

Disability and the Classroom
Research and innovation address varied needs—and learning styles

In Memoriam
Haverford's ninth president
John R. Coleman: 1921-2016

Enduring Epidemic
Dr. Stacey Rizza '91 on the persistence of HIV
and the rise of another worldwide health threat

HAVERFORD

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FALL 2016



International Students Make a Life Far From Home





Editor

Eils Lotozo

Giving Back Editor

Emily Weisgrau

Class News Editor

Mara Miller '10

Photography Editor

Patrick Montero

Graphic Design

Tracey Diehl,
Eye D Communications

**Assistant Vice President for
College Communications**

Chris Mills '82

**Vice President for
Institutional Advancement**

Ann West Figueredo '84

Contributing Writers

Sacha Adorno
Charles Curtis '04
Brian Glaser
Maggie Heffernan '16
Melissa Jacobs
Lini S. Kadaba
Kirk Kardashian
Natalie Pompilio
Anne E. Stein

Contributing Photographers

Caleb Eckert '17
Victoria Merino '20
James R. Morrison
Oliver Parini
Claus Peuckert
Leigh Taylor
Jeff Wojtaszek

On the cover: A few of Haverford's 150 international students. Top row, from left: Ioannis Rutledge '18 (Greece) and Lu Chen '17 (China), Victoria Merino '20 (Mexico and Switzerland), Ken Ruto '20 (Kenya). Middle row, from left: Saket Sekhsaria '20 (India), Bereket Gebregziabher '18 (Ethiopia), Moeka Noda '19 (Japan). Bottom row, from left: Alex Bernas '19 (Philippines), David Kong '20 (China), Michael Iacono '20 (Switzerland) and Maelys Gluck '19 (France). Photos by Jeff Wojtaszek.

Back cover photo: Brad Larrison



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DEPARTMENTS

- 2 Inbox
- 4 View From Founders
- 6 Main Lines
- 14 Academix
- 22 In Season
- 23 Ford Games
- 26 Mixed Media
- 33 History Lesson
- 50 Roads Taken and Not Taken
- 51 Giving Back/Notes From the Alumni Association
- 57 Class News/Obituaries
- 81 Then and Now

fall 2016



FEATURES

34 Who They Are

Photographer Bill Davison '73 gives those who are often overlooked the chance to tell their own stories.

By Natalie Pompilio

36 COVER STORY: Long Way From Home

An increasing number of international students are being drawn to Haverford by the promise of intellectual exploration, academic rigor, and close-knit community. Once here, they must also contend with unfamiliar food and social customs, and a climate that may be way outside their comfort zone. Easing the intercultural adjustment on campus is a robust support program for students from abroad.

By Natalie Pompilio

42 Tell Us More

Dr. Stacey Rizza '91: HIV Expert

By Melissa Jacobs

44 Education and Accessibility

Student and faculty research and innovation are helping to make classrooms more accommodating to those with a variety of disabilities and learning styles.

By Maggie Heffernan '16

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MEETING JACK COLEMAN

We heard from **Anastasia Nikolis '11**, who penned a lovely account of her chance meeting with John R. Coleman not long before he died on Sept. 6. (See *In Memoriam*, p. 78.) Nikolis, who had just moved to Washington, D.C., met Coleman, then in a wheelchair, at the Friends Meeting House of Washington, where he was introduced to her as simply, “a former president of Haverford from the 1970s.” Here is an excerpt from Nikolis’ letter:

I knelt down and introduced myself and asked the older gentleman his name and a few questions before I realized he wasn’t really able to respond. . . . so I just started talking nervously. I rambled on about how beautiful the campus was the prior weekend—how beautiful it always is—and how lucky I felt to get to see it twice this summer and how lucky I was that I had lived there for four years. I described to him the large swath of untamed grasses that rise above the duck pond now on the far side from College Lane, and told him about how I learned to read poetry sitting in the grass every Thursday night while I was a student. How those nights of reading poems led me to pursue a Ph.D. in poetry.

His eyes were wide and I felt like he was visiting campus in his mind too while



Jack Coleman (right), Haverford’s ninth president, with Kim Benston at Alumni Weekend 2016.

I was talking. But, he also looked surprised at what I was saying and I wasn’t sure at which part. I thought maybe it was because he had been president of the college before it was coed. I nervously rambled about when the school went coed and how grateful I was that I had gotten to be part of the Haverford community, and that it had introduced me to so many other communities—the poetry community, the Quakers—that have shaped my

life since being a student.

At this point, I felt badly for having imposed my memories on him for as long as I had when he couldn’t speak. So I said goodbye, mingled with some of the other Friends, and went back out into the city.

I met Jack Coleman that morning. I didn’t learn about his legacy, his stance on Haverford becoming coed or his profound curiosity and empathy for others’ experiences, until I read the beautiful essays published about him when he passed away a week and a half later.

In speaking about his “Blue-Collar Project,” *The New York Times* quotes President Coleman saying “There’s a restlessness in me, a desire to walk in other people’s shoes.” That morning, we sat right in the middle of Washington, D.C. and he walked around my memories of Haverford with me. He let me share some of my favorite memories of the college—one of the best homes I’ve had—in a room, in a city that isn’t quite home yet and was especially forbidding that morning.

I so wish I had gotten to hear his memories and his stories. But, I am grateful that one of the first people who welcomed me to my new city is the man who ultimately made it possible for me, as a woman, to have been welcomed into the Haverford community nine years ago: A community that keeps finding ways to welcome you home even after you’ve left it.

—Anastasia Nikolis ’11

➔ Check out the digital edition of *Haverford* magazine at haverford.edu/magazine.

Seen on Social Media



Several alums posted comments on Facebook about a news story on the Haverford website about the signing of a new Bi-Co Memorandum of Agreement. [Read the story on p. 9.]

I understand the reasons behind formalization, but what's kind of cool is that the "informal" relationship has worked so well for so long. I think that's a testament to the integrity of both institutions. —Paul Babbitt '88

So we were living in sin all along, and only now have got a marriage license? I'm glad the couple has decided to remain together "for the sake of the children." —Douglas H. Johnson '71



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Felicia Jadczyk @felishdadish · Jul 18

So weird to see my face in the @haverfordedu Alumni Magazine! Thanks for featuring me and @shegeekout!

HISTORY LESSON

While reading the page about the Social and Technical Assistance program ["History Lesson," spring/summer 2016], which was identified as "the last foray into graduate education," I was reminded of the group of post-baccalaureate students that attended Haverford my first year, which was 1966. They were students who had attended undergraduate colleges which lacked the resources to meet the promise that they demonstrated as undergraduates, and were studying for one year at Haverford to try to realize their potential so they might go on to further graduate studies commensurate with their potential. I think most of them had gone to traditionally black colleges and were on their way to medical school, though there

was also a white post-bac, as we called them, who had graduated from Berea College in Kentucky and was a philosophy major. I took a year off the following year and have no memories of there being post-bacs my last two years. (I transferred to Haverford as a sophomore.)

I have always wondered what became of them. If there are sufficient records, I think it would make for an interesting item.

I always enjoy reading the magazine. Thank you.

—Stephen Jones '70

The editors respond: While we couldn't locate information on the individual post-bac students, College Archivist Krista Oldham turned up a transcript of a 1991

oral history interview with Dean of the College William Cadbury '31, who helped create the post-baccalaureate program in 1966. In an interview conducted by then-history professor Roger Lane (now emeritus), Cadbury, who died in 1992, talked about traveling to black colleges in the South with his wife Charlotte to recruit students and get recommendations from their professors. The Cadburys would then return to those campuses in late spring to meet with the students who had received offers and help them decide where they wanted to spend their post-bac year. (In addition to Haverford, also participating were Bryn Mawr, Swarthmore, Oberlin, and Pomona.) By the time it ended in 1972, the post-baccalaureate program, according to Cadbury, "accomplished a great deal" in changing graduate and professional schools' perception of black students' chances for success, and, in particular, challenging the status quo in medical education. "We woke them up to the fact that they needed to have more black and other minority students," said Cadbury.

TALK TO US

If something you read in this issue inspires a question, a comment, a polite rebuke, or a paean, send it along. What would you like to see more of in the magazine? Let us know. Have you got a great idea for a story? Tell us about it. Do you have a question you want to ask about Haverford history or Haverford now? Ask away.

Send us an email at:
hc-editor@haverford.edu

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Haverford magazine
College Communications
Haverford College
370 Lancaster Ave.
Haverford, PA 19041

view from founders

For your consciences and your judgments we have not sought to bind; and see you to it that no other institution, no political party, no social circle, no religious organization, no pet ambitions put such chains on you as would tempt you to sacrifice one iota of the moral freedom of your consciences or the intellectual freedom of your judgments.

—President Isaac Sharpless;

Haverford College Commencement, 1888

As I take my triannual “View From Founders,” my gaze shifts from our busy autumnal landscape to that of the nation as a whole. What is happening out there feels intimately part of life here. Whether experienced as foreboding or as anticipation, this feeling permeates our daily academic, social, and extracurricular pursuits. And connected to it is a sense that we may in fact be reproducing something happening outside our campus: Community members seem to be struggling with how to disagree. We find ourselves wondering how *diversity of thought* can be nurtured successfully alongside *communally shared values*—or whether the two ideals are at odds to some degree.

Over the past half-year, concerned alumni, parents, and other friends of the College have sometimes asked me: *What is the status of free speech at Haverford today?* Or, as the concerned voices hasten to elaborate: *Is “PC” (political correctness) beating down a healthy spectrum of opinion and expression on campus?*

These questions convey a decades-old but increasing worry that college communities favor a particular mode of thought and speech that inhibits other modes of expression. Sometimes this worry is voiced as a suggestion that Haverford should be taking corrective action: *Why hasn’t the College issued a statement that Haverford students will not be buffered against unpopular ideas by means of speech codes or similar “protective” mechanisms?*

In response, I’m tempted to man the barricades and defend the College as a proudly non-doctrinaire intellectual community. Indeed, I’m loath to think that any ideology, even if promoted in the name of virtuous principles, has constricted our intellectual, political, and social discourse. From the vantage of over 30 years here, I certainly do not see us as a place whose cohesion depends on our insulating people from ideas or from one another.

But rather than leap to a single-minded defense of our college environment, let me approach these challenging questions by noting that they do us a service in at least two ways. First, they

remind us that even our community’s most seemingly distinctive thoughts—about our values, hopes, and shortcomings—are shaped to some extent by vocabulary and rituals evolving in the world beyond us. We must therefore remain critically alert to the sources and unforeseen implications of the contemporary language we use. Second, the questions caution us that even our cherished Haverfordian emphasis on mutual consideration and respect can become a cudgel in dogmatic hands; true mutuality develops stepwise through respectful dialogue, not through formulas and prohibitions.

I hear my questioners as pleading this case, and I grasp their worry. With all due sheepishness, I’ll confess that there was a moment there, a couple of paragraphs back, when I cravenly thought it might be wise to edit out my figurative use of the archaic phrase “man the barricades.” I’ve gone ahead and kept it, believing the Haverford community to be essentially composed not of language police but of context-sensitive, metaphor-savvy, generous-minded folk.

Still, we must confront the truth that today’s students face considerable social and political tensions as members of a diverse college community. One of our student journals, *The Clerk*, has been catalyzing a conversation about this problem, with articles on the respective experiences of right-leaning students who feel their views are being marginalized and left-leaning students who feel they must struggle to be properly heard. What unites the writers (and those quoted in their articles) is a desire to overcome perceived impediments to open discussion. Today’s students, all navigating a world of constantly dissolving and re-assembling norms, can empathize in some deep sense with their peers along the political spectrum. They know the distortions of pigeonholing; they recognize one another’s passionate ownership of personal experience. On this basis, I believe, they are poised to suspend judgment long enough to examine contrary views—when presented civilly and with intellectual rigor—to see how they might shed fresh analytical light on our culture.

Such conversation is no mean feat. Today’s students face a daunting challenge in devising effective interchange, having grown up in an atmosphere of debilitated civil engagement due to:

- a public sphere that too often produces a fractious and fact-free din, rather than civil and nuanced civic discourse;
- a political landscape in which gridlock has trounced legislative compromise;



PHOTO: PATRICK MONTERO

- an international “order” characterized by the repeated breakdown of diplomatic solutions to disputes between nation-states;
- a fourth estate that frequently devolves into entertainment, pablum, and cacophony;
- an enveloping miasma of social media that feeds on quickly escalating conflict.

Facing such a breakdown in the conduct of civil society, what strengths do today’s students draw upon when they seek constructive engagement? By way of anecdotal answer I offer the agenda written by Haverford students preparing to discuss how best to be in dialogue with peers staging protests at other institutions:

- Beginning: Moment of Silence.
- Listen actively and openly.
- Respond respectfully.
- Speak for yourself, not for others.
- Speak to the idea, not the person.
- Avoid generalizations and stereotypes.
- Facing misunderstanding, clarify don’t magnify.
- One moment/one voice.

In these guidelines I see habits of mind and temperament elemental to our liberal arts mission, both on campus and throughout the lives of our graduates. Had the College issued preemptive caveats and directives regarding campus speech,

perhaps our students’ self-generated frameworks for discussion of difficult subjects would have seemed like mere compliance or channeling. Instead, we observe the students’ fundamental ethos of liberal—that is, *free*—exchange activated within a specifically Haverfordian context of student self-governance.

Our alums’ concern for receptive engagement of contrary opinions is being echoed by today’s students. Current Fords, anxious to retool that capacity, are hardly in danger of losing it; for them, too, diversity of thought is a shared value.

Along with many other members of this community, I have a newly enriched sense of how the Haverfordian mode of exchange plays out over a lifetime: In September, Marshall Auditorium was the setting for a truly vibrant alumni panel discussion about the 2016 election. The discussion captured a wide spectrum of political ideologies held by alums spanning four decades, while participants both demonstrated and thematized their Haverford-honed ability to “disagree without becoming disagreeable.” (Please view at hav.to/21d.)

I instance this event as one that shows what it has meant, and what it still means, to acquire a Haverford education. Fundamentally, it means the cultivation of an openness to new voices and antithetical ideas in the process of refining one’s own principles. Of course, we must always understand that our community, like most educational and social structures, is permeable to strains of authoritarian thought that can seize hold of the very language in which we seek to express our freedom. But as I listen to the voices here on campus—in the September Vigil for Peace, in the Task Force on Diversity and Community, in numerous panels this fall on the topics of “Election 2016,” “Ethics and Social Change,” and “Community Conversations, Actionable Solutions,” and, certainly, in student publications like *The Clerk*—I feel confident that the Haverfordian cast of mind is enabling us to remain a place in which the individual voice can be heard and the community can grow in understanding. We remain, indeed, the Haverford of Isaac Sharpless, inspired to advance the moral freedom of conscience and the intellectual freedom of judgment.

Kim Benston

main lines



The *Ask Me Another* recording in Marshall Auditorium featured (from left) “Puzzle Guru” Art Chung, co-hosts Jonathan Coulton and Ophira Eisenberg, and first-round contestants Charlotte Eisenberg ’19 and Maya Behn ’18.

Haverford on the Radio

The laughs and only-at-Haverford moments started just minutes into the recording of the NPR trivia game show

Ask Me Another on campus Nov. 4. Host Ophira Eisenberg asked first-round contestants Charlotte Eisenberg ’19 (no relation) and Maya Behn ’18 what they’d had for breakfast that day.

“I like granola from the Dining Center,” said Eisenberg, an applied math major, “although there’s been a little bit of controversy. They tried to take away the good granola last year.

We wrote napkin notes. It came back.”

Deadpan, the host replied, “I like how you said ‘napkin notes,’ like that’s a thing.”

This was the first time the popular radio program, geared towards millennials, has recorded on a college campus. The event, sponsored by the Speakers Committee, drew a full house to Marshall Auditorium, with the audience lining up an hour before the program began. The four contestants were chosen from 25 applicants, who had to answer word games,

puzzles, and trivia questions online.

At the Haverford show, the first challenge was “Cereal Brawl.” *Ask Me Another* co-host Jonathan Coulton offered an off-kilter description of a cereal brand, and the contestants needed to come up with another name for the cereal with one letter changed.

Sample question: There’s nothing like the snap, crackle, and pop of a bowlful of rodents.

Answer: Mice Krispies.

Host Eisenberg, a stand-up comic and storyteller, also got some laughs

by poking fun at Haverford, noting that the evening's "four brilliant contestants are backstage reading SparkNotes, waiting to play our nerdy games. ... It's great to be here surrounded by the finest minds taking liberal arts majors, still optimistic about their futures."

She then confessed to having studied theater and cultural anthropology at McGill University.

"I figured I would take the theater, and if that didn't pan out, I'd fall back on anthropology," she quipped.

Contestants Eisenberg and Behn went head-to-head in the first two rounds. After the granola anecdote, Ophira Eisenberg turned to Behn, "I felt like that story really took me on a ride. ... Maya, what did you eat for breakfast? And please keep it simple."


"Oatmeal," replied the junior studying pre-med and English. "Quaker school, Quaker oats."

"The Quakers like the Quaker versions, yeah, that's true. The Protestant oats are weird," the host noted.


After Charlotte Eisenberg won the match-up, it was time for the second-round contestants—Jai Nimgaonkar '19, a sophomore studying the history of science, and Gabriela Lomba Guzman '18, a comparative literature major. One of their challenges was built around a song parody, with Coulton, who is also *Ask Me Another's* in-house musician, changing the lyrics to the DNCE song "Cake by the Ocean" and challenging the contestants to guess what other things by the sea he was referring to.

Sample lyric: "Someday in a fun two-piece, someday in a fun two-piece, named for an atoll where they tested atomic bombs."

Answer: Bikini.



Haverford's photography collection, begun in 1870 when the College began acquiring photographs for teaching purposes, now encompasses more than 5,000 prints and also includes books and manuscripts related to the history of photography. Some of the latest additions to that collection are on view in the Atrium Gallery in Marshall Fine Arts Center through Dec. 4. The exhibition, titled **Photography: Recent Acquisitions From 2013 to 2016**, offers a survey of the most important works acquired by gift and purchase. Representing diverse genres, from war photography to fashion to lunar images shot by NASA astronauts, the exhibition includes Civil War photographs; 20th-century works by Edward Weston, Lisette Model, and Andy Warhol; and contemporary works by artists such as Duane Michaels, Jessica Todd Harper, and **Isa Leshko '93**.



Near Saltillo, Paul Strand, 1932; photogravure; 4 15/16 in. x 6 5/16 in.

Guzman won her segment of the show, facing off against Charlotte Eisenberg in the final game called "Just Say No," in which all answers ended in the letters "no."

Sample question: A musical instrument that gets its name from the Italian word for soft.

Answer: Piano.

Charlotte Eisenberg was the evening's champion and walked away with an *Ask Me Another* Rubik's Cube as a prize.

Comedian Eugene Mirman was the episode's "Very Important Puzzler,"

answering questions about majoring in stand-up comedy at Hampshire College, being a new father, and protesting a parking ticket with a full-page newspaper ad—before playing an on-stage game in which he had to come up with punning burger titles (à la a running gag on the Fox animated series *Bob's Burgers*, on which he voices the character Gene). He won.

The Haverford show will air Jan. 20. Check the schedule at npr.org/programs/ask-me-another.

—Natalie Pompilio



Vincent Desiderio's painting *Sleep*.

Getting "Famous"

Rapper Kanye West got lots of news coverage in June when he debuted an instantly controversial music video for his new song "Famous" that features a row of naked celebrities asleep in a massive bed. Snoozing alongside West and his wife Kim Kardashian in the video are Taylor Swift, Donald J. Trump, Caitlin Jenner, and George W. Bush among others—all of them creepily exact, life-size animatronic figures hand-sculpted by West's own production company.



A still from Kanye West's music video for his song "Famous."

At the center of that story was an unexpected figure: artist **Vincent Desiderio '77**, whose monumental 2008 painting *Sleep*, it transpired, was the direct inspiration for the video's imagery.

Desiderio, whose widely exhibited paintings have been referred to as "post-modern visionary," found out about the connection the very day "Famous" premiered, after being whisked off to Los Angeles to meet West. "It was almost as if they were throwing a small surprise party for me," Desiderio told *The New York Times* about the gathering where West and his team screened the video for him. Desiderio, who lives in Sleepy Hollow, N.Y., talked about the experience in an interview with *Times* writer Joe Coscarelli. Below are edited excerpts from the conversation.

—Eils Lotozo

What was your initial reaction to the video?

As I'm watching the thing, they're smiling and filming my response, and all of a sudden, I realized that it is my "Sleep" painting: "Holy [expletive]! Oh my God!" I was really speechless. Kanye saw things in it that I don't know how he could've seen. Kanye is truly an artist. Talking to him was like speaking to any of my peers in the art world—actually, more like talking to the brightest art students that have their eyes wide open.

Were you familiar with his work?

My children would talk about him. The craziest thing that's happened so far is that all of a sudden, I've achieved the status of a demigod among them and their friends.

Did you give legal permission for Kanye to refer to your painting?

As far as I'm concerned, it has nothing to do with copyright. A work of art goes out there, and there's a stream that activates and widens the communal imagination. It was an honor that

I was being quoted. There was no money involved at all.

Did he offer?

It wasn't offered, but I wouldn't have taken it. That would've cheapened the whole thing—this building of an amazing bridge between aesthetic realms that are feeding off of the same information.

Recently we've seen rap interact with contemporary art more, as in Drake's using James Turrell-inspired visuals for "Hotline Bling," and Jay Z working with Marina Abramovic for "Picasso Baby." Is there any part of you that feels icky for being sucked into this world of celebrity?

First of all, a lot of art that makes the crossover into hip-hop is not interesting to me in the least—and not so interesting to Kanye, at this point. For Kanye, who lives in this world of celebrity and fame, the way I understand him now is that he's much more like Andy Warhol. He said one time, "I am Warhol" out of frustration. But he's like an exploded internet version of Warhol allowing these celebs to hang themselves with their own words while he sits there and says, "That's fabulous." Warhol was a mirror for the times. When Kanye goes through all these shenanigans, he's mirroring the times. He said it himself: It's performance art. His whole life is performance art.

Did you recognize everyone portrayed in the video?

I did, except for some of the hip-hop people. That seems to be the thing people are focusing on more—I'm sure he did it to be incendiary—but the real subject of the video is that many of these people in the bed are repulsive. But everything about the video kept me at bay in regard to making a judgment on them. Every time I would think a thought like that, I would see them sleeping and vulnerable, like babies. We're all the same. They're just famous.

PHOTO: © VINCENT DESIDERIO, COURTESY MARLBOROUGH GALLERY, NEW YORK (SLEEP)



Bryn Mawr President Kim Cassidy (left) joined Kim Benston for the signing of a memorandum of agreement that codified the Bi-College relationship.

Formalizing the Bi-Co Relationship

Haverford College and Bryn Mawr College have long been intertwined. It was, in fact, a Haverford Board of Managers member whose bequest led to Bryn Mawr's founding in 1885, and ever since, the two schools have enjoyed a close, collaborative relationship. For decades, students at both colleges have been able to cross-register for classes and majors; access an integrated library system; and join clubs, attend social activities, eat, and room across the campuses. There are even academic programs and departments that are structured and run collaboratively.

On Sept. 7, the presidents of the two colleges met to codify this relationship, known as the Bi-College Consortium, or Bi-Co. Haverford President Kim Benston and Bryn Mawr President Kim Cassidy signed a comprehensive memorandum of understanding, detailing the broad guiding principles for collaboration that will advance the missions and strategic aims of both institutions, including new governance structures, such as a board-level Bi-College Council and a campus steering committee.

"We are so fortunate to have as neighbors a peer institution of such excellence whose values mesh with ours," says Benston. "We are a far stronger Haverford for having Bryn Mawr as a partner. It is a privilege and opportunity that we must not take for granted.

As someone who has long profited both personally and professionally from the richness of the Bi-Co community, I am eager to see that value maintained for future generations of students and scholars."

Though earlier agreements of cooperation existed between the schools, most recently a 1986 joint board statement, this new memorandum is the first of its kind, providing a framework for collaboration that encompasses academic, administrative, and extracurricular matters. (Previous agreements were focused specifically on academic matters.) This one also

establishes new parameters for keeping centralized records that are germane to the partnership.

"It is rare for students to have the opportunity to take such full advantage of the resources of two different colleges," notes Cassidy. "We are all the beneficiaries of past generations of faculty, alumnae/i, and students who recognized that Haverford and Bryn Mawr were uniquely positioned to create a rich and distinctive partnership."

Academically, the Bi-Co relationship governs departments, such as German and East Asian Languages and Cultures, as well as programs, including those in Chinese and Japanese languages, Comparative Literature, Education, Gender and Sexuality Studies, and Health Studies. The two campuses also collaborate to offer comprehensive arts education, with Haverford serving as the home for the music and fine arts departments and Bryn Mawr housing the theater, dance, and history of art programs.

Administratively, Haverford and Bryn Mawr are served by Bi-College offices of campus safety and dining services, and transportation between the two colleges, including the iconic Blue Bus, is also administered as a partnership. —Rebecca Raber

IN THE GALLERY

Bring Your Own Body: transgender between archives and aesthetics

features paintings, sculptures, textiles, films, digital collages, and performances by 19 gender-nonconforming artists whose work challenges cultural views of transgender identity. The show, which was previously exhibited in New York and Chicago, also includes personal ephemera from the 58-year-old archives of legendary drag queen Flawless Sabrina, as well as photographs from the Kinsey Institute, which conducted controversial sex and gender studies in the mid-20th century. Curated by Jeanne Vaccaro, a visiting assistant professor in Haverford's Independent College Programs, and Stamatina Gregory, associate dean of the Cooper Union School of Art, *Bring Your Own Body* is on view through Dec. 11 in the Cantor Fitzgerald Gallery.

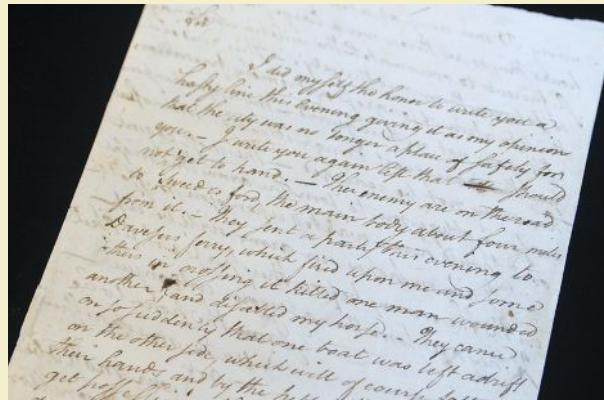


Zackary Drucker, *Southern for Pussy* (2015). Film still.

IN THE COLLECTION

Among the holdings in the vast Charles Roberts Autograph Letters Collection are a number of letters written by Alexander Hamilton—who, though he’s been dead for more than 200 years, has become just about the hottest Founding Father ever, thanks to the smash Broadway musical *Hamilton*. The winner of 11 Tony Awards, a Pulitzer, and a Grammy, the show, created by Lin-Manuel Miranda, employs hip-hop music to chronicle Hamilton’s remarkable life. An orphan who emigrated to the American Colonies from the West Indies as a teenager, he became the nation’s first Treasury secretary, and an author of *The Federalist Papers*. He was also ensnared in the first political sex scandal in U.S. history, and met a sensational end in a duel with Aaron Burr. But early in his career, as a young aide-de-camp to George Washington, he endured a terrible winter at Valley Forge with the poorly supplied troops—an experience that shaped his ideas about a strong central government. Among the Hamilton letters in the collection are several dispatches from the frontlines of the war, including this one (written on Sept. 18, 1777) in which he warns Second Continental Congress President John Hancock that Philadelphia may no longer be “a place of safety for you.”

“The enemy are on the road to Swede’s ford, the main body about four miles from it. They sent a party this evening to Davesses ferry, which fired upon me and some others, ... killed one man, wounded



another and disabled my horse. They came on so suddenly that one boat was left adrift on the other side, which will of course fall into their hands, and by the help of that they will get possession of another, which was abandoned by those who had the direction of it and left it afloat. ... These two boats will convey 50 men across at a time, so that in a few hours they may throw over a large party, perhaps sufficient to over-match the militia who may be between them and the city. This renders the situation of Congress extremely precarious, if they are not on their guard.” —E. L.

Everyone Out of the Pool

During the summer, the College began a major renovation of the Old Gym that will turn it into the VCAM, a facility for visual culture, arts, and media that will house performance and screening spaces, digital media and maker labs, and become the new home of the John B. Hurford '60 Center for the Arts and Humanities. One phase of that renovation involved uncovering



the old swimming pool (top, left) in the basement of the gym and then filling it up (bottom, left) with about 10 truckloads of cement. (To see a 58-second time-lapse video of that nearly two-week process, go to hav.to/poolvideo.)



For many younger alumni, the existence of that swimming pool may come as a surprise. According to David Harrower, Haverford’s assistant director of facilities management, planning and design, the pool was covered over to make a women’s locker room in the summer of 1981—presumably in response to

a new requirement prompted by the College having gone coed the year before. (Alumni architect **Nels Larson '69** designed and supervised that renovation, says Harrower.)

The 23-by-30-foot pool first went into use in 1901, when the newly built gymnasium opened its doors. A decade later, according to a *Haverford College Bulletin* of 1911, the pool, which had been “somewhat leaky” and difficult to keep clean, got a revamp thanks to a large gift from **Frederic H. Strawbridge, Class of 1887**. For a number of decades, the pool was home base for the varsity swim team. According to the Athletics Department, the team finished its last season with a 0-8 record in 1971. But at least until 1977, the college continued to offer swimming lessons in the gymnasium pool to help prepare students for the swim test that was then still a requirement for graduation.

Do you have memories, fond or otherwise, of the pool? Do you know why the swim team hung up its towel for good? Do you remember taking the swim test? Share your memories with us by sending a note to hc-editor@haverford.edu, or post your recollections on the Haverford College Facebook page. —E. L.



Notorious stars Piper Perabo and Daniel Sunjata.

Notorious Ford

Beyond our Walter Mitty daydreams, few of us are likely to see ourselves being played by a gorgeous Hollywood actor in a TV show based on our sensational life. But **Mark Geragos '79** is one of those few. The new show *Notorious*, which premiered on ABC in September (in the coveted spot vacated by the hit Shonda Rhimes series *Scandal*) was inspired by Geragos' high-powered career as an L.A. attorney known for defending celebrities such as Michael Jackson, Winona Ryder, and Chris Brown, and for his involvement in headline-making murder trials such as the Scott Peterson case. The story line at the heart of *Notorious* is actually based on the behind-the-scenes relationship between Geragos ("Jake Gregorian," played by Daniel Sunjata) and former *Larry King Live* producer Wendy Walker ("Julia George," played by Piper Perabo). Geragos (co-author of the book *Mistrial*) gets an executive-producer credit on the show, which one reviewer called "a provocative look at the relationship between lawyers who are good at manipulating the media, and the media they manipulate." —E. L.

The Club Life @ HAVERFORD

One in a Haverblog series on the many and varied student clubs on campus. (To read more, go to blogs.haverford.edu.)

Pokémon Club

WHAT: A new group that provides a space where casual fans, competitors, and newcomers alike can enjoy the world of *Pokémon*. (Originally launched in 1995 as a video game in which players capture small forest creatures called Pokémon and train them for battle, the worldwide franchise now spans trading-card games, movies, animated television shows, comic books, and toys.) Club meetings are typically divided into two parts: Pokémon League (a members' video-game competition played on handheld gaming



devices like the Nintendo 3DS), and a main event, which alternates between screenings of Pokémon TV shows and movies; a "battle night" (multi-player game competitions); and party nights, which feature a mix of activities such as karaoke, Pokémon spin-off games, and arts and crafts.

WHO: Cooro Harris '19, Stephanie Widzowski '19, Ian Brastow '17, and Daniel Lugano '17 are co-heads of the club.

WHEN: The club currently meets on Friday nights, 6:30–7:30 p.m., in Stokes 018.

DID YOU KNOW: The main *Pokémon*

video-game series titles include 14 different installments across six generations of Pokémon, with the 15th installment and seventh generation, *Pokémon Sun and Moon*, slated for release in November. Since the game's debut, more than 700 different Pokémon creatures have been introduced. The headline-making *Pokémon Go*, released last summer, is considered a spin-off mobile game that uses augmented reality and geo-location technology. Players must physically move around their surroundings with the app open in order to catch Pokémon near them and engage in battle at local markers designated as Pokémon gyms. —Jenny Ahn '17

ON CAMPUS



The Life You Can Save: Acting Now to End World Poverty and *The Most Good You Can Do: How Effective Altruism is Changing Ideas About Living Ethically*.

Effective altruism advocates using evidence and analysis to de-

Student club Haverford Effective Altruism brought Princeton University Professor of Bioethics Peter Singer to campus in September to talk about the effective-altruism movement, which he helped launch. The Australian philosopher gained fame early in his career for his 1975 book *Animal Liberation*, but more recently he's become known for his books

termine the best causes to support and the best ways to use our resources to help others, and promotes the idea that those of us who are rich by global standards should be generous with our time and money to do the most good we can. At the end of his talk, Singer gave the audience the chance to do good, asking them to choose the charity he would donate his \$10,000 speaking fee to. The Against Malaria Foundation won the vote.

Singer has become a controversial figure for some of his philosophical positions on other subjects, including euthanasia, and his talk on campus sparked some sharp debate. To provide a forum for that debate, Haverford Effective Altruism also organized a panel discussion the next day titled "Ethics and the Ethicist: Perspectives on Peter Singer," in which four professors offered critiques of some of Singer's ideas. —E. L.

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October's "Defining Haverfordian Entrepreneurship" alumni panel.

Mapping the Entrepreneurial Path

October's "Defining Haverfordian Entrepreneurship" panel brought four alumni to campus to share their rich experiences with a student audience of aspiring entrepreneurs. And that eager audience had plenty of questions.

Among the things the students wanted to know: What does it mean to grow a company organically? How can you meet future investors? What type of entrepreneur is likely to find support from investors?

The panelists (**Wendy Hamilton '90**, CEO of TechSmith; **Brad Aronson '94**, author, investor, and start-up adviser; **Ed Zimmerman '89**, chair of the tech group at Lowenstein Sandler and co-founder of VentureCrush; and **Ellie Power '92**, a serial entrepreneur who is now a senior vice president at Phase2 Technology) had no easy answers. While they agreed that every investor looks for a slightly different set of skills, they all stressed the importance of communication skills, integrity, and risk-taking. The consensus: Risk becomes part of every entrepreneur's life, so embarking on the path early on,

before life brings all sorts of financial responsibilities, can be a big advantage.

The best way to get started as an entrepreneur, said Aronson: "Find yourself a problem to solve, and go and try to do something about it

instead of just thinking about it."

The panel on entrepreneurship, which was followed by an informal dinner that allowed participants to connect with the panelists in a more personal way, was the inaugural event of the new student-led Haverford Innovation Platform (HIP), which aims to foster innovation and entrepreneurship.

The event was organized by Students' Council as a precursor to the formal Innovations Program outlined in the strategic plan *Haverford 2020*. The College is poised to launch that program with the hire of a new Innovations Program manager in the spring and the opening of a facility for visual culture, arts, and media (VCAM) in the renovated Old Gym in fall 2017.

Up next for HIP is a collaboration with Haverford's Microfinance and Impact Investing Initiative (MI3) and the Lang Center at Swarthmore College for a four-session workshop series, "Design Thinking—Philadelphia," that will give students the opportunity to learn design-thinking methods from social entrepreneurs in the Philadelphia area.

—Katya Konradova '19 and Eils Lotozo

SOUND BITE

Associate Professor of Political Science Barak Mendelsohn on his course "Introduction to Terrorism Studies":

“As alarming and dangerous as terrorism is, the threat has been blown out of proportion. One effect of that is that resources that could have gone to other important social objectives are being wasted on feeding the counterterrorism beast. But these days I think that this course is needed as a response to dangerous developments. When irresponsible politicians take advantage of people's fears for their cynical reasons, they cause severe harm to our society and, in the process, might actually exacerbate the danger of terrorism. Terrorism is a threat, but misunderstanding it and labeling whole groups as potential terrorists is an even greater threat because it violates our values as a society and threatens to tear its fabric, to the detriment of us all.”

Read more: hav.to/20o.

Teff Love: An Entrepreneur's Idea Aids Ethiopian Farmers

Before it became a health-food superstar, few Americans had heard of quinoa, much less eaten it. **Aleem Ahmed '07** is looking to spread the word about a similar grain called teff that boasts even more benefits. Grown in Ethiopia and packing a big nutritional punch, the world's tiniest grain is gluten-free, with high levels of calcium, fiber, protein, and vitamins. With his new company, Love Grain, the social entrepreneur's goal is to sell products made with teff bought directly from the Ethiopian farmers who grow it.

"Typically, teff trades hands five or six times," says Ahmed, explaining how brokers and others divert profits from farmers. "If we purchase it directly, it would increase [farmers'] income around 25 percent." More than 6.5 million small farms grow teff in Ethiopia. Love Grain, he says "is a very mission-driven business."

Ahmed discovered teff, a 5,000-year-old grain best known as the prime ingredient of the spongy Ethiopian flatbread injera, several years ago while working for the Ethiopian Agricultural Transformation Agency. Ahmed's team was helping teff farmers double their production through improved planting techniques.

"In the morning I'd eat *injera*, and I didn't get hungry as quickly as when I ate cereal, or eggs and toast," he says. "It sustained me for the whole day." That's because teff is a high-fiber grain that's low on the glycemic index, which measures how quickly a food raises blood glucose.

Excited about the potential of teff to improve quality of life for the farmers who grow it, Ahmed returned home to learn how to launch a financially sustainable business that would contribute to growth in East Africa. After graduating in 2015 with a joint MBA from the MIT Sloan School of Management and an MPA from the Harvard Kennedy School of Government, he moved to San Francisco, where he's working full-time on developing Love Grain (the name is a play on teff's scientific name, *Eragrostis tef*, the grass of love).

Ahmed, who grew up outside Washington, D.C., learned about social change and international development early on. His mother, whose family is from Tanzania, was a Head Start



Aleem Ahmed '07 in Bako, Ethiopia, visiting a farm that grows teff—the ancient grain that inspired the launch of his company Love Grain.

teacher, and Ahmed grew up visiting her classroom. His dad worked for the World Bank and shared stories with Ahmed about business start-ups in developing countries. "Those two approaches to social change were always around me," he says. "[They were] the topics of conversation at the dinner table."

After graduating from Haverford, Ahmed, a political science major, worked as a management consultant in Boston, then began his development career with the

nonprofit group Innovations for Poverty Action in Kenya, a drinking-water safety team helping rural communities access chlorine to treat their water. "I loved the work I did there," Ahmed says. "I really found my passion working in sub-Saharan Africa. It built on some of the values I developed growing up with my family and the values of social justice I learned at Haverford." Intrigued by the power of agriculture and farming to change lives, he moved to Ethiopia and worked for the government's agricultural agency—and discovered teff.

In 2013, while he was attending graduate school, Love Grain was born. With \$10,000 that he won in MIT's Global Challenge competition, Ahmed launched his first product, a teff-based pancake and waffle mix.

He is currently developing his next product: teff snack chips, in three flavors. "The pancake mix showed us that our target demographic would be interested in trying something new," he explains. In 2015, he was awarded an Echoing Green Fellowship, which is helping him grow the business with financial support and the support of other social entrepreneurs. (Ahmed was the second Haverford alum to be recognized by Echoing Green, which named **Katrina Mogielnicki-Spade '99** a fellow in 2014.)

Love Grain also plans to help Ethiopian farmers improve productivity with better training and equipment. "With the combination of greater crop yields and being paid a higher price for their grain, there could be a really profound impact on livelihoods," Ahmed says. "Teff farmers could purchase food they can't grow, medicines for children, and uniforms for their kids to go to school."

—Anne Stein

FYI

FAMILY AND FRIENDS WEEKEND took place Oct. 28-30 with a packed schedule of events that included alumni panels, film screenings, an Octoberfest on Founders Green, a keynote interview with Environmental Defense Fund President Fred Krupp, and the third annual Young Alumni Homecoming. Find out more and see photos on the Haverblog: hav.to/22m.

academix



The Velay fellows: (front row, from left) Sarah Betti '17, Zexi Geng '18, M. Rose Glass '17, Kristen Fiore '17; (second row, from left) Grace Thiele '17, Caroline McKeon '18, Francesca Ciocco '17; (back row, from left) Valentine Courouble '17, Keri Cronin '18, Katie Sullivan '18.

Promoting Women in Science

Keri Cronin '18 spent the summer working in a lab at the Children's Hospital of Philadelphia, engaged in an interdisciplinary study of epilepsy that aims to better understand the mechanistic links between significant central-nervous-system injury and the resulting development of epilepsy.

That kind of experience is invaluable for an aspiring young scientist, and thanks to a new fellowship program administered by the Koshland Integrated Natural Sciences Center (KINSC), more Haverford students will be getting the opportunity to devote their summers to serious research.

The Frances Velay Women's Science

Research Fellowship Program—which funded Cronin's stint in the lab—is designed to encourage women's leadership in the sciences by supporting the summer work of female undergraduates, helping prepare them for graduate study and professional careers in scientific fields.

According to a recent report by the National Science Foundation, that kind of help and support are very much needed. Women earn roughly half of all undergraduate science and engineering degrees, the report says, but make up only 29 percent of the science and engineering workforce.

The fellowship is named for the late Frances Velay, who earned a master's in

chemistry in 1947, at a time when few women pursued graduate training in the sciences. Before her death in 2007, the philanthropist created a fund to help young women scientists access research opportunities. In the first year of the three-year grant, the KINSC Steering Committee awarded summer stipends to 10 students.

Six of them conducted their research on campus with Haverford professors. Among them was Sarah Betti '17, who worked with Senior Postdoctoral Research Associate Alex Hill to measure the magnetic field of the Smith Cloud, a hydrogen cloud located below the plane of the Milky Way. Also on campus were Valentine Courouble '17 and Grace Thiele

'17, who both worked with Assistant Professor of Chemistry **Lou Charkoudian '03** to study the interactions between proteins from polyketide and fatty acid synthases. Says Thiele, "Having a more independent and focused lab experience over the summer is really beneficial for building confidence as a chemist."

Zexi Geng '18, who was mentored by Associate Professor of Chemistry Helen K. White, examined how marine fungi degrade oil, and how the oil changes chemically when degraded. "The Velay fellowship was an amazing opportunity to allow me to work in the lab, develop

skills, and come up with ideas that might lead to new research directions," she says.

"Pursuing a career in science is a daunting task, especially for women," says Caroline McKeon '18, who worked alongside Kristen Fiore '17 in Associate Professor of Chemistry Casey Londergan's lab over the summer. "Encouragement in the form of support for research is unbelievably valuable as we push ahead into the science community."

Katie Sullivan '18 found her summer research opportunity at Stanford University, where she did cancer research. M. Rose Glass '17 traveled to the

University of California, San Diego, for her research on CASK, a transmembrane scaffolding protein linked to intellectual disabilities. And Francesca Ciocco '17 studied a strain of zebrafish in the Granato Lab at the Perelman School of Medicine at the University of Pennsylvania. Ciocco says she is proud of the larger meaning of the Velay fellowship. "As a board member of Women in STEM at Haverford, I have seen the importance of support in networks among women in science fields and I think this fellowship has a large impact," she says.

—Jamauri Bowles '17 and Eils Lotozo

CPGC Welcomes New Executive Director

The Center for Peace and Global Citizenship (CPGC) got a new leader in September when Eric Hartman became its executive director. Hartman comes to Haverford from the Staley School of Leadership Studies at the College of Education at Kansas State University, where he was an assistant professor. He replaces **Parker Snowe '79**, who retired after serving as the CPGC's executive director for nine years.

Hartman earned his doctorate in international and public affairs from the University of Pittsburgh, where he wrote a dissertation on "Educating for Global Citizenship Through Service-Learning." He is editor and co-founder of GlobalSl.org, which advances best practices in global learning, community-university partnership, and sustainable development. He is also the founder and director of the Global Engagement Survey, a multi-institutional global learning evaluation and research initiative.

Professor of Economics Anne Preston, who co-chaired the search committee, says Hartman brings with him "an extensive network of scholars and practitioners working to promote social justice through research, policy, and community engagement." Those relationships, she says, will allow the Center to enhance the existing programs and to engage new areas of service.

The CPGC is one of the College's three academic centers. Its



Eric Hartman

mission is to integrate innovative scholarship and responsible civic engagement into the work and lives of the Haverford community, advancing the College's commitment to peace and social justice through research, education, and action. Its myriad programs—which include sponsored internships, postbaccalaureate fellowships, and service learning trips—serve as a bridge between the classroom and the world at large.

Hartman, for his part, plans to continue the Center's existing programming while further exploring what it means to be engaged with "global" issues, which, he notes, are not just international ones, but also domestic topics in today's interconnected world.

"Along with the College community, I'd like to further explore how we understand [the word] 'global,' and how our domestic and international partnerships deepen academic learning across the curriculum," says Hartman. "There are clear opportunities for further collaboration with the programs in environmental studies; health studies; and peace, justice, and human rights," he says. "But I'm also excited to cooperate with faculty and students from all disciplines who are willing to engage the moral imagination and rigorous analysis necessary to advance global citizenship."

—Rebecca Raber



Office Hour

Professor of Economics Anne Preston, who began teaching at Haverford in 1999, is a labor economist whose research has looked at compensation patterns in the nonprofit sector, women in the labor market, and the trajectory of scientific careers. For the last six years, Preston, who teaches courses on econometrics and empirical microeconomics, has been collaborating with Santa Clara University economist Linda Kamas on an experimental research project focused on college seniors nearing graduation and their subsequent careers. The project involves putting the test subjects through a series of tasks, challenges, and surveys in order to measure their competitiveness, confidence, and capacity for risk-taking. The objective: to see how those measures affect later success in the job market for men and for women.

Preston also teaches courses in sports economics and has done research in that area. Most recently, she was the co-author of a working paper on the connection between player performance in the NCAA Division 1 men's basketball tournament, known as March Madness, and decision-making by pro teams participating in the NBA draft. "What we find," says Preston, "is that players who do better than you would expect in March Madness, and whose team shines more than you would expect, are the ones who get a boost in the NBA draft, and that their playing [in March Madness] is also predictive of how they will go on to perform."

1 Part of her collection of sports economics books: Sports is a great area to do research in for a labor economist because a lot of the questions that we ask require us to know not only how people are being compensated but how

productive they are. In sports you know the stats—the stats are endless. We can measure so much about players' productivity over time, so it's just a great space to look at these labor-market questions. I started working on sports with my

husband, Casey Ichniowski, who died in 2014. He was also an economist and taught in the business school at Columbia University. He was a real sports nut, and he wanted to prepare a sports economics class. Somehow I was the guinea pig. I started teaching a course here first to see how things worked out. I think I've taught the sports economics class three times, and I've also taught a junior research seminar on sports topics.

2 Multicolor forms used in her experimental research project:

We started with a group of Haverford and Santa Clara seniors six years ago. Then we added two more colleges—Wellesley and Mills—because we are also interested in whether women who go to all-female schools are different in the areas we're measuring. A lot of the experiments we do with the students are done by computer, but when we went into the two schools that we are not a part of we had to run the experiments on this paper. So we have different

PHOTOS: PATRICK MONTERO



colors for different schools and different years. We have three waves of [test subjects] we're following. For the first wave we're already seeing their labor-market experiences and successes. It's interesting. We've been focusing mainly on competition and confidence, and we find that the women who are very confident that they'll win [in some of the experimental competitions we've set up] are the group that does the best in the labor market in terms of earning high wages.

3 Her dogs—Kiwi, a toy poodle, age 11; and Buddy Glass (named for a character in a J.D. Salinger short story), a Maltipoo, age 6: I started bringing Kiwi in when she was a puppy, after I had house-trained her. Buddy, who was initially my daughter's dog, started coming in when he was 9 months old. They pretty much hang out during office hours. I encourage the students to pet them or play with them, and many do. It reminds them of home, and I think it is a de-stressor for them.

The dogs come in most days with me. They love the attention of the students.

4 Photo of Preston's children: That photo was taken probably six years ago. That's Tim on the left. He's 28 now and works as a consultant for Ernst and Young. Carly is in the middle. She was 15 when the picture was taken. She's 21 now and is working toward an architecture degree at Columbia University. She has one more year to go. On the right is Elizabeth, who's 30. She works on economic strategy for Penguin Random House.

5 Favorite mug in her economics-themed mug collection: One of my students had this one made. It's a Venn diagram. I love to use Venn diagrams when I teach. In this one he has "dog lovers," "econometricians," and "great professors." He said I'm the intersection of all three. It's very sweet.

6 Preston's 2004 book *Leaving Science*: At the time I did the research,

there was a very high exit rate for people working in the sciences, and it was twice as large for women as men. I found very clear differences. The men left because they wanted to earn more money, or wanted careers that had more promise. Women left for family reasons, or because they found the work not very fulfilling, or because they did not have any mentors helping them through. Of the women who stayed, the percentage that had a mentor was almost 100 percent—and also they tended not to have children.

7 Print of Norman Rockwell's painting of Baltimore Orioles third baseman Brooks Robinson: My husband was a big baseball fan, and Brooks Robinson was his hero growing up. The Christmas before Casey died, I gave this to him—it was signed by Brooks Robinson. A lot of students come in here, and quite a few have done their senior thesis on an economics topic in baseball, so it's an inspiration for them.

—Eills Lotozo

New Faculty

The College welcomed six new assistant professors at the start of the academic year.

Joining the Department of **ANTHROPOLOGY** is Juli Grigsby, who received her Ph.D. in cultural anthropology with a focus on African diaspora and gender studies from the University of Texas at Austin. Before coming to Haverford, she was a postdoctoral research fellow in the Africana Research Center and the Department of Women's, Gender, and Sexuality Studies at Pennsylvania State University. Her research is primarily in the areas of race, gender, and U.S. social movements, with a focus on reproductive health and violence, and she is turning her dissertation, titled "Grim Sleeper: Gender, Violence, and Reproductive Justice in Los Angeles," into a full-length book manuscript. The book examines the case of a serial killer who targeted black women in Los Angeles from 1985 to 2010. Some of the anthropology courses Grigsby will be teaching at Haverford will contribute to the interdisciplinary minor in health studies, and the concentrations in Africana and African studies, and gender and sexuality studies.

ANTHROPOLOGY also welcomes Zainab Saleh, who studied at Baghdad University and the American University

of Beirut in Lebanon before earning her doctorate in anthropology at Columbia University. She was previously a postdoctoral fellow in Arab studies at the University of California, Berkeley, and first joined the Haverford community as the 2011–13 Mellon Postdoctoral Fellow at the Hurford Center for the Arts and Humanities. Saleh's research interests in cultural anthropology focus on diaspora and exile, violence, memory, and the Middle East. Her book manuscript, "Inhabiting Destruction: Exile, Political Subjectivity, and the Iraqi Diaspora," examines the impact of the U.S. occupation of Iraq on the Iraqi community in London. Some of the courses she will teach will be cross-listed with Middle East and Islamic studies and gender and sexuality studies, thus supporting those concentrations.

Joining the Department of **BIOLOGY** is Kristen Whelan, who earned her Ph.D. in biological oceanography at the Massachusetts Institute of Technology/Woods Hole Oceanographic Institution. Before coming to Haverford, she served as a National Science Foundation (NSF) research associate, and was an NSF postdoctoral fellow at Woods Hole. Whelan is a biochemist who uses an integrative

approach, combining molecular, cellular, biochemical, and metabolomic techniques, to understand the molecular and biochemical adaptations that marine organisms employ to cope with chemical threats in their environment. She also isolates marine-organism natural products, which are essential in mediating microbe-microbe interaction, and serving as templates for the development of possible chemotherapeutics to treat human disease. In addition to her research lab in Sharpless Hall, Whelan will be setting up a sea-urchin facility in the Koshland Integrated Natural Sciences Center that will be supported by significant funding from the National Institutes of Health. Some of her courses will contribute to the interdisciplinary minor in environmental studies and the biochemistry concentration.

PHYSICS welcomes Theodore (Ted) Brzinski, who pursued his doctoral studies at the University of Pennsylvania in physics and astronomy, investigating granular and soft condensed matter physics. He was previously a postdoctoral fellow at North Carolina State University studying acoustic properties of granular materials and seismicity. In his research, Brzinski studies sand and sediment granular particles to better understand the rheology, mechanics, interparticle interactions, flow and acoustics from one single particle up to billions of particles. This research is seminal in understanding how large numbers of particles behave together, and has far-reaching implications into the study of how sand and sediment move during landslides and earthquakes. He will be teaching at all levels of the physics curriculum and will be supervising senior research in experimental physics. Some of his courses will contribute to the interdisciplinary minor in environmental studies.

Also joining the **PHYSICS** department is Daniel Grin, who received his Ph.D. in astrophysics from the California Institute of Technology. Previously, Grin was an NSF astronomy and astrophysics postdoctoral fellow and an associate fellow at the Kavli Institute for Cosmological Physics at the University of Chicago. Grin is a theoretical physicist who studies early-universe cosmology, hydrogen recombination, cosmic microwave background spectrum and anisotropies, dark matter, gravitational waves, dark energy, and neutrinos. He has also been involved in outreach activities, organizing a series of astrophysics lectures for older-adult enrichment in the Chicago area and serving as an instructor in the Princeton Prison Teaching



Theodore Brzinski



Daniel Grin



Christina Knight



Juli Grigsby



Zainab Saleh



Kristen Whelan

Initiative. He will be teaching at all levels of the physics curriculum and will be supervising senior research in theoretical and computational physics. Some of his courses will contribute to the concentration in scientific computing.

Finally, Christina Knight joins the faculty as an assistant professor of **VISUAL STUDIES**. Knight earned her Ph.D. at Harvard University in African American studies with a primary focus on the history of art and architecture. The title of her dissertation is “Performing Passage: Contemporary Artists Stage the Slave Trade,” which she is developing into a book manuscript. During her graduate career, she was a traveling

scholar at the Institute for Research in African American Studies at Columbia University. Her research looks at the intersection of contemporary black American performing and visual arts and the history of slavery, and she will teach courses in African American and African studies, as well as courses on visual studies. In collaboration with Haverford colleagues, she will be one of the key architects working to build the visual studies curricular and scholarly programs, and she will serve a significant role in developing programming between the new Visual, Cultural, Arts and Media Center (VCAM) and the Hurford Center for the Arts and Humanities. 🐾

Taking a Dip Into The Pool Movie Project

Lots of people spent time over the summer in the pool or at the movies, but four Fords got to spend those hot months on campus working on The Pool Movie Project. A multi-platform documentary about older women, exercise, and community by Hurford Center for the Arts and Humanities (HCAH) Visual Media Scholar Vicky Funari, the film documents the final year of a water aerobics class at a local YMCA before the branch closed its doors forever.

Supporting the work of the Fords—**Harlow Figa**, **Nick Gandolfo-Lucia**, and **Sarah Moses**, all Class of 2016, and Marcelo Jauregui-Volpe '18—was the new Tuttle Summer Arts Lab, a three-year pilot program of the HCAH that builds on the film-focused Interdisciplinary Documentary Media Fellowships of the past two summers, which resulted in documentaries about co-op businesses and the effects of the Deepwater Horizon oil spill in the Gulf.

The Tuttle Summer Arts Lab fellows worked with Funari, **Hilary Brashear '13** (an HCAH emerging artist in residence who has been assisting on the project), and some of the women featured in the as-yet-untitled film to help lay the groundwork for a related community-engagement campaign to promote healthy aging. The inaugural fellows helped produce content for a website and researched ways to make the site accessible to older people.

Funari, whose previous documentaries include *Paulina*, *Live Nude Girls Unite!*, *Maquilapolis*, and *Strong!*, began attending the water aerobics class nine years ago to help her recover from a foot injury. She started shooting in 2012 for what she thought would be a short film, but when she learned that the Main Line Y was slated to close and move to a new facility, she decided to document the last year of the class in its longtime location. Says Funari: “I wanted to explore the ways this particular group embodied everything that I find beautiful about active older bodies, and specifically active older women’s bodies. I also wanted to focus on this amazing little micro-community that emerged out of that class.”

In a special open-to-the-public event on campus in September, Funari and Brashear screened rough cuts from the film for



Nick Gandolfo-Lucia '16 (right), one of four Tuttle Summer Arts Lab fellows supported by the HCAH, speaks at a September meeting with some of the Pool Movie Project swimmers.

an audience that included many of the subjects featured in the documentary. The Tuttle Summer Arts Lab fellows were also on hand to talk about their work and to screen short clips that they directed, filmed, and edited over the summer for the planned multimedia website.

For several of the fellows, one of the best parts of the summer project was having the opportunity to work closely with Funari, with whom they had already taken documentary film-making classes at Haverford. “I have long admired her work, approaches, and methods, and being able to work with her outside of [class] has been a wonderful opportunity,” says Figa.

The Tuttle fellows and some of the women featured in the film helped brainstorm website content such as video diaries, mini-memoirs, and portrait vignettes. The members of the water aerobics class are mostly senior citizens and range in age from 60 to 90, observes Figa, noting, “They have a lot to teach us through their stories.”

Moses, another of the Tuttle fellows, says she was impressed by the women’s passion for “thinking about and working on how best to give this film a life beyond the screen, both as an educational tool and a tool for community engagement. They have all been fun, loving, wise people, and working with them has been beyond rewarding.” —Eils Lotozo and Jamauri Bowles '17

news + notes

Assistant Professor of Chemistry **Lou Charkoudian '03** was awarded a \$389,409 grant from the National Institutes of Health (NIH) to support a collaborative project between her lab and the lab of Associate Professor of Chemistry Casey Londergan. The funded project involves applying innovative biochemical and biophysical approaches to better understand how bacteria make organic molecules, and how humans can repurpose this natural machinery as an environmentally friendly route for making new antibiotics and anticancer agents. The NIH grant will fund the hiring of



Lou Charkoudian '03

a full-time research assistant, the purchase of state-of-the-art equipment to help purify proteins and molecules, and will provide six undergraduate summer research stipends for the next three years.

Professor of Psychology Rebecca Compton was awarded a \$274,175 grant from the National Science Foundation for her project “RUI: Physiological and Cognitive Correlates of Error-Related Alpha Suppression,” which uses EEG and pupillary measurements to study how human attention is modified on a moment-by-moment basis following performance errors.

Associate Professor of Computer Science John Dougherty was invited to provide a quarterly column in *Inroads*, the computer science education magazine published by the Association for Computing. The column, “Math Counts,” discusses how mathematics is found in computing education. Dougherty has just completed his first year with a column in the September 2016 issue titled “Blast from the Past.”

Visiting Assistant Professor of History Paul Farber’s public art and history project “Monument Lab: Creative Speculations for Philadelphia” was awarded a \$360,000 grant from the Pew Center for Arts & Heritage to produce a citywide exhibition in fall 2017. Presented with the Philadelphia Mural Arts Program, Monument Lab will feature installations in the five central squares of Philadelphia with artists Ai Weiwei, Zoe Strauss, Kaitlin Pomerantz, and others. Farber is the project’s lead curator and artistic director. Many Haverford students, faculty, and staff participated as integral collaborators in the project’s pilot phase last year at City Hall.



Paul Farber

Assistant Professor of Computer Science Sorelle Friedler was awarded a grant from the National Science Foundation to further her research on bias in computer algorithms. Friedler is part of a team that includes researchers at the University of Utah and the Data & Society Research Institute whose work is driven by a desire to make sure that these algorithms—which are increasingly used to make decisions about hiring, loans, sentencing, and other crucial events—are not discriminatory. The collaborative project was awarded a total of \$953,432 by the NSF, of which the Haverford portion

Ying Li’s “Geographies”



The Cantor Fitzgerald Gallery opened its season with an exhibition of the work of Professor of Fine Arts Ying Li. Titled *Geographies*, the show featured more than 100 paintings and drawings created over the past four years in Li’s studio in New York City’s Chelsea neighborhood and during residencies in the U.S. and Europe. The exhibition, which was curated by *Art in America* Senior Editor at Large Faye Hirsch, also included a parallel show of Li’s gestural abstracts in the Sharpless Gallery in Magill Library. The Sept. 21 reception for that segment of *Geographies* was followed by the U.S. premiere of *Synaesthesia I*, a new piano sonata by Ruth Marshall Magill Professor of Music Curt Cacioppo inspired by Li’s artworks.

Geographies ran through Oct. 7 at Haverford and then moved to the Sordoni Art Gallery at Wilkes University in Wilkes-Barre, Pa., where it will be on view through Dec. 18.

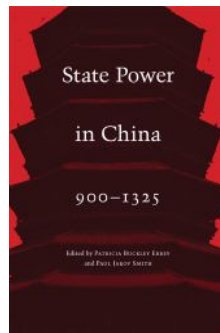
is \$172,742. In addition to supporting Friedler's time and research, the money will fund summer research for Haverford students and allow them to travel with her to related conferences.

Associate Professor of Music Heidi Jacob's composition, "untouched by morning and untouched by night," for bass clarinet, trumpet, trombone, baritone and piano, was released in October on the CD *Intersections* by Ansonia Records. The recording was made in Cuba and features Charles Abramovic on piano.

Associate Professor of Fine Arts Hee Sook Kim had a solo exhibition at Galerie Boehler in Mannheim, Germany, that ran from June 25 through Sept. 10. She was also invited to be a guest professor for an interdisciplinary seminar in June at Goethe University in Frankfurt, Germany.

Assistant Professor of Astronomy Desika Narayanan was part of an international team that uncovered two galaxies at the heart of a vast cloud of hydrogen gas known as a Lyman-alpha blob (LAB). The team's findings, which were published in *The Astrophysical Journal*, have greatly broadened the understanding of LABs, which have been a mystery since their discovery in the 1990s. The huge LABs (one is 10 times larger than the Milky Way galaxy in diameter) shine brightly in outer space, but for decades no one knew why or how. The new study discovered that in the case of one such previously well-studied LAB the illumination is caused by two young galaxies at the center of the cloud that are undergoing a bout of furious star formation.

Professor of History Paul Jakov Smith is the co-editor, with Patricia Buckley, of *State Power in China, 900-1325*, published by the University of Washington Press in July. The nine essays collected in the book draw on new sources, research



methods, and historical perspectives to explore key elements of state power, ranging from armies, taxes, and imperial patronage to factional struggles and ways to secure control of conquered territory. Smith co-authored the introduction and contributed a chapter comparing the political reform movements of the 1040s and 1070s and linking the process of reform to more general decisions about peace and war.

Ten photographs from William Williams' series *A Stirring Song Sung Heroic* were purchased by the Smithsonian Museum of American Art in Washington, D.C. Williams, the Audrey A. and John L. Dusseau Professor in the Humanities, also had his piece *Honey Hill Battle Site* included in an exhibition at the Princeton University Art Museum that ran through Oct. 2.

A collaborative project that grew out of a 2012 "Superlab" course co-taught by Assistant Professor of Biology Jonathan Wilson and then-Haverford professor Iruka Okeke (now at the University of Ibadan in Nigeria) recently received a \$100,000 uBiome grant. The original class studied the diversity of bacteria on leaves around the campus arboretum as a way to meld Wilson's plant anatomy and ecology expertise with Okeke's microbiology work with bacteria. Wilson and Okeke's new research project will document and compare intercontinental differences between the microbiomes of *Ficus* plants at Haverford and the University of Ibadan. The uBiome grant is not a monetary award, but comprises \$100,000 worth of kits, methods, and access to cutting-edge sequencing

capabilities that will increase the speed and accuracy of the team's microbiome analyses, and allow them to gather more data for a more complete picture of the bacterial communities. Two Haverford seniors, Audra Devoto and Charlie Hale, will be using these kits for senior thesis research.

COOL CLASSES

CLASS NAME:

"Thinking About Music: Ideas, History, and Musicology"

Taught by: John C. Whitehead '43 Professor of Humanities and Associate Provost Richard Freedman

What Freedman had to say

about it: "Thinking About Music" examines the big questions that swirl around music and musical creativity, and looks at how musicians and musical thinkers

have tried to answer them over the ages. We begin by examining assumptions about greatness, talent, and genius, which seem to be indelibly part of every bit of writing about musical skill, from antiquity through Beethoven—and even folks like Prince. We

then turn to another set of "myths" about music, in this case the interplay between reason (and rationality) and sensation, which run from Pythagoras and his followers through St. Augustine, Calvin, and beyond.

From here we move to put music in social contexts, examining how music has been used as a measure of gender and ethnicity, and how it has been used and misused in various utopian landscapes, from Stalin's Soviet Union to Hitler's Germany. Finally, we put music in the context of changing modes of reproduction, in which technologies of writing and sound recording—from the Middle Ages until the digital domain—have changed what it means to be a composer, performer, listener. We conclude with a provocative question—"Who owns music?"—which requires us to consider art as gift and commerce.



HAVERFORD IN SEASON



PHOTO: PATRICK MONTERO

What It Takes

The passion **Megan Holt '14** has for field hockey has sent her on an incredible journey. It started in her hometown of Bryn Mawr, continued at Haverford—where she was a field hockey team captain—and has taken her all the way across the world to Copenhagen, where she now lives and plays for a club team.

After a terrific four-year stint playing for the Fords, Holt graduated with a major in physics, a minor in educational studies, and an undying love for field hockey. So, inspired by the experience she had in a junior-year semester abroad in Denmark, during which she played for the Copenhagen Field Hockey Club, she enrolled in a master's program in Denmark and rejoined the team.

Holt's love of the game (similar to soccer, but played with a stick and a small, hard plastic ball) and skill as a midfielder (which means she plays both offense and defense) translated into a historic honor: She was voted Female Player of the Year for 2015–16 by the Dansk Hockey Union, the first time a non-Danish player has won the award.

Holt spoke with Haverford magazine about how her time abroad made her a better player, what she loves so much about the sport, and how it's helped her adjust to her new home.



Why she stuck with the stick-and-ball

sport: In my junior year of high school, I played for a club team and attended the National Hockey Festival, a huge recruiting event in California. That was when I really gained a better perspective of how big field hockey is, how many girls play, and how there were people out there who were really passionate about the sport. That definitely solidified my decision to play in college. I was drawn to it initially because it wasn't soccer, which most kids played growing up—field hockey was my thing, unique and special to those of us who played.

Field hockey as therapy: My absolute favorite thing is the feeling that you get

when you nail a shot as hard as you possibly can and it sails straight past the goalie and into the backboard. The satisfying sound of the ball hitting the backboard, combined with the feeling of striking the ball perfectly, has a magical way of releasing any stress or negative feelings that have built up inside of you. Field hockey is my version of therapy, meditation, and recovery all wrapped up in one.

The next-to-home field advantage:

One of the things I loved so much about [going to college] close to home was that I felt like I always had a fan on the sidelines. My parents could come to almost all my games. I think my dad made it to all but

one, including our away games, which is also a great thing about playing in the Centennial Conference.

How Europe shaped her game:

I knew I wanted to study abroad my junior year, but because I was going to be a captain, I only wanted to go to a place—like Denmark—where I could play field hockey, because I didn't think it was fair to my team to go somewhere for an entire semester where I wasn't going to be able to keep practicing and preparing for the next season. Officiating in Denmark is a little bit different, so I would say people here are more aggressive in using their body because fouls aren't called as much. It wasn't that I learned



Holt with her Female Player of the Year trophy from the Dansk Hockey Union.

to foul and get away with it, but that I could be more aggressive and use my strength. It's a different style of play and a way of not letting people push you around. It gives you a confidence boost knowing you can take on anything, no matter who comes at you.

Returning to Denmark was in the cards: I always wanted to come back to Copenhagen, so I was thrilled to be accepted to the Transport and Logistics Engineering master's program at the Technical University of Denmark. Playing field hockey is one of the best things about being here. In the U.S., there isn't a huge opportunity to play after college. That's so sad, because it becomes a huge part of your life. I can't imagine my life without it. People here play because they love the sport. The league is really competitive, and there are a lot of skilled players, but it's also relaxed enough—we practice twice a week—that you remember why you love playing. The transition to living in Denmark has never

felt very difficult for me, and I think field hockey is one of the main reasons for that. Being able to continue to play at a high level has created consistency that makes up for a lot of the other big changes that come with moving to a completely new place.

And the award goes to ... : I actually thought another player on my team was going to win Female Player of the Year, so [at the ceremony], when I heard someone from our club won, of course I thought it was her. It took me a minute to go up and receive the award, because I wasn't expecting to get that recognition. Our team had been playing really well. By finishing second in the league during the last outdoor season, Copenhagen Field Hockey Club qualified for the chance to compete in the European Club Outdoor Field Hockey Championships next spring. It's the first time in many years that [the team] will be going, so we are really excited about that!

—Charles Curtis '04

LAX in Copenhagen

The city of Copenhagen has been getting a close look at Haverford athletic talent recently.

While **Megan Holt '14** has made her mark as a field hockey player there, four Haverford lacrosse players (Dylan Silverman, Isaac Krier, Zach Cole, and Max Ellis, all Class of 2018) have been taking to the field with the Danish national lacrosse team while spending a semester abroad in Denmark.

"This is an important year for our program," says Silverman of Haverford lacrosse. "The team is very talented, and under the guidance of our new coach [Brendan Dawson], we feel strongly that we can have an exciting season. The four of us understood the importance of working on our game while in Europe. So Isaac, who is one of our captains, reached out to the head of the Danish program and asked to join them for practice and tournaments this fall, and they welcomed us."

According to Silverman, lacrosse is not as well developed a sport in Scandinavia as it is in the U.S., and he and his fellow Fords have been finding that the American players—including a number of athletes from other strong



Dylan Silverman '18 (number 31) is one of four Fords playing with the Danish national lacrosse team during a semester abroad.

Division III schools who are also studying abroad—are the strongest on the field. "They really push us and elevate the level of play," says Silverman, who, along with Cole, played in a tournament in Lund, Sweden, in September that the Danish team won. "Being [among] the better players here has done a lot to develop our confidence. Success in college lacrosse demands a level of conviction on the field, and we feel that our experience here is truly improving our game in that respect." —Eils Lotozo

USA Women's Cricket Taps Two Fords

When **USA WOMEN'S CRICKET** released the names of the players whom the team had recruited to participate in a Philadelphia-area development camp in September, two Fords were on the list. **Hannah Solomon-Strauss '12** began her cricket career post-Haverford while she was enrolled in a master's program at the University of St. Andrews in Scotland, serving as the team's wicket-keeper for two years. **Alisa Strayer '13** (Haverford, spring/summer 2013) was a star cricketer at Haverford, known for a distinctive slow pitch (or "bowl" as it's called in cricket) that helped her break some team records.

Solomon-Strauss, who is back in the States attending Harvard Law School, says she made the roster for the development camp in the eleventh hour. After missing all of the tryouts because of scheduling conflicts, she got an email from a former St. Andrews teammate telling her that the women's team (part of the International Cricket Council's efforts to grow the game in the U.S.) was still looking for players. "I got in touch, sent a video and some other information about me and my experience, and was invited along," says Solomon-Strauss.

Strayer, who lives in New York City and works as an administrator for a children's mental health clinic, reached out to the team after being alerted to the recruitment effort via emails from Haverford's cricket coach, Kamran Khan, and Director of Athletics **Wendy Smith '87**.

For both Solomon-Strauss and Strayer, the hands-down highlight of the weekend-long development camp was the game they got to play against Haverford's cricket team on Cope Field—despite the fact that the Fords were the victors. "Any day you get to play cricket is a great one," says Solomon-Strauss. "If that's a package deal with a trip back to Haverford, that's pretty hard to beat.

"I was also really proud, as an alumna, to see Haverford hold their own. Obviously, on Sunday I was a partisan for Team USA. But the Fords are clearly a strong side, and I expect they'll do quite well this season."

For Strayer, competing against her old team was a bit strange at first, she says. "But there was such a friendly atmosphere between the two teams, it felt like the best environment to go against them. Also, while it was a tough loss for the women's team, I was so pleased to see the Haverford team thriving and excelling," she notes. "Especially after seeing the impressive skill of the players who had only been playing cricket for a year or less, I couldn't help but (secretly) root for the Fords."

Though she didn't play cricket here, Solomon-Strauss credits her Haverford experience with helping her develop her skills as a wicket-keeper on the St. Andrews team.

"The keeper has a particular view of the pitch and, in certain circumstances, is in charge of making calls about who fields the ball or where it's thrown," she says. "When



Hannah Solomon-Strauss '12 (left) and Alisa Strayer '13 were selected by USA Women's Cricket to participate in a Philadelphia-area development camp that included a game against Haverford.

your teammates are newer to cricket, or you have a group of players who haven't played together much, these sorts of judgment calls can be tricky. Heat-of-the-moment decisions need to be made without jarring anyone's confidence while maintaining everyone's investment in the team's success. Haverford gave me a set of skills for working with people from all backgrounds, in all contexts, to reach a common purpose and understanding so we can move forward together."

A newcomer to cricket when she arrived at Haverford, Strayer, who was one of only two women on the team, says she is grateful for the encouragement she got from Coach Khan and her teammates. "For all my teammates and coach, there was never any question about my ability to learn the game and play at the same quality as the rest of the team. If anything, my male teammates believed in my skill and ability far beyond what I thought I could accomplish. Even now, though we no longer play together, when I doubt myself on the cricket field they are still the ones I call for support and a quick pep talk."

—Eils Lotozo, with reporting by

Assistant Sports Information Director Curran McCauley

More information: usawomenscricket.org



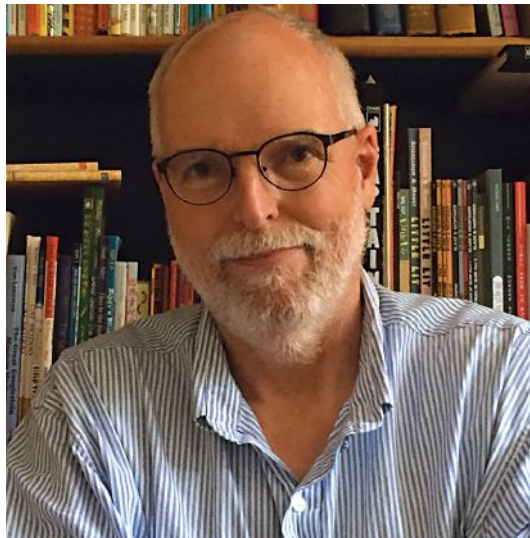
Keep up with your favorite Haverford team at haverfordathletics.com.

mixed media

BOOKS

Q&A: R.W. Alley '79

R.W. (Bob) Alley '79 was fresh out of Haverford when he launched his career as a children's book author and illustrator. Perhaps best known as the illustrator of the venerable Paddington Bear series, today he has well over 100 books to his credit—and he's still going strong. In October, Clarion Books released the third and fourth installments of a series Alley wrote and illustrated about the playtime adventures of four imaginative siblings. To learn more about his latest work and his long career, we asked another star in the children's book firmament, **Nick Bruel '87**, creator of the popular *Bad Kitty* series, to interview Alley, who lives in Barrington, R.I., with his wife, Zoë. It turns out that Alley and Bruel had long been fans of each other's work but had no idea about their alumni connection until Haverford magazine put them in touch.



Nick Bruel: Let's talk about what you're doing now, this series of picture books that you've written as well as illustrated.

R.W. Alley: *Clark in the Deep Sea* and *Gretchen Over the Beach* came out together in the spring, and *Annabelle at the*

South Pole and *Mitchell on the Moon* came out in October.

NB: They're really lovely. What I find fascinating is that it's the same group of children in each book but—almost as if this was a television series—each character gets his, or her, own episode.

RWA: The idea was to write something that would recreate those childhood moments when you're not included with the others. You have to go off and figure out a way to amuse yourself on your own. It's what I remember doing myself. It's what I remember my children doing—taking random stuff that they came across and making a world out of it.

NB: These are the first books that you've both written and

illustrated in quite a while—since 1990. What brought the urge to write again?

RWA: When you're doing a series like *Paddington* that you can count on getting royalties from for a little bit, you can then think about branching out and doing some other stuff. I had been illustrating other people's words for long enough. I thought it was important to think of my own words. So I'm trying to write more.

NB: How did your first book, *The Ghost in Dobbs Diner*, published in 1981, come about?

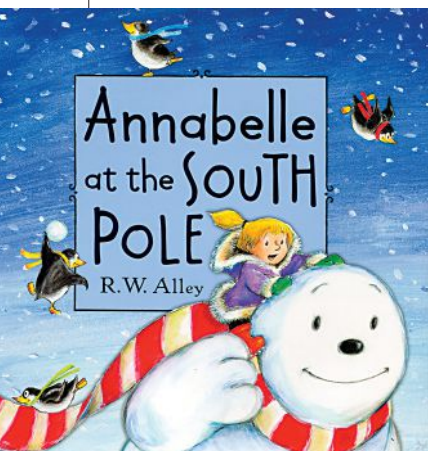
RWA: When I graduated from Haverford, I knew I wanted to do picture books. I'd figured that out some time in my senior year. But I had no track

record. Nobody was going to hire me to illustrate someone else's words, because I wasn't a very polished illustrator. I knew the way to get into it was to write my own books. So I wrote *The Ghost in Dobbs Diner*, and then another one after that. But I wanted to get married, so I needed a real job. Hallmark hired me and we spent two years in Kansas City. Then I was hired on at a small card company in Pawtucket, Rhode Island, and after a couple of years an agent approached me and said she had a lot of textbook work for an illustrator. So I quit my job and here we are.

NB: The first *Paddington Bear* book came out in 1958, and you took over the series in the mid-1990s. How did the opportunity to be the illustrator for *Paddington* come about?

RWA: I'd done a couple Harper books and Harper & Row merged with William Collins over in the U.K. Collins had the rights to *Paddington* and the folks in New York decided, "We should mine the *Paddington* brand and commission Michael Bond to write some new picture books for the U.S. market and we'll get a U.S. illustrator to do it." I had to audition. I had to draw up the character and go over

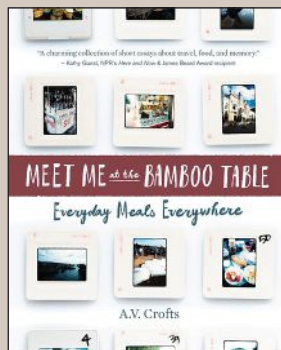
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“You never need a fortune to eat like royalty”

In her book **Meet Me at the Bamboo Table: Everyday Meals Everywhere** (Chin Music Press), **Anita Verna Crofts '92** offers a collection of 21 vividly crafted essays accompanied by sumptuous photographs that capture meals and memories in 15 countries. Crofts, who teaches at the University of Washington, is a longtime blogger about food and identity at pepperforthebeast.com, and has been published in *Gastronomica*, *Saveur*, *Arcade*, and the four-volume *Food Cultures of the World Encyclopedia*. The first chapter of *Meet Me at the Bamboo Table* traces the beginnings of her passion for food and her interest in the ways that meals “mark our lives” back to her Haverford days, when she spent a semester in Nanjing, China. There, driven by the daily burning question “Where should we eat?” she and her new classmates explored the small eateries in their university neighborhood and beyond.

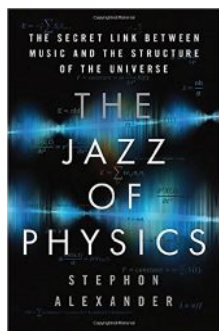
One early find was a noodle stand shoehorned into an alley near the campus gates. Square wood stools surrounded tables so small that they looked on loan from a nursery school. Cauldrons of hot water kept skeins of noodles boiling and acted as a heat source for hungry customers and cooks alike. Noodles were served swimming in a hearty broth with diced scallions, wilted greens, and a handful of shredded pickled vegetables strewn atop. The final preparation involved the cook cracking



an egg straight into the bowl, where it poached on contact. Saucers of self-service chili pepper oil were on each table. This was the kind of heat I was seeking. I curled like a question mark over my large bowl of noodles. Each bite warmed me. ...

Curiosity rewards the newcomer. As I grew bolder exploring the city, I discovered roasted sweet potato vendors at makeshift charcoal ovens converted from oil drums. They offered hot handheld meals for pennies. I fished out a few bills the size of Monopoly money and walked away with a blackened and blistered *kǎo hóngshǔ* that could feed three. It rested on two torn squares of yesterday’s newspaper. The warmth flooded my hands and hit my face as I squeezed the sweet potato apart to expose the deep orange-yellow flesh. In a season and a society with a bruise-colored palette, this splash of color dazzled. Chinese fashion still competed with boxy Mao suits of dark olive, battleship gray, or blue. Dull concrete apartment buildings were the same color as the frosty sky. Pelotons of black bikes spun their wheels in formation along major thoroughfares. The most colorful thing in Nanjing was the food.

More Alumni Titles

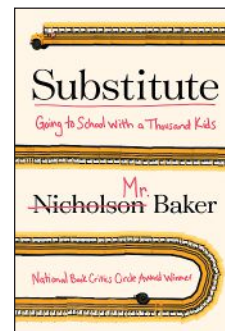


STEPHON ALEXANDER '93: *The Jazz of Physics: The Secret Link Between Music and the Structure of the Universe* (Basic Books). “Part memoir, part history of science, part physics popularization,

and part jazz lesson” is how *The New York Times* described this wide-ranging book

by former Haverford physics professor Alexander. According to the *Times*, his exploration “ventures far out onto the cutting edge of modern cosmology, presenting a compelling case for vibration and resonance being at the heart of the physical structure we find around us, from the smallest particle of matter to the largest clusters of galaxies.”

NICHOLSON BAKER '79: *Substitute: Going to School With a Thousand Kids* (Blue Rider Press). Baker (*Vox*, *The Fermata*, *The*



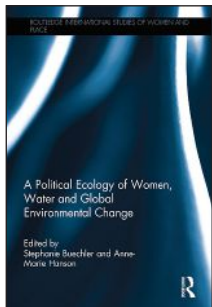
Anthologist, *Human Smoke*) was planning to write a long book about educational theory when he realized that a little experience on the ground might be in order. The result is a detailed account of the 28 days

Baker spent as a K-12 substitute teacher in a school district in his home state of

More Alumni Titles

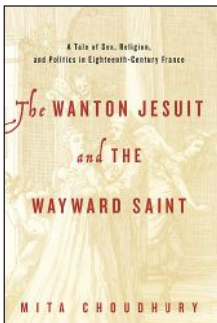
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Maine. A *New York Times* review said about the book, “There are few substitutes for Substitute. Excepting those accounts that point to larger social injustices, Baker’s book may be the most revealing depiction of the contemporary American classroom that we have to date.”



STEPHANIE BUECHLER '89 and Anne-Marie Hanson, editors: ***A Political Ecology of Women, Water and Global Environmental Change*** (Routledge). This volume brings together political

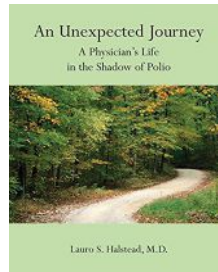
ecologists and feminist scholars from multiple disciplines to explore how a feminist political-ecology framework can offer fresh insights in the study of rural and urban livelihoods dependent on vulnerable waterways, wetlands, and coastal environments, and develops solution-oriented advances to theory, policy, and planning to address global environmental changes.



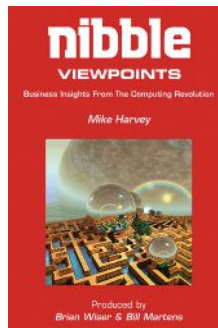
MITA CHOUDHURY '85: *The Wanton Jesuit and the Wayward Saint: A Tale of Sex, Religion, and Politics in Eighteenth-Century France* (Penn State Press). Choudhury, a professor at Vassar College, investigates

the famous 1731 trial in which a young woman in the south of France accused her Jesuit confessor of seduction, heresy, abortion, and bewitchment. Generally considered to be the last witchcraft trial in early modern France, the affair was central to the volatile politics of an era in which clerical power was being reined in. [For more about Choudhury, see “Roads Taken,” p. 50.]

LAURO HALSTEAD '57: *An Unexpected Journey: A Physician's Life in the Shadow of*



Polio (CreateSpace). The summer after his first year at Haverford, Halstead was stricken by polio while traveling in Spain. His new memoir describes his journey from the breathing machine that saved him to an adventurous life and a pioneering career in medicine (despite a paralyzed right arm) whose achievements included helping spinal-cord-injured men have biological children and identifying a late phase of polio known as post-polio syndrome. Halstead retired in 2012 after 50 years in medicine, 26 of them at MedStar Health National Rehabilitation Hospital in Washington, D.C.



MIKE HARVEY '60: *Nibble Viewpoints: Business Insights From the Computing Revolution* (A.P.P.L.E.). This book features a collection of business models written by Harvey over the 12 years he published

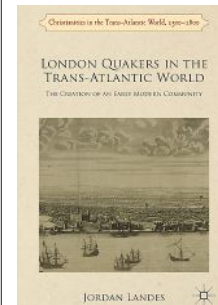
Nibble, which started out as a newsletter for Apple II users and evolved into a monthly magazine. Also included are more than 60 editorials from *Nibble* offering historic news, predictions, and analysis from the dawn of the personal computing era.



ELINOR GRAY (HICKEY) '12: *Compound a Felony: A Queer Affair of Sherlock Holmes* (Full Fathom Five) A long-time writer of fan fiction, Hickey, writing as Elinor Gray, devotes her first

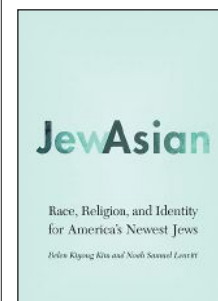
published novel to reimagining the relationship between Sherlock Holmes and his inti-

mate friend Dr. Watson in an erotic vein. More of Hickey’s Holmes and Watson tales can be found at her website, mistyzeo.net.



JORDAN LANDES '94: *London Quakers in the Trans-Atlantic World: The Creation of an Early Modern Community* (Palgrave). In the first 50 years of the Society of Friends, the group expand-

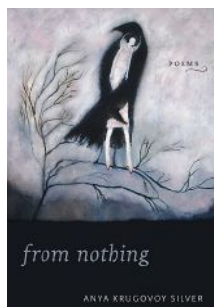
ed its trans-Atlantic presence through the creation and use of networks, including intellectual and theological exchange, and through traveling ministries and trade. This book focuses on the crucial role played by the London Yearly Meeting and London Friends in that expansion of Quaker activity. Landes is the research collections librarian for history at the Senate House Library, University of London.



NOAH SAMUEL LEAVITT '91 and Helen Kiyong Kim: ***JewAsian: Race, Religion, and Identity for America's Newest Jews*** (University of Nebraska Press). Leavitt, an associate

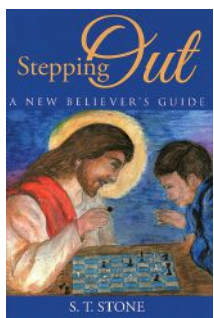
dean of students at Whitman College, and his sociologist wife and co-author examine the intersection of race, religion, and ethnicity in the increasing number of households that are both Jewish American and Asian American. Based on in-depth interviews with families, the authors’ research sheds light on the everyday lives of these partnerships and how their children negotiate their own identities in the 21st century.

ANYA KRUGOVOY SILVER '91: *From Nothing* (Louisiana State University Press). In her third collection of poems, Silver, author of *The Ninety-Third Name of God*



and *I Watched You Disappear*, grounds her work in the traditions of meditative and contemplative poetry, addressing questions about how to make meaning out of suffering, and offering glimpses of the divine

in seemingly mundane moments. Silver, who wrote an essay for this magazine (winter 2011) about the cancer diagnosis that has shaped her vocation as a poet, is a professor of English at Mercer University.



SCOTT G. SIPPLE '72 (writing as S.T. Stone): *Stepping Out: A New Believer's Guide* (WestBow Press). Sipple, according to a review in *Kirkus Reviews*, "shares the results of his personal study of the Bible, digging into Scripture

and frequently drawing homespun biblical applications from his own life in order to clarify some truths about faith." The author's self-deprecating and humorous reflections, observes *Kirkus*, take the form of a spiritual autobiography, which is "the book's greatest strength for both newcomers and lifelong Christians."



MARC ZEGANS '83: *Boys in the Woods* (Crane Maiden Books). This limited, numbered, handmade edition by Pennsylvania-based bookmaker Vers Libris Studios features a collection of Zegans' latest poems, which explore the darker, grittier aspects of the

lives of boys growing up amidst the woods and waters of New England.

→ FORD AUTHORS: Do you have a new book you'd like to see included in **More Alumni Titles?** Please send all relevant information to hc-editor@haverford.edu.

MUSIC



When **Jessica Turnoff Ferrari '95** is leading a Florida congregation in the age-old rituals of Jewish prayer, it might surprise everyone that her roots as a cantor lie in both the example of her mother's own cantorial career and her time at Haverford with the semi-legendary campus band Hiram.

A collective that cranked out R&B, soul, jazz, and funk in the vein of Stevie Wonder and Aretha Franklin, the band's full name (which varied over the years) was The Hiram L. Weinstein All-Star Memorial Funk Contingent with the Re-evolutionary Horn Junta featuring the Subterranean Pan-Galactic Conspiratory Rhythm Movement, and it was Ferrari's prime musical outlet during her college years.

"If Hiram were a class," she says, "it would have been the most useful preparation for my career."

That career is a multifaceted ministry of Jewish clerical work, psychotherapy, and energy healing—with a little jazz singing on the side. At 43, she's based in Boca Raton, Fla., is the cantor for Temple Beth Am in Jupiter, and performs weddings for interfaith couples.

"I try to help focus on the universal aspects of Judaism," she says of the thread that runs through her work. "Most people believe in gratitude and unity, and most Jewish prayers seek to invoke these things."

Her backstory is laced with these themes, having trained with her mother, Cantor Ann Turnoff. "For thousands of years before the seminary was established, men became cantors by learning the craft from their father," she says. "That has been my path, except it was my mother."

She started early, singing in synagogue alongside her mother and eventually leading services on her own. By the time she was a teenager, Ferrari would work with congregations that needed a short-term cantor. (As a Haverford student, she recalls, she filled in for a cantor in Allentown for a few months.) Over time she expanded her practice to include a focus on interfaith couples.

It's a specialty she came to via personal experience—her husband, Marcus Ferrari, is not Jewish. (They have two children, ages 4 and 7.) "I think it makes me more approachable for congregants who themselves have an interfaith marriage—they know I am not going to judge them," she says. "And I think it makes me sensitive to the non-Jewish spouse, particularly when a child is becoming a bar or bat mitzvah or when they are standing under the chuppah to be married in a faith that is not their own."

As she has embraced the sometimes-nontraditional needs of her congregation, they have helped her put a little Hiram back into her life in Florida. "My congregants knew that I liked to incorporate secular music in worship services, and they introduced me to the Joe Scott Trio in northern Palm Beach County," she says. Ferrari got her jazz pipes back in full swing with the band, and together they've played local shows and put together a revue exploring the Jewish roots of the Great American Songbook.

Whether she's singing a centuries-old prayer or a Gershwin tune, Ferrari still hears the root notes of her younger days singing alongside her mother and belting out Jackson 5 tunes with the Hiram crew. "As a kid, singing was my thing," she says, "and now my hobby is my job. There's nothing better than that."

—Brian Glaser



Sonny Saul '71 at his white Yamaha piano, which once belonged to jazz legend Art Blakey.

MUSIC

When graphic novelist James Sturm wanted to put his new, wordless children's book, *Birdsong*, to music, he didn't have to go far to find a musician up to the task. **Sonny Saul '71** had been giving Sturm's daughter, Eva, piano lessons for 10 years and had proved himself a talented, versatile musician and composer who understood kids. Moreover, Saul has devoted much of his life to books as the owner, for the past three decades, of rare-book shop Pleasant Street Books in Woodstock, Vt.

Saul and Sturm (who's cofounder of the Center for Cartoon Studies in White River Junction, Vt.) did their first performance of *Birdsong* in March at ArtisTree Community Arts Center & Gallery in Pomfret, Vt. They performed it again to a standing-room-only crowd during the Bookstock Literary Festival in Woodstock in July. "I'd like to take it on the road and do it all over the country," Saul says. "It was a big hit and fun to do."

Birdsong is illustrated in the Japanese art form called e-toki, which is more than 1,000 years old and was first used to convey morality tales. The book visually tells the story of two children who act unkindly toward a bird and then face surprising consequences.

Saul, 67, hails from Atlantic City, N.J., a "lucky thing for a human," as he puts it. Lucky for Saul because as a kid he could roam through the majestic Victorian-era hotels that lined the Boardwalk (before casinos took their place) and discover jazz legends such as Duke Ellington and Count Basie playing live shows. Saul took piano lessons as a child, and the exposure to jazz gave his playing purpose and focus.

After graduating from Haverford as a religion major, Saul studied with music teacher Dennis Sandole, a self-taught genius guitarist and composer who famously taught John Coltrane. "I didn't know that initially," Saul says of Sandole's relationship with the legendary

saxophonist. "I probably would have been too intimidated to meet him if I did."

Saul studied with Sandole for six years in Philadelphia before he and his wife, Sarah (they are now divorced), had children. "After that, I just couldn't give it the attention it merited," he explains. But Sandole had introduced Saul to other musicians in the area, so he played frequently and honed his skills.

"It was a nice little music scene that I left for Vermont," Saul notes a little ruefully. His wife's grandparents lived in North Pomfret, so they had visited Vermont annually, staying longer each time. When Saul realized he wasn't going to be a renowned musician, he and Sarah decided to move to Woodstock full time. By then he had acquired a degree in library science from Drexel University, and he enjoyed touring bookstores in new places, so he figured he'd open his own.

Saul launched Pleasant Street Books in 1986 with his mother, who lived in the house attached to the shop and worked there until she was 88.

All along, Saul also taught local kids how to play the piano. He'd begun teaching children in Philadelphia, specializing in the 3-to-5-year-old set. Now, every week, he teaches 15 to 20 students of all ages on a white Yamaha piano that once belonged to jazz drummer Art Blakey.

More recently, Saul recorded piano and vocal duets with his daughter, Lurette, a classical singer, and collaborated with his former Haverford roommate **Don Denton '71** on a self-published retelling of *The Epic of Gilgamesh*. Saul wrote the words and Denton created clay bas-reliefs that look like ancient Sumerian sculptures, which serve as the book's illustrations.

"I don't know of any comparable thing," Saul says. "It's really unique."
—Kirk Kardashian

Creative inspiration is often described as a spark, but **Christina Freeman '05** recalls one of her most inspiring moments as an artist happening in the dark.

"I remember working in the darkroom and feeling like everything I was interested in, everything I cared about, could be explored through photography," she says, recalling the epiphany that came during her sophomore year at Haverford. "I was interested in so many subjects; photography was the first thing I discovered where I didn't feel like I was narrowing down by committing to it."

Since that illuminating moment, Freeman, 33, has been an interdisciplinary artist, using various visual media and performance to explore ideas of community, collaboration, and conversation.

One early work, *The Ring Project* (2009), is an exemplar of her approach. "Dressed as a bride in search of her fiancé, I asked people on the streets of New York where I could find my soul mate," says Freeman, who carried with her a giant sculpture of an engagement ring that she created. Behind the spontaneous conversations that she sought to spark was a cultural critique about the societal framing and invisible expectations of marriage.

Locations are important in Freeman's work and tie into her lifelong passion for travel. A Spanish and Latin American studies major at Haverford, Freeman studied abroad in Barcelona during her junior year, and after earning an MFA at Hunter College in New York, she did an artist residency in Mexico City. She has mounted her work in Mexico, Bulgaria, and Greece—including *Plums for Trash*



Freeman sketches a layout for her video installation, *A Precipice, Abandon, A Dotted Line*, which she presented at Flux Factory in Queens in October.

(2011–13), an "international trash exchange" that gave participants "an opportunity to consider their relationship to [the] cycle of production, consumption, and waste," she says.

She now lives in Queens, where in August she presented *Best Value Lemonade Stand* (2016) at Flux Factory in Long Island City. Part of a live-stream exhibition in conjunction with Tom's Etching Studio in London, the work featured an actual lemonade stand from which Freeman dispensed lemonade to gallery visitors. In exchange, she asked them to draw a picture of an object they owned whose symbolic, sentimental, or historical value exceeds its monetary value, and then name something that would be a fair trade for the object. Using an icon of capitalism (a child's lemonade stand), the work opens up a discussion about value.

In addition to her artistic and curatorial practice, Freeman teaches art at Hunter, and has also taught at Haverford. She'll return to campus for the spring 2017 semester to teach color photography as a visiting assistant professor in the Department of Fine Arts. And she always keeps herself open to the next idea or encounter that will spark new and unexpected work. "Art-making is traditionally a solitary, studio-based practice," she says. "Choosing to leave works open to audience participation or collaboration with other artists forces me to be more flexible and take risks. My general belief is that something more interesting will happen when I am open to the unexpected—more interesting than if I am in total control."

—B. G.

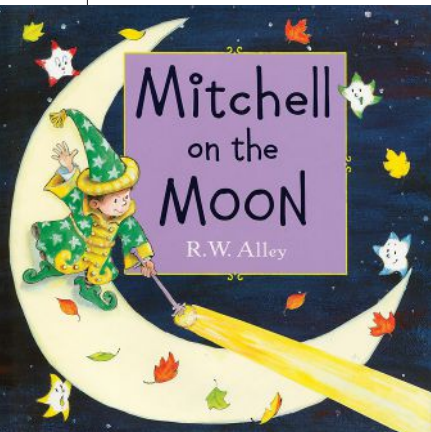


Christina Freeman '05 in the window of her studio at Flux Factory in Queens.

Q&A: R.W. Alley '79
continued from page 26

to England with the editor and present my drawings to Michael. He's a very nice guy. He took us around London, showed us all the Paddington sites, and we hit it off.

After the first meeting, I spent the night in the hotel room doing some new drawings, because I could tell from Michael's face that something wasn't exactly right with some of the characters. I fiddled



around and got them closer to what he had in mind. And that was how it began. The U.K. division was going to find an English illustrator to do the books over there, but Michael persuaded them to have me be the sole illustrator for Paddington. That's how it's been ever since.

NB: I'm curious about the collaboration with your wife [Zoë B. Alley] on *There's a Wolf at the Door* and *There's a Princess in the Palace*, which are done in a large, comic-book format. It's unusual for the illustrator to actually collaborate with the author during the process of making the book. Tell us about that.

RWA: Those are two of the

The idea was to write something that would recreate those childhood moments when you're not included with the others. You have to go off and figure out a way to amuse yourself on your own.

happiest experiences I've had working on picture books. I think because I got to see her write them, I felt like I really knew the characters. Also, I loved the comic-book format. I think that's a really underutilized form in picture books.

Before I even began drawing, Zoë wrote everything out. I added the visual elements to exaggerate the characters and capture them as best I could. There was a little bit of back and forth, but we've been married long enough that she knew that I would fill in the blanks between the bits of dialogue. The only question she asked was if something was illustratable or not. I basically said, "Everything is illustratable. The words are the most important thing."

NB: Looking at your illustrations, it looks like they're line art and watercolor with maybe some acrylic mixed in. Am I right?

RWA: You're exactly right. It's a crow quill pen and ink, and the watercolor, and colored pencil, and sometimes crayons—just whatever looks good.

NB: Do you ever do digital illustrations?

RWA: My son, Max, who does animation work, tried to help me with that. I actually

did a [digital] sample for a black-and-white chapter book because I thought, "Well, this could be kind of fun." But the publisher said, "This is nice, but we miss the scratchy pen line and the feeling of actual paint on paper."

NB: Did you get any formal art training at Haverford?

RWA: Fritz Janschka was the guy who taught me. I goosed up my GPA very nicely by enrolling in a class with Fritz every semester. He would just teach me whatever I was interested in learning. He was a fabulous watercolorist, a wonderful line artist. That's really where I learned.

NB: I only took one course with him, and I thought he was marvelous. He was a Bryn Mawr professor, right?

RWA: Yes. He just passed away this year. He was 97. But other than those classes, I didn't do much studio art. My parents wouldn't let me major in fine arts at a school like Haverford. I had to do art history, an academic subject.

NB: Because art history is so much more practical, right?

RWA: I know, yeah.

NB: What's next for you?

RWA: There's a new

Paddington novel. There's also Paddington being redone in all sorts of formats, and I'm doing new covers for those books. Zoë and I are also acting as editorial consultants, and me as the artist, for a new series of picture books about a dog called Enzo. It's based on the narrator of the Garth Stein novel *The Art of Racing in the Rain*, which was, and still is, very popular. Three have been published, and I'm going to be working on the fourth over the winter. Then, after that, I don't know. How about you?

NB: Once I finish the *Bad Kitty* book I'm working on, I'm going to be writing my first middle-grade novel.

RWA: I love your books. I'm really curious to see what you do with middle-grade fiction. That's going to be fun.

More information: www.rwalley.com



Nick Bruel '87, whose first book, *Boing*, was a *New York Times* bestseller, is the author and illustrator of more than 20 *Bad Kitty* books, including *Bad Kitty Does Not Like Video Games*, and *Bad Kitty Does Not Like Snow*. The series has sold more than 8.5 million copies. Bruel lives in Tarrytown, N.Y., with his wife and daughter and their cat Esmeralda.

HISTORY LESSON

For nearly 40 years, part of the degree requirements for every Haverford history major was a course, taken in the junior year, called “Seminar on Historical Evidence.” The legendary class, which laid claim to being the only undergraduate course of its kind in the country, was established in 1969, “in part in response to a student revolt against the traditional comprehensive examinations,” according to one source. According to another, “students complained they wanted to do history, not just study it.”

In some 1980s press materials about the seminar, whose intriguing detective-work aspect inspired an impressive number of newspaper articles over the years, Professor of History Roger Lane described the course as a way “to show students the gap between the original sources of history and the confident statements that get into history textbooks.” To do that, the first part of the two-part course required students to choose one object from a collection of mystery artifacts and identify and analyze its use and history—which was often a highly challenging project, requiring many phone calls, faxed photographs, visits to museums, and the close perusal of old catalogs of tools or household objects. Among the obscure items researched: a hand tool for repairing saws, a corn-husking device, a doctored photograph of Vladimir Lenin, a whale-bone corset stay, and an Amish grain flail.

In the second part of the course, students transcribed and analyzed original manuscripts, letters, and documents culled from Special Collections’ vast store by Haverford’s history professors. (In one dramatic case, a student proved that a letter in the collection that was supposedly written by *Gulliver’s Travels* author Jonathan Swift was in fact a forgery.)

While he can’t say for certain that the “Seminar on Historical Evidence” was unique among American colleges, “it was certainly innovative and unusual,” says Darin Hayton, associate professor of the history of science and chair of the history department. “More importantly, the course’s innovation centered on students’ intimate engagement with pri-



A series of photos taken in 2002 of students with their “Seminar on Historical Evidence” mystery artifact included (right) Rebecca Harris ’03 (now an advertising strategist in Denver), holding a 19th-century pocket watch shipping tin, and Arunabh Ghosh ’03 (now an assistant professor of history at Harvard University), holding a cheek block made in the Thousand Islands region of New York that was used to control the rigging and sails on a small sailing vessel.

mary source material—real stuff from the real past. In the late 1960s, such engagement was unusual.”

But by 2005, when Hayton joined the College, what had been innovative had become an expected part of most advanced college history coursework. “Faculty increasingly integrated such engagement with primary sources into our courses,” he says. (For an example, see the article on Hayton’s “Madness” seminar, which examined the 19th-century records of a Quaker-run psychiatric hospital, in the winter 2016 issue of *Haverford*.)

Acknowledging this change in how history was being taught, in 2005 the department replaced the “Seminar on Historical Evidence” with a mandatory thesis based on original research. —Eils Lotozo



Jazz and Tattoo

Photographer Bill Davison '73 gives those who are often overlooked the chance to tell their own stories. **BY NATALIE POMPILIO**



Angel

Who They Are



She's got attitude, that much is clear. In the black-and-white photo taken by **Bill Davison '73**, the light shines only on the woman's face and part of her arm. She looks directly into the camera, head tilted, eyes narrowed, lips in a slight enigmatic smile.

Her wheelchair is completely in shadow. That's intentional. The woman, named Angel, told Davison that she was tired of entering a room

and having people see only her disability. She wanted them to see her. In this photo, they do.

"I see defiance and pride in her," says Davison. "We went through different poses, and that one, to me, said, 'Look at me. You have to look at me. This is who I am.'"

That's appropriate, since *Who I Am* is also the title of

Davison's photo project. For the last five years, he has been shooting portraits of clients who use the services of Advocates, a 40-year-old Massachusetts nonprofit that supports people with physical and mental disabilities or other life challenges, like addiction or poverty. One of his aims is to give individuals who are often overlooked a chance to tell their own stories.

"When people are offered the opportunity to present themselves simply and authentically, without judgments or constraints, surprising and wonderful things can happen," says Davison, who has been a member of Advocates' board of directors for the last nine years.

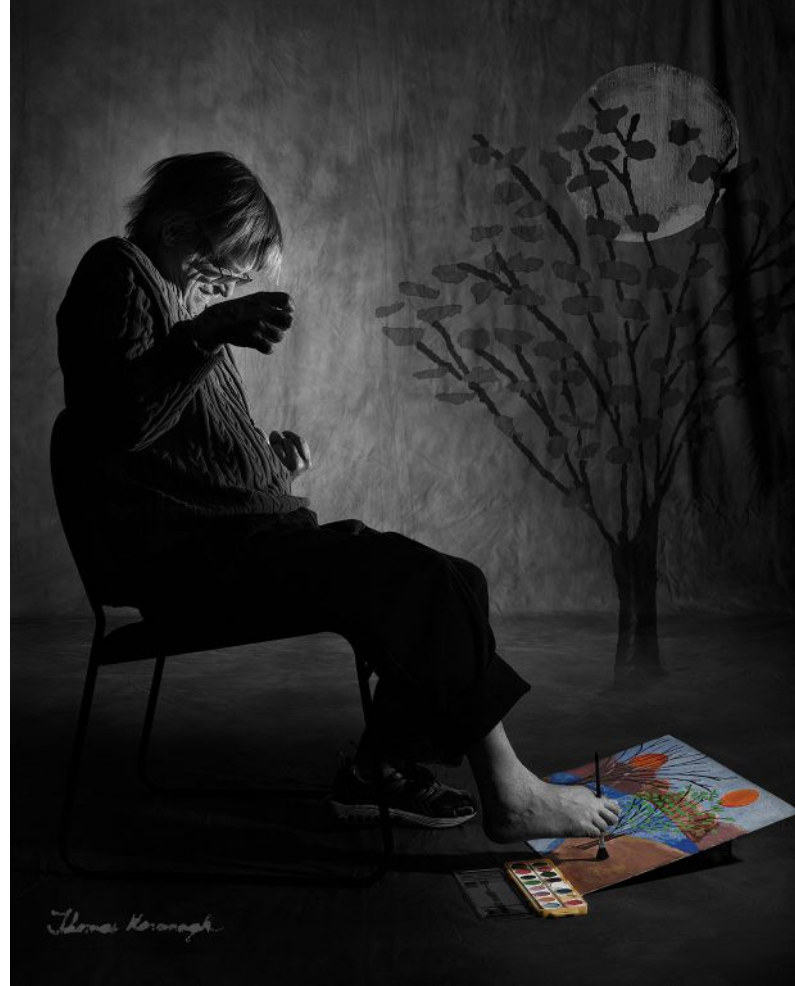
The organization's president and CEO, Diane Gould, says Davison puts a lot of thoughtfulness and care into each photo, allowing the individual being photographed to call the shots.

"Our motto here is: First, we listen," Gould says. "Bill approaches this [project] from a posture of deep listening."

Davison has long been interested in photography, even



Peter and Angel Star



Tom and His Painting

completing a four-year apprenticeship in technical photography after graduating from Haverford. But while he was always associated with the commercial printing industry, most of his work was on the management side. He picked up a camera again in 2000 and began shooting in earnest when he retired nine years ago. Photography is a passion, he says, not a second career.

Still, the quality of his work is being recognized. Some of the *Who I Am* photos were featured in a solo show at the Bedford (Mass.) Library Gallery, and others were featured in *Black & White*, a fine-photography magazine. He has also exhibited work at Boston's Griffin Museum of Photography and at the Fuller Craft Museum in Brockton, Mass.

For most of the photos in *Who I Am* thus far—the project has no current end date—Davison set up a makeshift studio in an Advocates office with a simple backdrop and lighting. Those who are being photographed are told to wear whatever they want, to bring in any props that make them happy, and to act however they want—to sit or stand or even show off a golf swing.

As a result, the 30 completed portraits are as diverse as the people in them. Shirley is proud of her Native American heritage, so she wears a family-made Algonquin headdress and stares soberly at the camera. Mike's handsome, smiling face fills his frame, looking almost like a dating profile. Peter cher-

ishes his pet guinea pig, Angel Star, cuddling her in his photo.

Jeff is exuberant and loves golf, so he came to his photo shoot with a club and his Special Olympics medals. In a series of three shots, he looks serious while lining up a swing, smiles as he swings in an "Aw shucks, I missed it" sort of way, then laughs as he shrugs his shoulders.

"He literally exhausted me," Davison says with a laugh. "He was an endless font of enthusiasm."

After Davison shoots the photos, he brings them back to Advocates for the client's approval. Both Davison and the client sign one 16x20 print, which is then framed and displayed in one of the Advocates offices.

Gould sees some of the images in the main office during her workweek, and she gets emotional talking about their impact. Many of the subjects, she notes, are looking directly at the camera.

"I find them very moving, really compelling. I can see the real essence of who the person is," she says. "They remind me of our common humanity. That's something that's good to have front and center every day."

See more of the "Who I Am" series at BillDavisonImages.com. Natalie Pompilio is a Philadelphia-based freelance writer and a regular contributor to the magazine. See her story about international students at Haverford on p. 36.





LONG WAY FROM HOME

An increasing number of international students are being drawn to Haverford by the promise of intellectual exploration, academic rigor, and close-knit community. Once here, they must also contend with unfamiliar food and strange American social customs, and a climate that may be way outside their comfort zone. Easing the intercultural adjustment on campus is a robust support program for students from abroad.

By Natalie Pompilio

SAKET SEKHSARIA long knew he wanted to attend college in the U.S., attracted by the American focus on the liberal arts. In India, he says, the majority of institutions of higher learning don't offer liberal arts programming. Students are expected to choose an area of study as teenagers and to stick with it through their college years and beyond.

"Liberal arts requires taking many different courses, and that allows you to explore who you are and to find what interests you. Sometimes that can be something you never even thought of before," says Sekhsaria. "I wanted to go to a place that not only allows me to experiment but pushes me to experiment."

A few of Haverford's 150 international students. First row: Oussama Salmame (exchange student, Morocco), Victoria Merino '20 (Mexico, Switzerland), Saif Kureishi '20 (Pakistan, United Kingdom). Second row: Kofi Acheampong '19 (Ghana), Alex Bernas '19 (Philippines), Daniel Bordi '18 (Italy); Moeka Noda '19 (Japan), Maelys Gluck '19 (France). Back row, standing: Bereket Gebregziabher '18 (Ethiopia), Mouna Lyamani (exchange student, Morocco), Ishaan Prinz '18 (Singapore), Youngmin Ko '20 (Republic of Korea), Ioannis Rutledge '18 (Greece).

That's how he became a member of the College's Class of 2020, arriving on campus in August to attend the International Student Orientation program. It was his first time in the United States. He'd seen the campus in online photos but still found himself struggling to describe Haverford's leafy environs and academic architecture to his family back home.

"You know how sometimes you don't have words in your language because you've never experienced anything like it, so you can't

PHOTOS: JEFF WOJTASZEK

Long Way from Home

describe it? This is like that,” Sekhsaria says.

“I’m just getting used to it now. . . . The Duck Pond was my favorite. If you can have a pond just for ducks on a campus of a college, that seems like a good college.”

All new students need time to adjust to campus life, but imagine living and studying in a place thousands of miles from home and family.

On the social front, the customs of the natives may be hard to read. The food may be too bland, or too spicy. The climate may be something you’ve never encountered before, and even telling the temperature requires learning a whole new system.

On the academic front, the grading system is unfamiliar. The work and study load may be, too. In some cases, students are being taught for the first time in a language not native to them.

Haverford is doing all it can to smooth

from China. Chen is one of 17 International Student Resource Persons (ISRPs) who help lead the orientation and then guide the new students throughout the year. “We want to show the international students that even though their homes and families are far away, they have a community here of people who have gone through the same transition as them or are going through the same thing now.”

IN 1985, there were about 35 international students on campus, according to a College publication. Today, there are about 150, says Jess Lord, vice president and dean of admission and financial aid. That includes foreign nationals and students who may have U.S. citizenship



Pakistan, and Bangladesh.

The College is making a conscious effort to increase its international student population, according to Lord, who says a diverse global community on campus helps all students “expand their worldview, engage with others who have had different life experiences

... and develop within themselves the capacity to embrace difference.

“If we imagine ourselves to be an institution that helps students develop their intellectual and personal potential and prepares them to impact the world, how could we not then imagine striving for a truly global community?”

Associate Professor of Political Science Craig Borowiak says that diversity in the student body—in language, experiences, and country of origin—broadens conversations inside and outside the classroom. “It enhances the discussion and challenges the students,” says Borowiak, noting how important the international perspective is in the classes he teaches on globalization. “Students engage material from what they know, so there’s a possibility of an American echo chamber. International students help cut through that.”

Diversity in the student body, says Associate Professor of Political Science Craig Borowiak, who teaches a globalization course, broadens conversations inside and outside the classroom. “Students engage material from what they know, so there’s a possibility of an American echo chamber. International students help cut through that.”

the transition for the increasing number of international students choosing a Quaker-influenced education. The International Student Services Office, created in 2007, has added staff and developed a comprehensive handbook geared toward the unique needs of students from abroad. In August, before the start of Customs and classes, all international students attend a special three-day orientation designed to welcome them while addressing any concerns.

“Ultimately our goal is not to focus on what may seem foreign,” says Lu Chen, a senior biology major with a health studies minor, who is originally

but are coming to campus from a home overseas.

About 14 percent of the entering freshman class comes from outside the United States, says Lord. By comparison, international students made up about 4.5 percent of freshmen in 2005.

Haverford’s international students come from 28 different countries, with the largest number coming from Asian countries, particularly China and Korea. There are nine students from India, about a dozen from Europe, a handful from Africa, and two from Iran. This year’s incoming class includes at least one student each from New Zealand,

SEKHSARIA, from India, was joking about the Duck Pond being an indicator of the school’s quality and perhaps a reason to attend Haverford. In fact, he and his fellow international students were careful and strategic in choosing an American college.

To someone living overseas, the choices seem endless, he says, and some people base their decisions on lists of U.S. college rankings or a family member’s experience.

Sekhsaria researched a lot of American colleges and universities. It was his sister,

a student at Princeton University, who recommended he consider Haverford. He did, and quickly realized the College offered everything he was looking for academically and socially, he says.

“I love being part of a community. I didn’t want to go to a place with thousands of people,” he says. “And if it ever feels claustrophobic, there are the other colleges nearby.”

For now, though, the campus seems enormous. “I lost my way a couple of times, but people are nice enough to guide me around,” he says.

Fortunately, the ISRPs are always on the job. During International Student Orientation, they give campus tours and lead get-to-know-you exercises while also helping the new students open bank accounts, figure out how campus jobs can affect their immigration status, and talk about the ways in which U.S. students may differ from their classmates at home.

After orientation, the ISRPs maintain a close relationship with the new community members. “They have each other, and they have us as their new friends and family,” Chen says. “If they experience culture shock or feel homesick, we are ready to be their support systems.”

During an orientation session on intercultural adjustment, two ISRPs—sophomore Maelys Gluck, from France, and junior Ishaan Prinz, who has lived in Singapore for the last decade—addressed serious issues like underage drinking and consent in romantic relationships, as well as lighter subjects like American slang and behaviors.

Talking about friendships, Prinz explained that the word “friend” in the U.S. can have a variety of meanings. “It can be very casual. You can meet someone at a party and then they introduce you to someone else and say, ‘Hey, here’s my friend,’ and you think, ‘Oh, I’m

so popular,’” he said. “The word can sometimes be used a little superficially and shouldn’t be taken to heart.”

Americans are also prone to asking rhetorical questions and making statements that shouldn’t be taken at face value, the group leaders said, observing that when people say “Hi. How are you?” as they pass on campus, they’re not looking for a thoughtful response like “I have a headache” or “My classes are killing me.”

“Before you’ve had a chance to answer, they’re walking away,” said Prinz, as his fellow ISRPs made it clear that it is social custom, not rudeness, driving that response. “Respond, acknowledge it, and move on.”

Gluck built on the discussion of what may seem to those newly arrived to this country to be confusing American social norms.

“Lots of Americans say, ‘Just drop by anytime’ or ‘Let’s get together soon,’” she said. “Don’t take that as an invite. It’s just politeness. Don’t show up at their door.” Regarding body language and personal space, Gluck counseled: “Don’t stand too close to people when you talk to them. If they step back, don’t step forward.”

First-year student Victoria Merino, from Mexico City, shared that she’d already made a mistake after being introduced to someone on campus, leaning in to give kisses on both cheeks as the French do. Merino, a dual citizen who also holds a Swiss passport, just returned from a gap year in France.

“I messed up on that one,” she said with a laugh.

Gluck reassured her: “Here, it’s hugging. It’s OK. I do it all the time.”

MERINO, who attended middle school in the U.S. and high school in Mexico, says she still felt disoriented when she arrived on campus. International Student Orientation “has been the most settling thing for me,” she says. “I know it’s not just me going through this change in cultural settings.”

When Merino was considering colleges, she got swept up in the idea of going to an Ivy League institution or “one of those type” schools. One of her teachers, a graduate of Bryn Mawr, told her that focusing on prestige was a mistake—the most important thing was to choose the right school for her.

“That’s when I started my research to find where I could be the best version of myself,” Merino says. “I focused on liberal arts colleges and their values and

the tight communities.”

Haverford won her over with its class size and its Honor Code, along with the quality of its students and education.

“I realized I didn’t need to go to a university where I would be lost in a lecture hall,” Merino says. “I needed to go to a place where I could meet my teachers and get to know the people in my class very well.”

International Student Resource Person Alex Bernas ’19, who grew up in the Philippines, also talked about how the school’s Honor Code attracted her to Haverford. Her father, **José Bernas ’82**, used to tell her a story about a professor who lived on campus but never locked his door and left his valuables out in the open.

“I was really amazed,” she says, “not just at the professor’s trust, but in the people that had every temptation in the world to do the wrong thing but still chose to do what’s right.”

Gluck, the ISRP from France, knew early on that she wanted to attend college abroad. French institutions of higher learning, she says, “are too restrictive,



Long Way from Home

and you have to know after high school what you want to do. ... My goal since ninth grade has been to study here.”

Sophomore Moeka Noda says higher education in Japan works in a similar way: In high school, students apply to specific college departments which have unique entrance exams they must take. The emphasis is on a “professional education,” she says. “Without experiencing classes, I had no idea what field of study suited my interest. To find my own way to see the world, and to design my own learning, I chose to come to the U.S.”



Maelys Gluck
FRANCE

“He hugged me, so I felt relieved,” says Noda, who in September had an essay published in *The Japan News* about her experiences at Haverford. The piece, one in a series of reports by Japanese students studying abroad, was headlined “Pennsylvania School a Laboratory for Community Building” and recalled

the opening event of her freshman-year Customs Week, when a dean told the gathered students: “Be vulnerable.” Wrote Noda, “My heart started beating fast. That’s why I came here,” I thought.”

Prinz, the ISRP who has lived in Singapore for the last decade, followed

a well-rounded place. It’s not just academics. It’s not just athletics.”

Yet, there are some aspects of American life that he still struggles with, like those long winters. “I think when it gets dark early, your mood changes and there are definitely times you feel low-energy and lonely,” he says.

The good news? “There are so many resources, and you always have a group of people to go to at any time.”

When Prinz mentioned the weather at the intercultural adjustment session, another student jumped in to ask if the U.S. only uses Fahrenheit to measure temperature. Some of the students pretended to shudder when Prinz said yes. He tried to teach them a way to convert Fahrenheit measurements to Celsius.

“It’s times two plus 32,” Prinz said.

“No, it’s 9/5 plus 32,” someone else interjected.

It’s hard to be exact, Prinz said, but it’s good to remember that in Celsius, water freezes at zero degrees. In Fahrenheit, it freezes at 32 degrees.

“That’s so weird...” Merino said, shaking her head.

“I know. It’s horrible,” Prinz assured her. “But you get used to it.”

And even without knowing the exact temperature, Bernas said that

going to school in a place that fully embraces all four seasons can be an amazing experience for those coming from other parts of the world.

Bernas had her first real experience with snow last year. She was so excited, she said, “I was knocking on people’s doors, singing [the song from *Frozen*], ‘Do you want to build a snowman?’ And they were like, ‘Please. No.’”

In Japan, says Moeka Noda ‘19, high school students apply to specific college departments and the emphasis is on professional education. “Without experiencing classes, I had no idea what field of study suited my interest. To find my own way to see the world, and to design my own learning, I chose to come to the U.S.”

Before arriving on campus, Noda thought she would major in politics. After her first semester, she thought psychology would be a good major for her. Then she took a writing seminar focused on Philadelphia history and a class looking at the growth and structure of cities. Now she wants to focus her study on city design and architecture.

Noda has no close family in the U.S., so the bonding exercises during International Student Orientation did a lot to ease her anxieties as a first-year student. She met her closest friend during that week and says the support she received from the ISRPs was critical. One month after she had arrived on campus, her grandfather died. She shared the loss with her Honor Code Orienteer.

in his parents’ footsteps when he chose to attend college in the U.S. His father is from Germany and his mother is from India, but they met while attending college in Massachusetts. “They both had an amazing experience,” says Prinz, “It made me really excited to go to college in the U.S.”

Haverford struck him as a place that was “incredibly academically rigorous with a very supportive and inclusive student body.”

“I really wanted a balanced college experience,” says Prinz, who plays on the college’s tennis team. “Haverford is



Ishaan Prinz
SINGAPORE

Frequent contributor Natalie Pompillio also wrote our feature story about photographer Bill Davison ’73 on p. 34.

AIDING—AND GROWING— THE INTERNATIONAL PRESENCE ON CAMPUS

Established in 2007 under the leadership of the late **Greg Kannerstein '63**, who was then dean of the College, the International Student Services Office (ISSO) provides resources and guidance for students coming to Haverford from far-flung locales. The first stop for most is the International Student Services webpage, which offers an array of information about the application process, the forms and documents required, as well as links to more general information about studying in the U.S. ISSO Director Denise Allison, who has headed the office since its inception, also offers one-to-one assistance, often beginning her relationship with new international students long before they arrive at Haverford, helping them to secure visas or arrange special travel accommodations to campus. Allison also coordinates the work of 17 International Student Resource Persons (ISRPs),



a group of sophomores, juniors, and seniors—themselves international students—who can answer newcomers' questions while providing peer support and connection.

Haverford's international student population has grown from about 35 international students on campus in 1985 to about 150 in 2016. That's not an accident, says Jess Lord, vice president and dean of admission and financial aid.

The College has made a concerted effort to recruit internationally in the last five to six years, he says, hiring an administrator whose primary responsibility is coordinating international recruitment and sending staffers around the globe to meet prospective students.

"This helps us to overcome the gap in familiarity with Haverford specifically and liberal arts colleges more generally," says Lord.

Once international students arrive on campus, they're greeted by the International Student Resource Persons and go through a special three-day orientation. They bond during get-to-know-me sessions, group dinners, and even show-and-tell. The programming continues throughout the fall and spring semesters, with scheduled workshops on such topics as time management and study skills. In

addition, the College's International Students Association sponsors regular social gatherings and events.

(While not considered international, first-year students from Puerto Rico, Hawaii, Guam, and the U.S. Virgin Islands, those who are U.S. citizens or U.S. permanent residents residing abroad, those with dual/multiple citizenships, and students who have attended a U.S. high school for two years or less, are all invited and highly encouraged to attend the international students orientation.)

Students are also armed with the International Students Handbook, a comprehensive 68-page guidebook created by the ISSO that includes information about banking, grading, driving, and taxes in the U.S., and offers a breakdown of American holidays. On the subject of holidays, the office also coordinates the Holiday Opportunities for Multicultural Exchange program, known as HOME, which matches international students with families in the Haverford community willing to host them for holidays.

The growing international student population has fed a growing network of active international alumni who serve as Haverford's best ambassadors, interviewing prospective students and attending college fairs. In a new initiative, the International Student Services Office has enlisted Haverford's Multicultural Alumni Action Group (MAAG) to develop a program that will enlist international alumni to mentor current students. MAAG members **Thien Le '05** and **Lamel Jackson '04** are coordinating that effort.

Many international alums have also served on the International Council, which was established in 2001 to assist the College's international efforts and to gather perspectives from Haverford alumni and parents living abroad. Currently chaired by **Henry Ritchotte '85**, who also serves on the Haverford Board of Managers, the International Council's most recent meeting, in London in October 2015, identified three areas of focus: international student recruitment in Asia (led by **José Bernas '82**, P'19); international curriculum (led by **Doug Johnson '71**); and international student internships (led by **Shruti Shibulal '06** and **Charles Robinson '89**).

In 2012, Haverford also established the Haverford College Foundation (UK) Limited, to facilitate tax advantaged ways of supporting the College philanthropically while living in the United Kingdom and select countries within the European Economic Union.

"Haverford graduates can be found all over the globe having a tremendous impact in so many different ways," says Lord, "illustrating that the kind of education one receives at Haverford translates beautifully no matter where you are."
—N. P.



TELL US MORE

DR. STACEY RIZZA '91: HIV Expert

HIV is no longer the headline-grabbing disease it was 30 years ago. But maybe it should be. In April 2016, the Centers for Disease Control announced that, despite decades of public health efforts, the U.S. rate of HIV infection has not decreased significantly. Every year, more than 50,000 new cases are reported. And there's an even bigger infectious-disease threat: hepatitis C. As chair of the HIV clinic at the Mayo Clinic, director of its HIV transplant services, associate dean of the Mayo School of Health Sciences, and associate professor of medicine, Dr. Stacey Rizza is on the front lines of treating and understanding HIV and hepatitis C.

With everything that Americans know about HIV, why are there still 50,000 new cases of infection every year?

The biggest barrier is that not everyone is getting tested for HIV. Approximately 13 percent of people in the U.S. who have HIV don't know that they are infected, so they continue to transmit it. That's frustrating, because we now have very effective antiretroviral therapy that can help people live longer with HIV and decrease the chance that they will transmit it to others. If every person on the planet with HIV were diagnosed, linked to care, and on effective antiretroviral therapy, the virus would be eliminated from the human race within one generation.

Risk factors for HIV are fairly common knowledge. Why aren't people in those risk groups getting tested?

It's not just people with risk factors that should get tested. We find HIV in

people who think they have zero risk factors. That's why, in 2006, the CDC recommended universal HIV screening for all adults who come into health-care settings and have not been previously tested. But that's not being done. Many physicians are either unfamiliar with the CDC recommendation or they feel uncomfortable discussing it with their patients.

That recommendation is 10 years old. What needs to change to make physicians compliant with it?

Our team at Mayo created electronic platforms to trigger those screenings. So an electronic flag will notify a doctor or health-care provider if the patient they are about to see has never been tested for HIV. Figuring out who is infected and getting them treatment is the top priority. The U.S. is getting better at it, but it's something we still don't do well.

Neither does India. International organizations report that India has the third largest number of HIV-infected people in the world. Less than half are on antiretroviral medications.

India has one of the largest and one of the most dangerous HIV epidemics in the world. The infection rate in India has increased at a rate that matches, and at some points exceeds, what the rates used to be in parts of Africa. There are countries in Africa—particularly South Africa—that are examples of what public health initiatives can do to dramatically decrease the rate of new HIV infections. South Africa has one of the world's largest populations of HIV patients on antiretroviral medications paid for by the government. And, they have just instituted a policy to provide HIV pre-exposure prophylaxis [preventive medications] to all sex workers. That's an example of a government focused on addressing the HIV epidemic. It has made a remarkable difference. Other countries should be mimicking those initiatives and donate to the global fund that supports them.

The official stance of many governments, especially Russia, is that HIV infections are due to the moral lapses of people

PHOTO: COURTESY MAYO CLINIC

who have it. That sounds like the American government's response in the 1980s.

Countries with those epidemics have put their heads in the sand and turned HIV into a judgmental issue instead of a medical one. HIV needs to be addressed through public health initiatives, not through discussions of morality, especially those that are baseless. Worldwide, HIV is transmitted predominately by heterosexual sex. Studies done in large HIV clinics in southern India show that in some clinics with a majority of patients that are women, for 90 percent of those women, their only risk factor for HIV was having sex with their husband. It's time for those governments to initiate public health strategies to get people tested and link them to care for therapy.

You say that HIV is not the most dangerous infectious disease in the world. What is?

Hepatitis C is an equally big, if not larger, epidemic than HIV. Numbers-wise, hepatitis C blows away HIV. There are 170 million people worldwide who have been infected with hepatitis C, and close to four million people in the U.S. are infected right now.

In May 2016, the CDC reported that deaths from hepatitis C were at an all-time high. How did hepatitis C become so widespread?

Once again, it's a matter of testing people and getting them linked to care. We now have phenomenal treatments for hepatitis C. Many of the treatments are one pill a day for three months. In most studies, the cure rate is over 95 percent. If people respond to therapy, they are cured for life unless there is reinfection. That's why we want to find people and connect them to care. If it is gone from their system, they can't spread it. But the majority of people, unless they get tested, don't know they have hepatitis C until they have the symptoms of liver failure.

Who should get tested for hepatitis C?

Hepatitis C is a blood-borne infection, so anyone who uses IV drugs, snorts cocaine, or has tattoos should be test-

ed. It's not easily transmitted sexually, but transmission is more likely to occur through rough sex, if a person is infected with HIV or another sexually transmitted disease, or has multiple sex partners. The CDC recommends universal [hepatitis C virus] screening for everyone born between 1945 and 1965. Epidemiologic studies show that most hepatitis C infections in the United States are in that population.

Baby boomers are at the most risk for having hepatitis C?

Yes. That's one of the messages that we are shouting from the mountaintops. A full 75 percent of hepatitis C infections in the U.S. are in that age group. During the baby-boomer era, it's thought that there were lifestyle risk factors that made them more likely to be infected. As with HIV, if we could diagnose and treat everyone with hepatitis C, we could definitively prevent its spread.

One of your specialties is supervising transplants for people who are infected with HIV and hepatitis C, or both.

Twenty years ago, we wouldn't have dreamed of doing transplantation in HIV patients. But now that many people living with HIV are taking combination antiretroviral medications and doing well, we are learning that complications of long-term HIV are not just from immune-system depletion. Long-term HIV can also cause direct organ damage. People with HIV are more likely to have heart attacks, strokes, and renal failure than people their age without HIV. Patients who are co-infected with hepatitis C and haven't been treated are likely to develop liver failure over time. We now have many patients living with HIV who need kidney and liver transplants. And, HIV-infected patients who develop leukemia or lymphoma may need bone-marrow transplants. At Mayo, we are fortunate to have a large transplant center and a well-coordinated team, which allows us to be an HIV transplant center.

There have been such strides in antiretroviral therapy since you graduated from Haverford in 1991. Was it always your

intention to go into medicine?

Definitely not. Towards the end of my time at Haverford, I fell in love with the idea of space travel. I learned from NASA that the highest number of people going on the space shuttle were M.D.s who became mission specialists. That's when I decided to apply to medical school.

Did Haverford prepare you for medical school?

Yes, and not just academically. I was always stronger in math and science, and at Haverford those classes had a heavy male-to-female ratio. When I got to medical school, it was the same way. Also, being at Haverford is like living in a microcosm of the world, because there are people from all over the U.S. and the world. I loved being with so many people from so many places. In fact, I loved Haverford so much that my sister, **Elizabeth [Rizza] Cimaroli**, followed me there. She graduated in 1994.

How does a young woman who dreamed of being an astronaut become an HIV specialist?

I did an internal-medicine residency and a few aerospace projects and found it wasn't to my liking. I preferred immunology and host-pathogen interactions. I did an infectious-disease fellowship at Mayo and worked in a research lab investigating HIV pathogenesis. I really enjoyed working with HIV.

That might sound strange to some folks.

You're right. What I mean to say is that the HIV virus is very interesting. Is that better or worse? Well, the truth is that HIV is fascinating because of its host-virus interaction and the way it causes the immune system to die. The goal, in a nutshell, was to figure out how HIV makes the immune system vulnerable. In the last decade and a half, antiretroviral drugs have been developed and perfected to suppress the virus. Now the HIV community is working on research towards a complete cure. —Melissa Jacobs

Melissa Jacobs is associate editor at Main Line Today. Her freelance work has appeared in The Pennsylvania Gazette, the Jewish Exponent, and other publications.



Education and Accessibility

STUDENT AND FACULTY RESEARCH AND INNOVATION ARE HELPING TO
MAKE CLASSROOMS MORE ACCOMMODATING TO THOSE WITH A VARIETY
OF DISABILITIES AND LEARNING STYLES. **By Maggie Heffernan '16**

Daniel Gillen '17 (right), who is legally blind, and Assistant Professor of Linguistics Brook Danielle Lillehaugen collaborated on the creation of a **TACTILE MAGNET-BOARD SYSTEM** that aided Gillen in a "Phonetics and Phonology" course.

DANIEL GILLEN '17 has lived in the same room in Kim Hall for the past three years. His choice to stick with what he knows has a compelling rationale: the physics and music double major is legally blind.

“It took me a few months to familiarize myself with the campus and navigate my way from the new dorms,” he says. “My Customs team was very helpful in guiding me.”

Gillen, 22, lost his sight after both of his retinas detached when he was a baby. Since then, he has relied on his memory, his cane, and the help of others to get around.

As only the second legally blind student to attend Haverford—the first was a student who graduated in the 1940s—Gillen has needed to be proactive in ensuring he receives appropriate accommodations. Some of his particular needs include finding a note taker for certain classes, acquiring versions of his textbooks in Braille, and making sure that all of his online course materials support the use of his assistive technology. To complete assignments, take notes, access handouts and readings, and perform most other academic tasks, Gillen uses a Braille computer, which he has owned since high school.

“As far as I know, I am the first legally blind and totally blind student in generations here,” says Gillen. “As such, I have had to be a pioneer in teaching the College about accommodations for this specific group of students—namely, totally blind students with high proficiency in reading and writing Braille, majoring in STEM fields.”

And Gillen isn't the only one who has been expanding ideas about how classes can be adapted to a wide range of learning needs. With more individuals with a variety of disabilities enrolling at the College, and an increasing number of students and faculty expressing interest in accessibility issues, Haverford has been taking valuable steps toward fully accommodating all members of the community.

According to Associate Professor of Computer Science John Dougherty, Haverford is very responsive to students' particular needs. Dougherty, who researches assistive technology, began to shift his own approach to teaching after having three children with disabilities.

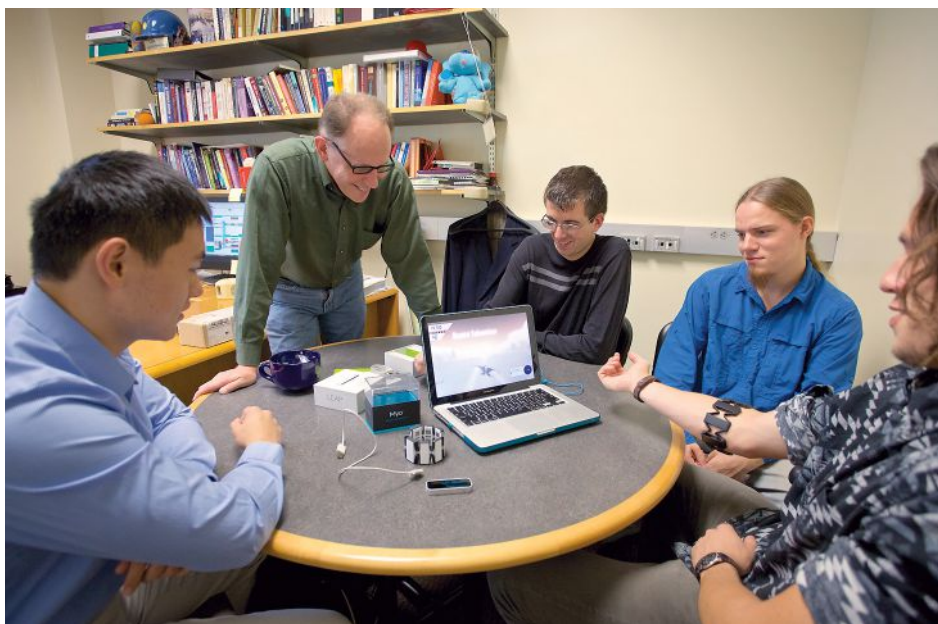
“Having Eva, who has multiple disabilities and uses a wheelchair, and two kids with autism greatly influenced my approach to my profession,” says Dougherty. “I started to think about accessibility in my research, and I also started thinking about how

to make my classes more accessible for students with different learning styles.”

To cultivate more inviting classroom environments, many professors follow the “universal design for learning” framework, or UDL. Universal design for learning grew out of the work of the Center for Applied Special Technology, which was founded in 1984 by a group of Boston-area educational researchers to explore ways of using new technology to improve the educational experiences of students with disabilities. Today, the UDL framework aims to optimize the learning experience for all individuals—disabled and nondisabled. Its set of principles, which have since been adopted by a wide range of postsecondary institutions, often save students who would need to formally apply for accommodations the time of doing so while also creating materials that individuals without disabilities can use.

Indeed, many of the tools Gillen uses function as resources that anyone might benefit from. When he enrolled in “Phonetics and Phonology,” a linguistics course that involves lots of visual charts and diagrams, Assistant Professor of Linguistics Brook Danielle Lillehaugen started to brainstorm with Gillen and others on ways Gillen could fully engage with the course material. Working with Haverford's Office of Access and Disability Services and other linguistics students, what she and Gillen came up with was the tactile International Phonetic Alphabet (IPA) magnet-board system, a device that is now available in Magill Library for any student or faculty member to borrow. In fact, the device is available

Associate Professor of Computer Science John Dougherty (standing) with students testing the MYO ARMBAND, which allows users to control technology via wrist and forearm motions.



Education and Accessibility



for lending worldwide, and is currently on loan to a professor in Thailand.

Using the system involves arranging magnetic tiles that are both embossed and printed to reflect the information displayed on a chalkboard or whiteboard. According to Lillehaugen, the board helped the class work together more effectively as a group and aided her teaching.

“Complicated phonology problems need a work space—like long division—and this magnet board worked for us as a space that was accessible to everyone in the classroom,” says Lillehaugen, who was the lead author of a paper on the magnet board that was published in the journal *Language*. “As a teacher who is sighted, I can read and adjust the magnets on the board and give feedback, and this feedback can be interpreted by students who are sighted or blind.”

Haverford’s propensity for collaboration has brought about many significant changes in its accessibility services. Sherrie Borowsky, who runs the Office of Access and Disability Services (ADS), says she communicates regularly with deans, department chairs, and other members of the College to assess ways in which it can improve.

“ADS provides academic accommodations and housing accommodations, and we’re constantly interacting with other groups on campus to learn how to best support all members of our community,” says Borowsky, who has worked in disability services in higher education for the past seven years. “I always speak at new-faculty orientations to immediately make our new members aware of the services and resources our office provides.”

Sherrie Borowsky runs the College’s OFFICE OF ACCESS AND DISABILITY SERVICES.

A number of Haverford students have conducted senior thesis research on gesture recognition devices such as the Myo armband (left and right) and the LEAPMOTION SENSOR (center).

Borowsky, who also speaks to the incoming freshmen class during Customs Week, partnered with the Office of Multicultural Affairs, the Center for Peace and Global Citizenship, the Office of Academic Resources, and the Athletics Department last March for a panel called “Living with Disability at Haverford.” The panel, an installment of Haverford’s open discussion series “[re]ACT Community Conversations,” featured five students who talked about their successes and challenges in living with a disability at Haverford.

A few panelists spoke about having “invisible disabilities,” or disabilities that are not always immediately apparent to others. The Individuals With Disabilities Education Act, which was enacted by Congress in 1975 and amended in 2004, lists 13 categories, some of which encompass so-called “invisible disabilities” such as learning differences, ADHD (attention-deficit hyperactivity disorder), autism, and mental-health issues.

Some students with invisible disabilities, says Borowsky, struggle with deciding when or how to reveal this information—especially in academic or professional settings. To help address these questions, ADS is working on a collaboration with the College’s Center for Career and Professional Advising.

“Employers, in addition to schools, are required by law to provide reasonable accommodations to qualified employees or applicants with disabilities,” explains Borowsky. “You don’t need to reveal your disability if you don’t want to, and employers are not allowed to ask whether or not you are disabled, but if you do provide this information, then you are entitled to reasonable accommodations as long as they do not interfere with the essential functions of the job.”

In addition to enhancing its accessibility services, Haverford has also adopted new technologies into its curricula to facilitate learning for all students. In



2011, the College joined the growing international list of academic institutions that use Panopto, a lecture capture system that allows faculty to record their lectures and share them with the class so that students can watch them later. The application, which was used in 34 Haverford classes during the 2015–16 academic year, also lets users enter notes and alter the playback speed when watching recorded lectures.

Provost and Associate Professor of Chemistry Fran Blase was the first to integrate Panopto into her lectures when she used a Teaching With Technology grant from the College to pilot the application.

“My intention was to support students in their learning and allow them to review each class as it unfolded,” says Blase. “I wanted to give [students]

**“THE RISE OF GESTURE RECOGNITION,
VIRTUAL AND AUGMENTED REALITY,
AUTOMATED SPEECH RECOGNITION,
ETC. , IS BRINGING A MULTITUDE
OF INTERFACE TECHNOLOGIES
INTO COMMON USE.”**

the opportunity to see again the many structures and mechanisms discussed, listen to the lecture in case they missed something, and reinforce the material, particularly if it was unclear when they first heard it.”

Hiroyo Saito, director of Instructional and Information Technology Services, is particularly interested in learning how to incorporate new technologies like Panopto into Haverford classrooms. This summer, Saito attended the second annual Center for Applied Special Technology UDL Symposium, a gathering of educators and researchers focused on discussing the best practices for engaging all learners.

“One of the overarching themes of the symposium was that universal design for learning is not a checklist, but rather a philosophy,” she says. “Some presenters mentioned that if you want to promote UDL in higher education, you need to start with a core group of passionate individuals and then go from there.” Saito has since discussed the possibility of a Haverford UDL initiative with Borowsky.

Instructional and Information Technology Services also frequently works with students one-on-one to find ways to enhance their classroom experiences. For example, when **Carl Sigmond '13** arrived on



The **INTERNATIONAL PHONETIC ALPHABET** tactile magnet-board system, invented at Haverford, is now on loan to a professor in Thailand.

campus, he was unable to use a computer unless he was in his room. Sigmond, who has cerebral palsy and uses a wheelchair, types using a LeverBoard, a device he invented himself while he was in high school. Since the original device was too cumbersome to carry around during the day, Sigmond would leave it in his room in Barclay and return to it whenever he needed to use his computer.

“I type, not with keys, but by moving two levers forward and back in different sequences,” explains Sigmond. “Each character is a unique sequence of lever movements, and it is my primary method of inputting text and controlling my computer.”

For his sophomore year, Sigmond decided he wanted to live in Quaker House, which is housed in one of the units in the Haverford College Apartments. So he began brainstorming ways he could use the LeverBoard without having to travel all the way to HCA every time. The solution that evolved was to install the device in a reference room in Magill Library for which Sigmond had a key. By

Carl Sigmond '13 worked with several collaborators on campus to refine a **DEVICE HE INVENTED** that attaches to his wheelchair and allows him to type using two levers.



Education and Accessibility

Sigmond's senior year, he was able to work with Dougherty, **Paul Raccuglia '14**, former Associate Chief Information Officer Steve Fabiani, and the late Bruce Boyes, the College's longtime research machinist and instrument maker, to have the device mounted on his wheelchair.

"It is really thanks to that team of people that the LeverBoard is much more robust," says Sigmond. "Even with my slow typing I am able to keep up with my work today as an operations manager at a Friends school."

Student and staff collaborations have also fueled changes in various departmental areas of research and study related to disabilities. After Gillen came to Haverford, physics faculty members Suzanne Amador Kane, Paul Thorman, and Kevin Setter, working with Gillen and **Megan Holt '14**, and outside experts on science accessibility, designed and wrote up an accessible curriculum for physics students who are blind or visually impaired. In 2012, Writing Center Director Kristin Lindgren, who is a disability scholar, and Assistant Professor of English Debora Sherman helped organize *What Can a Body Do?*, a Cantor Fitzgerald Gallery exhibition that artistically explored the capabilities of disabled bodies. And, at the beginning of this school year, Bryn Mawr education professor Alison Cook-Sather and Haverford mathematics lecturer Jeffrey Tecosky-Feldman facilitated a Tri-College faculty retreat focused on fostering inclusive and responsive classrooms. Topics included "inviting active student engagement in large lecture courses" and "creating and sustaining a welcoming classroom environment."



Sigmond moves the two levers on his **LEVERBOARD** forward and backward in different sequences to input text and control his computer.

"There was robust discussion, which was enlivened by having so many different disciplines represented at the retreat," says Tecosky-Feldman, who estimates 60 faculty members attended.

Accessibility has also become the subject of a growing number of senior theses at Haverford. The work that Megan Holt did with Kane, for example, on a physics curriculum for blind students became part of her thesis research on devising 3-D realizations of graphics used in physics and mathematics courses. Holt's thesis, "Maximizing Accessibility for the Blind in Physics Education," looked at how these "tactile graphics" could aid blind and low-vision students. Dougherty, in the computer science department, has also advised a number of seniors who have incorporated accessibility into their theses. **Adam Van Aken '15** and **Dorvil Gabriel '16** both wrote a thesis on the Myo armband, a gesture-recognition device that allows its user to control technology via wrist and forearm motions. For his thesis, Gabriel created scripts that could help someone missing a hand type more efficiently using a Myo armband.

For her thesis, **Maggie Perkoff '15**, a computer science and linguistics double major, examined the ability of computers to recognize sign language. Instead of studying technology such as cochlear implants, which aim to "correct" deafness, Perkoff researched how people with hearing disabilities could more naturally interact with the global community without needing to change their degree of hearing. **Marcus Firmani '16** also researched gesture recognition, focusing on how it could be applied to virtual and augmented reality.

"The rise of gesture recognition, virtual and augmented reality, automated speech recognition, etc., is bringing a multitude of interface technologies into common use," says Firmani. "And that means more people—with disabilities and without disabilities—will be able to interact with the same devices."

And, though there is still work to be done, Haverford continues to work toward the same goal of being totally accessible for all of its community members.

"Haverford bent over backwards to give me the accommodations I needed in order to be a successful student," reflects Sigmond. "And I am so grateful to the College."

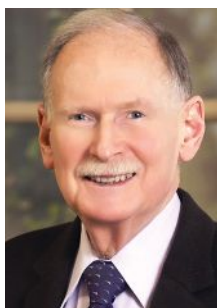
Maggie Heffernan '16 is an editorial assistant at The American Association for Cancer Research and a freelance writer who regularly reports on disability issues.



Instructional and Information Technology Services Director Hiroyo Saito is working with colleagues to develop a **UNIVERSAL DESIGN FOR LEARNING INITIATIVE** on campus.

HOW TO Age Well

Dr. Richard Besdine '61 is one of the pioneers of geriatric medicine. After doing his training in Scotland (there were no geriatrics programs in the U.S. at the time), he returned home to start one of the first American geriatric medicine programs at Harvard University. Over the next 40 years, he built similar programs at the University of Connecticut, and at Brown University, where he now serves as the Greer Professor of Geriatric Medicine and directs the Center for Gerontology and Health Care Research and the Division of



Geriatrics and Palliative Medicine. Besdine, who still plays squash regularly, has plenty of professional and personal experience, as well as his own research, to back up his conviction that getting older doesn't have to mean a steady decline. "The cornerstones of healthy, robust aging are really simple," he says. "It's stuff our mother talked about. It's diet and exercise and sleep and prevention." Here's his advice:



Get plenty of exercise: It turns out that exercise—jogging, going to the gym and lifting weights, playing an aerobic sport such as squash—is great for the heart and brain and every organ. If you can't do vigorous physical exercise, because of arthritis or other chronic conditions, walking is three-quarters as good as jogging. Weight-bearing exercise is also great for maintaining bone density, which is a huge health issue for older people.



Mind your diet: I do research on the Mediterranean diet, and it turns out that it not only reduces heart attacks, strokes, and diabetes, it also improves cognition and reduces hip fractures. The Mediterranean diet is built around fresh fruits and vegetables, fish, olive oil, nuts, modest amounts of red wine, and very small amounts of butter and eggs. But just as important is what you *don't* eat, which is processed food, red meat, high salt, high fat, and high sugar.



Prevent falls: Falls are the nemesis of older people and most falls occur in the home. So you want to pay attention to appropriate footwear and adequate lighting—especially on the way to bathroom. You don't want any loose rugs or high thresholds, or tables or chairs in the way that you could trip over.



Cut back on alcohol: The alcohol intake you might have tolerated in middle age becomes harder when you get older, because we're not as good at metabolizing it. The other alcohol problem among older people is new drinkers—the people who start drinking in old age because they are lonely or bereaved. Alcohol is the most common drug used in America for stress; older men whose wives have died—and old, white American men more generally—are the riskiest demographic for suicide. Prior heavy drinking is often associated.



Nurture emotional and social health: The older you are, the less likely you are to have major depression if you are healthy. But older people with serious chronic illness are at higher risk for depression, so identifying and adequately treating it is still important. It's also crucial to have a rich social network, which is defined by the number of people in a week you talk to for more than 15 minutes. The strength of your social network is directly proportional to your risk of death, hospitalization, nursing-home admission, and physical disability. One of the reasons women live longer than men may well be that men have much sparser social networks.



Embrace your sexuality: Sexuality is way broader than intercourse. Cuddling and touching, nuzzling and spooning are all in the spectrum of sexual activity. Most older people should be encouraged to be sexual, because it's healthy. And the best predictor of sexual activity in old age is sexual activity in middle age. So keep going.



Don't fear dementia: It turns out that the very same exercise interventions that are used to promote physical vitality also help cognition. Randomized trials with a control group showed that 30 minutes of walking, five days a week, slowed cognitive decline in people who say they are having memory trouble. The risk factors that make it more likely you will get Alzheimer's include stress level, diabetes, physical inactivity, tobacco use, depression, and low education levels. But these are all things that are modifiable. One of the most important things is to stay cognitively engaged. You don't need to be a physicist, you just need make your brain work on a daily basis.

—Eils Lotozo

Roads Taken and Not Taken

Mita Choudhury '85

My family arrived in the United States in 1970, five years after immigration quotas had been lifted. Not on a “boat” (a question posed by a high school teacher) but on a plane landing at JFK. We already had ample experience living abroad, a symbol of “globalization” before the word became a part of everyday vocabulary. My parents had left India in 1961, and I was born in London; from there, we spent nearly two years in Zambia. My parents represented the trickle of South Asian professionals seeking better employment opportunities and education for their children.

One of my earliest impressions of American life was watching TV. That meant reruns of *I Dream of Jeannie*, *Gilligan's Island*, or *The Brady Bunch*. Each in its own way conveyed a certain sense of normal. But I really didn't need TV shows to remind me that I wasn't “normal” in this world. Growing up Asian in the U.S. in 1970 meant negotiating compartmentalized lives: the American child's world of school and play and the diaspora world of Bengalis.

Every weekend, the same Bengali families gathered for elaborate dinner parties. This was my extended family that formed its own country. Most of the men worked in the larger world. What kinds of subtle discriminations did they face in the early '70s? They may have been skilled professionals with advanced degrees. But they were not white and spoke with accents. However, it was the women who were the gatekeepers of culture, who used food, language, and dress to police who was a good Bengali. They may have been outsiders in the U.S., but in this community, they made American culture, or a caricature of American culture, seem foreign and substandard. They flipped “us” and “them,” redefining who was the other.

But my family took a different route in 1975 when my father, a civil engineer, was transferred to Tehran. Some parts of my childhood remained the



What I learned in those four years at Haverford was to make my own personal and professional choices. Although my parents took risks coming to the U.S., like most immigrants, they measured success through financial stability. To their horror, I wanted to be an academic—the wrong kind of “doctor.”

same—Bengalis have an uncanny knack for finding one another and re-creating their culture (or their nostalgic memory of that culture). But now, I attended an international school with mostly Iranians, Americans from all over the US, and other nationals.

In the fall of 1978, the Iranian Revolution broke out, and I learned that being American or associated with America was not a safe thing. Later, as a history professor, I would teach revolution in terms of origins and causes, agency and contingency. But at 14, I experienced it as disbelief and loss, especially when my father's company gave us 36 hours to pack up and leave.

In shock, I entered high school in suburban New Jersey. The experience of revolution and international travel made me detached. I felt alienated from both my American high school and my Indian community. The patriotism of the Reagan years was bewildering, while the Bengali

world seemed static. I strained against the constraints that both societies sought to impose on me to make me belong.

Three years later, I found freedom in that unique American institution, the small liberal arts college. Haverford, frankly, was not very diverse in the early 1980s. But during the Reagan era, it was an oasis. The atmosphere encouraged intellectual curiosity and self-exploration, and the Quaker ethos demanded we engage one another with respect. I could move through multiple communities, an outsider but not one. Ironically, it was during my junior year in London, wandering alone through streets and museums, that I eventually made peace with being an outsider. I discovered strength and comfort operating on the margins.

What I learned in those four years at Haverford was to make my own personal and professional choices. Although my parents took risks coming to the U.S.,

continued on page 76

A Scholarship's Effect on Diversity at Haverford

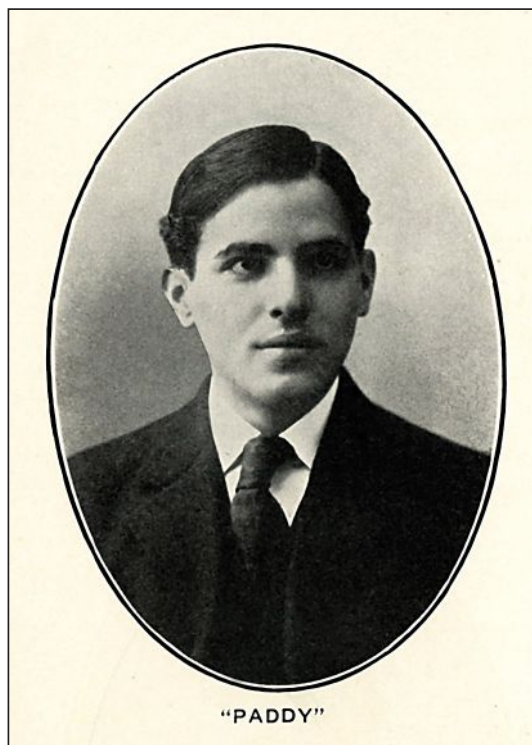
Over the 50 years of its existence, the José Padín Puerto Rican Scholarship has had an impact on the College culture. **By Sacha Adorno**

As a high school senior, **Carlos A. Rodríguez-Vidal '79** opened the first and only telegram he would ever receive. In it was a message from Haverford College informing Rodríguez-Vidal that he'd earned the College's José Padín Puerto Rican Scholarship, a unique, prestigious honor for students from Puerto Rico.

The small slip of paper with a significant message paved Rodríguez-Vidal's path to Haverford, not only affecting the college-bound teen but also the Haverford community, and, ultimately, Rodríguez-Vidal's homeland.

"The scholarship influenced my life," says Rodríguez-Vidal, a trial attorney and litigator for the San Juan firm Goldman Antonetti & Cordova. "It was financial assistance to study in the U.S., but it also honors an inspirational man who made a significant contribution to education in Puerto Rico."

The first student from Puerto Rico to attend the College, San Juan-born Padín graduated from Haverford with the Class of 1907. After graduation, he went back to the island, establishing a successful—if at times provocative—career in education that eventually led him to serve as the territory's secretary of education. In this role, Padín reversed a U.S. decree that made English the official language of the island's educational system. Instead, he made Spanish the language of instruction, a controversial move costing Padín his position. He then lived



José Padín, Class of 1907, was the first Puerto Rican student to attend Haverford, and went on to become Puerto Rico's secretary of education.

for a time in the U.S. but eventually returned to Puerto Rico, where he was a member of the territory's Council of Higher Education until his death in 1963.

Four years later, Padín's wife, Paulina C. Padín, established the scholarship at Haverford to help students from Puerto Rico cover tuition, room and board, and other expenses. In the 50 years since, 53 students with demonstrated financial need and a commitment to multicultural issues have attended Haverford as Padín scholars, many receiving the scholarship for multiple years.

One of them is **Karen Vargas '03**. Born and raised on Puerto Rico's southern end, where her parents are coffee farmers, Vargas is one of 12 children in her family. When exploring colleges, she learned about Haverford at a college fair and the Padín Scholarship through her guidance counselor. After she was accepted to Haverford, she applied

for the scholarship, and the College flew her and the other finalists to campus for a weekend of interviews and activities.

"From the moment I arrived, I knew Haverford was where I wanted to go," says Vargas. "So, winning the scholarship meant the world to me." Now an associate dean of admissions for multicultural recruitment at Providence College, Vargas is an active Haverford alumna—she recently reunited with other Padín scholars at an event on Haverford's campus celebrating the scholarship's 50th anniversary.

“The scholarship offered opportunities that my parents wanted for me but could not provide financially,” said Vargas, who majored in sociology. “It opened academic and social doors. I took full advantage of every opportunity Haverford gave me. I studied in Greece, traveled to Cuba, and, on campus, contributed to the College community. Being at Haverford taught me so much; it gave me the opportunity to be my best self.”

More recently, Hiram Ruiz '17, an economics major and math minor from Guaynabo, was considering both Haverford and Cornell, but Haverford's financial support and people made the decision easier. “Haverford offered more money, which helped,” he says. “But with the money comes a tight community of students from Puerto Rico. The scholarship enabled me to be part of it.”

Like Vargas and Ruiz, Rodríguez-Vidal believes the scholarship has affected not only the lives of the individual Padín scholars but also the College's culture. By increasing the number of Puerto Rican students at Haverford, it's helped create a more inclusive experience for everyone.

“Students from Puerto Rico took Haverford's openness to diversity seriously,” says Rodríguez-Vidal about his undergraduate days. “When I started at the school, there wasn't a person dedicated to minority or multicultural affairs. We worked closely with African-American and other underrepresented students to drive the formation



Carlos A. Rodríguez-Vidal '79



Karen Vargas '03

of the Office of Multicultural Affairs.”

Today, one percent of the Haverford student body is from Puerto Rico. The applicant pool from Puerto Rico continues to be robust and grows stronger every year. “Certainly, the scholarship isn't solely responsible—of course, Haverford does attract students from Puerto Rico who don't need financial assistance—but it certainly has helped establish a unique connection to the island's high schools,” says Vargas.

For students who do come to Haverford on the Padín Scholarship, securing the relationship between Haverford and the territory is as important for the College's recruitment efforts as it is for stemming the brain drain from Puerto Rico. Ruiz, who participates in interviewing and choosing incoming Padín scholars, explains, “When screening applicants, we look for people who will be happy at Haverford and who want to advance Puerto Rico in some way.”

Named for a man who studied in the U.S. but always maintained a sense of responsibility for the place where he was born, the Padín Scholarship has inspired many recipients to give back. Whether they choose to go home after graduation or to support Puerto Rico from afar, numerous Padín scholars, says Rodríguez-Vidal, “want to live up to Padín's example. We want to use our Haverford education and influence in ways that reflect our desire to do good.”

For a biography of Dr. José Padín, Class of 1907, visit hav.to/1vr.

Will You Meet the Board Scholarship Challenge?

Haverford is committed to remaining affordable for all academically qualified students so that those most able to benefit from and contribute to this community may attend, regardless of their ability to pay. With this ethos in mind, the College set a *Lives That Speak* campaign goal of \$40 million for new and endowed scholarship funds by June 20, 2017.

To ensure that the goal is met, the Board of Managers created a \$2.5 million challenge pool to inspire leadership support during this final year of the campaign. The challenge pool offers a 1:1 match for all new endowed scholarship gifts of \$100,000 or more, up to \$250,000 per donor. The matching dollars will “follow” your gift into the new or existing scholarship fund you choose to support, until the pool is exhausted.

If you are interested in letting your life speak through an endowed scholarship, or if you have any questions about this opportunity, please contact Director of Individual Giving Deb Strecker at dstrecke@haverford.edu or 610-896-1129.



Guiding Light

Board of Managers Chair Rick White '81 talks about the ideas and experiences that have inspired his longtime service to the College. **By Lini S. Kadaba**

At the spring meeting of the College's Board of Managers, recently appointed Chair **Allan Richard "Rick" White III '81** used well-timed questions and observations to recalibrate the discussion of Haverford's long-term financial health.

By many estimates, that's his forte.

The 56-year-old White's "tactical and tactful prodding," says President Kim Benston, pushed against quick, bottom-line solutions, especially those that couldn't ensure access to a Haverford education for a diverse student population. As he is apt to do, White encouraged an outlook beyond the typical five-year horizon. And he sent a strong signal about Haverford's priorities by personally providing resources to presidential initiatives such as diversity, sustainability, and financial aid.

"He can be analytical and then synthetic, and he's not afraid to be speculative in the interests of encouraging others to check their assumptions or to stretch their imaginations," Benston says. "It's made a huge difference in honing our

strategic vision for the next several years."

White's ability to thoughtfully challenge not only others but himself evidences an ever-curious mind honed over a lifetime.

Fourteen years ago, he traded the upper echelons of New York City's frenetic investment management world for the gentler rhythms of Boulder, Colo. The finance guy was looking for a new test—and a better way to manage money for his clients.

In late 2003, he started Minot Capital. The low-key niche investment firm, which advises a small group of global clients, takes the long view on building wealth in an industry sometimes focused on shorter-term gains. Perhaps more important, Minot (pronounced MY-knot) is grounded in certain values that its managing partner holds especially close.

"How do you run a principled asset management business, where you're actually committed to your clients' best interests and engaged in their lives, where relationships matter to you and

also to them?" he says about the guiding light behind the venture whose name comes from a 166-year-old lighthouse near White's childhood home of Cohasset, Mass.

A similar guiding light informs his role as Haverford's board chair.

"The point is not for the Haverford campus to be a bubble," he says, taking a break from board business during a July visit to the College. "The point is connection, and to connect in a certain kind of way, an ethical way, a rigorous, thinking kind of way."

Clean-cut, tall, and trim (the mountain biker and rafter revels in the outdoors), White gets increasingly animated as he talks about service to his alma mater. Elected to the Corporation of Haverford College and the Board of Managers in 2005, the economics major became board chair in July 2015. White, who is less about sound bites, more about reasoned, in-depth appraisals, offers three catalysts for his involvement:

■ Haverford's mission as a liberal arts college set apart by its Quaker ethical

underpinnings is more relevant than ever. An education that emphasizes “the ability to abstract insight, and discern signal from noise,” White says, is essential for these complex times.

“It’s not enough to live an intellectually rigorous life,” he adds. “It needs to be an ethical life, a principled life. . . . The values and witnesses that come out of the Society of Friends that inform the place are very distinctive.”

■ Haverford’s commitment to diversity and social justice echoes his own beliefs as a Quaker. “When you look at the world today, there is an increasing disparity of wealth,” he says. “To me, someone’s opportunity should not be bounded by where they’re born or their family’s economic circumstances, but by their own individual merit.”

For White, this hits close to home. His mother, who came from modest means, was only able to attend college with the help of a benefactor, he says, and his father had to drop out of college to take over the family ice-cream and frozen-foods business when his own father died.

■ Finally, the challenges of higher education, like a financial market, excite him intellectually. “When you think about it, higher education sits at the intersection of the changing nature of knowledge, technology, globalization, and class,” White says. “There’s such a rich set of complex problems. Then you get to work on them with people who are really smart.”

And like a market, higher education is a puzzle that ever shifts as it reacts to various outside influences. “There’s no end point,” White says. “It’s not the *Times* crossword puzzle, where you finish it and it’s done. This puzzle is always going, and that’s part of the fun. . . . You’re drawing on fundamental insights from lots of different fields and trying to synthesize them to make sense of the world. That is nirvana for the curious.”

Benston praises White as someone with a “razor-like intellect, genuine wit, and seemingly quenchless energy,” whose devotion to the College begins with taking nothing for granted. “He’s

constantly pressing us to honestly understand our strengths and weaknesses,” he says. “He’s a fantastic partner for me personally, above all else because he simultaneously provokes and promotes, and propels me with great questions and unquestioning support.”

The second oldest of six children raised Roman Catholic, White came to Haverford with a fascination for markets and that unbounded curiosity. Besides his economics courses, he explored music theory, history, and Buddhist philosophy.

A favorite figure is the eighth-century Buddhist monk Shantideva, who taught

**“It’s not enough
to live an intellectually
rigorous life.
It needs to be an
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principled life.”**

that generosity is a gift to the giver. “In real generosity, you have the joy of that gift,” White explains, pointing out parallels between Buddhism and Quaker beliefs. “They’re both contemplative traditions, and they both start with looking at yourself, as opposed to wagging your finger at others and telling them what they should do.”

(Reflecting his interests and beliefs about giving, he sits on the boards of several nonprofits, including the Robert H. N. Ho Family Foundation, which promotes Chinese arts and culture and Buddhist philosophy, and the Hemera Foundation, which supports contemplative practice, arts, and education. Previously, he served as a member of the board of the Landmine Survivors Network and the Abraham Path Initiative, which aims to build a long-distance walking trail across the Middle East.)

After graduating from Haverford, White joined Morgan Stanley as an analyst. “I had zero background in technol-

ogy,” he says, “and I went into a program doing analytical modeling using computer systems for different kinds of financial transactions.”

His Haverford education rescued him. “You know how to learn things,” he says.

Over two decades, White worked for the investment firms First Boston Asset Management, Salomon Brothers—he was a founding member of Salomon Brothers Asset Management—and Neuberger Berman, where as partner he managed \$6 billion in equity.

By the end of those decades, White was ready for a change. After the move to Boulder, he did a stint as an instructor at the University of Colorado while he waited out his non-compete clause, and then founded Minot.

Along the way, White found himself drawn to the Society of Friends—the seed was planted in college—and began to attend Meeting for Worship. These days, he continues to be a member of Purchase Friends Meeting in New York. He and his wife, Rebecca, a school psychologist, have three adult children, including **Kaziah White ’16**, an anthropology major who is working at Philadelphia Legal Assistance through a yearlong Haverford House fellowship sponsored by the Center for Peace and Global Citizenship.

As White looks at the College’s future through the same long-term lens he provides clients, he is optimistic.

“We are so many times blessed,” he says. “Haverford is a small liberal arts college with deep ties to Philadelphia that is committed to academic excellence inflected by the values of the Society of Friends. We know who we are. That’s an enormous strategic asset.

“But you can’t rest on that,” he continues. “We need to continue to nurture and build it. How do we optimize our set of choices? . . . If you think of a board role, you’re balancing the needs of today with your obligations to ensure that the institution remains vibrant for the next 100 years.”

Frequent contributor Lini S. Kadaba is based in Newtown Square and is a former Philadelphia Inquirer staff writer.

Got an Affinity for Haverford?



Haverford Alumni in Education launched in July with a Philadelphia happy hour event.

Affinity groups offer opportunities for alumni to connect around issues of shared interest and engage with one another and the College in a variety of ways. To get involved or to learn more about affinity groups generally, visit fords.haverford.edu/affinity-groups, or contact Alumni and Parent Relations at alumni@haverford.edu or 610-896-1004. Affinity programming is possible through the active involvement of alumni volunteers.

HAVERFORD ALUMNI IN EDUCATION (HAE): Conceived and founded by **Oscar Wang '14**, HAE shares interests in the issues, practices, and professions that relate to education; enables civic engagement in the field of education; and expands opportunities for Fords to explore, network, and engage in education-related careers. Join the Facebook group: Haverford College Alumni in Education.

FORDS IN FINANCE (FIF): FIF aspires to foster meaningful professional and personal relationships among its members who work in financial services and related fields, strengthen ties between the College and its alumni base, and assist current students in their professional pursuits. Several young alumni founded the group in 2014. Join the LinkedIn group: Fords in Finance.

HAVERFORD COLLEGE LAWYERS NETWORK (HCLN): **Michael Gordon '04** and **Rahul Munshi '06** founded HCLN, the College's first career-based affinity group, in fall 2010. This group is open to anyone pursuing a career in the law

or related fields. Join the LinkedIn group: Haverford College Lawyers Network.

LGBTQ+ NETWORK: Revitalized by a small group of alumni and students during Alumni Weekend 2016, the LGBTQ+ affinity group creates opportunities for LGBTQ+ alumni and allies to connect with and support one another and the College's students. Join the LinkedIn and Facebook groups: Haverford College LGBTQ+ Network. Email: hc-pride@haverford.edu.

MEDIA, ENTERTAINMENT, AND SPORTS (MES): The MES group brings together and supports alumni working or interested in those fields through networking opportunities, speaker series, and social media. It also provides an information pipeline for current students seeking to break into the MES industries. The group officially launched with a gathering at AMC/Sundance in September 2016. Join the Facebook group: Haverford-Media, Entertainment, and Sports Affinity Group.

MULTICULTURAL ALUMNI ACTION GROUP (MAAG): MAAG ensures that Haverford is an inclusive community where all Haverfordians—from prospective students to seasoned alumni—can thrive. MAAG aims to directly support and have an impact on the quality of multicultural experiences on a campus that will become more diverse in the coming decades. By forging a critical partnership with the College, MAAG will be an integral resource in Haverford's ability to model what it means to be a proactive, high-achieving, and thriving multicultural community. Join the Facebook group: Haverford College Multicultural Alumni Action Group.

BI-CO PUBLIC HEALTH: Bryn Mawr and Haverford alumni collaborated to form a group for Bi-Co community members who work in or study across the full spectrum of public health fields, including health promotion and education programs; community, environmental, behavioral, occupational, and clinical health services; epidemiology; biostatistics; theoretical and applied research; and more. Join the LinkedIn group: Bryn Mawr and Haverford College Alumni in Public Health.

SCARLET SAGES: Scarlet Sages are Fords who graduated 50 or more years ago. The group was started by **Mather Lippincott '43** and exists so alumni can enjoy the good life begun at Haverford, joining with classmates, Bryn Mawr Golden Sages, and Swarthmore Garnet Sages to further this pursuit of happiness. Contact Margaret Gindhart, associate director of gift planning, at 610-896-1329.

More information and social media links for all affinity groups can be found at fords.haverford.edu/affinity-groups.

NOTES FROM THE ALUMNI ASSOCIATION

The Enduring Haverford Experience

By David Wertheimer '77

Even though I am now 40 years out from my years at Haverford, I still recall fondly the energy and enthusiasm my classmates and I brought to the start of each new academic year. As a member and now president of the Alumni Association Executive Committee, it's been a pleasure seeing how strong the attachments to the College remain among alumni from across the years and the many diverse constituencies that we represent.

The AAEC is composed of both recent grads and alumni many decades out from their college years. We come from the diverse fields and professions Haverford feeds, whether we are in business or nonprofit organizations, schools or universities, finance, medicine, law, the arts—or even stay-at-home parents watching our kids grow (and maybe even head to Haverford someday themselves).



David Wertheimer '77

All of us on the AAEC, including Past President **Spencer Ware '01** and Vice Chair **Natalie Wossene '08**, encourage you to reach out and engage with the College. You can attend activities on campus, host externs and interns, provide mentorship and career counseling, join our growing number of professional and special interest affinity groups, or just

reconnect with a member of the AAEC you may have known during your years as a student. (Visit hav.to/aaec.)

As I look forward to my own 40th Reunion in May (let's have a great turnout for the Class of '77!), I can report that Haverford remains a remarkably vibrant community. Much about the College has changed, including new buildings on our beautiful campus, the growing, rich diversity of our student body, and the ways in which students and faculty are able to engage and connect with the world outside the "Haverbubble" (a term that didn't even exist in my day. Nevertheless, at its core, Haverford remains the place it has always been: an institution committed to academic and personal excellence, with a strong current of ensuring that in its work, and through its graduates, it makes the world an ever better, more just, and more equitable place. 🐘

UPCOMING EVENTS

Lives That Speak

December 8—Atlanta, Ga.

Find out how the *Lives That Speak* campaign is already making a difference at Haverford. Gather with fellow Haverfordians to hear about changes coming to campus, and discuss the increasing relevance of the liberal arts in a global, complex, visual, and digital world. Visit hav.to/ltsevents for details and registration.

Lives That Speak events are in the works for Burlington, Vt., and Chicago, Ill., for spring 2017. Alumni in those cities will receive more information soon and may also visit hav.to/ltsevents for updates.

Save these dates for on-campus events next year:

3rd Annual Public Policy Forum

March 18, 2017

Join students, faculty, and alumni for this daylong discussion of issues in foreign policy, ethics in public policy, policy in the developing world, and more. The forum will also feature a panel discussion sponsored by the Haverford College Lawyers Network.



Alumni, students, and faculty connected over lunch at interest tables, like this one for education policy, at the 2016 Public Policy Forum.

Alumni Weekend

May 26–28, 2017

Don't miss the ever-popular Music & Food Truck Festival on Founders Green beginning at noon on Saturday, May 27.

class news



September's Opening Collection took place on Founders Green and featured a candlelight vigil and memorial for summer 2016 victims of violence.



HVERFORD COLLEGE

Due to privacy concerns, the Class News section is not included in the digital edition of *Haverford Magazine*.



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Roads Taken and Not Taken

continued from page 50

like most immigrants, they measured success through financial stability. To their horror, I wanted to be an academic—the wrong kind of “doctor.” Nor did I make it easy for them to understand. I started as an English major, moved into 20th-century British history, taught high school, and then worked toward my Ph.D. in 18th-century French history. My ability to seize opportunities came from class privilege, since my parents’ generosity prevailed over their misgivings. But I owe much to a flexible education system that provided multiple paths to success.

By all definitions, I’m a successful scholar and teacher, although I still shrug off puzzled questions about why I don’t work on Indian history. Instead, I make the 18th century my

home. In theory, 18th-century society had no place for someone like me except to be gazed upon as an exotic other. Nevertheless, the same period also fostered a spirit of critical inquiry that demanded you interrogate your own society like an outsider. It rejected the boundaries that undermined individual dignity and common humanity. The education I received and work to pass on to students upholds these values, which are also the core principles of the U.S., a country established in the 18th century. Now I must ask: Are these principles being compromised by a fearful

nationalism that discourages outsiders with its angry rhetoric of borders and walls?

Mita Choudhury teaches early modern European and 18th-century French history at Vassar College. She is the author of The Wanton Jesuit and the Wayward Saint: A Tale of Sex, Religion, and Politics in Eighteenth-Century France, newly published by Penn State Press. For more about the book, see p. 28.

A version of this essay originally appeared in The Guardian.

CARE TO SHARE YOUR STORY of roads taken (or not taken) since graduation? Drop us a line: elotozo@haverford.edu

alumni obituaries

40 Alexander Chandlee "Chan" Hering, 99, of Blacksburg, Va., died Aug. 22.

Hering, a thoracic and cardiac surgeon, was a career medical officer and a captain in the United States Navy. After earning his M.D. from Temple University in 1943, he served in World War II aboard an attack transport. He returned to Temple for a residency in surgery and completed his training at Bethesda naval Hospital. Over the next decades, he practiced and served both in the U.S. and in the Philippines, South Vietnam, and Cuba. He retired in 1974. Hering later joined the executive staff of the American College of Surgeons in Chicago as director of the Trauma Department, setting standards for trauma centers. During his tenure, he developed innovations which aided President Ronald Reagan's recovery when he was shot, and President Reagan and Nancy came to Chicago to meet Hering. During his 38-year Naval career, Hering was awarded the customary campaign medals, several meritorious service awards, and the Legion of Merit. He loved sailing, golf, painting, singing, and classical music. Hering was preceded in death by his wife, Sarah, and his former wife, Anne. He is survived by his daughter, Sheila Darby; his son, Bruce; seven grandchildren; and 15 great-grandchildren.

43 Mark H. Luber of Havertown, Pa., died Jan. 15. He is survived by wife, Rita; three children, I. Michael, M. Philip, and Mark II; five grandchildren; and five great-grandchildren.

45 Lois (Plumb) Stanton died July 26, weeks before her 94th birthday. She was one of the first women to enroll in the Relief and Rehabilitation master's program at Haverford, later traveling to France and Germany with the American Friends Service Committee. There she met William Macy Stanton Jr., a conscientious objector also working with the AFSC. They married in Germany. Upon returning to the U.S., the couple lived on several college campuses where Bill served as an administrator, ultimately settling in Swarthmore, Pa. While raising their children, Stanton continued her aid-based interests, working part-time and as a volunteer with many organizations including the Women's International League for Peace and Freedom. In 1966 she began a 25-year career with the Department of Public Assistance for Delaware County, fighting against stigmatization of welfare recipients. Predeceased by son Jay and husband Bill, she leaves a legacy of activism to daughter Linda Stanton Lange, son William Macy Stanton, seven grandchildren, five

great-grandchildren, and her beloved caregiver, Louise Julason.

49 Edward O. "Ted" Shakespeare, 92, of Roxborough, Pa., died July 2 of a stroke at his home. While serving as a medic with the 95th Infantry Division in Germany during World War II, he was wounded and lost his left arm. After the war, he married his first wife, Sarah Lowry, and returned to finish his studies at Haverford. His wife, with whom he had three sons, passed away in 1983; in 1985 he married Shirley "Skip" Mason, whom he met at a production of *King Lear* hosted by Bryn Mawr and Haverford. (Despite Shakespeare's iconic last name and his love for theater, the family was never able to confirm any connection with the famous playwright.) After earning a master's degree in embryology and histology from Cornell in 1950, Shakespeare began his teaching career. At the William Penn Charter School, he headed the English department and introduced a drama program. He also taught at several Main Line schools, including Friends' Central and Baldwin. During this time, he was head of the English committee of the National Association of Independent Schools. He is remembered as an honest and upright man who was able to overcome the many difficulties he was faced with. In addition to his wife, Skip, and his sons, he is survived by two stepchildren, **Sam Mason '75** and Evan Beeney.

50 L. Gordon Blasius died July 4 at the age of 91. He spent three years in the U.S. Army with the 11th Armored Division, which fought in the Battle of the Bulge and was involved in the discovery of two concentration camps, Mauthausen and Gusen, rendering medical care for the victims in those camps. After Haverford, Blasius continued his education at Princeton Seminary, and the Presbyterian Church ordained him as a minister in 1953. During his first pastorate in Colorado, he married his sweetheart, Christina Lowe Morrison. He then served as assistant minister at the Bay Presbyterian Church in Bay Village, Ohio. A few years later, he helped organize a new congregation in North Olmstead, Ohio, with 97 charter members who chose the name John Knox Presbyterian Church. Thirty-one years later, when Blasius retired, there were more than 700 members on the church rolls, and he remained active as pastor emeritus until his death. Blasius's wife, Chris, predeceased him in 2004. He is survived by four sons, Leslie, Gordon, James, and Jonathan.

Richard Parran, a resident of Oakmont, Pa., died June 3. He was 88. The Washington,

D.C., native's most significant work came as a member of various volunteer boards, including with Magee-Womens Hospital of UPMC. He wanted nothing more than to help those in the community. He earned an MBA from Harvard University and worked for PPG, ultimately becoming vice president of human resources for 11 years before retiring in 1990. He served on a number of volunteer boards and was president of the Pittsburgh Chapters of the American Red Cross and the Visiting Nurses Association. Even after retiring, Parran served on boards for the Desert Caballeros Western Museum and the Del E. Webb Center for the Performing Arts in Arizona, where he resided in winter months. Parran was predeceased by his first wife, Veolante, and his son David. He is survived by his wife, Patricia; sons, John and Richard Jr.; stepchildren, Reed, Linda Lee Pretty, and Samuel Peters; eight grandchildren; and two great-grandchildren.

51 Jack Treynor, a noted financial theorist, died May 11. He was 86. Treynor is recognized as one of the discoverers of the capital asset pricing model, or CAPM, a cornerstone contribution to finance that codifies the role of risk in expected investment returns. Early in his career, he served in the Army Signal Corps for two years and earned an MBA at Harvard before joining the consulting firm of Arthur D. Little. He later studied and wrote extensively on topics ranging from pension and index funds to market making, spending more than a decade as editor of the *Financial Analysts Journal*. He worked in the 1960s with Merrill Lynch and studied for a time at MIT under the famous Franco Modigliani. (His colleagues say that, had Treynor published his work on the CAPM at the right time, he could have shared a Nobel prize in economics that ultimately went to William Sharpe.) After leaving the *Financial Analysts Journal* in 1981, Treynor ran or advised investment funds, taught at the University of Southern California, and wrote research papers. He loved walking before dawn, playing the piano, and constructing model railroads. Treynor is survived by his wife, Betsy; three children, Elizabeth, Thomas, and Wendy; and four grandchildren.

52 Vincent Gilpin Jr. of Malvern, Pa., died May 28. He was the beloved husband of Elizabeth Udall Gilpin for more than 60 years. Gilpin served in the U.S. Navy as a lieutenant on the USS Lloyd Thomas. He worked for Downingtown Paper Company, which later became Sonoco Products Company, retiring after 33 years. Through the years he enjoyed

I N M E M O R I A M

JOHN R. COLEMAN

John R. Coleman, Haverford's ninth president, who led the College from 1967 to 1977, died Sept. 6. He was 95.

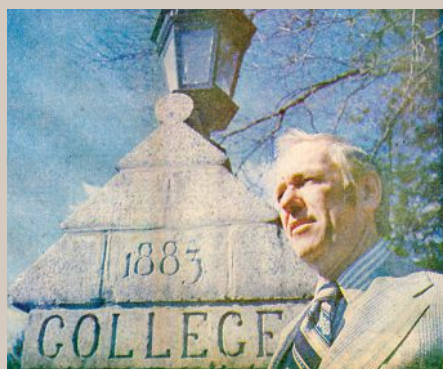
"Losing Jack Coleman is like losing a father," said Emeritus Professor of Astronomy Bruce Partridge. "Jack hired me, then mentored me. In the 1970s we fought together for the admission of women to Haverford, a fight that cost him his job. For those turbulent times, he was the ideal president for Haverford. In his brilliance, and his kindness, and his ability to think, and to step, gracefully out of the box, Jack embodied the best of this special place."

A native of Canada, Coleman served with the Royal Canadian Navy during World War II, and received his B.A. from the University of Toronto. He earned an M.A. and Ph.D. in economics from the University of Chicago, and went on to teach economics and labor relations at MIT. from 1949 to 1955. Coleman then spent a decade at Pittsburgh's Carnegie Mellon University, where he became head of the economics department and served as dean of the Division of Humanities and Social Sciences. While at Carnegie Mellon, he taught an experimental college course called "The American Economy" that was broadcast on CBS, hosted a five-part series for CBS titled *Money Talks*, and spent a sabbatical year in New Delhi, India, as a consultant for the Ford Foundation. He left Carnegie Mellon in 1965 to take a full-time post with the Foundation in New York as its program officer in charge of social development.

Two years later, Coleman took the helm at Haverford, becoming the College's first non-Quaker president (though he later became a "convicted Friend"), and beginning a tenure that would extend through one of the most turbulent eras in the nation's history; an era in which student protest against the Vietnam War became a defining element of life on U.S. campuses.

In a letter he wrote to alumni at the close of his first year as president, Coleman described the Haverford students he was getting to know: "They're a worried generation. They want to believe in the possibility of a more just world order, and they want evidence that we're moving toward it now. ... At Haverford, we're trying our hardest to listen and to respond constructively and candidly to students. We make no assumptions that one generation, mine or theirs, has all the wisdom."

Coleman, who became known to all on campus as "Jack," kept his office door open and ate with students regularly in the dining room. He also shared their concerns about the escalating war in Vietnam. His own activism on the issue included speaking at a demonstration in Philadelphia, and soliciting 79 other college and university presidents to sign an anti-war statement on Vietnam, which he sent to President Nixon and saw printed on the front page of *The New York Times*. In May 1970, Coleman helped organize 15 buses to take



Coleman, photographed in 1974 for a *Sunday Bulletin* article about his "blue collar sabbatical," which became the basis of a book and later a made-for-TV movie.

almost 700 students, faculty, staff, board members, and alumni to Washington, D.C., for a day of lobbying and protest.

As befit the changing times, Coleman shook things up during his years at Haverford. To the displeasure of many alumni, he made the tough decision to officially end Haverford's languishing football program, and he dropped the rule that barred students with long hair and beards from playing on intercollegiate teams. (That decision inspired the angry resignation of the College's longtime tennis coach and became a national news story.) He also oversaw substantial changes to Haverford's physical campus, as the Dining Center and the North Dorms (Comfort, Jones, and Lunt) were built during his presidency.

Coleman also fostered the development of the arts on campus during his tenure. He supported the creation of the Fine Arts Department, the launch of an art gallery and a chamber music program, and saw five musicians-in-residence appointed to the faculty.

In the spring of 1973, Coleman caused a sensation when word got out that he'd taken a "secret" sabbatical, during which he went incognito to haul trash in a small town in Maryland, make sandwiches in a Boston restaurant, and dig sewer lines in Atlanta. Coleman, who later turned his experience into the book *Blue Collar Journal: A College President's Sabbatical*, said he embarked on his gritty research project to explore what he saw as a widening divide between the world of academia and the lives of workers. It was also a way, he told one interviewer, for him to break out of the "lockstep" of his own life. In 1978, Coleman's book became the basis for a made-for-TV movie titled *The Secret Life of John Chapman*.

It was during the Coleman years that Haverford launched into what would become known as "the great debate" over coeducation. Just a year into his presidency, a student committee had issued a formal proposal to transform historically all-male Haverford into a coed school, and, increasingly,

Coleman came to embrace the idea. He approved a program that brought 39 women exchange students to campus in the fall of 1969, and named a Commission on Coeducation. But after eight years of wrangling over the issue, the Board of Managers made a compromise decision that allowed only for women transfer students. That prompted Coleman's resignation.

"I think Jack really wrestled with the issue of coeducation, made more challenging and interesting because of the successful partnership with Bryn Mawr," says **Catherine Koshland '72**, one of those first 39 exchange students and, later, chair of the Haverford College Board of Managers. "Jack really took advantage of the national moment of transformation for many single-sex liberal arts colleges to bring the issue to the fore. The Board, with his leadership, granted exchange women the right to graduate from Haverford. But the path over the next few years was rough, and Jack made the decision to step away. Three years later, in 1980, the College did become a coeducational institution. Although he was no longer the president, coeducation is perhaps Jack's most significant legacy."

Many years later, Coleman wrote that, while he was sad that he did not get to see the change happen during his tenure, he'd come to realize that the Board was right to wait until he was gone: "Bryn Mawr's concerns were moderated, and Haverford was better prepared to treat women as equals with its men."

"In actuality, a president is at the center of a web of conflicting interest groups, none of which can ever be fully satisfied," Coleman once wrote. "He is, by definition, almost always wrong ... It's all very interesting, and not hard to take once he gets over wanting to be right and settles instead for doing the best he can."

"Every time I saw Jack Coleman at College events—and he attended many, and as recently as this year's Alumni Weekend—I always thanked him for making it possible for me to be a student at Haverford," said **Ann Figueredo '84**, vice president for institutional advancement and a member of Haverford's first fully coed graduating class. "And every time I told him that, he'd break out in a huge smile."

Coleman went on to become president of the Edna McConnell Clark Foundation, where he worked on prison-reform issues. He also resumed his undercover research methods, checking in as an inmate or guard in prisons across the country to investigate conditions. He later moved to Chester, Vermont, where he opened a country inn with his son and daughter-in-law. He is survived by his sons, **John Coleman '75** and **Steve Coleman '84**, daughter Nancy Coleman, and seven grandchildren, including **Will Coleman '07**. A memorial service was held on campus in Founders Great Hall on Oct. 2. *You can leave a tribute to Coleman on his Never Gone page: never-gone.com/memorials/johnrcoleman*

BRUCE BOYES



Bruce Boyes, who recently retired after an illustrious career as the College's research machinist and instrument maker, died July 22. Soon after his arrival from Penn in 1992, he charted a new era of excellence for research-focused machinery at the College that extends to the present day. With unparalleled ingenuity, unfailing dedication, and unflagging optimism, he advanced the work of Haverford's experimen-

talists in the natural sciences by crafting for them all manner of devices for all imaginable purposes. Excelling especially in fabricating contrivances that couldn't be obtained commercially or found among typical lab apparatus, Boyes made possible discoveries that would not have occurred but for his own powers of vigorous and playful invention. Likewise, he was a great mentor for students, wisely advancing their intellectual and personal growth while cheerily supporting their projects. Boyes could speak with genial enthusiasm on topics ranging from the exhilarating landscapes of New Mexico to the wondrous potential of emerging technologies like 3D printing. Time in his presence was always simultaneously entertaining and edifying; his generosity of spirit was defined by a distinctive alloy of candor and kindness. His passions for art, poetry, history, gardening, and environmentalism (he did lengthy service on the Committee for Environmental Responsibility) were infectious, above all because he conveyed them with an encompassing decency that touched everyone he met. Boyes is survived by his wife, Irene Soeller; his son, Brian; and his beloved granddaughters.

JOHN RICHARD CARY '46



John Richard Cary '46, professor emeritus of German, died June 29. He was born in Baltimore and spent several years of his childhood in Berlin, Germany, where his father assisted German Jews as Secretary of the International Quaker Bureau. When Hitler became Chancellor in 1933, Cary moved to England and eventually returned to Baltimore in 1935. Cary was a conscientious objector during World War II, serving in

the Civilian Public Service, and went on to pursue his doctoral work at Johns Hopkins University. He married Catharine Brinton in 1951, and returned to Germany in 1952 with his wife to run a student center at the University of Munich. Cary, who joined the Haverford faculty in 1954, taught across all levels of the curriculum, and his introductory German classes were famous for his use of folk songs to help students master grammar. He served as chair of the German Department for many years, and also served as secretary of the faculty. Cary retired in 1990. He was passionate about grammar and linguistics, as well as the value of civility and of all people. He enjoyed speaking with everyone about topics

ranging from politics to sports to poetry and literature, and played the accordion and the piano with gusto. Throughout his life, Cary remained an active Quaker. In 1997, he and Catharine returned to Berlin for a 50-year reunion with former colleagues from various Quaker organizations who had worked in post-war Germany. Married for 65 years last July, the Carys raised four daughters, Margaret, Ruth, **Joan Cary '80**, and Callie. Cary loved spending time with them and with his nine grandchildren. He is remembered as a devoted husband, father, and grandfather, an excellent educator, scholar, colleague, and musician, and a dedicated ambassador for peace.

TEMPLE PAINTER



Temple Painter, an associate professor of music from 1969 until 1982, died Aug. 6. He was 83. Born in Virginia, Painter came to Philadelphia to attend the Curtis Institute of Music, graduating in 1956. A widely respected harpsichordist and organist,

he made several recordings with the Philadelphia Singers, and played with the Philadelphia Orchestra, and the New York Philharmonic. For 45 years, until 2002, he was the organist at Congregation Adath Deshurun in Elkins Park. For nearly as long, he played the harpsichord with the Chamber Orchestra of Philadelphia, specializing in Baroque music. "He was a mentor to many in my era," says **Chuck Durante '73**. "Evidently, he was quite a craftsman at the elite level, and a committed educator to knobby-fingered beginners." **Chris Kerr '73** has warm memories of Painter and his longtime friend, composer Harold Boatrite: "They had a very special quality," says Kerr. "No matter how many years elapsed between visits, they never forgot a student or a friend. They were friends and teachers for life." Kerr also recalls Painter's breathtaking talent. "I remember a brilliant performance of one of Handel's organ concertos he played on the organ in Roberts Hall," he says. "It was part of a Handel concert the HC Glee Club and BMC Chorus presented. His feet were in perpetual motion, and he pulled the most brilliant tonalities out of the music. The place was jumping after his opening act." Painter was known for playing a modern hybrid harpsichord that was far larger than the replicas of 18th century instruments commonly in use, and had a bigger sound in concert halls. **Ron Swaab '73** recalls, "It was an honor to be one of about four students needed to load the harpsichord into the back of a large station wagon—it barely fit—before or after a concert. You knew you were helping the cause of great music. You knew you were around greatness when you talked to him or listened to him play." Painter also taught music at Immaculata University and Temple University. At the time of his death, he had been working on a recording of the Bach Inventions and Sinfonias.

sailing, especially on the Chesapeake Bay, climbing in the White Mountains, and vacations in Newport, Sanibel, and the Jersey shore with children and grandchildren. He loved animals, especially his Irish Setters. He was a tennis player and a photographer, and enjoyed driving his 1931 Model A station wagon that he had since boyhood. Gilpin is survived by three children, David, Edward, and Jean Tremblay.

Walter F. Atlee Harvey of Merion, Pa., died June 11. He served in the U.S. Marine Corps on the USS Boxer. He was the beloved husband of Mary Ellen, the devoted father of Terence and Elisabeth Birosak, and a loving grandfather of four.

53 Neichulieu Nikki Haralu died Sept. 2 in her home state of Nagaland, India. She was 98 years old. Haralu earned a master's degree at Haverford before becoming the first career diplomat from among the Zeliang people. She served in Belgium, Italy, the U.S., and Sri Lanka, and as the Ambassador of India to Panama, Costa Rica, and Nicaragua. After her retirement, she returned home and served as the chairman of the Nagaland State Social Welfare Advisory Board. She was a fearless, exuberant, and joyful woman. Haralu is survived by a daughter.

55 John M. "Jack" Strotbeck died June 16. After Haverford, Jack was drafted to the U.S. Army and served with the 3rd Army Division in Hanau, West Germany. Jack later worked in sales and underwriting for Provident Mutual Insurance Co. in Philadelphia, then returned to his hometown of Margate, N.J., to help manage the family restaurant, Strotbeck's Bay Club. After retiring from the business, Jack was a substitute teacher at Atlantic City High School and an assistant coach for the Viking Crew Team. Strotbeck was a supporter of the rowing community and the Margate Community Church. He loved to read and could polish off a book or two a day. He loved the beach, and swimming, and in his later years, sitting at the Osborne Beach Club with his friends. Jack is predeceased by a son, Kirk, and by a grandson. He is survived by sons John and Erich, and by three grandchildren.

56 Henry William (Bill) Hitzrot, age 82, died May 16. After Haverford, he earned a master's degree in geology from Lehigh University. While serving in the U.S. Army as part of the peacekeeping forces in Germany, he met Margarete (Peg) Thamm, and they married in 1959 in Westport, Conn. For many years, he was employed by the Bethlehem Steel Corporation, where he developed and patented a method in which iron scarfings could be recycled and later used for the blast cleaning of various steel structures. As a result of these findings, he left the company in 1985 to become vice president of Chesapeake Specialty Products in Baltimore, Md., until his retirement in 1999. He was a devoted husband, father, and grandfather. He was a man of integrity and

PHOTO: ELLIOTT HOFFMAN, 2002 (PAINTER)

had a great sense of humor. Hitzrot is survived by his wife of 57 years and his three daughters, Margaret Haggerty, Hester Bausback, and Heidi Dorrow. He was a proud “Opa” to six grandchildren and five great-grandchildren.

57 Clive R. Coroneos died May 27 at the age of 82 after a long battle with cancer. Coroneos was captain of the Haverford soccer team his senior year, and played on the Middle Atlantic conference championship team in 1953. In 2003, he donated a variety of soccer artifacts and memorabilia from this period to Haverford in advance of the College soccer centennial in 2004 and the opening of the new Gardner Integrated Athletic Center. He felt fortunate to have grown up in a large French and Greek family in Port-au-Prince, Haiti. Throughout his life, he appreciated Haiti’s culture and natural beauty, and the seemingly inexhaustible store of local proverbs about day-to-day life. He spent his leisure time hunting, fishing, and playing soccer, and continued to speak fluent French and Creole. As a bank manager, Coroneos brought services to the new immigrant Portuguese and Korean communities in North Philadelphia by convincing the bank to publish its brochures in these two languages as well as in English. He felt blessed with the love and support of his second wife, Kathleen, who survives him.

58 Ken Geist, age 80, died unexpectedly on June 30 following knee-replacement surgery. A man of the theater, his book *Pictures Will Talk: The Life and Films of Joseph L. Mankiewicz* remains an indispensable resource for film watchers of all ages. At Haverford, Geist staged one of the earliest American productions of Samuel Beckett’s *Waiting for Godot*. He continued his theater training at the London Academy of Music and Dramatic Art, and at the Yale School of Drama, and in the 1960s, worked as a stage manager, director, producer, and acting coach in New York City. He also wrote film reviews and profiles for publications including *Show, Film Comment, The Village Voice*, and *Andy Warhol’s Interview*. For more than 30 years he served on the Board of Directors of The National Board of Review and contributed regularly to the Board’s publication, *Films in Review*. He directed and co-produced, with Steven Gaines, a groundbreaking documentary about gay life in America, called *Coming Out*. A recognized specialist in classic films, Geist provided commentary for numerous DVD editions of many such films. A fabled wit and show business raconteur, Geist was working on his memoir, *Mis-Fortune*, at the time of his death. His was the ear that listened patiently to a friend’s problems, and his was the advice that helped many in their time of troubles. Geist is survived by his husband, theater critic and author David Kaufman.

61 Michael Robert Weil, 77, of Cleveland Heights, Ohio, died June 8. He worked for 50 years in the insurance and risk manage-

ment professions beginning at Weil & Son, the agency started by his great-grandfather in 1893. He served on the boards of many organizations including Playhouse Square, Woodruff Foundation, Deaconess Hospital Foundation, the Cleveland Racquet Club, the Northeast Ohio Squash Racquets Association, and Castalia Trout Club. He was an accomplished tennis and squash player. At the piano, his distinct swing style came through in his near encyclopedic knowledge of jazz and pop standards from Scott Joplin through Sinatra. Weil was a fully adorned fly fisherman who enjoyed traveling. A closet erudite and a voracious reader, particularly of the transcendentalists, his library was filled with books from literary history, the margins filled with cryptic notes and precise underlining. Above all, he was a devoted family man and friend who gave fully of himself for the enjoyment of his children, grandchildren, and wife of 52 years. He is survived by his wife, Hannah “Candy;” children Robert, Michael, Matthew, and Alice Weil Krost; and six grandchildren.

64 John Adams Williams, 74, of Georgetown, Texas, died Aug. 11 after a long battle against cancer. John spent his life working in higher education, both as a history teacher and as dean of admissions for a number of private colleges, primarily in the northeast. After he retired from education, he worked for H&R Block as a tax preparer and office manager for more than eight years. He was originally from Rochester, N.Y., and moved to Texas in 2005. John was committed to his community, especially in regards to education, and he was actively involved with the Manor School Board. He was also active with the Manor Chamber of Commerce and City Council. He dearly loved his family and friends and would always lend a hand to anyone who needed help. Williams is survived by his partner of more than 20 years, Greg Pearson.

65 Harrison C. Spencer Jr., a physician, scholar, and international leader in public health, died Aug. 10. He followed his father into medicine, earning a medical degree from Johns Hopkins University, a Master of Public Health in epidemiology from the University of California, Berkeley, and a diploma in Tropical Medicine & Hygiene from the University of London. He worked for the CDC in the U.S., El Salvador, and Kenya, for the World Health Organization in Switzerland, and for the London School of Hygiene and Tropical Medicine in England. In 2000, Spencer assumed the position of president and CEO of the Association of Schools of Public Health (ASPH), and in 2013, led the transformation of ASPH to a new organization, the Association of Schools and Programs of Public Health (ASPPH). He was widely recognized for his clinical public health work, research endeavors in infectious disease prevention and control, and authorship of more than 100 publications. A member of many committees, boards, and

professional societies, including the National Academy of Medicine, Spencer was most proud of co-founding the Interprofessional Education Collaborative (IPEC) with his medical, nursing, pharmacy, and dentistry peers. He was the father of **Harrison C. Spencer III ’03**. He is remembered as an extraordinary man and health advocate.

66 Edmund T. Hazzard, 70, died March 23, in Amherst, Mass., after an extended battle with cancer. He practiced architecture for 25 years after earning an M.Arch. from the University of California, Berkeley, and then relocating to Grafton, Mass. He subsequently received an MAT in science education at Tufts University and worked as a science curriculum developer for the Concord Consortium. Hazzard is survived by his wife, Marian, two daughters, **Emily Hazzard ’97** and Phoebe, and four grandchildren.

67 Curtis Robert Glick of Bogotá, Colombia, died March 27 of cancer. He entered the Peace Corps upon graduating from Haverford and met his future wife while volunteering in Colombia. Glick then joined the Air Force and was stationed on Johnston Island in the Pacific during the Vietnam War. He later received a master’s in Latin American studies and a Ph.D. in anthropology from the University of Florida. He was proud to be a liberal American, a native of Florida, and also an expatriate citizen living in South America for the last 34 years. Glick carried out many roles throughout his life: thinker, traveler, professor, author, environmental engineer, coffee farmer, photographer, volunteer, military veteran, and UNICEF consultant and translator. He cared about making the world a better place. Glick is survived by his wife of 43 years, Libia Arbelaez, son Andre, daughter Marcia, and three granddaughters.

78 Jeffrey Joseph Jackson, 59, died April 26, following a long illness. He earned a law degree at the University of Pittsburgh and worked at the Rose Padden & Petty law firm in Fairmont, W.Va., before beginning a teaching career at Mississippi College School of Law, where he was the Owen Cooper Professor of Law. He was the Justice Tom C. Clark Supreme Court Fellow in 1992 and continued work at the Administrative Office of United States Courts as a senior research analyst, assisting with the first long-range plan for the federal courts before returning to Mississippi College in 1993. He was a legendary teacher at Mississippi College, receiving numerous teaching awards and accolades. His encyclopedic knowledge of the law and quick wit sharpened legal practice for multitudes of students and colleagues who had the good fortune to encounter him. He wrote, co-wrote, or edited and updated many treatises on Mississippi law, and was a sought-after consultant, speaker, and adviser. He is survived by his wife, Melinda, and his two daughters, Roxann and Eleanor.



"Haverford's campus is sometimes mistaken for a park. It's carefully planted, and there's a mature walk and a duck pond. There are many open areas, most of which are used as will by strollers, readers, meditators, or ball-players. This illusion of 'leisurely tranquility' is both attractive and deceptive. Behind it hums a less visible intensity that, frankly, comes as a surprise to me."

HAVERFORD THE PLACE Haverford's location has clear advantages. A few minutes from historic Philadelphia with its readily available cultural advantages and challenges, close proximity to other excellent colleges and universities, quick access to highways, airports and railroads, a lovely 216-acre suburban campus—these things are important to us.

HAVERFORD THE IDEA A century and a half ago, the Quakers felt a need for a college built on their distinctive ideas about education. Such a college would be true to certain beliefs, beliefs shared by members of the Society of Friends, attention to rigor of thought as a prelude to action, both in the capacity of men to live ethical and full lives, and concern for all of one's fellow human beings. Their dream became Haverford College. And that dream still guides the college's life.

The idea is not complex. A key part of it is simply to try to provide the best atmosphere possible for the exchange of thoughts

"When you first get here, you get the feeling that this is a kind of enclave, away from the push and shove of the world, in a way that's true; Haverford does tend to look inward. But the willingness of people here to get involved in all kinds of issues—internal and external—soon contradicts the impression that you're in any kind of enclave."



"A lot of what happens here comes from the site. We have around 800 students, and the entire student body can comfortably eat in the dining center at the same time. You can see just about everyone on campus in the course of a couple of days. Nothing can guarantee a college a real sense of community, but at least our site offers the genuine possibility for it."

and values between teacher and learner and, in the process, to create high expectations on both sides.

There's another dimension to this idea, though, which is not always apparent to observers. The main reason that both teachers and students at Haverford persistently have high expectations of each other is because they generally enjoy what they're doing.

An English major of Irish descent tells of his first encounter with James Joyce and of the insights into his own heritage and education which this reading and discussion evoked. In Joyce, the student remembers finding a writer who spoke directly and forcefully to his own preoccupations. This student was encouraged in his interest by the professor, and has since pursued a deeper understanding of Joyce's life and work.

An astronomy professor remembers a recent student who in his spare time developed a computer program to chart the positions of the moon, stars, and planets as seen from any point on the earth for any date and time of day in the last thousand years, a program which was purchased and widely demonstrated all over the world by a leading computer manufacturer.

"One of the good things about teaching here is that everybody reaches freshman. That way you know what a student is capable of when you get him as a major, and you don't let him get away with less than his best."

"As an artist, I have always felt a close identification with Haverford. Its battles, like mine, always represent our common rage against imperfection."

In the 1930s, Haverford's admission viewbook was little more than a bound set of postcards illustrating the college experience. By the 1970s (as shown in the viewbook pictured here) hundreds of words did the talking. A recurring element: student testimonials (sadly, unattributed). But every five years or so, Haverford completely redesigns the viewbook, providing an opportunity to re-frame the Haverford experience for contemporary audiences.

THEN AND NOW

Have

room to explore / an open mind / an argument / an adventure / a point of view / a friend who's nothing like you / a friend who's just like you / integrity / a new point of view / a cheesesteak / a mentor / an audience / an impact / a blast

HAVERFORD COLLEGE

Contents

- 4 CHARACTER**
Haverford attracts ambitious, intellectually curious, independent learners who value honesty, collaboration, integrity, compassion, and above all new ways of seeing and improving the world. No place trusts you more to forge your own academic path and contribute so meaningfully to the spirit and fabric of the campus community.
- 24 MIND**
The unparalleled collegiality between our students and faculty allows you to become a true scholar. Through rigorous academics and an emphasis on hands-on learning (at Haverford everyone does a senior thesis), you'll engage with your academics, work on profoundly deep levels. And in the end, you'll connect your intellectual and personal growth with ways of changing the world.
- 46 PLACE**
As a Haverford student, the world is your campus. Haverford offers state-of-the-art facilities and gorgeous architecture, surrounded by an arboretum with a Nature Trail and a Duck Pond. We are strengthened by our friendly neighborhood neighbors (Ilya Mayer, Swarthmore, and the University of Pennsylvania) and the resources of Philadelphia, the fifth-largest city in the U.S. And through the Academic Centers and your study-abroad options, Haverford students experience their education across the globe.
- 64 PLAY**
When it comes to academics and recreation, we are equally engaged. We participate in more than 145 student-run clubs, make a difference in student government, battle it out during Iron Chef Haverford, spin records at WIBC, and catch flicks during the biweekly film series. We also explore, Philly, a quick train ride away, is our backyard.
- 84 FUTURE**
Haverford's singular way of preparing you to think and question, to act and assess—in *your* year learning—builds a framework you'll use for the rest of your life. Here, with hands-on thesis research, close collegiality with faculty, strong connections to academic centers, and engaged support from the Center for Career and Professional Advising, you'll have everything you need to become an ethical leader in the world.

"Trusting our community" and "being transparent" aren't just things we say to sound nice. In fact, Ford's took many of the photographs you'll see in this book. This is what our students experience during this school year. This is Haverford.



In more recent decades, various incarnations of the viewbook continued to serve as the primary information source for prospective students and their families on everything from Haverford's academic ethos to details on submitting an application. The new viewbook (above), which debuted in September, instead points readers toward our now extensive web content. The energetic new design spotlights student agency, and unpacks today's Haverford by portraying the lives and work of four specific students. It also features more contributed (and attributed) observations—whether through words or, in a nod to our image-rich culture, through student-generated photos of campus life. Its 100 pages—organized in sections such as "Mind" and "Character"—show what it means to learn, live, and grow in the company of others with whom we build community.

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