PHILADELPHIA.

CENTER: PROFESSOR—AND BEST-SELLING AUTHOR—BARRY SCHWARTZ (LEFT) SPOKE AT THE NEW YORK CONNECTION ABOUT HIS BOOK, *THE PARADOX OF CHOICE*. HE IS JOINED BY CONNECTIONS CO-CHAIRS JODI FURR '97 (CENTER) AND LISA GINSBURG '97.

BOTTOM: SIX ALUMNI REPRESENTED SWARTHMORE AT A COLLEGE FAIR IN HONG KONG LAST OCTOBER: FROM LEFT: CYNDI LEGER '03, BRUCE HAN '86, MIN LEE '00, TERRY GRAHAM '94, AHNA DEWAN '96, AND MICHAEL YU '88.

## WELCOME NEW CONNECTION CHAIRS

NATIONAL CONNECTION CHAIR Barbara Sieck Taylor '75 recently welcomed several new Connections chairs. David Wright '69 and Ted Chan '02 are taking the helm in Boston, Trang Pham '01 and Jacqueline Easley '96 will energize the Metro DC /Baltimore Connection, and Chirag Chotalia '03 and Sonal Bhatia '02 will start up a new Atlanta Connection. The new San Francisco Connection co-chairs are Ruth Lieu '94, Holland Bender '93, and Andy Wong '02. If you live in these areas, watch your mail and e-mail for events.

Interested in starting a Connection in your area? Contact the Alumni Office at (610) 328-8404 or [pmalone1@swarthmore.edu](mailto:pmalone1@swarthmore.edu).

## WHAT MAKES A FAMILY?

This year's annual Sager Symposium, to be held on March 26-27, will focus on queer families in their many forms: social, political, and legal. Lesbian, gay, bisexual, and transgender families have tremendous significance in our current political climate and demand active engagement. The symposium will bring together gay, lesbian, bisexual, and transgender persons to offer their perspectives.

Speakers are Ruth Vanita of the University of Montana, who will speak on her current work, tentatively titled *Love's Rite: Same-Sex Marriage and Its Antecedents in India and the West*; S. Bear Bergman, creator of *Ex Post Papa: Life As A Freelance Dyke Dad*; performance artist and activist Ingrid Rivera; and David Tseng, recently named executive

## UPCOMING EVENTS

Sager Symposium .....March 26-27  
*What Makes a Family?*

Alumni College on Campus.....June 2-4  
*Teach Your Children Well: Reflections on the '60s*

Alumni Weekend .....June 4-6  
*Reunions and More for Alumni of All Ages*

Alumni College Abroad.....September 12-16  
*"The Hidden Ireland" with Professor Helen North*

director of Parents and Friends of Lesbians and Gays. For more information, contact Sarah Kelly '05 at [skelly1@swarthmore.edu](mailto:skelly1@swarthmore.edu).

### SIGN UP FOR LISTSERVS

The College has listservs for Connections, classes, and many special-interest groups. To sign up for a listserv, visit <http://alumni-office.swarthmore.edu/mailman/listinfo>. Listservs for

upcoming reunions are automatically populated with e-mail addresses in the College's data base. However, if you are interested in receiving Connection e-mails, sign up and keep your address current. Listservs are especially helpful when events develop quickly, as they often do, and we don't have time for a traditional mailing. Stay connected!

## VOTE FOR COUNCIL

Alumni Council ballots will be mailed in March. Please take a few moments to review the ballot and vote for your representatives to the council. You also may vote on-line at <http://alumniballot.com>. The Web site will be active after the ballot is mailed.

## THE HIDDEN IRELAND

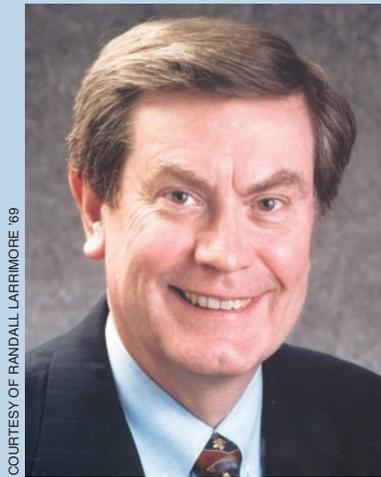
Explore Ireland with Professor Emerita of Classics Helen North during this year's Alumni College Abroad, Sept. 12-16. Participants will visit parts of western and northern Ireland that Swarthmore travelers have never seen together. They will also return to some favorite sites like Dingle Peninsula, the Burren, and Dublin City. For a complete itinerary and registration, visit [www.swarthmore.edu/alumni\\_abroad.html](http://www.swarthmore.edu/alumni_abroad.html) or phone Edda Ehrke at (800) 451-4321.

## ENTREPRENEURS GATHER ON CAMPUS

RANDALL LARRIMORE '69, retired president and CEO of United Stationers, was the keynote speaker at the 2004 Lax Conference on Entrepreneurship on Sunday, March 21. His address "Taking the Crum to the Board Room" focused on value-driven leadership in the business world.

Before his time with United Stationers, North America's largest wholesale distributor of business products and a Fortune 500 company, Larrimore held top management positions at companies including MasterBrand Industries, Master Lock Co., Moen, Beatrice Home Specialties, and Pepsico. Currently, Larrimore is chairman of the board of Olin Corp., where he has been a director since 1998. He is on the boards of Campbell Soup Co. and Evanston Northwestern Healthcare, serves as an advisory partner with Wind Point Partners, and is a trustee of Lake Forest Academy.

The conference, held in the Eugene M. and Theresa Lang Performing Arts Center, began with Larrimore's address and ended with a reception. Topical roundtables, a new component of this year's program, allowed time for student and alumni participants to speak informally with each other and with the conference pan-



COURTESY OF RANDALL LARRIMORE '69

RANDY LARRIMORE '69 WAS KEYNOTE SPEAKER FOR THE FIFTH ANNUAL LAX CONFERENCE ON ENTREPRENEURSHIP.

elists on a topic of interest to them, such as financing start-up companies, operating family businesses, and pursuing entrepreneurship within the corporate setting.

Three panel discussions completed the afternoon program.

Margaret Helfand '69, architect and founder of Helfand Architecture; Margaret Redmon '79, president of Honey Locust Valley Farms; and Dick Senn '56, an entrepreneur with an emphasis on real estate development, addressed environmental issues they see in their businesses.

Roger Holstein '74, president and CEO of WebMD, and Arthur Obermayer '52, president of Moleculon Research Corp., discussed strategies for Internet businesses.

The third panel focused on international business. Panelists included Stephen Schwartz '84, president and COO of Lion Apparel; Susan Levine '78, managing partner at Quince Hill

Partners; and Adrian Merryman '80, former CEO of London-based Screen PLC.

The conference, now in its fifth year, is funded by an endowment created by the estate of Jonathan Lax '71. It was jointly organized by the Alumni and Career Services offices.

# CLASS NOTES



BOB KRIST

## *More than I ever thought possible*

“I know that I am not alone in believing that Swarthmore helped me achieve more than I ever thought possible when I was at the College. When I am asked why, my response goes like this: ‘At Swarthmore, I felt I had to run to keep up with everyone else. After I left Swarthmore, I kept the same pace and discovered I was running faster than just about everyone else.’ I am grateful.”

—*Mary Murphy Schroeder '62*

THE MEANING OF  
SWARTHMORE

## Won the Battle, Lost the War?

William Saletan '87, *Bearing Right—How Conservatives Won the Abortion War*, University of California Press, 2003

I have often been awakened from a dogmatic slumber by a Swarthmore student but seldom as profitably as by William Saletan's *Bearing Right*. Despite my happy memory of Saletan at Swarthmore, I was not looking forward to reviewing his book, thinking that the topic of abortion had grown stale. Yet the publisher's advance sheet contained lavish praise from Charles Krauthammer and E.J. Dionne. Plaudits from pundits as widely separated politically as these two correctly suggests that *Bearing Right* contributes fresh material worth reading by both liberals and conservatives.

The subtitle, *How Conservatives Won the Abortion War*, anticipates Saletan's thesis. Writing much like an observer embedded with abortion rights activists, he tells how pro-choice defenders of *Roe v. Wade* adapted their strategy and message to win over "swing voters" but lost the larger battle and much of their own integrity. Whether pro-choice liberals "blew it" or were beaten by a stronger and more effective opponent is one of several important questions for the reader to decide after reading the book.

The historical narrative begins in 1986, in Gov. Bill Clinton's Arkansas. A pollster is using focus groups of men and women to explore attitudes about abortion, hoping to build a pro-choice coalition and forestall a state constitutional amendment that would ban public funding for abortions. The research revealed marked differences in female and male views of freedom. Women were concerned about individual rights to make reproductive choices. Men saw freedom as the absence of any outside interference—especially by the government—in one's family, business, school, or community. A second major finding was the sensitivity of the abortion issue to circumstances such as parental consent, funding by taxpayers, or the presence of rape or incest.

A television video developed from these themes helped defeat the referendum. In this video, a teenage girl, books in arm, walks home from school. Imagine, says the video, your own "sweet daughter ... raped and pregnant," and the government saying that "you, your doctor, your daughter [have] no say in this matter." The ad hits



NARAL PRO-CHOICE AMERICA FOUNDATION

**To save *Roe v. Wade*, pro-choice liberals abandoned women's rights in favor of conservative anti-government themes—and lost their souls in the bargain.**

conservative hot-button themes to build a coalition and avoids wedge issues that might divide pro-choice groups. Also notable are the hardball tactics. The video was sprung at the last moment to defeat an amendment that dealt with only government funding for abortions, not the right as such.

According to Saletan, "the most important turning point" in abortion politics since *Roe v. Wade* was the "political marriage" of Kate Michelman, the idealistic, feminist leader of the National Abortion Rights Action League (NARAL), and Harrison Hickman, a pragmatic craftsman of win-

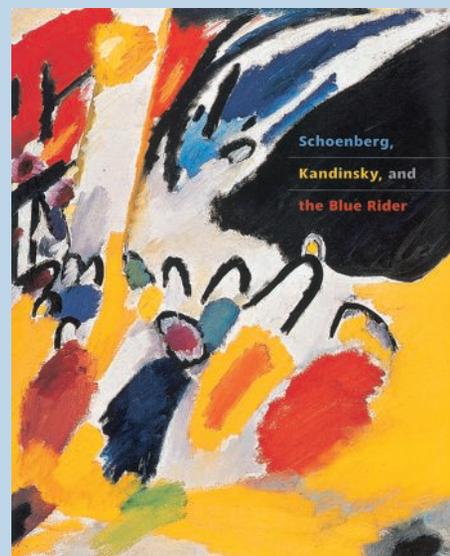
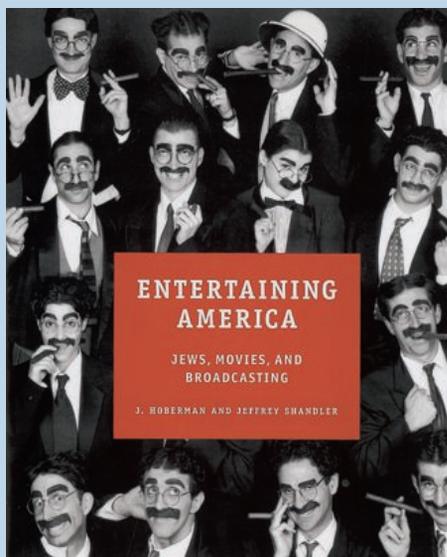
ning political messages. Both of them had observed the Arkansas campaign and similar efforts in other states, and both shared a view that the pro-choice cause needed to build a "mainstream" coalition by emphasizing themes more acceptable to conservatives. The fight over Robert Bork's nomination to the Supreme Court in 1987 also moved the abortion rights cause away from "women's rights" toward anti-government themes such as "privacy."

The new message became "Who Decides? You or Them?" It was calculated to energize activists and to work on the street as well. This formulation appealed to conservatives by abandoning women's rights for an anti-government theme; however, as Saletan points out, it left open the content of what would be decided and who would be included in "you" and "them." Is the issue the bare right to an abortion? The right itself can be narrowly interpreted and "them" (parents, husbands, doctors, or ministers) moved over into the "you" column. Pro-lifers quickly picked up on this opening,

## A Fortuitous '78 Reunion

Two classmates who had not seen each other for years found themselves working together last year on a project for New York's Jewish Museum. Jeffrey Shandler '78, an assistant professor in the Department of Jewish Studies at Rutgers University co-wrote with J. Hoberman *Entertaining America*, examining the relationship between American Jews and the entertainment media. The book accompanied an exhibit at the museum, for which Shandler was a guest co-curator working alongside the museum's associate curator and project director Fred Wasserman '78.

For another museum exhibit, Wasserman co-edited with Esther da Costa Meyer the catalog *Schoenberg, Kandinsky, and the Blue Rider*. The book's five essays—including one by Wasserman—explore in vibrant detail the friendship between the painter and the musician and the inspiration they drew from each other during an era of extraordinary artistic synergy.



interpreting “you” to include persons other than the pregnant female. They won a series of legislative victories on collateral issues, such as parental notification and consent, restrictions on reproductive counseling, and elimination of public funding for abortions.

NARAL's efforts to cultivate pro-choice conservatives achieved success of a sort with the 1989 election of Douglas Wilder as governor of Virginia. Michelman declared it a harbinger of a “new mainstream,” a majority pro-choice coalition. In fact, Wilder did set a trend: of pro-choice conservatives winning by loudly defending a right to abortion where rape or incest were involved and with family and others participating in the decision. This restricted right typically went along with various other conservative planks such as anti-tax measures, right-to-work legislation, and support for the death penalty. With this kind of formula—to mention only two examples—Zell Miller defeated Andrew Young in the Georgia Democratic primary, and George W. Bush beat Ann Richards in the Texas gubernatorial election, raising a serious question of whether NARAL was winning or losing with their “mainstream” strategy.

After *Planned Parenthood v. Casey* (1991)—which established the less protective “undue burden” test—and the Republican electoral victories of 1994, both sides in the abortion controversy moved toward a partial accommodation. Abortion rights advocates more or less accepted the conservative pro-choice formulation of preserving a narrow constitutional right to an abortion with limitations such as parental consent and restrictions on governmental funding. For their part, pro-lifers moved away from their frontal assault on *Roe* toward less direct—though not necessarily less effective—ways of protecting the fetus: defending the woman's right to have her child; extending health benefits or tort protection to the unborn child; outlawing “partial birth” abortions or use of

fetal material for experimental purposes. These moves served the pro-life cause by other means: winning small victories, wearing down opponents, and occupying strategic positions.

Chapter 8, “The Right to Choose Life,” deals with women being pressured—even coerced—by families, employers, judges, probation officers, and social workers to have abortions or practice contraception. It provides an unusual perspective on the abortion struggle, shows how pervasive such practices have become, and speaks volumes about the additional ways in which women can be manipulated and denied choice because of an agenda that is not their own.

Saletan carries his narrative through the election of 2002, in which Republicans won eight of the nine Senate seats that NARAL had targeted. Of NARAL and the abortion rights activists, he says, “Thirty years after *Roe v. Wade* and 16 years after the dark days of Arkansas, they had come nearly half circle. They had saved *Roe*, but in the streets and in their souls, they had lost the struggle to define it.”

*Bearing Right* ends abruptly, without one of those chapters distilling wisdom and offering advice. Perhaps that is best. It is a thoughtful and deeply unsettling book that brings to mind many questions but most important: Why did NARAL and the abortion rights activists lose the larger battle for a woman's right to exclusive control of her own body? And what does that loss say about the American political system and our attitudes toward women, especially the young and the poor? Saletan didn't set out to answer those questions but rather to describe what happened and to make the reader think about the consequences. He fulfills that objective superbly.

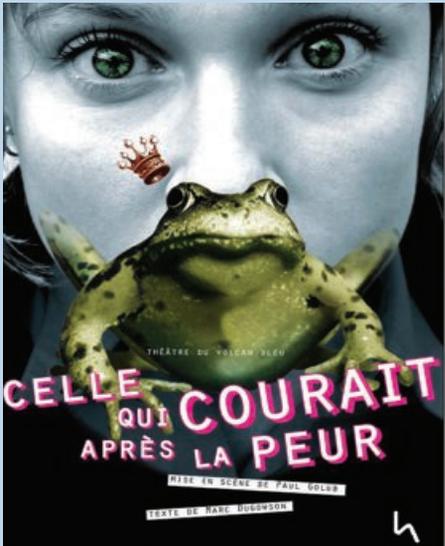
—David Smith

Richter Professor Emeritus of Political Science

## Other Books

**Leo Braudy '63**, *From Chivalry to Terrorism: War and the Changing Nature of Masculinity*, Alfred Knopf, 2003. This history of masculinity—and its metamorphosis—argues against the assumption of innate sexual behavior by stressing human changeability and responsiveness to circumstances.

**Tamar Chansky '84** (author) and **Phillip Stern '84** (illustrator), *Freeing Your Child From Anxiety: Powerful, Practical Solutions to Overcome Your Child's Fears, Worries and Phobias*, Broadway Books, 2004. This practical step-by-step guide equips parents with a new understanding of how anxiety works and innovative strategies for addressing this most prevalent and pressing mental health challenge facing our youth today.



**Paul Golub '84** directed *Celle qui courait après la peur*, a collaboratively created play, which is loosely based on the Grimms' tales and toured throughout France in 2003. Golub's latest project, Corneille's *L'Illusion Comique*, was presented from March 3 to 27 at the Théâtre Firmin Gémier in Anthony, close to Paris.

**Tom Grubb '66**, *The Mind of the Trout: A Cognitive Ecology for Biologists and Anglers*, University of Wisconsin Press, 2003. For cognitive ecologists, fish biologists, animal behaviorists, and inquiring anglers, this book answers questions including the following: How and why do trout think? Why can trout smell better than humans but not remember as well?

**Kirsten Silva Gruesz '86**, *Ambassadors of Culture: The Transamerican Origins of Latino Writing*, Princeton University Press, 2002. Documenting Spanish-language cultural activity in the 19th century, this literary history argues that Latinos are not newcomers to the United States.

**Gerard Helferich '76**, *Humboldt's Cosmos*, Gotham Books, 2004. The author recounts the journey of German naturalist and adventurer Alexander Von Humboldt through the Amazon and over the Andes from 1799 to 1804, the first extensive scientific exploration of Latin America.

Barbara Ehrenreich and **Arlie Russell Hochschild '62** (eds.), *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, Metropolitan Books, 2002. This collection of 15 essays reveals a new era in which the main goods extracted from the Third World are no longer natural resources and agricultural products but female labor and love.

**Chris Laszlo '80**, *The Sustainable Company: How to Create Lasting Value Through Social and Environmental Performance*, Island Press, 2003. This book shows how stakeholders—from employees to local communities and nongovernmental organizations—are a fast-growing source of business innovation.

Michael McClintock, **Pamela Miller Ness '72**, and Jim Kacian (eds.), *the tanka anthology*, Red Moon Press, 2003. Nearly 70 international poets, who are practitioners of the ancient and modern genre of tanka, provide more than 800 poems in this compendium.

**Marcus Noland '81**, *Korea After Kim Jong-il*, Institute for International Economics, 2004. This policy analysis examines possible successor regimes and their various implications for South Korea.

**John Picker '92**, *Victorian Soundscapes*, Oxford University Press, 2003. The author, an assistant professor of English at Harvard University, draws on literary and scientific works to recapture the sense of aural discovery during the Victorian era.

**Jonathan Raymond '94**, *The Half-Life*, Bloomsbury, 2004. This debut novel is about two friendships that are separated by generations but connected through a mystery in the Pacific Northwest.



BRET MORGAN

**Roy Parvin '79** was recently awarded a 2004 National Endowment for the Arts Fellowship Grant in Prose Literature. He has also won the Katherine Anne Porter Prize in Fiction, and his work was included in *Best American Short Stories 2001*. Parvin is the author of *The Loneliest Road in America*, a collection of stories, and *In The Snow Forest*, a book of three novellas.



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In his new novel, *The Nature Notebooks* (University Press of New England, 2004), **Don Mitchell '69** reveals the attitudes of three Vermont women in a writing class whose good intentions lead to environmental terrorism and tragedy. Mitchell, who teaches creative writing at Middlebury College, has published three other novels, a screenplay, three essay collections, and *A Guide to Vermont*. He and Cheryl Warfield Mitchell '71 operate a sheep farm in New Haven, Vt.

## How to Succeed in Life: Writing Impressive Class Notes for the Alumni Magazine

The following is adapted with permission from Zack Arnstein and Larry Arnstein '67, *The Dog Ate My Resumé*, Santa Monica Press, 2004. Larry writes for TV in Santa Monica, Calif.; Zack recently graduated from Pitzer College. Look for Larry's work at [www.ironictimes.com](http://www.ironictimes.com), a weekly satirical Web zine.

IN LIFE, AS IN COLLEGE, YOUR SUCCESS AND SATISFACTION are measured not by what you actually manage to achieve, but by the spin you are able to put on them. In other words, what you write in the Class Notes section of your alumni magazine.

Because you have only just graduated, your first entries won't have to be terribly impressive. But it's never too soon to begin to embellish whatever it is you're doing so that you'll seem to be successful, and more important, your friends and classmates, by comparison, will seem to be failures.

Let us imagine that instead of moving swiftly into that first great job and career triumph, you've spent the better part of year one, postgrad, sponging off your family and various friends and possibly friends of friends. This is no reason not to submit a note to your class secretary for publication in the *Bulletin*. It might read:

**Your name here** is immersed in a comparative cultural anthropology fieldwork study, comparing belief systems and social interactions of various ethnic groups and subgroups in contemporary **your geographical area here**.

Although your classmates don't really need (or want) to hear about your progress every year, it's a good idea to keep them posted every five, or at the most 10 years, lest they forget how successful you are, and by comparison, what inferior lives they are leading. After a suitable interval, you might check in with:

**Your name here** was married last spring to **made up name here** two weeks after she represented Brazil in the Miss South America Contest, which she won. She will have to postpone work on her Ph.D. thesis in biochemistry at the University of São Paulo in order to fulfill her obligation as a goodwill ambassador for the United Nations. **Your name here** will also be putting his career as a professional soccer player and psychotherapist on hold in order to support his new bride during her ambassadorial travels and erotic dance performances.

You can let that sink in for quite a few years, but sooner or later—it will be time for another installment:

**Your name here** designed and built his own cliffside home in the Amazon rain forest, which was featured simultaneously in *Beautiful Homes Magazine* and *Architectural Digest*. As soon as it was finished, he and his wife (the former Miss Brazil) moved in and wrote a memoir of their travels together as goodwill ambassadors for the United Nations and erotic dancers, which won the prestigious Christopher Columbus Award for Literature in Portuguese (over the strenuous objections of the Catholic Church). He hopes any classmates who happen to be traveling in the Amazon rain forest will drop by.

A good thing to keep in mind is that in writing these notes, less is more. Let your classmates begin to wonder what happened to you before checking in with:

After a bidding war broke out among the larger publishing houses for *Adventures in the Amazon Rain Forest*, the sequel to their first book, **your name here** and his wife, the former Miss Brazil, were able to retire, giving the bulk of their advance to the indigenous peoples of the rain forest. He was then invited to an unnamed South Pacific island to start their space program, rekindling a childhood interest in rocketry. The launch of their first communications satellite was successful, rescuing the island from the threat of poverty, for which he was made the first honorary member of the Royal Family. He regrets he cannot reveal the location of this island, as its miles of unspoiled beaches and its beautiful, healthy and fun-loving native population could suffer adverse consequences if discovered by Western tourists.

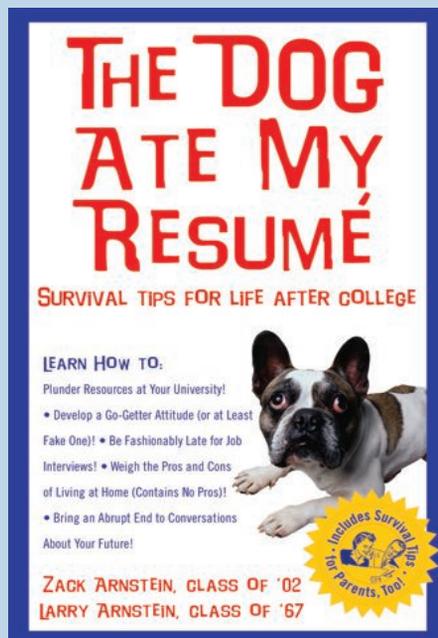
That should keep them in the proper state of envy, until it's time for:

**Your name here** writes that his son, **your name here Jr.**, has just graduated *magna cum laude* from Harvard, and is choosing between a Rhodes and a Fulbright Scholarship. His daughter, **made up name here**, was elected Governor of Jalisco, Mexico, the youngest governor of Jalisco on record and the first woman governor.

The main thing is to keep your achievements sufficiently far removed from places your classmates are likely to live in or know about so that your achievements remain credible.

Summary for students: The whole point of the Class Notes section in your alumni magazine is to engender an intense sense of envy in your classmates, and, if at all possible, an even more intense sense of self-loathing as well.

Summary for parents: It's never too late to make your classmates hate themselves as they contemplate your superior life. If you haven't managed to do this with your own or your children's lives, you still have your grandchildren's lives. ☹



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# PROFILE

## “Bring Me a Great Case”

**ASSOCIATE U.S. ATTORNEY JAMES SHEEHAN '74 ENJOYS THE CHALLENGE OF COMBATING HEALTH FRAUD.**

*A young man, subsidizing the cost of his Swarthmore education as a cabbie while at home in Florida on break, picks up a fare. Chatting with his customer, the young man describes his current dilemma of whether to pursue an uncertain career in journalism or attend one of the law schools to which he has been accepted: Florida State University, where he would receive a full scholarship; Temple, where as the son of Pennsylvania residents he would pay reduced tuition; or Harvard. The customer listens to the young man, then looks at him and says, “Son, go to Harvard.” The client is a former governor of California. The cabbie is James Sheehan.*

Following his rider’s advice, Sheehan, who graduated with distinction in economics from Swarthmore, attended Harvard Law School and, during summer breaks, worked 15-week stints as an intern for legal services, a law firm, and the state of New York. On one occasion, as the member of a six-man team, he helped compile a case concerning Medicaid reimbursement, representing the Hospital Association of New York against the state and federal governments. Sheehan says: “We stayed up 24 hours in a row, put together a great package, and I got to watch the arguments. Our guy did an excellent job; the judge listened and was responsive.” After the state assistant attorney general had given a less impressive performance, Sheehan’s team was optimistic. “Then, the assistant U.S. attorney general got up and spoke for 15 minutes, at the end of which our case was nowhere.” He adds, “That’s when I knew I wanted to be the person who comes in and says, ‘I represent the United States.’”

Sheehan realized his dream. He has been serving as a federal prosecutor in the U.S. Attorney’s Office in Philadelphia for 24 years, 16 of them as chief of the department’s civil division. Last year, he was promoted to associate U.S. attorney for civil



ED MURRAY/THE STAR LEDGER

**SHEEHAN’S ASSISTANT, KIM COLLINS, SAYS OF HER BOSS: “HE’S A KIND, BRILLIANT, AND WONDERFUL MAN, IN HIS ELEMENT TALKING TO PEOPLE, AND REALLY GOOD AT ENGAGING AN AUDIENCE.”**

programs, a position that will lighten his load of administrative duties and allow him to focus on big cases. Thirteen floors above Independence Mall, from an office whose spectacular view of the city and the Delaware River might distract anyone less focused than Sheehan, he has personally handled more than 500 health care fraud cases, including a complaint against pharmaceutical giant SmithKline Beecham for fraudulent billing practices in 1997. Sheehan’s team recovered more than \$330 million for the U.S. government.

He gives about 75 public speeches a year on fraud prevention. Aiming to attract “whistle-blowers,” whose trust he has gained over the years and whose testimony is critical to his cases, he encourages his audiences to take action when confronted with unethical conduct in the workplace.

Sheehan stresses the risks taken by whistle-blowers and their lawyers. “We invite people in,” he says, “and describe the problems they are likely to face—how their company, if it finds out who they are, will dig up every bad thing they ever did in their lives.” Because, he explains, “If a company has no defense, then its only defense is turning the whistle-blower into the bad guy.” Although, as a salaried employee of the Department of Justice, Sheehan receives none of the settlement money awarded to whistle-blowers

and their lawyers after a successful case, he is thrilled by the opportunity to serve as an advocate for the public interest. “Bring me a great case,” he says, “let’s work on it together, tell me the truth, what you know and what you don’t know, and, if there’s illegal conduct involved, let’s go after it.”

Currently, Sheehan is leading a case against Medco Health Solutions for alleged misconduct. The organization is charged with destroying prescriptions to avoid penalties for delayed turnaround requirements, mailing fewer pills to patients than prescribed but charging them or their health plans for the full amount, creating false records about calls to physicians, giving false information to patients, and switching patients’ drugs without authorization from their physicians. Sheehan has been working on the case since 1999, after his office was alerted to Medco’s alleged misconduct by two whistle-blowers. The complaint was filed in September, and the case is scheduled to come to trial in 2005.

After 24 years in office, Sheehan says: “It’s a great job. I really enjoy dealing with lawyers who are skilled, knowledgeable, and experienced, and the people you come up against on the other side are among some of the smartest in the business. That makes the challenge so much greater.”

—Carol Brévar-Demm

# PROFILE

## Burnout Cure

JANET ERLICK '88, EXECUTIVE ARTISTIC DIRECTOR OF FORT LAUDERDALE CHILDREN'S THEATRE, KEEPS CREATIVITY ALIVE.

As one of Swarthmore's first graduates with a theater major—and the first to complete the entire theater degree program—Janet Erlick still draws on the resourcefulness she developed on campus.

"The magnificent performing arts facility on campus was built after I graduated, so we performed wherever we could erect a stage, including the basements," she said. Erlick acted in productions at Swarthmore, including several "truly wonderful student-directed pieces." She also managed costume and prop storage, when it was still housed in Pearson.

"I graduated with a double major in theater and psychology," Erlick said, "and I would be hard pressed to determine which skills I use more. The flexibility and individualized instruction inherent to Swarthmore's teaching philosophy encouraged me to develop a learning program that was meaningful and practical to me. Senior year, for example, I created an independent study with support from the Theater and Education departments and actually implemented an arts-infusion program in a local elementary school. That was my first taste of what would be a career in arts education."

Through Professor Emeritus of Theater Lee Devin and former Visiting Theater Lecturer Abigail Adams, Erlick auditioned and was accepted as a member of the People's Light and Theatre Company in Malvern, Pa., where she studied for two years after graduation. In 1990, she moved to Fort Lauderdale, Fla.—with no job or place to live.

"I wanted to go somewhere that I didn't know the roads or the radio stations, having grown up in Philadelphia," she said.

While acting in plays and working in college community relations, Erlick met the then director of Fort Lauderdale Children's Theatre and was hired to teach acting four hours a week. In 1991, she was hired to teach



COURTESY OF FORT LAUDERDALE CHILDREN'S THEATRE

ERLICK SHARES A SUCCESSFUL PRODUCTION OF *SNOW WHITE* WITH TWO STUDENT ACTORS. TO LEARN MORE ABOUT THE FORT LAUDERDALE CHILDREN'S THEATRE, VISIT [HTTP://FLCT.ORG](http://flct.org).

full time, developing a community outreach program. This involvement continued until 1999, when she became the executive artistic director.

"No two days are ever alike, nor have they been in the 14 years that I have been with the theater," said Erlick. She is a board member of the Florida Association of Theatre Education and Justice for Children and Families, member of Broward County's Arts-in-Education Committee and Cultural Executives' Committee, chair of the Multicultural Infusion Cultural Enrichment Language Advisory Council for the School Board of Broward County, and a Kennedy Center trained workshop presenter nationally.

"One of my favorite programs that I developed and facilitate, primarily through-out Florida, is an arts-infusion program for classroom teachers that works with entire schools to infuse the arts across the academic curriculum," she said.

As part of her work with the public school system, Erlick developed *A Bridge From Me to You*, which is a classroom residency, video, and production program. Adult teaching artists on staff at the Fort Lauderdale Children's Theatre are facilitators.

"Most gratifying would definitely be working directly with our students, many of whom consider the theater their second

home and stay with us for up to 15 years," she said. "The sense of belonging, community, and connection is a powerful force here, and our students explore who they are and who they wish to be in a creative and nurturing environment. It is also gratifying to know that our work influences the future of the art form of live theater—both artistically and through audience development—in an increasingly fragmented and technologically driven society."

Erlick oversees nine full- and six part-time staff members as well as independent contractors. She also handles the artistic direction of all programming, including class curricula for four locations with students who are ages 3 to 18, a full season of productions by and for young people, and a comprehensive community outreach strategy. The theater's programs, such as the recently staged *Romeo & Juliet* and the forthcoming production of *The Hobbit* in May, serve approximately 70,000 people per year.

"I have the opportunity to be creative and innovative every day and feel no boundaries or limitations to the scope or breadth of our work here. To me, people are responsible for their own burnout, and when the work is no longer inspiring or interesting, create different work!"

—Andrea Hammer

# PROFILE

## Storyteller

JOE GANGEMI '92 BREAKS THROUGH AS A NOVELIST AND SCREENWRITER.

If you want fast, easy money, Joe Gangemi '92 suggests you look into becoming a surgeon—just make sure you avoid writing.

Gangemi says it took him about five or six years of writing screenplays after college before he finally got one accepted. “I’m convinced it takes 10 years,” Gangemi says of the process of becoming a successful and established writer. “It just takes time to figure out what you have to say and develop your craft so you have the ability to say it.”

Today, Gangemi is at last in a position many aspiring writers would envy: His first book, *Inamorata: A Novel*, was released by Viking in February, and his original screenplay, *Eliza Graves*, has been bought by Mel Gibson’s Icon Productions. It is scheduled to be directed by Academy Award–winning director Mike Van Diem in 2004.

“Hopefully, the way my career will work out, I’ll have a book come out every two years or so, and in between write screenplays,” Gangemi says. Unusual in the field for concentrating on both screenplays and novels simultaneously, Gangemi says: “It doesn’t really matter what medium you write in. My novel writing has made me a better screenwriter, and my screenwriting has made me a better novel writer.” One type of writing, he says, feeds into another, and academic and real-life experience only further feed into the writing process.

A psychology major, Gangemi took the occasional writing workshop and still kept his eye on a career as a writer, but mainly he focused on taking psychology and psychobiology classes. *Inamorata* even briefly mentions a psychology professor, “Professor Schneider,” and his lab rats—a nod to Swarthmore’s Eugene M. Lang Research Professor of Psychology Allen Schneider.

All his books and screenplays, Gangemi says, include within them “some medical or scientific wrinkle. That’s part of my trademark.” Many of his characters are doctors,



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JOE GANGEMI RECENTLY PUBLISHED HIS FIRST BOOK, *INAMORATA: A NOVEL*, AND SOLD HIS ORIGINAL SCREENPLAY *ELIZA GRAVES*.

medical students, or psychologists. *Eliza Graves*, based loosely on Edgar Allen Poe’s little-known short story “The System of Doctor Tarr and Professor Fether” imagines an island asylum in which the lunatics take control. A young doctor sent to the island must deal with the takeover at the same time that he realizes his love for young Eliza Graves, a woman wrongly committed when her husband deemed her an unfit wife. “It’s all very dark and comedic and Gothic and Romantic,” Gangemi says.

*Inamorata* is more mystical in theme, a novel Gangemi describes as “a kind of black comedy and coming-of-age tale.” Set in the 1920s, it is based on a real event: a contest held by *Scientific American* that awarded \$5,000 to the first spirit medium who could provide conclusive evidence of the existence of a spiritual realm. The narrator, a young Harvard graduate student, travels to Philadelphia to investigate one of the finalists—a beautiful society psychic named Mina Crawley.

Gangemi says his love of storytelling first sprang from his voracious reading as a child. In particular, he says his father used to read him science fiction stories as he was growing up, and he cites this father-son bonding time as a main influence on his original goal to become a science fiction writer. He wrote

science fiction stories as a high school student in Wilmington, Del., and even attended the famous Clarion Writers’ Workshop in Michigan. This early fascination with science fiction, though, was soon replaced by a more general love of literature, as Gangemi began to focus his writing more on “mainstream” works.

He began writing seriously during his sophomore year at Swarthmore, then after graduation “hopscoched among a number of jobs,” including waiting tables, writing grants, and translating Russian contracts. Gangemi then worked as a communications consultant for five years with DuPont and Conoco before “retiring” in 1998 to write full time. He sold his first script, a never-produced feature, to New Line Cinema, and followed that by writing an adapted screenplay of Stephen King’s *Salem’s Lot*, also never produced—all part of the business.

Most recently, Gangemi completed a new screenplay for Tobey Maguire’s production company, Maguire Entertainment, and SONY—a CIA thriller set in the 1970s. Gangemi now has settled down in his Center City Philadelphia home to begin researching his next novel, a character-driven narrative inspired by the actual disappearance of a New Jersey woman in the 1940s.

—Elizabeth Redden '05

## BLACK IN AFRICA

VINCENT JONES '98 VISITS THE MOTHERLAND—AND DISCOVERS THERE THAT HE'S TRULY AN AMERICAN.

By Vincent Jones

*The Negro is a sort of seventh son, born with a veil, and gifted with second-sight in this American world—a world which yields him no true self-consciousness, but only lets him see himself through the revelation of the other world. It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others.*

—W.E.B. Du Bois, *The Souls of Black Folks*

The heat, like the rush of the crowd, was unavoidable and overwhelming. Although it was about 9 p.m. when I arrived, Dakar was smoldering. I had experienced many hot days as a child growing up in Los Angeles, but nothing prepared me for this. The heat seemed to extract the essence of everything and anything. The smell of pungent, yet inoffensive, body odor emanating from several passengers hit me first. The metal railing on the staircase leading to the blacktop felt sweaty and emitted its own metallic scent. The odor of smoke from wood-burning stoves filled the air.

Few airports titillate the senses, but when I finally took in what lay before me, I could not help but be underwhelmed. I definitely was not moved to kiss the ground as a part of me thought I might. The rush of people disembarking, bolting down the stairs to the tarmac, and clamoring for a spot on the first shuttle to the terminal made such a display impossible—even if I had been so inclined.

Setting foot on the soil that might have been my home but for the enslavement of my ancestors, I flashed back to the airline customer service representative asking me: “Why would anyone want to go to Africa?”

Shocked does not begin to describe my reaction to her question. Befuddled would be more apropos. Part of me wanted to ask for her supervisor and see to it that she got fired or, at least, severely reprimanded. The other part of me was dumbfounded because the voice on the other end of the phone came from a face that was undeniably black. Call it *blackdar*, but I was certain she was of African descent.

After a deafening silence, she explained herself by citing armed conflicts, epidemics, and weather conditions to be wary of if I decided to proceed with my journey to the motherland despite her warn-



PHOTOGRAPHS BY ANSU GEBEH

ing. She also tried to justify her comment by declaring what I already knew: that she was a black American.

Ever the fighter, I engaged her in a dialogue, as I was determined to explain to her why my trip was a decade in the making and to demonstrate her ignorance in the process. But now that I finally had arrived in the motherland, I could only wonder: Why had I come to Africa?

The answer did not become clear to me until I began interacting with locals. I had so many questions that everyone was willing, if not eager, to answer. The taxi driver in Dakar, Senegal's capital city; family members of my travel companion in Sierra Leone; grave diggers at a beachfront cemetery in Gambia; the bribe-seeking customs worker in Guinea—all of them and more—wanted to indulge my interest in understanding their country, their continent. Locals understood that I, as a black American, needed to understand how life in Africa was lived. They realized that walking where my ancestors might have walked not only helped me to understand myself, but it also enabled me to comprehend more fully my place in the social order of the world.

Warts and all, America is my country, but I have never truly felt of it. I and, I imagine, many other descendants of slaves in the United States feel like Uncle Sam's adopted child: The love is there, but its depth is called into question from time to time.

And, like many adopted children, I had unanswered questions about my family tree. What ethnic group does my bloodline stem from? Could my long and narrow features, deep-set eyes, and complexion mean that I descended from the areas we know now as Somalia, Ethiopia, and Eritrea? Yet, I am also tall and lanky like the Fulani, prevalent in West Africa, the region where most slaves brought to the Americas came from. Perhaps I have some connection to them.

Undoubtedly then, the quest to understand the culture that begot me brought me to Africa. What I found, however, is that I am



## Africa still resonates in a special place in my heart, only now the motherland is less intertwined with my conceptions of my identity.

(LEFT) VINCENT JONES VISITED RIVER NO. 2 BEACH OUTSIDE OF FREETOWN, SIERRA LEONE. JONES IS A POLITICAL CONSULTANT AND WRITER AS WELL AS THE FOUNDER AND EXECUTIVE DIRECTOR OF THE NATIONAL ASSOCIATION OF BLACK STUDENT ORGANIZATIONS.

(RIGHT) JONES MET SEVERAL CHILDREN ON GOREE ISLAND, THE FORMER SLAVE-TRADE CENTER OFF THE COAST OF DAKAR, SENEGAL.

more American than I had thought.

Physically, I bear much resemblance to the people I encountered during my African sojourn. I saw myself as a child in a young boy I met at Sierra Leone's otherworldly beautiful River No. 2 Beach. I conversed with men who reminded me of myself while walking through Dakar's Independence Plaza.

I noticed cultural similarities as well. Women in these countries wore vibrant colors and sported distinctive hairdos like many black women in the United States. Conversations among locals were animated affairs, sometimes laced with neck twirling by the women and the men adopting hip-hop-style posturing, as is often the case state-side.

Yet my interactions made it clear that I was not and could not be perceived as authentically African in any of the countries I visited. Sure, I could grow accustomed to living in Senegal or Sierra Leone. But if my accent, mannerisms, and culinary preferences did not set me apart, my Western values definitely would.

The one thing that binds us together culturally is slavery, which left indelible, albeit different, marks on African and black American culture. But the peculiar institution of slavery is not the only thing that has shaped our respective worldviews. Both cultures have had several generations to develop under vastly different conditions resulting in distinctly different societies. So naturally, Africans hold many beliefs that stand in stark contrast to my own. I grew up in America. The circumstances of my upbringing produced who I am today—and Africa, as it is lived, did not figure prominently in that milieu in any concrete way.

Just as I noted fundamental differences between the culture I was reared in and those that I experienced in West Africa, so did the people I befriended. Family members of my travel companion found it odd that I wanted to visit a few of Sierra Leone's breathtaking beaches. Locals rarely went to them. My disdain for bathing with a bucket of hot water and my tendency to speak my mind rather freely

were often sources of laughter. In essence, that which made me different piqued their curiosity.

Perhaps this is why many people believe that Africans look down on black Americans. I did not get this impression. People on the street, when not badgering me to buy something, would ask if I was enjoying Africa. Merchants told me that they were happy to see a black American because most tourists they encountered were of other races. Young men barraged me with questions about slain rappers Tupac and Biggie. Nelly and Kelly's duet "Dilemma" was in constant rotation. I spotted as many young men wearing the popular urban brand names FUBU and Sean John almost as frequently as I saw them wearing traditional garb. Women read *Essence* and *Ebony* magazines.

It appeared to me as if most Africans held black Americans in high regard, although many do believe that we could do more to facilitate Africa's development. But we do not do more, I posit, because black Americans, in general, do not feel as strong a bond with Africans as they profess. We accept the second-sight referred to by W.E.B. Du Bois. We make the most of our predicament in the same way we transformed the lowest-quality ingredients into a tasty American cuisine: soul food. Black people have built a distinct American subculture around that double-consciousness. Perhaps a century ago, the African influences were more apparent, but that is not the case today. Much has changed since the first Africans were brought here.

Similarly, much has changed for me as a result of this trip. Africa still resonates in a special place in my heart, only now the motherland is less intertwined with my conceptions of my identity. That I owe much of my physical appearance to my African ancestors is indisputable. My culture, however, is distinctly American—albeit shaped by my gender and racial background, among other factors.

One thing that did not change while I was in Africa, unfortunately, was the heat. ☞

# PROFILE

## Nature's Classroom

SIERRA CURTIS-McLANE '02 GUIDES YOUNG PEOPLE IN A PROGRAM THAT PROMOTES THINKING BY DOING.

A dip in the elevation here, a steep climb there, and the rugged foothills of the Sierra Nevada change yet again: Scrubby blue oaks open onto the California brush that yields to great Ponderosa pines high above.

At these busy intersections of ecological adaptation, Sierra Curtis-McLane finds rich material to help her students appreciate the handiwork of altitude. "You can just imagine the transformation continuing as you go uphill and downhill," she said.

"The transition between one ecosystem and another happens so quickly as you rise from zero feet above sea level to 10,000."

Curtis-McLane is scaling all kinds of steep challenges these days. Through the winter, she has split firewood, patched roofs, and tended sheep on 230 hilly acres outside Nevada City, Calif., in preparation for the arrival this spring of a small group of high school students from as far away as England.

They are all pioneers, students and faculty alike: This is the inaugural season of the Woolman Semester, an intensive boarding program created under the auspices of the Sierra Friends Center. On the rustic campus that housed the former John Woolman School, a small Quaker boarding facility cofounded by the late William Scott '37, the high school juniors and seniors take morning classes in world problem solving, peace studies, environmental science—"That's where I come in," Curtis-McLane said—and humanities and ethics.

"The program is about using the Quaker testimonies of simplicity and service, integrity and community to pursue change in the world," she said.

Afternoons are devoted to building up calluses, muscles, and camaraderie by pitching in with the chores. Gathering firewood



TOM WERNIGG

CURTIS-McLANE AND FELLOW TEACHERS TEND TO THE WOOLMAN CAMPUS'S 13 SHEEP, TWO COWS, 15 CHICKENS, AND THREE LLAMAS, ONE OF WHOM IS ALSO NAMED SIERRA.

becomes an exercise in harvesting the forest in a sustainable fashion. Weeding the vegetable garden becomes an intergenerational learning opportunity as students interact with the broader campus community of 25 people, including spouses, young children, and senior citizens. "A student carrying an 11-month-old on his back while he works in the garden will learn from that, just as he will from talking to an 81-year-old about how they used to can vegetables," Curtis-McLane said.

And for two weeks, they will take their roughened hands and raised consciousness down to Mexico to help build an orphanage.

"It's a way of putting our values into practice," she said.

Curtis-McLane intends to deliver a rigorous scientific curriculum, and—surrounded as she is by a splendid variety of natural habitats—lead the students in extensive fieldwork. She majored in biological anthropology at the College, and her scientific curiosity draws her deep into the solitude of study and research.

"But when I go there, I feel lonely," she confessed. "I really thrive on community."

Community and the call of the wild, that is. At the College, she spent a semester abroad doing fieldwork in Costa Rica and returned there on a James H. Scheuer '42 grant to conduct research for her senior thesis. For three months, she lived in an indigenous village with a Bribri family, studying

agricultural problems faced by their Talamasca Valley community.

Perhaps it was inevitable that a young woman named for the Sierra mountains would find herself drawn to work there. The mix of gorgeous terrain, great people, and a gratifying opportunity to share her enthusiasm for science has her thinking she might stay at the Woolman Semester longer than her one-year contract requires.

"When I was younger, I swore up and down that I would never be a teacher," Curtis-McLane said with a laugh. She had seen her parents, Kate and Bruce Curtis-McLane, both of whom teach at Hanover High School in Hanover, N.H., work so hard and encounter many obstacles. "I was fearful of burning out."

But twice in high school, she herself had been enrolled at specialty boarding semester programs in Maine and New York City. Her enthusiasm for the concept, now about 20 years old, hasn't diminished.

"I think what made the most sense to me ... was making life and education the same—using my heart and using my head and using my hands on a daily basis in my studies and having that line between life and my studies blurred," she said.

"I would like to provide that same experience for the next group of scientists—or even in nonscientific people who have a very deeply rooted feel for nature, whatever they do in their lives."

—Colleen Gallagher



## DATING GAME

CONTINUED FROM PAGE 17

part to several people at some point in our lives," says Davenport.

Yet the nagging feeling still exists that perhaps now is the time to meet one's life partner—something many students' parents did in college. "[My parents] met in college, but they didn't start dating until afterward. It does strike me that I have this idea that college is the place where you meet the person you're supposed to spend the rest of your life with," says Nick Ward '05.

Richardson says this expectation is actually quite common, particularly among women, putting the hookup culture at odds with stated romantic goals. "Eighty-three percent of our respondents said they wanted to meet their spouses in college, but at the same time, they weren't entering into long-term commitments," she says. "I think that's where you're getting a problem with the hookup culture—it's sort of an oxymoron."

Yet, for most Swarthmore students, graduate school or careers await. Other priorities—schoolwork, athletics, extracurricular activities—often get top priority, and finding a partner is relegated to somewhere in between making lunches for the homeless in Philadelphia and studying for Monday's organic chemistry exam. According to a survey Ward distributed to 89 students from his Introduction to Psychology class in spring 2003, women said their ideal age of marriage was 27; men said age 28. Ward's survey reflects an opinion held by many Swarthmore students: Marriage is increas-

**ALTHOUGH MOST STUDENTS WOULD REJECT THE SUGGESTION THAT A PRIMARY COLLEGE GOAL IS TO FIND A LIFE PARTNER, IT IS A WISH THAT SOME WISTFULLY—AND ALMOST SHAMEFULLY—EXPRESS.**

ingly an issue for tomorrow, a life goal that should temporarily be kept in a drawer.

"I'm not thinking, OK, I have to get ready for marriage," says Lisa Spitalewitz '05. "I have studying; I have hanging out with friends; I have marriage preparation—no."

Whether marriage is the ultimate goal, more immediate concerns exist for couples at Swarthmore. One is the rumor mill, that obnoxious factory of gossip that seems to plague schools the size of Swarthmore. "On that note—the small community thing—as soon as there's a sign that two people have looked at each other, the person who sits next to you in biology knows about it, and someone has called your mom," says Spitalewitz.

Longtime couple Gigone and Shang agree, saying the rumor mill might be one reason people resist exploratory dates here:

If a relationship is going to be only casual, why risk stirring up a bunch of rumors that both partners may have to deal with long after the date is over? "I think the small environment has a lot to do with it because once you ask someone on a date, everyone knows," Gigone says. She says if everyone's going to find out about it anyway, there may as well be a serious relationship for them to talk about.

The need to make every relationship worthwhile and purposeful, whether to satisfy the rumor mill or fulfill some individual purpose, is something that Swarthmore students can't shake easily. Their love lives, like their academic goals, seem to reach for some greater aim. "Will this relationship get me into med school?" Davenport asks. Unlikely.

"A lot of people here are really goal oriented," says Goodman. "If they're in a relationship and they know it's not really going to last that long, they say, 'What is the point of it?'" In the absence of intense, emotional relationships that seem to have a point—that seem to be going somewhere—hookups are an efficient substitute, a way to release sexual tension and satisfy a need for intimacy while ensuring that little time is wasted with a person who might not be one's soul mate. The next morning, both partners can return to life—and work—as usual. "If everyone agrees that hooking up is an option to get what one wants without sacrificing honor or image," says Simon, "it becomes the lingua franca of sexual conduct. Thus, you can continue to work, play, and study with those you've hooked up with, and sexual license does not fracture the fragile emotional infrastructure of the small campus."

In a school so small that students must perform the infamous "Swarthmore swivel"—a quick glance in various directions—before revealing any potentially sensitive information in the dining hall or library, the general acceptance of hookups ensures that Saturday night's fling results in minimal fallout when it comes time for lab, orchestra, or the next meal at Sharples.

Leave it to Swarthmore students to streamline their romantic lives as well. ☞

*Bulletin intern Elizabeth Redden needed a little break from the dating scene at Swarthmore, so she flew away to study in South America for the semester.*

# WHY CAN'T SHE STOP

SHARON FRIEDLER HAS WELCOMED SWARTHMORE STUDENTS TO DANCE FOR ALMOST 20 YEARS.

By Alisa Giardinelli

Because, since her arrival in 1985, Friedler has helped expand dance from a program begun in physical education to a full-fledged program with a major and minor—capable of preparing students for professional lives in the field.

Because she has been instrumental in creating study abroad opportunities for dance students in Poland and Ghana.

Because she dares to ask, “What if?”

Because, as director, she oversees a program that offers 25 to 30 courses a year to more than 300 students each semester. Because techniques in those classes include African, ballet, flamenco, Kathak, modern, tap, and yoga.

Because she says if she ever “can’t stand up,” she’ll turn to studying the Indian hand gestures known as mudras.

Because whether teaching dance writing in Poland, composition in Ghana, or dance and drum techniques at Swarthmore, her goal is the same: to bring students to an awareness of how they use their bodies and to encourage them to work with others.



*How does your teaching in Ghana differ from your teaching at Swarthmore?*

In each situation, students bring their own perspective, whatever that is, so my teaching reflects that reality. For instance, my students in Ghana have really strong connections to traditional community dance practices before they enter a dance composition course because they’ve danced at life-cycle events and festivals. In the United States, some students have a developed understanding of technique or composition; others may not be versed in dance but bring different disciplinary perspectives, whether it’s theater, music, or sociology and anthropology. For example, I once had the captain of the women’s soccer team in composition class, and she employed ideas regarding how groups work together that she’d gained on the soccer field.

*What is a constant, no matter where you teach?*

Dance is a discipline taught and learned in community. It’s about understanding your place in a group and creating a cooperative ensemble. That’s one significant thing that draws people to dance and why dance is useful in peacemaking. I incorporate ensemble work in *every* class to get students to see their differences and then build bridges across those differences.... Otherwise, you can’t dance together.

*What dance traditions would you still like to learn?*

I hope I have enough time to learn hula. I want to explore more Native American practices, and I’m very interested in a whole host of Asian dances such as Japanese Kabuki and classical Balinese dances. I’d also like to explore Maori dance and see what it may share with some of the African traditions with which I am familiar. Among social dances, I’d love to be a more fluid salsa dancer. That’s a definite goal.

*What is your idea of earthly happiness?*

To live simply in harmony with the environment and in a community that is both stimulating, challenging, and supportive. That can be anywhere. I’ve been deliriously happy in some ridiculous places.

*What do you regard as the lowest depths of misery?*

To be out of touch, either with myself or with the community.

*When do you feel most indulgent?*

When I don’t get up really early in the morning.

*Who are your real-life heroes?*

Martin Luther King Jr., Ghanaian musicologist Kwabena Nketia, Harriet Tubman, Kofi Anan, my great-aunt Alta Jones, Sara Lawrence-Lightfoot ’66 and her mother Margaret Morgan Lawrence, some of my former students, and a number of my colleagues.

*What are the qualities you most admire?*

Integrity and kindness.

*Is there an overrated virtue?*

Maybe “goodness.”

*What is a talent you’d like to have?*

I would love to sing. I *really* wish I had a voice that could knock your socks off.

*What are your most marked characteristics?*

Optimism, enthusiasm, and determination.

*What is one thing you would change about yourself?*

I would remind myself to always be in the moment, in order to really stop and listen.

*What is your greatest regret?*

That I wasn’t raised bilingually.

*What is your motto?*

My students will tell you: “Onward!”

*What do you say to beginning students who have never danced before?*

We say welcome. This is where you belong.

# MOVING?



Sharon Friedler is  
Stephen Lang Professor  
of Performing Arts and  
director of the Dance  
Program.

Join us!  
2020



JIM GRAHAM

## Alumni Weekend June 4–6

WE'LL BE LOOKING FOR YOU ...

The campus is awash in the colors of spring. The scent of roses drifts on the breeze. What could be better? You are surrounded by your classmates reminiscing about the “good old days” and catching up on the new.

*Join us for Alumni Weekend at Swarthmore—we'll be looking for you.*

## Alumni College

June 2–4

TEACH YOUR CHILDREN WELL:  
REFLECTIONS ON THE SIXTIES FOR  
OURSELVES AND OUR CHILDREN

“The Sixties”—a phrase that conjures memories of protests and political upheavals, of the Vietnam War and the War on Poverty, of wild clothing and the lifestyles that went with it, of consciousness-raising and civil rights. Join us as we explore that tumultuous and transformative time and the lessons learned for ourselves and our children. The Alumni College program will include speakers and panels on student activism, civil rights, music and culture, Vietnam, and much more. Whether you were a student in the Sixties, had already graduated, or were not yet born, there will be something for you at this Sixties reunion.

*Visit our Web site at <http://alumnicollege.swarthmore.edu> for more information.*