

**Thesis Statement**  
The singular experience of the  
senior capstone project

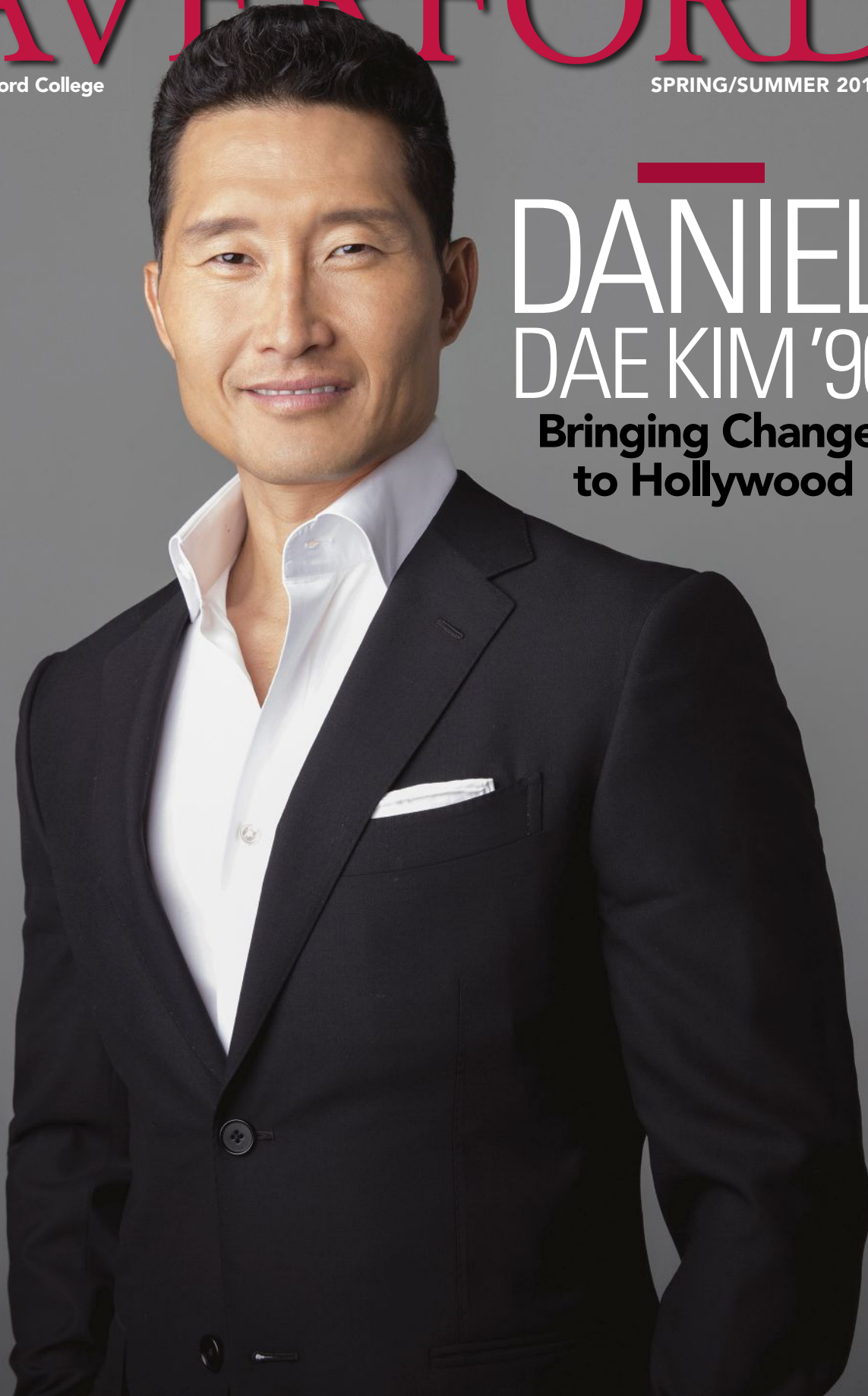
**Pipeline to the MLB**  
Fords make their  
way into the front office

**Tobias Iaconis '93**  
Long road to the  
big screen

# HAVERFORD

The Magazine of Haverford College

SPRING/SUMMER 2019



**DANIEL  
DAE KIM '90**

**Bringing Change  
to Hollywood**



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**On the cover:** Daniel Dae Kim '90. Photo by Mendy Greenwald.

**Back cover photo:** The nature trail. Photo by Patrick Montero.



Haverford magazine is printed on recycled paper that contains 30% post-consumer waste fiber.

# spring/summer 2019



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By Mara Miller Johnson '10

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By Ryan Jones

*Haverford* magazine  
is also available in a digital edition.

CHECK IT OUT AT  
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# inbox

## POLITICAL DIALOGUE

We, along with many fellow alumni, were disheartened to read in the fall 2018 issue of *Haverford* magazine the letter written by **Eric Chesterton '11** and **Sharon Warner '12**, which was written in response to the previous coverage of **Zachary Werrell '13** in the spring/summer 2018 edition of [the magazine]. We felt compelled to respond to both the contents of the letter and the editorial board's decision to print such a letter.



We wholeheartedly respect the right of both Mr. Chesterton and Ms. Warner to voice their deeply held political convictions. We strongly condemn, however, the tenor of their letter, along with their claims that Mr. Werrell “has consistently promoted candidates whose policy positions reflect white supremacist views, a disdain for the poor and working class, the rejection of expertise and the desire to reverse over 100 years of civil rights progress.” Such accusations are defamatory, inconsistent with Mr. Werrell’s beliefs and behavior, and utterly counterproductive in promoting open and constructive political dialogue. While many of us do not support Mr. Werrell’s political views, we feel it grossly inappropriate and incompatible with Haverford’s stated values to impugn nefarious motives to his political positions, and we believe that doing so only further contributes to the ever-declining tone of public discourse in this country.

We reserve our strongest condemnation, however, for the editorial board of the magazine. By choosing to publish such inflammatory claims leveled directly at Mr. Werrell’s integrity, we are concerned that the editorial board has legitimized vicious, unsubstantiated personal attacks against those who hold differing political beliefs. Although the magazine claims that they do not endorse the views of the letter, the mere act of publication grants a public forum and legitimacy to the views expressed. Further, we are concerned that the willingness to publish the inaccurate, divisive, and personally damaging claims

in the letter shows a troubling indifference to Mr. Werrell’s reputation and well-being.

We believe that *Haverford* magazine has and should continue to serve as a forum to celebrate the achievements of Haverford alumni. As highlighted in the spring/summer 2018 issue, Mr. Werrell’s accomplishments self-evidently merit such celebration. We therefore humbly request that the magazine print a formal apology to Mr. Werrell for publishing such an inflammatory, divisive and unsubstantiated personal attack.

—Respectfully, **David Marshall Block '13**

Co-Signed:

**Chris Boukas '14**  
**Sam Kies '15**  
**Brian Fleishhacker '10**  
**Matt Corbin '16**  
**Rachal Torg '13**  
**Jake Maldonado '13**  
**Charles Michele '13**  
**Kendall Likes '13**  
**Henry Milson '13**

**Max Cassidy '13**  
**Andrew Fenaroli '15**  
**Chris Christensen '14**  
**John Schipper '13**  
**Matt Seskin '13**  
**Jordan Hitchcock '14**  
**Nick Schoen '14**  
**Alex Mirarchi '11**  
**Scott Chanelli '13**

*The editors respond: Haverford magazine documents the lives and work of those in the greater College community. It is non-partisan—that means we don’t take sides on political issues. “Inbox,” where this and the other letter involved in this ongoing discussion have appeared, is an opinion section, an opportunity for members of the College community to share their thoughts—including any disagreements they might have—about what we’ve published in these pages. Our publication of a reader’s letter in the “Inbox” section is not intended and should not be viewed as an endorsement either by this publication or by the College of any opinion or viewpoint the particular letter may express. We continue to welcome story suggestions about the work of those in the Haverford College community, as well as your commentary and feedback on what we report.*

## DROP US A LINE

Email: [hc-editor@haverford.edu](mailto:hc-editor@haverford.edu)

Or send letters to: *Haverford* magazine, College Communications, Haverford College, 370 Lancaster Ave., Haverford, PA 19041



Check out the digital edition of *Haverford* magazine at [haverford.edu/magazine](http://haverford.edu/magazine).

# view from founders

## Commencing Adulthood

Friends,

*I would like to share some thoughts adapted from my commencement remarks on May 18. On that occasion I spoke with celebratory pleasure to the wonderful Class of 2019, the class with which I began my own learning adventure as President. Here, as I inch yet closer to my own “graduation” back into the faculty, I hope that you, as fellow members of the Haverford family, will hear me speaking equally to you when reading these remarks. The words that follow thus begin in salutatory mode and expand thereafter into territory where I hope you will not mind accompanying me. . . .*

**T**his is indeed an uplifting day, but it is also a day tinged with poignancy. Graduates, you might catch yourselves wondering if you acted a bit hastily in completing your degree requirements. Now the world spreads out vertiginously before you. You have the feeling of swinging through a forest, letting go of one hanging vine and straining to catch the next.

I want to assure you that this dizzying sensation is natural to our movement through life—and that you will find many vines to grasp. I offer the case of a fellow we can call Hank. Graduating from an Ivy-League college into a rough economy buffeted by financial crises and technology-induced change, Hank got a job teaching at a grammar school, but didn't like administering discipline and quit after two weeks. He then bounced around for a dozen years, working as a pencil-maker, a repairman, a part-time tutor, a surveyor, and, somewhere along the way, as a manure-shoveler (a task spruced up on his CV as “gardener”). He couch-surfed with an older friend, and that friend put it this way: “Hank is as full of buds of promise as a young apple tree, but who knows what ever will ripen in him.” Finally, Hank, who found himself best suited to what he called “sauntering”



At his final Commencement as president, Kim Benston hands out diplomas to members of the Class of 2019.

in the neighborhood and its environs, managed to complete his first book, called *A Week on the Concord and Merrimack Rivers*. By then Hank—better known to us today as the philosopher and naturalist Henry David Thoreau—was 31, and he would prove a lifelong spur to his mentor-colleague, philosopher-poet Ralph Waldo Emerson.

Thoreau's accomplishment was unusual, of course, but his zigzagging path to a recognizably adult identity was not. For most of our history, young people have experienced extended periods of irresolution before attaining the conventional touchstones of independence—way signs such as stable careers, separate homes, marriage, parenthood. A fast, straight path to such supposedly “adult” milestones was characteristic only in the relatively stable post-World War II period, a period some would also characterize as rigid and repressive. Today, we see those structures disrupted by new technologies and new forms

of commerce, along with new ideas about friendship, family, personal freedom, social justice, and ecological consciousness. And these seemingly new ideas actually circle right back to the strange, meandering path taken by Thoreau.

That 19th-century young man gave himself time to test out possible shapes for a human life, and in so doing he explored most deeply his relationship to the natural world. In his own words,

I once had a sparrow alight upon my shoulder  
for a moment, while I was hoeing in a village garden,  
and I felt that I was more distinguished by that circumstance  
than I should have been by any epaulet  
I could have worn.

In a sense, Thoreau was allowing himself to be a child again, to feel the honor bestowed on him not by “worldly” attainments but by nature’s validation. Perhaps, then, true adulthood means returning to the openness of childhood—to both its vulnerability and its ethical perspective on the non-human world.

When I first spoke to you four years ago at Customs opening night, I read a poem by Roger McGough that captures a child’s state of nervous anticipation on the first day of school; I promised then to bookend that reading at your graduation with a McGough-inspired verse that opens a fresh vista on the child’s experience—and here it is:

The classroom, so noisy with sounds  
I don’t know, so crowded with elbows.  
Who has best cubby!  
Who gets first drink at the fountain!  
*Look:* so many birds in the yard—  
Imagine.

We feel here a mix of sensations that suffuse our childhood: puzzlement and wonder, dread and curiosity. And there is Thoreau’s sparrow again, multiplied this time—*so many birds outside in the yard*. The child sees human activity in a broader context, letting the wondrous independence of other creatures eclipse social anxiety. And like the child, the genuine adult can take nourishment from that independence, saying in awe: *Imagine*.

Today, it is often those who are not yet recognized as adults who imagine a freer and healthier world: from Parkland and Washington to New Delhi and Kampala, children and adolescents have asserted the wisdom necessary to combat disturbing assaults on our societies, on our global neighbors, and—most critically—on our planet. They are demonstrating that authentic maturity is defined not by age or vocation or social accomplishment, but by an all-embracing care for others.

My fellow Haverfordians: We need childlike grownups who can identify with their fellow beings, human and non-human alike. Along with Henry David Thoreau and the child in our

little poem, let us notice the birds—let us notice all the creatures pleading with us for space and autonomy on this contested Earth. These pleas are existential: Recent studies reveal that we are facing an upsurge of avian extinctions, part of a much larger wave of species annihilation, as a result of deforestation and habitat destruction. Those ecological assaults are driven directly by our everyday practices: the calamitous force of a food system based on animal consumption—a system that exceeds in speed, pollution, and cruelty (to both humans and non-humans) exceeding the worst phases of the Industrial Revolution; the toxic impact of animal agriculture on the very natural systems from which we draw sustenance; the ravaging effects of biodiversity loss on wildlife and human health, which are interconnected features of an accelerating crisis.

For so long, the authorized narrative of adulthood, figured as an achievement of “independence,” has promoted not just our individual self-extraction from the family home but our even more fundamental withdrawal from the non-human sphere. We predicate our imagined sovereignty and self-sufficiency on a muting of our fellowship with the natural world.

I want to suggest that our Haverford years have prepared us all to find a more authentic way of ripening to maturity. At the College we practice—centrally in the Honor Code but also in our classroom collaboration, independent research, activism, and community-building—a kind of personal growth that advances through elevation of the common good, rather than through mere self-realization. We discover here that self-development flourishes as an ingredient of communality, that personhood secures itself in recognition of others’ dignity, not through indifference, estrangement, and domination. Accordingly, I suggest that full adulthood, for us as individuals and as a significant collective, must involve regard for life beyond the human species. In other words, maturation means a full extension of our evolving capacity to bring self and world into a restorative rapport.

Dear graduates, the affiliation that we feel in childhood for animal life beyond our species can be reawakened, for their good and our own. For by opening ourselves to them as valid beings worthy of consideration, we have a chance not only to heal our planet but even to rekindle fellow-feeling amongst ourselves. Biodiversity and socio-diversity follow similar logical and ethical pathways; our inter- and intra-species vitality depends upon our capacity for the right blend of empathy and respect. There is no path to our collective adulthood except through the compassionate exercise of imagination that we experience in caring for all creatures, who share with us the drama of feeling, yearning, and being that we call “life.”

Peace,



**HAVERFORD IN SEASON**

PHOTO: PATRICK MONTERO



# main lines



## Big Day on Campus

The College held its 181st Commencement ceremony on May 18, welcoming the 318 members of the Class of 2019 into the Haverford College alumni community. As part of the ceremony, the packed crowd in the Field House heard remarks from student-chosen speaker **Elom Tettey-Tamaklo '19**, a political science major with an African and Africana studies concentration who spoke on the importance of community and said that it had been his dream to be a Commencement speaker ever since he heard his Customs person, **Brian Guggenheimer '16**, give the remarks for his class.

Also chosen by the Class of 2019 to speak at the event was Assistant Director for Academic Resources Raquel Esteves-Joyce, who offered inspiring ideas for how the graduates might “write” (and keep rewriting) the stories of their lives.

Bryn Mawr College President Kimberly Wright Cassidy gave a reading from Ralph Ellison’s *Invisible Man*, noting that the ceremony represented a transition not just for the graduates but also for President Kim Benston, who steps down at the end of June and returns to the faculty. “Ellison’s words resonate on this occasion for many reasons,” said Cassidy.

PHOTOS: DANZ, JOHNSON; HOLDEN BLANCO '17 (DANIEL DAE KIM)





(facing page) A decorated graduation cap poses a big question. (top) Student-chosen speaker Elom Tettey-Tamaklo '19 walks to the stage. (center) Honorary degree recipients Mary Bonauto and Daniel Dae Kim '90. (bottom) A heartfelt moment.



“They speak to Kim Benston’s ethical commitment to diversity, history, and community, and to the goals of a Haverford education. They evoke the abiding power of the humanistic study to which Kim has devoted so much of his life, and they echo Haverford’s commitment to a values-centered liberal education.”

The final two Commencement speakers were recipients of the College’s honorary degrees. Groundbreaking litigator and GLAAD Civil Rights Project Director Mary Bonauto, one of the chief architects of the strategy to advance marriage equality in the United States, told the graduates, “Don’t worry if you haven’t found your passion yet. It might change. And sometimes your passion finds you.” Actor, director, and producer **Daniel Dae Kim '90**, recalling his time on campus, spoke of taking a Shakespeare class “taught by a man with an undeniable kindness of spirit, coupled with a dizzying intellect.” That was Kim Benston. And that class, he said, “would be one of the many reasons I love classical theater to this day.”

“Don’t be afraid to be afraid,” Kim told the graduates. “Allow yourself to be vulnerable. Great things can come from vulnerability. . . . Take a chance, get your heart broken, make bad decisions with the best of intentions. Live. . . . Trust the ideals that your four years at this place—this special place—have taught you. Because you’ll need them.”



#### SOUND BITE

“Take back your power and write yourself out of corners and shadows. Write yourself into the center and at a table with seats for everyone. Write a world where no one is illegal, inconsequential, or invisible.”

—Assistant Director for Academic Resources Raquel Esteves-Joyce, chosen by the senior class to speak at Commencement, offered thoughts on “writing” our own life stories.

In a scene from the documentary *We Are Still Here*, Amira Abujbara '17 helps out with salmon fishing in the remote village in Alaska where her mother was raised.



## Out of Alaska

**T**he daughter of an Alaska Native mother and a Qatari father, **Amira Abujbara '17** has always had one foot in and one foot outside of two very different worlds. Growing up, she attended an international school in Doha, a Persian Gulf city with a population of 1.8 million people, and spent summers in Iliamna, Alaska, a village of less than 200 people best reached via a 50-minute air taxi flight from Anchorage.

Now a Doha-based journalist, Abujbara's unique personal story has given shape to *We Are Still Here: A Story of Native Alaska*, a documentary that shines a light on the ongoing challenges facing the tight-knit rural community where people live off the land, jobs are scarce, and a proposed gold-copper mine could save the community—or destroy it.

"The subsistence way of life is just not common in America, and explaining something within U.S. borders but foreign to so many Americans is fun," says Abujbara, who works as an assistant producer in the online department of the Qatari cable news channel Al Jazeera English. "It's almost like the Qatari side is easier to explain than the Alaskan side."

Abujbara, an English major and an environmental studies minor,

remembers meeting a handful of other students of Arab descent at the College. She met even fewer classmates with indigenous roots. Still, she felt comfortable on campus.

"One of the good things about Haverford is people are so curious, so even if they don't know about your cultural background before they meet you, it's something they'd look up after a conversation to ask about later," she says. "Even when people didn't know about Qatar or Alaska Native culture, I always felt I could be proud because they wanted to learn. It was a really nice thing."

Majoring in English helped Abujbara hone the critical-thinking skills that have served her well since she began working for Al Jazeera—first as an intern in the summers between academic years, then as a full-time employee after graduation.

"You can tell a story in so many ways. There isn't a template or a right way or a wrong way," she says. "Just having the ability to analyze and knowing what makes a good story plays a role in what I do now."

Haverford also helped her develop her social conscience, she says, showing her the importance of allowing people of different backgrounds to have a voice.

"When you have diverse voices and

diverse people in charge, you ultimately end up with a much better product," she says. "It strengthens you, and you can tell a beautiful story or run a business well. That's something Haverford instilled in me."

Abujbara and native Hawaiian filmmaker Ciara Lacy filmed on location in Qatar and Alaska. They were in Iliamna during the summer sockeye salmon run as residents, including Abujbara's grandparents, prepared, smoked, and stored fish for winter. Being skilled with a fillet knife gave the journalist "a nice way to break the ice" as she joined villagers at work while asking delicate questions about the challenges they're facing.

Since the documentary's release in late 2018, Abujbara has heard from communities facing the same political, cultural, and environmental challenges, and the film (which can be viewed on YouTube) has prompted discussions of how best to move forward in an ever-challenging world. Some of the Native ways, Abujbara says, may hold the answers.

"We're at a point in the world, in practical terms, that what we're doing isn't working," she says. "Indigenous communities have been thinking about this for a long time and have ideas for balancing traditional and modern life."

—Natalie Pompilio

**ON  
VIEW**

A new exhibit in the Atrium Gallery, *The Cosmos Viewed From Earth and Outer Space From 1949 to the Present*, presents 40 color photographs made from Hubble Telescope's high-definition images. Dating from 1990 to 2018, these beautiful and mysterious images have been printed for maximum detail in the digital imaging labs in Haverford's Marshall Fine Art Center. They were selected from the hundreds of files available on the Hubble Telescope website that highlight the telescope's landmark accomplishments, which include providing the deepest views ever taken of the evolving universe and identifying the first supermassive black hole in the heart of a neighboring galaxy.

The exhibit, which runs through Oct. 6, pairs the Hubble images with a collection of analog, black-and-white gelatin silver print photographs housed in the College's Strawbridge Observatory. This collection, known as the Palomar Observatory Sky Survey, is a now-relatively-rare set of special, high-resolution photographs made from 1949 to 1958, when the night skies over Southern California could be observed without the high density of light pollution now present.



Two neighboring pinwheel galaxies, 2017; the Hubble Heritage Team (AURA/STScI/NASA).

main lines

## Cooking Up a Cookbook



ing on for the past two years," said Jesup, a double major in fine arts at Haverford and psychology at Bryn Mawr. "They are gathered from various communities, including my church, my neighborhood, my favorites, and old family recipes."

As a fine arts major, Jesup specializes in printmaking and also pursues freelance design and illustration through her Instagram account, Lines and Letters Art. Elsewhere on campus, she is involved with Customs and the student-led arts space James House. As someone who likes to host events on campus, she was able to merge her interests in food and art with the salsa-making launch party.

"Food is such a part of community for me, and I wanted to share this with others at Haverford, who would all bring different backgrounds and their own experiences," said Jesup.

To fund the cookbook and the accompanying event, Jesup applied to the John B. Hurford '60 Center for Arts and Humanities' Student Arts Fund, and also received support from VCAM's Sequoia Community Kitchen Fund. As a member of the Hurford Center's Student Advisory Board, Jesup wanted to show what the funds can make possible.

"I think it's important to make these projects visible so that others on campus see all the things you can do with the Hurford Center support," said Jesup.

—Michael Weber '19

**F**or Sarah Jesup '20, cooking is about more than just food: The people she cooks with are paramount. After compiling many of her favorite recipes into an illustrated cookbook, the artist and amateur chef wanted to share it with others. In the Visual Culture, Arts, and Media (VCAM) building's community kitchen, she did just that, hosting a cookbook-launch party and salsa-making event, where attendees could go home with a free copy of Jesup's book, *Cheers: An Illustrated Party Cookbook*, and some freshly made black bean salsa.

"I have a series of recipes that I have been work-



PHOTOS: LILY XU '19 (COOKBOOKS, JESUP)



## Talking Science

It was a full house in the lounge of the Visual Culture, Arts, and Media building as **Ted Love '81** (left), CEO of Global Blood Therapeutics, led a conversation with **Stephen Lippard '62**, whose work in the field of bioinorganic chemistry has led to pioneering advancements in cancer-fighting medication, clean-fuel technologies, and neurology. "An Evening With Stephen Lippard," part of an ongoing series of events sponsored by the National Science and Technology Medals Foundation (NSTMF), gave students the chance to hear about Lippard's long and successful career, and also about the time he spent at Haverford, where, he says, his love of chemistry took root.

NSTMF's "An Evening With" series is designed to give students and young STEM professionals exposure to trailblazers in science and technology. To watch a video of the event, go to: [nationalmedals.org/stories/aew](http://nationalmedals.org/stories/aew).



**CAMPUS VISITOR:** Photography Editor Patrick Montero was wandering the campus camera in hand when he caught this shot of a red-tailed hawk taking a break on the ground near Roberts Hall. The most abundant and widely distributed raptor species in North America, red-tailed hawks have become a relatively common sight in urban and suburban areas in Pennsylvania.



## The Club Life @HAVERFORD

### CHESS CLUB

**WHAT:** A timeless game of strategy, chess has been a way for players to engage their minds in both competitive and collaborative settings for centuries. The newly founded Chess Club aims to provide a space for both new players and experienced chess masters to sharpen their skills.

**WHO:** Started during the 2018-19 academic year by Junior Nguyen '22 and Robert Duncan '22, Haverford's Chess Club is open to all, including faculty and staff. Says Nguyen, "I encourage players of all skill levels to stop by, as chess is a game in which you can learn from your mistakes, better yourself in every game, and have a space to get in the zone to focus!"

**WHEN:** Chess Club meets once or twice weekly, typically on Tuesday and/or Thursday evenings in the Dining Center Basement. Nguyen sends out a weekly email to more than 80 people on the club list every Sunday with the meeting times for the upcoming week.

**DID YOU KNOW?** The game of chess dates to nearly 500 C.E., and was first played in India and Persia before spreading to Spain and the rest of southern Europe. The current chess grandmaster is Norway's Magnus Carlsen, who has won the world championship five times in a row. The last time an American won was almost 50 years ago, when Bobby Fischer gained the title.

Success in chess often relies on sensing your opponent's strategy before they move their pieces on the board, says Nguyen. "If you're interested in learning how to read minds, come play chess!"  
—Allison Wise '20

**FYI**

**COULDN'T MAKE IT** to Alumni Weekend this year? Enjoy a high-flying virtual visit to Haverford's beautiful campus via our drone video posted on [facebook.com/haverfordcollege](https://facebook.com/haverfordcollege).



■ As part of Earth Week programming in April, the Council for Sustainability and Social Responsibility's **Sustainable Campus Working Group** organized a waste audit (above) that took place on Founders Green. Performing the hands-on audit were students from Visiting Assistant Professor of Environmental Studies Elizabeth Evans' "Laboratory in Environmental Sciences" course.

According to Sustainable Campus Working Group co-chair **Franklyn Cantor '12**, who is special assistant to the president, the audit took a snapshot look at the waste (excluding bathroom trash) accumulated in one day, in one administrative and one residential building. "The aim was to better understand the composition of the waste stream, while also evaluating possible issues around the contamination of recyclables," says Cantor. "We also staged the event on Founders Green to involve members of the community walking by, and to share with them the importance of accurate sorting and recycling."

Among the issues revealed by the audit was the heavy presence of

discarded food and the high volume of single-use plastics and other non-recyclable items (coffee cups, Dining Center take-out containers) going into the waste stream—particularly as contaminants in the recycling bins, which can ruin much of the commingled material. "These findings will significantly inform our upcoming decisions about updating our deployment of trash and recycling bins, our signage and education programs, and our efforts to expand and improve our organic material disposal," says Cantor. "And we look forward to conducting additional waste audits each semester in additional buildings to continue to learn more."

■ Haverford took the number-four slot (just ahead of Bryn Mawr and Swarthmore) in a list of the **top 10 colleges and universities in the United States for renewable electricity use**. The rankings were created by Denver-based advocacy group Environment America Research and Policy Center and were based on data from the Association for the Advancement of Sustainability in Higher Education (AASHE) and on the colleges' Sustainability Tracking,

Assessment & Rating System (STARS) scores from the past three years. To account for differences in school size, Environment America divided the amount of renewable energy each school produced or purchased by the number of full-time-equivalent students.

■ The annual **Do It in the Dark competition**, run by the College's Committee for Environmental Responsibility (CER), again challenged Haverford students to curb wasteful energy use in the name of sustainability. During the March event, which pits dorm against dorm, the CER sponsored various activities to help raise awareness about sustainable practices on campus, including a vegan baking workshop, and a Do It in the Dark-themed show by improv comedy group the Throng. Over the three-week competition, total electricity usage across all dorms was reduced by 10 percent. The residents of Gummere Hall were the top energy savers, with an impressive 19.9 percent reduction. In total, the College saved 6,400 kilowatts of electricity, eliminating 4.6 metric tons of carbon dioxide from our atmosphere.

# Meeting the Real Food Challenge

In 2016, members of Haverford's student food-activism group ETHOS worked at Spring Plenary to pass a "Good Food" resolution, inspired by the training members did with the Real Food Challenge (RFC) program, which works to increase ethical food purchases in higher education. The resolution asked the College to shift the Dining Services budget for local, sustainable, and fairly and humanely produced food from 8 percent to 20 percent by the year 2020.

President Kim Benston accepted that Plenary resolution and also signed the Real Food Campus Commitment, making Haverford one of only 43 colleges and universities that has pledged to reach that goal by 2020.

In February—10 months ahead of schedule—the College not only met its target, but surpassed it. Dining Services was spending 24 percent of its budget on "real food"—defined as food that nourishes producers, consumers, communities, and the Earth by meeting certain quantifiable standards set by the RFC.

The quick progress was aided by the efforts of the new Food Systems Working Group, a team of students and administrators focused on sustainable food sourcing on campus. The group, which was led this year by **Sophie Drew '19** and includes Dining Services Executive Director Bernie Chung-Templeton and General Manager Tom Mitchell, meets weekly to discuss purchasing and new vendors, and to set and calculate RFC goals.

"It was a pretty simple strategy: We identified the products that the Dining Center spends the most money on and looked for alternatives that qualified [for the RFC]," said Drew. "Tom has been very supportive of the challenge since he started here, and ... with his help we



found [local vendors] Morabito Baking Co., FreeBird Chicken, and Clover Dairy. Those were the major shifts that got us to our goal."

For his part, Mitchell feels "the unsung heroes of the RFC are the stu-

dents. They were the driving force, led by Sophie Drew and her team. From calculating invoices, creating marketing materials, qualifying vendors, researching products, and meeting with the kitchen staff and me through the process—this is what made the 24 percent possible."

In addition to new vendors, the Dining Center now offers an RFC station at every meal that showcases rotating local, organic fare. And the best part is now that the new RFC-qualifying vendors and items have been identified, the 24 percent has become one sustainability goal that is, itself, sustainable.

—Rebecca Raber

## Familiar Face in a New Role



When Steve Watter retired in June 2017, after 31 years in the Dean's Office (20 of them as dean of student life), he didn't imagine he'd be returning to campus in a whole new role. But he's back, serving as Haverford's first ombuds.

The mission of the newly created Ombuds Office is to provide confidential, neutral, and informal assistance to faculty, students, and staff who have issues that arise from or affect their work and studies at the College. As Haverford's ombuds, Watter provides a place to discuss concerns, de-escalate conflicts, and improve relationships. While it's not a substitute for existing structures, such as the student Honor Code, the ombuds serves as an alternative when other processes have not provided a solution.

"The ombuds role lured me out of retirement because of the unique niche it occupies in the array of resources at Haverford," says Watter. "It also allows me to contribute in a meaningful way to a place that is near and dear to my heart."

Another attraction: "The work is similar enough to that of a dean to make it feel familiar, but different enough to provide interest and challenge," says Watter, observing that the skills needed to be an effective dean are similar to those required of an ombuds—"close, active listening, the ability to make others feel welcome, comfortable, and heard, and helping others to clarify issues, and identify goals and options for attaining them."

And, says Watter, "Knowing Haverford as I do—how things work in general, who does what, whom to seek out for assistance or answers to a particular question—doesn't hurt, either."

—Eils Lotozo

# Object Lesson



**T**hough it looks like a diminutive piece of sculpture, the device created by Maker Arts Space student worker William Harris-Braun '22 has some serious health and safety ambitions. The sleek object, which he's dubbed the AQO, reads the levels of carbon dioxide in a room and changes color to reflect them. Blue means you're safe, but as the CO<sub>2</sub> level goes up the monitor turns green, yellow, red, and, finally, purple.

"I watched a video, and then read a paper, about how increased levels of carbon dioxide in the air in a room can decrease brain functionality," says Harris-Braun. "This inspired me to create a device which displays the CO<sub>2</sub> levels in the room in a beautiful way."

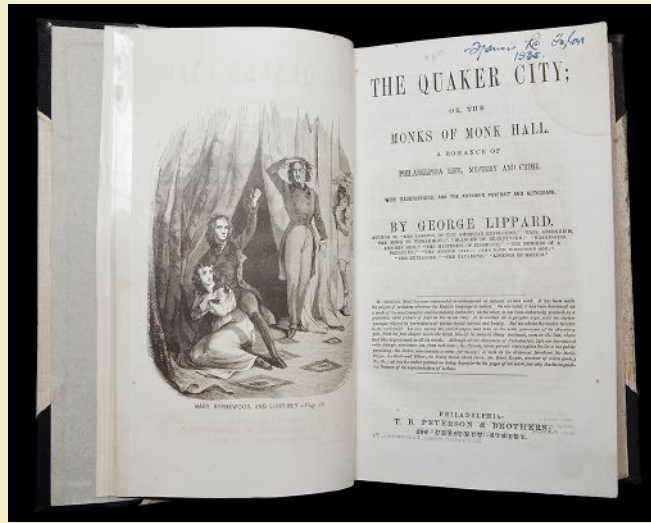
The exterior of the device, which is made of biodegradable polymer, was 3D-printed in the Maker Arts Space. Harris-Braun used a preexisting sensor to read for carbon dioxide, but created the device's micro-controller unit from scratch and put the AQO through more than 100 iterations before he was finally satisfied.

"I was adding, piece by piece, all the different functionality that I wanted the case to have: snap-fit pegs to attach the components, a magnetically attached wooden bottom cover, LEDs inside mounted at the right angle to light up the device, and more," says Harris, who has posted his code and designs on the GitHub platform. "I've made everything open source so others can see my work and build their own AQO or even modify the project and create something new." —E. L.

## IN THE COLLECTION

Spotlighting the holdings of Quaker and Special Collections

First issued in serial installments in 1844-45, then published in book form, ***The Quaker City; Or, the Monks of Monk Hall*** sold 60,000 copies in its first year and was the best-selling novel in America until 1852, when Harriet Beecher Stowe's *Uncle Tom's Cabin* surged into the number one slot. George Lippard—a playwright, journalist, and social reformer who later launched a newspaper called *The Quaker City*—



Werner, professor emeritus of history and former curator of the Quaker Collection, "the novel helped to solidify notions of urban life and capitalism as cauldrons of sin, greed, and debauchery, and to promote upstanding Quakers as the antithesis of urban low-life."

*The Quaker City* is part of the library's Quaker fiction collection, which was begun in the 1960s with a donation of 250 books by Ed Bronner (former librarian

based his novel on the sensational real-life case of a wealthy Philadelphia man who hired an unethical lawyer to get him acquitted of murder. (The "Monks" of the title are the debauched members of a private club who make ill use of their wealth and power.) According to Emma J. Lapsansky

of the College, Quaker Collection curator, and professor of history) and his wife, Anne. Now grown to almost 2,000 volumes, the collection includes fiction books that have Quaker characters and/or are written by Quaker authors, and continues to grow as new books appear. —E. L.

PHOTOS: RUIMING LI '22 (REAL FOOD); PATRICK MONTERO (WATTER, BRAUN, BOOK)



Professor of Psychology Benjamin Le's new course "Open Science and Inclusive Psychology" is one of the nation's only undergraduate courses of its kind.

## Free for All

Open Science endorses accessibility, inclusion, and a healthy dose of skepticism.

**S**ocial psychologist Amy Cuddy's 2012 presentation about "power posing" is the second most popular TED Talk of all time, with more than 52 million views to date. Citing research she published in 2010, Cuddy outlines in the talk how assuming an expansive posture—legs apart and hands on hips, for instance—can prime a person for success by optimizing hormone levels to increase confidence and reduce anxiety.

Cuddy's groundbreaking findings made her a media sensation, but not for long. The problem? Subsequent experiments failed to reproduce her results.

Power posing's downfall typifies the scientific replication crisis, an ongoing phenomenon in which vigorous retesting has debunked many classic and influential research findings, primarily in the social sciences. Psychology Professor Benjamin Le uses the trend to illustrate the need for fieldwide reform

in his "Open Science and Inclusive Psychology" course. Introduced in the spring semester, it's one of the nation's only undergraduate courses of its kind.

The open science movement promotes transparency throughout the scientific process, from a study's conception to conclusion. This involves researchers sharing their predictions, methods, materials, data, and statistical analyses in real time and publishes making literature free for anyone to



read—rarities in any branch of science.

“When science is done in isolation and put behind a paywall, it’s hard to see the decisions researchers made along the way that could have impacted their outcomes,” says Le, who came to Haverford on a “pre-doc” fellowship in 2001, two years before completing his Ph.D. in social psychology at Purdue University.

“It seems that in the past, if people ran 20 studies and 19 didn’t work, they were only publishing the one that did, often when they advertently or inadvertently did things that tipped them toward significant findings. Unfortunately, these false positives are the findings we’ve been relying on for decades,” he says.

An expert on commitment in close relationships, Le co-edited the 2011 book *The Science of Relationships: Answers to Your Questions About Dating, Marriage, and Family*, joining a dozen other contributors to tackle 40 common questions such as “What’s the best way to meet someone?” and “Why do people cheat?” The book inspired a website, scienceofrelationships.com, where he and his peers analyzed research findings—in a way applying open science themselves by writing about studies in a form the general public could understand. (Last year, Le and his colleagues transferred ownership of the site to another group, which renamed it *luvze.com*.)

Le recently put his relationship research on hold to focus on his “love of science in general and efforts to increase the robustness of science in all areas.” Describing his new course as “what I learned on Twitter during my sabbatical,” he notes that the open science community materialized on that social networking platform. He devoted time away from campus during the 2017-18 academic year to doing a deep dive into the open science movement, writing a comprehen-

sive open science manual for students and deciding that the topic needed to be part of his department’s curriculum—although the course’s relevance spans many fields, and the 16 students enrolled in its first iteration ranged from first-years to seniors representing many different majors.

Le kicked things off by having students examine various psychological tenets that have lost clout for not replicating, like power posing and “ego depletion,” the idea that people have

**Open science is not just about having methods and data and publications open to everyone, but also considering who participates in science.**

a finite amount of willpower that gets exhausted over time. He also exposed the widespread p-hacking (manipulation of data to produce a desired probability value) that has long plagued psychology.

“Basically, my goal early in the semester was to get students frustrated by how many rewards there are for gaming the system,” Le says.

And he succeeded. **Maria Padron ’19** says Le’s course drastically changed the way she looks at science.

“I always assumed if something was in a textbook, it was right,” she says. “If you love psychology, it’s pretty upsetting to learn that you have to rethink everything you’ve been taught. But the skepticism

is healthy—now that we realize there’s a problem, we can work on fixing it.”

That’s what the second half of the course entailed: devising solutions, many of which involve open-science practices that improve transparency and reproducibility. One of those is pre-registration, or posting explicit details about a planned study—including hypotheses—in a time-stamped file in an online repository before beginning to collect data. This curbs selective reporting later on.

Another solution involves changing the academic publishing incentive system, as psychology major Caroline Aronowitz ’20 explains.

“We talked about how much pressure researchers are under to publish, and how they know that will only happen if their findings are significant—which can influence how they do their research and lead to bad science,” Aronowitz says. “When researchers don’t get a significant result, they stick it in a file drawer and forget about it, even though their work still affects science overall.”

Le also pulled “inclusive psychology” into the course, addressing long-standing biases that limit diversity in the sciences. For example, in the field of psychology women fall far behind their male counterparts in holding tenured university faculty positions and departmental leadership roles—discrepancies that are magnified when it comes to ethnic and racial minorities.

“Open science is not just about having methods and data and publications open to everyone, but also considering who participates in science,” Le says. “We’re interested in opening the doors of science to everybody, because more diverse perspectives among scientists produce more creative and impactful research ideas and findings.”

—Karen Brooks



## Office Hour

It was a course on Greek and Roman comedy that he took as a Tufts freshman that made **Matthew Farmer** fall in love with classics. He had plans to become a pre-med major in neuroscience and had signed up for the class only to satisfy a distribution requirement. But that course pointed him in a new direction. “I was astonished to discover that the comedies of Aristophanes seemed to speak directly to me over the gulf of centuries,” says Farmer. “They were witty, vulgar, obscene, offensive, humane, satirical, blasphemous, sophisticated; they seemed to contain the whole range of everything ugly and beautiful about human life—and they were funny.”

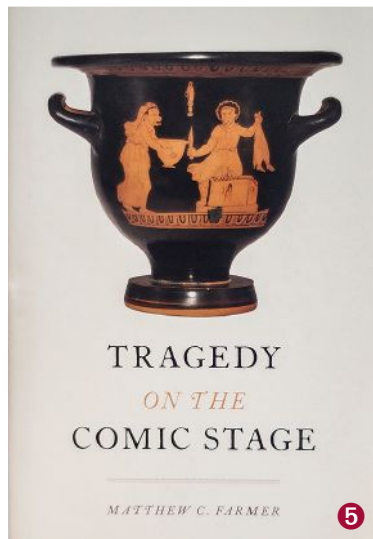
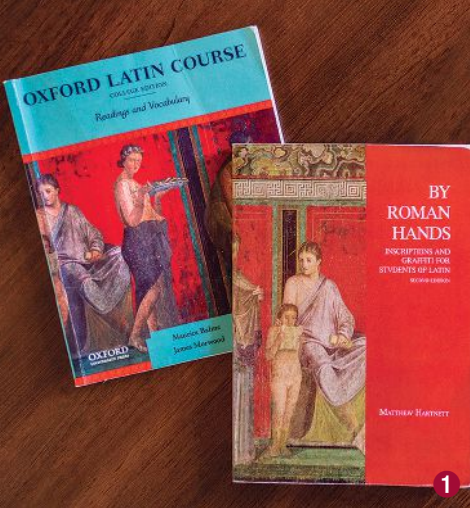
Farmer went on to earn a master’s degree in classical studies at Bryn Mawr and then a Ph.D. at the University of Pennsylvania. Before joining Haverford’s faculty in 2018 as an assistant professor of classics, he was an assistant professor

and director of undergraduate studies in the Department of Ancient Mediterranean Studies at the University of Missouri. An expert on Greek comedy, Farmer has taught elementary and intermediate Latin, and last year introduced the course “Sex and Power in the Ancient World,” which was aimed, he says, at helping students “begin to understand the long history of sexuality’s role in giving some people access to power, and excluding others from it.” This fall he will teach a course on Roman comedy and will co-teach, with Associate Professor of Classics Brett Mulligan, “Culture and Crisis in the Golden Age of Athens.” Part of a curriculum called “Reacting to the Past,” the course has students researching and taking on the roles of ancient Athenians. “They act out these scenarios and give speeches and decide whether to put Socrates to death,” says Farmer. “It’s very involved and a lot of fun.”

**1 Latin textbooks:** We use something called the Oxford Latin Course, which focuses on reading over grammar. It’s this narrative around the character of the poet Horace that starts out like a children’s book: Horace sits at the table. Horace eats dinner. Then it builds up until they’re reading his actual poems, and by the end of the year they’ve seen him live through a lot of the big events of the end of the Roman Republic and the foundation of

the empire. We also do a lot with a book of ancient Roman inscriptions and graffiti. Ordinarily none of that stuff would have survived, but the volcanic eruptions at Pompeii and Herculaneum preserved everything. We have all these graffiti messages that say “so and so loves so and so” or “that politician is corrupt,” and a lot of obscenities. It’s fun material. And they don’t give you translations, the students are expected to do it themselves.

**2 Photos:** That’s me with my wife, Sarah Scheckter. I did a master’s in classics at Bryn Mawr, and my wife did her Ph.D. in psychology there, and that’s where I met her. She’s a therapist with a private practice in Bryn Mawr, and she also works at the Villanova University counseling center. The photo on the right is of my three nieces. My wife’s family is very close, so we spend a lot of time with them. The oldest niece lives in central Pennsylvania, where my wife grew



up, the other two are in North Carolina. Each one is hilarious and cute, and when you get the three of them together it's out of control.

**3 Black squirrel with button and cow:** The cow came from a student I advised who was writing her senior thesis on the figure of Io. It's a very dark and disturbing story. Io gets raped by Jupiter, and then his wife Juno finds out, and he turns [Io] into a cow to hide her. My student's thesis was about using modern psychological ideas, like PTSD, to try to understand the trauma that this character goes through. We had this whole semester of very intense conversation about a surprisingly relevant topic for a poem that's 2,000 years old, and I think she felt like we needed a little something light to wrap it up with.

The pin the squirrel is wearing came from a student whose mother is a Latin professor and got it at a conference. She gave it to me because the line is from a play by the Roman comic dramatist Terence that I made my Elementary Latin students memorize the first day of class last year. It says: "I am a human so I believe that nothing human is foreign to me." What's interesting

is that Terence was a North African who was enslaved when he wrote that line and then later became free. People have this image in their minds of Romans as white people in togas living in white marble buildings. None of that is accurate at all.

**4 Sidewalk chalk:** I have the students chalk Latin around campus from time to time as homework. In fact, I had them chalk that line from Terence. I like the idea of putting a little Latin out into the world, exposing people to it, maybe provoking some curiosity. It's chalk, so I feel like they're not going to get in too much trouble.

**5 His book, *Tragedy on the Comic Stage*:** Tragedies and comedies were represented at the same festivals [in Ancient Greece], and so the comic poets know that jokes about tragedy are jokes that are going to land really well because the audience knows the work. So in the book I'm looking at parody, at plays where the tragic poets themselves are characters in the plays. This happens quite a bit. Most Greek comedies are set in the contemporary, real world of the audience, in a very silly, exaggerated version. So you can take somebody like [the playwright]

Sophocles and make him a character, and make him run around on stage doing ridiculous things. What you learn is that ancient audiences found the same things funny that we do. It's lots of sexual jokes, fart jokes, but juxtaposed with complicated parodies that require a pretty sophisticated literary sensibility to understand why it's funny. It would be like if you were doing a parody of Shakespeare—you would have to know what the real line is to get the joke.

**6 Souvenirs:** The cups and saucers are Greek tourist kitsch that my wife bought in Philly years ago at a little old junk shop in Center City. The tray I bought in a thrift store in Missouri, and it's got this total nonsense on the back that's a completely wrong explanation of what it's a reproduction of. Greece during the Second World War was very tumultuous, it was occupied by the Nazis and then had a civil war after that. But there was this period in the 1950s and '60s when the Greeks were trying to get a lot of Americans to come, and there was this booming production of tourist souvenirs. They're incredibly cheesy and ridiculous, but I sort of love them.

—Eils Lotozo

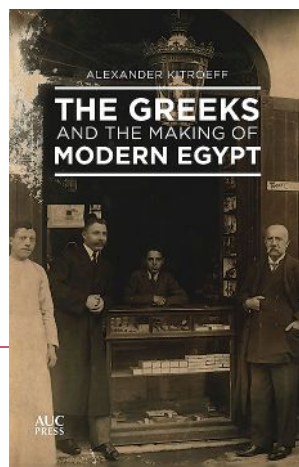
# news + notes

Assistant Professor of **ECONOMICS** Carola Binder was an invited speaker at the Annual Research Conference of the National Bank of Ukraine, whose topic was “Central Bank Communications: From Mystery to Transparency.” Binder gave a talk on the effects of announcements from the Federal Open Market Committee (whose members determine near-term monetary policy) on news and public expectations. Binder was also an invited speaker at the central bank of Norway’s conference on “Commodity Prices and Monetary Policy,” where she gave a talk on oil prices and consumption. Traveling to Guatemala, she attended that country’s central bank conference and gave a talk (in Spanish) titled “Encuestas de las Expectativas Economicas” (“Surveys of Economic Expectations”). She was also on a panel moderated by Bank of Guatemala President Sergio Francisco Recinos Rivera on fiscal and monetary policy coordination.

Ruth Marshall Magill Professor of **MUSIC** Curt Cacioppo has been invited by the Tchaikovsky Center for Musical Culture in St. Petersburg, Russia, to compose a new piece for the upcoming Tchaikovsky Festival. Cacioppo also produced two new YouTube videos, one for his composition *Red Jacket/Yomondio*, the other for his collaboration *Ombre allungate*. He also offered a master class on his music at the Peabody Institute of Johns Hopkins University.

Assistant Professor of **COMPUTER SCIENCE** Sorelle Friedler was awarded funding from Mozilla, developer of the Firefox web browser, as a Stage I winner of their Responsible Computer Science Challenge. The Challenge awarded \$2.4 million in prizes to 17 projects that teach ethics alongside computer science. Friedler and her collaborators at the University of Utah and Brown University have developed a project that aims to fold ethical discussions into computer science curricula and to treat these questions as foundational to the discipline. The award will be used to fund the development of educational materials for use by each collaborator, and will also allow Friedler to work with people who are not computer scientists but “are experts in the data or the problem that is being studied.”

Associate Professor of **HISTORY** Alexander Kitroeff published *The Greeks and the Making of Modern Egypt* (The American University in Cairo Press). The book is the first account of the modern Greek presence in Egypt from its 19th-century beginnings to its final days under Nasser. Kitroeff casts a



critical eye on the reality and myths surrounding the complex and ubiquitous Greek community in Egypt by examining the Greeks’ legal status, their relations with the country’s rulers, their economic activities, their contacts with foreign communities, their ties to their Greek homeland, and their community life, which included a rich and celebrated literary culture.

**WRITING PROGRAM** Visiting Assistant Professor Nimisha Ladva appeared on the PBS show *Stories From the Stage*.

Assistant Professor of **LINGUISTICS** Brook Lillehaugen received a Digital Extension Grant for \$149,922 from the American Council of Learned Societies for her project “Ticha: advancing community-engaged digital scholarship.” Her essay “Tweeting in Zapotec: social media as a tool for language activists” was published in the book *Indigenous Interfaces: Spaces, Technology, and Social Networks in Mexico and Central America* (University of Arizona Press). She also received Haverford’s Innovation in Teaching Award.

Associate Professor of **PHYSICS AND ASTRONOMY** Karen Masters was the lead author on a new study that has overturned almost a century of galaxy classification. Published in the journal *Monthly Notices of the Royal Astronomical Society*, the study relied on hundreds of thousands of volunteers with the citizen science project Galaxy Zoo, where Masters is project scientist. The volunteers looked at more than 6,000 images of galaxies from telescopes around the world. What they found refuted a long-accepted observation about spiral galaxies (first reported by astronomer Edwin Tuttle in 1927)—that those with a larger central region or “bulge” tended to have more tightly wound spiral arms. The new study found no such correlation. “We always thought that the bulge size and winding of the spiral arms were connected,” Masters told the website Science Daily. “The new results suggest otherwise, and that has a big impact on our understanding of how galaxies develop their structure.”

Associate Professor of **ENGLISH** Asali Solomon published her short story “Delandria” in *McSweeney’s Quarterly*, issue 55. She also published her essay “Microaggressions and Conversations with the Spirit World” in the anthology *How We Fight White Supremacy: A Field Guide to Resistance* (Bold Type Books). In June, Solomon was the opening speaker of the Philadelphia Writers Conference.

Associate Professor of **SPANISH** Aurelia Gómez Unamuno organized the colloquium “Ink and Fire: The Testimonies of Former Guerrilla Women in Mexico’s 1970s,” which was held at the National Autonomous University of Mexico. The participants, including scholars and former guerrilla women,

**COOL CLASSES**



Aurelia Gómez Unamuno

discussed the overlooked role of women in Mexico’s armed struggle in the 1970s, and the emergence of female testimonies after 2001.

Over the past two years, Associate Professor of **CHEMISTRY AND ENVIRONMENTAL STUDIES** Helen White has worked as part of a National Academies of Sciences, Engineering, and Medicine study writing a report that examines and synthesizes what has been learned about the use of chemical dispersants since the Deepwater Horizon oil spill. The report was just released to the public, and *Science* published an article about the study.



Helen White

Associate Professor of **POLITICAL SCIENCE** Susanna Wing was interviewed by BBC News in April, after the government of Mali resigned following a massacre of 160 villagers by a militia and the huge public protests provoked by that tragedy. In the interview, Wing explained why the government was under so much pressure to resign. She wrote an article for *The Washington Post’s* Monkey Cage blog outlining what is behind the escalating violence in Mali, where tens of thousands of people have been displaced by fighting between ethnic groups. The Monkey Cage blog’s mission is to connect political scientists to the political



Susanna Wing

conversation “by creating a compelling forum, developing publicly focused scholars, and building an informed audience.” An expert on Mali, Wing is the author of *Constructing Democracy in Africa*. 🐒

**CLASS NAME:**

“Economic Development and Transformation: China vs. India”

**Taught by:** Assistant Professor of Economics Saleha Jilani

**Here’s what Jilani had to say about the course:**

This is a survey course on the economic development and transformation experience over the past four decades in China and India. The course examines the economic structure and policies in the two countries, with a focus on comparing their recent economic successes and failures, their past development policies and strategies, and the factors affecting their current transformation process, from varying degrees of centrally planned communist/socialist economic systems, toward more decentralized, reforming hybrid economies.

The class includes a research project designed to help students learn something about globalization and about its impact on industrialization in China and India. The students choose one industry from a list of manufacturing and service sectors, and compare the development of this sub-sector across the two countries, with a focus on how this industry has been impacted by forces of globalization. Student papers and presentations address key issues that are particularly salient for developing countries, such as indigenous versus foreign control of firms, market access (and branding), and technology transfer. Ultimately, they must answer the question: Should governments intervene to see that full advantage is taken of globalization, and if so, how?

I created this course because development economics has always been a research and teaching interest of mine, and I thought it would be interesting to examine how the two most populous countries in the world—which started out at a similar level of development in the 1980s and ‘90s but with different political systems—would differ in development strategies and policies. There was also lots of interest from students in an economics course focusing on South Asia.

*Cool Classes* is a recurring series on the Haverblog that highlights interesting, unusual, and unique courses that enrich the Haverford College experience. For more: [hav.to/coolclass](http://hav.to/coolclass).



## EXPLORING JAPANESE CULTURE

A group of 10 Haverford and Bryn Mawr students got the opportunity to experience the rich culture of Japan during spring break through the KAKEHASHI Project. Administered by the Ministry of Foreign Affairs of Japan, the program sponsors visits by students with the aim of building “a basis for future friendship and cooperation” between Japan and North America.

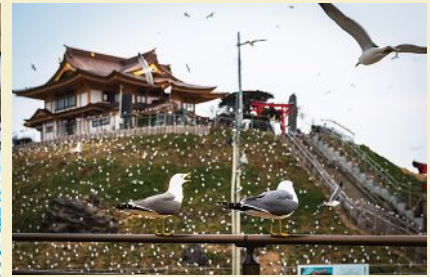
About half of the students who were selected for the trip had taken courses in the Bi-Co Japanese language program. They were accompanied on their travels by Haverford’s Japanese Drill Instructor Minako Kobayashi, and were joined by students from Villanova University and Ursinus College and their professors. The fully funded nine-day tour included stops in Tokyo, Nambu Town in the Aomori Prefecture, Hokoji Temple (where the students learned the Zazen style

of meditation from a Buddhist monk), and a number of other sites and locales. The trip also included a meeting with Haverford alumnus **Cody Walsh '00**, second secretary to the United States Embassy in Japan.

Xiangruo Dai '21, an economics major from Toronto who has studied Japanese for two years, particularly enjoyed the trip’s diverse views of Japan, from bustling Tokyo to the rural Aomori Prefecture more than 400 miles north. “[We got] to look at traditional Japanese cultural characteristics in Tokyo, discover rural Japanese living and homestay in Aomori, and also high-tech Japan in Tokyo,” said Dai.

Much of the students’ trip was documented on the local news in Japan, including an interview with East Asian languages and cultures major Miki Duvoisin '21.

—Eils Lotozo and Allison Wise '20



(clockwise from top left) Miki Duvoisin '21 being interviewed by a TV news crew in Japan during a Bi-Co student trip; the Kabushima Shrine; the host family for a rural homestay; Tokyo; a Buddhist monk who taught the group the Zazen style of meditation.



# ford games

## Good Fit

With more than 30 options to earn PE credit, there is no shortage of ways for Fords to get physical.



The Haverford badminton club in action.

Physical education has been part of the Haverford experience since the College's earliest days. As far back as the 1896-97 academic year, the course catalog described a "refitted" gymnasium, which included among its equipment "rowing, sculling, and wrist machines, chest weights . . . and the necessary apparatus for the gymnastic game of basket-ball." At the time, according to the catalog, first-year students were required to take two physical education classes taught by the director of athletics, and sophomores had to take one. While phys ed was elective for the upper classes, the catalog observed, "it is expected that the majority of their members will take advantage of the advanced courses arranged."

Today, Haverford requires students

to take six quarters of physical education to graduate. Participation in one of the College's 23 varsity teams will fulfill that requirement, but there are plenty of other choices as well.

Students can earn PE credits by taking an instructional class, such as yoga, pilates, karate, or aerobics. They can participate in club sports teams, such as soccer, badminton, ultimate, rugby, golf, and crew. Or they can sign up for intramural teams, such as flag football, tennis, and volleyball. In addition, Haverford offers a number of less traditional options for PE credit. For example, students may provide play-by-play for varsity matches, go bowling in nearby Wynnewood, or log community service through the Marilou Allen Office of Service and Community Collaboration.

"We hope that the variety of offerings will appeal to our broad-based student body," says Director of Haverford Athletics **Wendy Smith '87**. "The diversity of offerings also recognizes the varied level of physical exertion needed to complete a class." The aim, Smith says, is to meet the needs of a diverse student population—and to uphold the Athletic Department's motto: *mens sana in corpore sano*, "a healthy mind in a healthy body."

Also among the options for PE credits: working on the Haverfarm, a year-round farming and educational space that aims to bring sustainable food and agriculture into the lives of Haverford students, faculty, staff, and community members.

**Madison Tillman '18**, this year's farm fellow, oversees the popular Haverfarm PE program, which trains students in

## Touring the Birthplace of Cricket

In late May, following Commencement, members of Haverford's coed varsity cricket team, along with Head Coach Kamran Khan, headed off for an eight-day trip to England. Besides getting in plenty of general sightseeing (the Tower of London, Oxford, Stonehenge) the team toured Lord's Cricket Ground, a hallowed, more than 200-year-old London venue



known as the home of cricket. "Up the lacquered steps, the team entered England's changing rooms, and gazed upon the manicured lawn from above," wrote team member **Paige Powell '19**, who blogged about the trip. "We then took the same long walk from the changing room to the field through the Long Room that many a famous English cricket player had walked before us." Added Powell: "The tour guide was impressed with the team's knowledge about the 12 test-playing nations."

The trip also included several cricket matches, including one against the boy's boarding school Eton College, and another at Windsor Castle against the Royal Household Cricket Club, which was originally comprised exclusively of people who worked for the royals. "After the first innings, we were treated to a wonderful spread of sandwiches, crumpets, and quiches," wrote Powell. "And of course, copious amounts of tea."

Another match had the Fords facing off against the venerable Marylebone Cricket Club, who own Lord's Cricket Ground, observed Powell, "and invented the rules of cricket." While the team did not win any of their matches, they got to play against topnotch players in some legendary venues. A grand tour indeed.

—Eils Lotozo

weed identification, greenhouse seeding, soil management, composting, planting, and harvesting. "We have loads of fun, and often students who get to know the farm via PE end up becoming frequent volunteers and even applying for summer internship positions," says Tillman.

Intramural teams are a popular PE credit option on campus, and differ from club sports in that they do not travel or compete with other colleges. This makes for an inclusive, low-stress environment for students looking to try something new or sharpen their skills.

Sarah Jesup '20, co-head of intramural tennis, says her group takes all comers.

"Everyone, at every level, is welcome, and we often have a teaching court for those who want to learn more about tennis," she says.

Ultimate is a popular club sports option; Haverford has two teams, each

with about 30 members. Big Donkey Ultimate (BDU), historically a men's team, has been around since 1985. The Bi-College Sneetches, the women's team, started in 1993. (Both teams welcome students of any gender identity or expression.)

In addition to traveling to tournaments, says BDU captain **Michael Weber '19**, "we host two tournaments on campus every year, which is very rare for a college team." The Layout Pigout tournament draws top Division III teams from the Northeast and Mid-Atlantic, while Haverween is a fall tournament where all teams are highly encouraged to come in costume.

Another year-round club team that allows students to gain PE credits is

badminton, which competes against other Philadelphia-area schools, such as Bryn Mawr, Villanova, Temple, and Swarthmore.

"Badminton is not just a sport you play in the backyard," says captain **Cecilia Zhou '19**. "Competitive badminton is fast, intense, and strategic. It's a lot of fun once you start to learn it, so we welcome anyone who is interested to come to play with us."

Haverford's crew team, another club sport, has been going strong for 17 years. According to co-captains Pamela Gonzalez '20 and Jacob Epstein '21, the team's off-campus practices are a great way to get away from the HaverBubble. "The stretch of the [Schuylkill] river we row on has beautiful sunsets. And don't let us get started on the beauty of fall when the leaves start turning all shades of orange!"

The rugby-playing Angry Young Newts, which was founded in the mid-1960s but later went dormant until the early 2000s, is yet another club team that emphasizes inclusion. With their smallest player standing 5 foot 5, 135 pounds, the rugby team welcomes players of all sizes and experience.

"When the team was revived a decade or so ago, it was extremely casual," says team captain **Drew Evans '19**. "We never had a standing coach, and never got very organized. Now we are really focused and have become a serious, competitive team. We have gone undefeated for a full two years now."

Haverford's robust physical education program is a point of pride for the College and the Athletics Department, says Wendy Smith. "For a small community, it is very impressive that we are able to sustain so many different activities at such a high level. It is a testament to our students, who excel in so many facets of their lives, and to the College, which really seeks to support each student's personal growth."

—Allison Wise '20 and Eils Lotozo



Keep up with your favorite Haverford team at [haverfordathletics.com](https://haverfordathletics.com).



# mixed media

## BOOKS

### Q&A: Laurie Morrison '03



Before Laurie Morrison '03 wrote two middle grade novels (the genre between chapter books for kids and the young adult category) she was a teacher—one who couldn't see a future in which she would be a published author of the kind of books some of her students would want to read.

But interacting with sixth, seventh, and eighth grade students at schools in New York City and Philadelphia helped inspire her. First, she earned an MFA in Writing for Children and Young Adults from Vermont College of Fine Arts. Then, she wrote **Every Shiny Thing** (co-authored with her friend Cordelia Jensen), the story of friendship between two young girls told in alternating prose and verse, and **Up for Air**, in which 13-year-old Annabelle joins a high school swim team and struggles to fit in with an older crowd of friends. Both novels were published by Abrams in 2018 and 2019, respectively, after her literary agent connected with an editor at the company's Amulet Books imprint. She's now left teaching to pursue writing and parenting her two children full time while living in Philadelphia

In a conversation with fellow middle grade author **Charles Curtis '04**, the New Jersey native and English major talked about her inspirations, the challenges of writing for a middle grade audience, what life is like for a writer in 2019 and her advice for others looking to get into the field.

**Charles Curtis:** What started your path to becoming a professional author?

**Laurie Morrison:** I didn't think of myself as having a story to tell, but after my first year of teaching I was inspired. Being around my students and reading books for their age group brought back what it was like to be in middle school. I thought, "Maybe I should give this a shot." I started writing after that first year of teaching and it took me about a year to write something. It wasn't very good, but it was fun and I realized I wanted to learn more about the craft, so I ended up getting an MFA. I had a professor in graduate school who told us, "Close your eyes and think of yourself at a certain age who you just want to reach out to." For me, it was my middle school self. It was a tumultuous time and a vivid time in my mind with a lot of transitions. It's interesting to me how kids that age are so mature in some ways and so young in other ways.

**CC:** I agree that it's a quirky age to write for. I struggled with what kids that age were and were not ready for. Did you feel that too?

**LM:** I pushed some boundaries in *Up for Air*, but the pushback from my editor never came. Middle school students I taught were dealing with social pressures of hanging out with older kids sometimes and being in situations where kids were smoking or drinking, or where their bodies were more developed. I felt they weren't seeing that in books that were out there and young adult (YA) is usually much older. I knew I wanted the book to be about a girl who was in over her head socially, because she felt mature enough in some ways to be hanging out with this older crowd and it made her feel really good in some ways, but that same attention could tip over into uncomfortable territory quickly.

I thought it would be too old to be considered a middle grade book, but too young for YA. And it wasn't.

**CC:** Do you feel that this is your calling, to give voice to what kids that age struggle with?

**LM:** I really do. I feel my calling is to write something that bridges the gap between YA and middle grade. There's a smaller gap with science fiction or fantasy. But in some character-driven emotion-based stories, my students would say, "That book is too young for me. The character is in eighth grade, but sounds like he's really in sixth." I wanted more books to give them. That's what I want to keep doing.

**CC:** It sounds like you've created a new genre: Young Middle!

**LM:** I think that's becoming more of a thing everywhere.

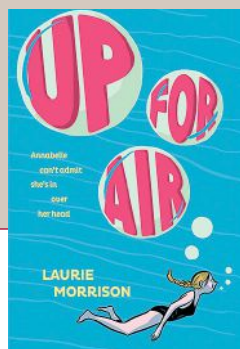
**CC:** What's your best advice for anyone who wants to do this as profession?

**LM:** Read, a lot. Also, I didn't take creative writing classes at Haverford, but I really think that studying literature as an English major was an important step for me for analyzing an author's craft choices, the way I did in getting my MFA too. Another tip: Writing for me is a very tricky balance of having to be self-disciplined, and trusting my subconscious and being open to realizations I can't plan for. There's a give and take between planning where a story is going and stepping back to reflect on the seeds you've planted that you didn't even realize were there but could turn into something important.

**CC:** Yes! I found my technique was to write a chapter and then wait a couple of weeks for it to marinate. My characters would talk to me about what might happen in the next chapter, and that could take weeks. I sometimes wondered if it would have been easier to outline everything before I wrote.

**LM:** Whether you're going to outline or not, there's no right or wrong way to write. But even if you're going to structure it out beforehand, take the time to let things sit and be open to what's coming.

*Charles Curtis '04 is a sportswriter for USA Today's For the Win blog and an author of the Weirdo Academy middle grade series published by Month9Books' Tantrum Books imprint. He lives in New York City with his wife and son.*



## An Old Dog Teaches Some New Tricks

“Hilarious” is not a term that can generally be applied to self-help books. Unless, of course, it’s a self-help book by **Dave Barry ‘69**. In **Lessons From Lucy: The Simple Joys of an Old, Happy Dog**, Barry takes some wise cues from his beloved dog about how to live a better life, offering thoughts about letting go of anger, having more fun, not letting your happiness depend on things, making new friends (and keeping the ones you have), and the importance of paying attention to the people you love, “Not later. Right now.”

Here’s an excerpt from the book.

**W**e think Lucy is beautiful, inside and out. Especially inside. I don’t want to sound all Californian here, but there’s something spiritual about dogs. If you’ve ever had a dog, you know what I mean; you can see it when you look into their eyes. Dogs aren’t people, but they’re not mollusks, either. Lucy is somebody. Lucy has feelings, moods, attitudes. She can be excited, sad, scared, lonely, interested, bored, angry, playful, willful.

But mostly she’s happy. She sleeps more than she used to, and she moves a little slower, but her capacity for joy, her enthusiasm for life, does not seem to have diminished with age. Michelle and I often marvel at Lucy’s ability to be happy, especially compared with our own. We know, when we stop to look at the big picture, that we should be happy, too: we’re very fortunate people leading very good lives. But we hardly ever stop to look at the big picture. We’re almost always looking at the little picture, which is a random collage of pesky chores, obligations and annoyances—deadlines, bills, doctor appointments, grocery lists, the insanely complex carpool schedule, the leak in the roof, the car with a tire that’s losing air (not to be confused with the car that needs an oil change), the odor in the kitchen that we hope will go away on its own and not turn out to be a deceased rat in the wall like last time, and on and on. When we think about bigger things, they’re usually things that worry us—disease, aging, death, politics, the economy, terrorism, the decline of the once-great American newspaper industry into a big frantic Twitter account.

So we spend a lot of time thinking about things that make us stressed and/or unhappy. Whereas Lucy never thinks about any of these things. Sometimes when I’m working I’ll pause from tapping on my keyboard and look at her, sprawled on the floor at my feet, emitting extravagant dog snores and the occasional dog fart, not concerned in the least about her career, or the future, or who the president is, as long as he doesn’t try to give her a bath.

I envy Lucy’s ability to not worry about things. I once got a letter from the Internal Revenue Service stating that I was going to be audited

and would be required to produce basically all my financial documents dating back to middle school. I totally freaked out. This letter was all I thought about for weeks. Whereas Lucy, if she got exactly the same letter, would react by sniffing it to determine whether it had been peed on by another dog, in which case she would also pee on it. That would be the extent of her concern. If the IRS sent armed agents to arrest her for noncompliance, she would be thrilled to have company. She would greet the agents joyfully at the door and sniff them and lick them and go get her squeaky toy so she could play the game where

she runs around squeaking her toy as you try without success to take it from her. If the agents took her to prison, she would go happily. She would enjoy the car ride; she would enthusiastically greet and lick the prison guards; she would vigorously inhale the exciting new pee aromas of her fellow inmates.

She would not dwell on the fact that she was in prison. She would accept her new situation, whether it lasted a day or the rest of her life. She would find a way to make the best of it.

That’s what Lucy does: she makes the best of things. She’s way better at this than I am. I know much more than she does, but she knows something I don’t: how to be happy.

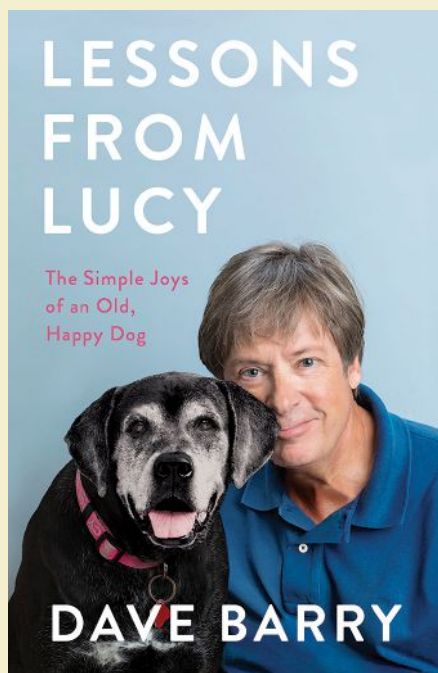
And that’s the idea behind *Lessons from Lucy*. This book represents my attempt to understand how Lucy manages to be so happy, and to figure out whether I can use any of her methods to make my own life happier. Because—not to get too dramatic—I don’t have that much time left. I turned seventy, which

means I’m the same age as Lucy is in dog years. She and I are definitely getting up there. If our lives were football games, we’d be at the two-minute warning in the fourth quarter. If our lives were movie credits, we’d be way down at the bottom, past the assistant gerbil wrangler. If our lives were Cheez-It bags, we’d be at the stage where you hold the bag up and tilt it into your mouth to get the last crumbs.

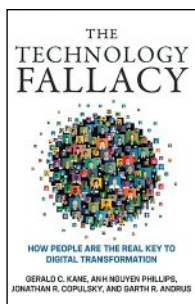
In other words: The End Is in Sight. Whatever time I have left, I want it to be as happy as possible. And I’m hoping Lucy, who is aging so joyfully, can teach me how. Obviously I’m not saying I should behave exactly like her. For example, it would probably be a mistake for me to lick an IRS agent. (Although for the record I definitely would, if it would help.) But I really do want to learn what Lucy can teach me. However much time I have left, I want to make the best of it. I want to age joyfully, too.

From *LESSONS FROM LUCY: The Simple Joys of an Old, Happy Dog* by Dave Barry. Copyright © 2019 by Dave Barry. Reprinted by permission of Simon & Schuster, Inc.

Watch Dave Barry’s appearance at Alumni Weekend 2019 at [hav.to/alumniweekend](http://hav.to/alumniweekend).



## More Alumni Titles

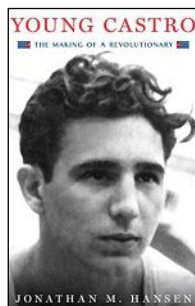


**JONATHAN R. COPULSKY '76**, Gerald C. Kane, Anh Nguyen Phillips: *The Technology Fallacy: How People Are the Real Key to Digital Transformation* (MIT Press). Drawing on research conducted in partnership with MIT

*Sloan Management Review* and Deloitte that surveyed more than 16,000 people and drew on interviews with managers at companies such as Walmart, Google, and Salesforce, this book reveals why an organization's response to digital disruption should focus on people and processes instead of on technology.

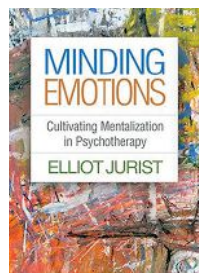


**MARCY DERMANSKY '91**: *Very Nice: A Novel* (Knopf). This sharply observed and darkly funny novel looks at money, sex, race, and bad behavior in the post-Obama era through the saga of a wealthy Connecticut divorcee, her college-age daughter, and the famous novelist who is seduced by them both. Dermansky's previous novels include *The Red Car*, *Bad Marie*, and *Twins*.



**JONATHAN M. HANSEN '84**: *Young Castro: The Making of a Revolutionary* (Simon & Schuster). The first American historian in a generation to access the Castro archives in Havana, Hansen gained the cooperation of Castro's family and closest confidants, and secured access to hundreds of never-before-seen letters. The result is an intimate revisionist portrait of an unlikely young Cuban who led his country to independence. A senior lecturer at Harvard University's David Rockefeller Center for

Latin American Studies, Hansen is the author of *Guantanamo: An American History*.



**ELLIOT JURIST '75**: *Minding Emotions: Cultivating Mentalization in Psychotherapy* (Guilford Press). Mentalization—the effort to make sense of our own and others'

actions, behavior, and internal states—is a capacity that all psychotherapies aim to help improve. This concise book offers a brief overview of the concept, focusing on how psychotherapists can help patients to better understand and reflect on their emotional experiences. Jurist is a professor in City College of New York's Department of Psychology, and a member of the faculty of The Graduate Center at CUNY.



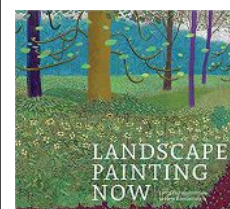
**F. SCOTT KIMMICH '51**: *The Magdalene Malediction* (Dog Ear Publishing). Set in the midst of the Albigenian Crusade in the 13th century, the final book in the author's Ordeal by Fire trilogy follows young

Miranda and her friends as they set sail for Provence carrying ancient scrolls that hold a centuries-old secret. Their ensuing adventures include being kidnapped by pirates and getting detoured to Spain, where they are caught up in the King of Aragon's political struggles and Miranda falls for a Moorish leader.



**ISA LESHKO '93**: *Allowed to Grow Old: Portraits of Elderly Animals From Farm Sanctuaries* (University of Chicago Press). For more than a decade, Leshko has been photographing geriatric farm animals, a project she began, she says,

as a way to confront her own fears about aging. To create the portraits, she spends hours with her subjects, gaining their trust, and the resulting images reveal the unique personality of each animal. Along with brief biographical notes about all of the animals she photographs, the book includes essays that explore the history of animal photography, the place of beauty in activist art, and more.



**BARRY SCHWABSKY '79** and Todd Bradway, editor: *Landscape Painting Now: From Pop Abstraction to New Romanticism*

(Distributed Art Publishers). This global survey of landscape painting in the 21st century traces the history of the genre from its origins in Eastern and Western Art, through its transformation in the 20th century, to its current flourishing. In addition to an extensive essay by Schwabsky, a poet and art critic for *The Nation*, the book features short texts by art historians and more than 400 color reproductions.



**HOWARD TRACHTMAN '74**: *Glomerulonephritis* (Springer). This book focuses on a group of diseases that injure the part of the kidney that filters blood, and serves as a convenient, state-of-the-art, and

comprehensive resource on the pathogenesis, diagnosis, and treatment of glomerular diseases. Trachtman is a professor of pediatrics at NYU School of Medicine and the director of the Division of Pediatric Nephrology, NYU Langone Health.

**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](mailto:hc-editor@haverford.edu).

## PHOTOGRAPHY



**Liz Linder '89** has a busy photography practice that runs the gamut from professional portraits to artistic explorations, but she finds time nearly every day for “We Talk in Pictures,” a collaborative project driven by the ubiquity of smartphone cameras.

Linder and Rich Griswold, an artist, educator, and dean of students at the Boston Architectural College, have an ongoing dialogue conducted entirely in photos taken with their phones and sent to each other without comment or context. “When the first smartphone came out, Rich started sending me pictures, so I started sending them back,” she says. “Over 10 years, we’ve

developed a way of sharing information about each other’s places in the world.”

Linder met Griswold through mutual friend **Jovi Cruces '89**, and their image pairings—Linder might capture the way condensation forms on a wineglass, Griswold responds with a wineglass that distorts his reflection—is emblematic of what Linder describes as the “visual adventure” she’s been on since she got a Kodak Instamatic camera as a kid.

“With a camera, you can convey information by illuminating things,” she says. “There’s 360 degrees around you, and you can choose what to share.”

She took photographs and learned to develop images in her high school darkroom, and came to Haverford as a fine arts major focused on photography.

During college, Linder would frequently go to the Philadelphia Museum of Art, but not to photograph the artworks. “I was photographing people looking at art,” she says. That interest in people now drives her full-time practice, the bulk of which is personal portraiture and work for businesses and organizations capturing “people in context that speaks to who they are and says something about the institution they work for.” It’s also there in her personal projects, including a series on cancer survivors (“The Through Line”), one on aging women (“I Am Lear”), and another focused on mothers, daughters, and Alzheimer’s (“Trace Memory”). “It’s about image and self-image,” Linder says. “How do people want to see a facet of themselves?” Linder built her photography business by making connections and seizing opportunities when they arose. After graduating from Haverford and spending a year in Israel, she moved to Boston, worked for the nonprofit Photographic Resource Center and a pro camera shop, and freelanced assisting photographers. “I took the small jobs they didn’t want, like a \$200 portrait, and they talked me through it,” she says. By the mid 1990s, Linder had developed a self-sustaining enterprise, with local and national commercial work, exhibitions of her artistic projects, and assistants who keep everything running

smoothly. (She showcases the full range of work at [lizlinder.com](http://lizlinder.com), a site built by **Jim Infantino '89**.)

Linder sees both the dividing lines and overlaps between her personal and professional portfolios. “The personal work isn’t my job, but it’s what I’ve always done, since before I made a living doing this, and the professional work is: I’m a portrait artist, and I tell stories with my camera,” she says. “The through line is trying to get iconic images—portraits that are relatable, that are engaging, and that convey something about the personality behind the image.”

—Brian Glaser



Linder is a busy commercial photographer who also makes time for personal projects, including one on cancer survivors (above), and a smartphone photo “dialogue” with a friend called “We Talk in Pictures.”





## ART

Anna Benjamin in her home studio in West Philadelphia, where she creates works that encompass printmaking, as well as papermaking and cutting. She's also the lead organizer of Prints for Protest, a response to the 2016 election that has raised nearly \$15,000 for civil rights organizations.

The Friday following the October 2018 mass shooting at the Tree of Life Congregation in Pittsburgh, many synagogues in the country were packed—including Manhattan's Stephen Wise Free Synagogue, where **Anna Benjamin '13** was attending Shabbat services with her family. Gazing around the sanctuary, Benjamin lost herself in the music, the light, and the intricate geometric patterns surrounding her.

The poignant experience inspired a project that became a centerpiece of her exhibition *Boi v'Shalom | Come in Peace*, which opened in March at Brown RISD Hillel in Providence, R.I. Benjamin's Jewish heritage infuses most of her work, and she finds this piece, with its arc of bold colors peeking through cutouts in an otherwise colorless canvas, particularly meaningful.

"I'm very drawn to visuals of entryways and doorways but also their symbolism as passage points and invitations," says Benjamin, a visiting instructor of fine arts at Haverford since spring 2018. "With this work, I had a goal of pushing back the exterior façade and opening those doors, letting the beauty of what's within come out by literally cutting through the wall and having the life and song and love from that night project through."

Current events also motivate her to create. She and many artists in her printmaking network had a visceral response to the outcome of the 2016 presidential election, and barely a week later they launched Prints for Protest, an online campaign to raise funds for several civil rights organizations by selling works spurred by Donald Trump's victory. Facilitated by Benjamin as lead organizer, the initiative raised more than \$7,000 in its first month. The following year, **Viktoria Lindbäck '13** came on as campaign manager, and Prints for Protest

became an annual event. The 2018 campaign featured a live exhibition that took place in Philadelphia in February. To date, the effort has raised nearly \$15,000.

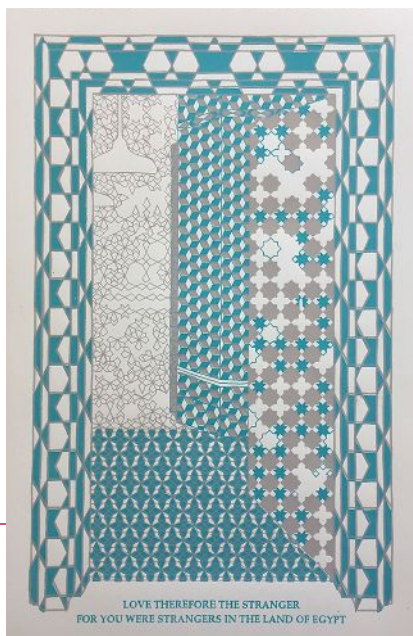
"From the start, there was no overthinking this," Benjamin says. "It was a natural, immediate response to what was going on around us—an outlet for all of us to share our emotions in the way we all communicated best: by making." Benjamin followed her BA in fine arts and education with an MFA in printmaking at the Rhode Island School of Design, but she focuses just as intently on papermaking and cutting—processes used by generations of Jews to create art for various occasions and rituals. Her interest in working with paper deepened last fall when she became the inaugural recipient of a fellowship at Dieu Donné, a nonprofit organization that supports papermaking artists in Brooklyn, N.Y. She now teaches adult classes there in addition to teaching drawing at Haverford, which she will continue to do in the next academic year.

In the classroom, she urges students to contemplate their reasons for creating, challenging them to articulate what they intend to communicate with their works and what they hope audiences will gain from viewing them. She asks herself these same questions before beginning a project.

"Art is one of the strongest ways to express thoughts and also to respond to them," says Benjamin, who works out of her home studio in West Philadelphia. "The patterns I use in my images are my language. There is nothing more gratifying than when someone looks at my work and without me saying anything out loud, they understand the ideas I was trying to get across."

—Karen Brooks

For more information: [annabenzamin.com](http://annabenzamin.com) and [printsforprotest.org](http://printsforprotest.org).





TELL US MORE

## TOBIAS IACONIS '93 On the Big Screen

**After paying his Hollywood** dues writing direct-to-video action movies and unproduced screenplays, Tobias Iaconis '93 is ready for his close-up. Iaconis is in the middle of a moment as a rising star in Hollywood, having penned screenplays (along with his writing partner, Mikki Daughtry) for a pair of 2019 hit films: the YA romance *Five Feet Apart*, about two young cystic fibrosis patients who fall in love and the new supernatural thriller *The Curse of La Llorona*, which stars Linda Cardellini investigating a case of missing children who may or may not have been abducted by the titular evil spirit.

### **What was the first screenplay you sold?**

My first paid gig was writing a direct-to-video sequel to the definitely-not-a-cult-classic Jean-Claude van Damme movie *Timecop*, for Universal. The *Timecop* script led to a decade of work in the direct-to-video space, writing movies for Universal, Fox, and Paramount. The great thing about

working on direct-to-video screenplays like *Timecop* and *Behind Enemy Lines: Colombia* was the quick process. For *La Llorona*, the four-to-five-year journey to the big screen was very typical, but with direct-to-video, there's little interest in lengthy development—get it done and get it out there. In extended development, there's always opportunities for things to fall apart. The com-

Iaconis and Daughtry are currently writing their next big film, *Esther the Wonder Pig*, based on a real-life 600-pound pig who is a major social media star and the subject of two books written by her owners, who believed they were adopting a “micro-pig” when they got Esther. Iaconis, 48, lives in the Los Angeles suburbs with his wife, Elizabeth Manios, an internal medicine physician at Kaiser Permanente; their 11-year-old son, Gabriel; and a one-year-old English Labrador, Pika. Iaconis spoke to *Haverford* about his path to a big-screen career.

pressed time frame makes it more likely that it'll move forward, and that you'll stay on as the writer from the first to the final version.

### **How did you meet your screenwriting partner?**

I met Mikki in a screenwriters' group a little over a decade ago. About a dozen of us would get together on Saturday

mornings, read each other's work, trade feedback, and give mutual support and encouragement. I had already been a longtime member when Mikki joined, and it was immediately evident that she had some serious chops. She had never written for film before, but she was no newcomer to storytelling—she has a theater arts degree, has directed plays, is steeped in the drama of the ancient Greeks—and her scripts, from the outset, were absolutely crushing it.

### **How did you and Mikki become a creative team?**

Our initial connection was a shared interest in writing for the marketplace—we were both determined to create material with commercial appeal. We both wanted to break into the studio system, to be paid working writers. In addition to that, we had complementary strengths as writers, and we began helping each other out with our scripts: I'd lend a hand on some structural plot point or a fight scene, she'd give me an assist with dialogue or a character arc.

### **Five Feet Apart was a big hit—how did it change your life?**

The life-changing thing about *Five Feet Apart* was learning about cystic fibrosis, getting to know some of the bad-ass warrior-patients who bravely live with the disease, and playing a small role in bringing broader awareness to CF.

### **Was this how you imagined success at the start of your writing career?**

For me, “success” was seeing a story I wrote realized on the big screen. When I moved to L.A., I got an apartment near Westwood, a neighborhood with lots of storied movie theaters. For many years, these theaters were my go-to for seeing films, and almost weekly I'd see one of these places roll out the red carpet for a movie premiere. One of the dream-come-true moments about *Five Feet Apart* was that it premiered at one of those very same Westwood theaters!

### **What was your experience of premiering *The Curse of La Llorona* at the SXSW film festival?**

Six years ago, Mikki and I were “discovered” in the city of Austin—one of our scripts, *Elsewhere*, did well in the Austin Film Festival screenplay competition, which led to new representation—so returning for SXSW was a full-circle joy-bomb.

### **What is *Elsewhere* about?**

We describe *Elsewhere* as “*The Notebook* meets *The Sixth Sense*”—it's a hybrid of genres, so while studios loved the screenplay, they always had a problem wrapping their heads around how to market it. Is it a love story? Is it a supernatural story? *Elsewhere* landed on the “Black List” [an annual survey of Hollywood's best unproduced screenplays, voted on by Hollywood studio executives]. The director of *Five Feet Apart* read *Elsewhere* and responded to the love story in that script, whereas other people were drawn to the spooky, supernatural elements and thought we might be capable of handling a horror movie like *La Llorona*. It's been a wonderful writing sample in that regard.

### **What's it been like going through the wide release of *La Llorona*?**

I've been in a state of happy disbelief, having two movies in theaters at the same time after having none in theaters for 25 years. It's really wonderful. *La Llorona* was even the No. 1 movie in the world for seven days ... until Thor's hammer came down on us when *Avengers* took the top spot! With both *Five Feet Apart* and *La Llorona* doing well in theaters, we're being approached with more horror work, more YA work, and a lot of things in between.

### **How did *Esther the Wonder Pig* happen?**

Mikki and I enjoyed a great working relationship with CBS Films while making *Five Feet Apart*, so when that

studio secured the film rights to *Esther the Wonder Pig*, they thought of us. We had to take the two Esther books and distill the narrative into the key structural points for the movie.

We recently had a kickoff meeting with the studio execs and producers, and we're excited to be visiting the actual Esther in mid-May, to meet her and see the animal sanctuary where she lives. Meeting Esther and the other animals and the guys who run the sanctuary will help inform the tone and how we write the characters, and will help us give a more detailed flavor to the settings.

### **Are you on set during filming?**

In film it's not common for writers to be on set much, but fortunately for Mikki and me, we were able to be on the *La Llorona* set every day, watching the movie magic unfold. It was super-fun, but also super-instructive: We were able to see firsthand the practical day-to-day challenges of shooting a movie. That experience helps us now craft our scripts in ways that might be easier and cheaper to shoot.

### **What did you study at Haverford that prepared you for being a screenwriter?**

I studied English lit with a creative writing concentration, and Professor Stephen Finley had the biggest impact on me. He was so passionate and transparently emotional in his teaching—it gave me permission to fall in love with story. Both my parents were English and drama teachers, so the soil was tilled and the seed already planted, but I needed someone who wasn't my mom or my dad to further model it. That's what Professor Finley did for me, through the sheer delight he had in the written word. He taught me that if this is what makes my heart come alive, I should go for it, I should live there, study it, chase it, fight for it.

—Brian Glaser



# An Actor-Activist IN HOLLYWOOD

In the roles he plays and now with his own production company, Daniel Dae Kim '90 is working to bring more diversity to the screen.

BY LINI S. KADABA

**In what used to be** the swimming pool of the Old Gym, now the screening room of the mod VCAM facility, actor **Daniel Dae Kim '90** is having an intimate Q&A with four theater-phile students.

Three Haverford College seniors and a Bryn Mawr junior shoot questions at the Hollywood star best known for his parts in *Lost* and *Hawaii Five-0* and for his stereotype-breaking roles. Dressed in casual-cool attire (gray, long-sleeved T-shirt, blue jeans, and black sneakers), Kim, 50, who lives in Honolulu, is visiting campus the day before Commencement, at which he will receive an honorary doctorate of fine arts.

The actor, who studied political science and theater at Haverford, gives honest, often self-deprecating answers about some of his career challenges. "I don't hesitate to tell you," he says, "that I wasn't very good when I started. I still might not be any good, but I was less good." He discloses a highlight of his time on campus (midnight runs to Wawa) and a lowlight ("I hated my freakin' chemistry class.").

Then **Jimmy Wu '19**, a physics major and soon-to-be math teacher who dabbled in musical theater to de-stress, asks this: "Most of the stuff I read about you online is directly about

race and diversity. Do you ever feel your identity overshadows your work as an actor?"

It's true. In interviews with Kim, the subject often veers toward the lack of nuanced—or much of any—roles for Asian American actors, or the fight for pay parity and projects for marginalized voices, or most recently the "whitewashing" controversy that led to his role as Daimio in the recently released supernatural flick *Hellboy*. "Diversity is more than just a buzzword to me. It's my life," he has said.

Despite all that, Kim's response to Wu's question is surprisingly blunt.

"Yes," he says, forcefully, "I do feel that way. ... I often get frustrated that the questions I'm asked in interviews are always about race. I make it a point to try and talk about my body of work." Kim adds, after a pause, "I'm not ashamed to talk about race. In fact, it's super important to me. But it's not everything that I'm about."

That's the pull and tug, the reality of his life from a young age and of show business for Asian Americans. But delve deeper, and there's another factor behind Kim's persistence on the topic.

During an interview later that day, he says, "At a place like Haverford, there is such an emphasis on cultural sensitivity and issues of gender, religion, and race. [Before college,] this notion of equality among people was just something in a textbook. But here, it was put into practice on a daily basis."





(left) Kim with President Kim Benston at Commencement, where he received an honorary doctorate. (right) A scene from the 2019 supernatural superhero movie *Hellboy*.



PHOTOS: HAROLD JULIAN (PORTRAIT, HELLBOY); DAN Z. JOHNSON (COMMENCEMENT)

**B**ORN IN BUSAN, SOUTH KOREA, KIM CAME TO the United States as a toddler with parents who spoke little English. The family, including two siblings, eventually settled in Pennsylvania’s Lehigh Valley, his father an anesthesiologist, his mother a homemaker.

“Our own family unit felt like an island amid so many people who didn’t look like us or talk like us or eat the same food as us,” he says of growing up in Easton and Bethlehem.

Haverford, he says, “was really the first place in my life where there was such an emphasis on understanding experiences outside your own.” Kim welcomed the diversity, in classmates, ideas—and liberal arts requirements.

This last led Kim, who planned to be a litigator, to the course “Fundamentals of Acting,” which fulfilled one of the College’s then seven required dimensions.

Haverford roommate **Tom Harding ‘90**, who flew cross-country to hang out with Kim during his Commencement visit, recalls a “theatricality” about his friend, who had an “exceptionally pliable face that he could contort for expressiveness” and a deep, resonant voice. Dropping his own voice an octave, Harding, executive director of the nonprofit Art Aids Art, imitates Kim as his buddy chuckles.

Kim’s acting debut, the story goes, was in *D.D.*, a one-act play by fellow Ford **Lane Savadove ‘89** about a doctor and his schizophrenic patient, who (spoiler alert) turn out to be the same person.

“It was a huge part,” says Savadove, now the artistic director of Philadelphia theater company EgoPo. “I had to spend several days begging him to do it. He was very nervous about it.” What helped him eventually embrace the experience: “It took that first audience applause.”

Under the tutelage of Mark Lord, director then and now of the Bi-Co Theater Program at Bryn Mawr College, Kim was exposed to experimental, expressionist playwrights, performing in versions of Alfred Jarry’s irreverent *Ubu Roi* and Peter Handke’s intense *The Ride Across Lake Constance*.

“I had no idea who any of those people were,” Kim says. “I just knew *Cats*.”

Joking aside, he says, “I never quite felt I fit into the program, but I tried my damndest.” Looking back, though, Lord’s focus on intellectual works that “hold a mirror up to life and society” have served as a useful counterpoint to some of the priorities of the entertainment industry, he says. “I actually carry his perspective on the things I do now.”

Lord also guided Kim through his doubts. He wanted to be an actor, but his parents objected, and he, himself, worried about his chances. “It was clear to him that there were not a lot of successful actors who looked like him,” Lord says. “I had tough conversations with Dan.”

Kim took the leap after two experiences: studying for a semester at the National Theater Institute in Connecticut, where an agent told him he held promise, and writing, directing, and

## An Actor-Activist in Hollywood



(left) Kim in the TV drama *Lost*, which gave him his big break. (center) On Broadway in *The King and I* with co-star Marin Mazzie. (right) As Detective Chin Ho Kelly, the character he played on seven seasons of *Hawaii Five-O*.

performing the well-received *Killing Time*, his senior thesis about the death penalty.

After graduation, Kim hustled for auditions in New York and found a home at the Pan Asian Repertory Theatre. “I felt completely whole when I was working in that moment,” he says. But reality—at times he could not afford a deli sandwich—often interjected.

What kept him going? “Naïve persistence.”

**B**Y 1996, KIM HAD EARNED HIS MFA FROM NEW YORK UNIVERSITY’S GRADUATE ACTING PROGRAM and was raising the first of his two sons with wife Mia. Despite loving theater, he made the practical jump to better-paying television.

Smaller parts on popular shows (*Law & Order*, *Beverly Hills 90210*, *NYPD Blue*) led to recurring roles in series such as *24*, *Angel* (a spin-off of *Buffy the Vampire Slayer*), and sci-fi shows *Crusade* and *Star Trek: Enterprise*. (Sci-fi, says Kim, is one genre where Asian Americans have found greater acceptance.) The mysterious drama *Lost* gave him his big break as the stern Jin-Soo Kwon. (Kim had to brush up on his Korean for the show, which had him conversing in the language with the actress who played his wife.) *Lost* also proved the catalyst for a real-life role: a leading voice on diversity.

“I have been very careful not to take stereotypical roles, and this had the potential to become that,” he has said. Instead, Kim crafted a layered character so successfully that the writers

altered Jin’s arc, taking him from villain to hero. “The role is one of the things I’m proudest of,” he says.

Lord, who introduced Kim at Commencement as a “citizen artist,” notes that he has always exuded a certain thoughtfulness.

“Before he does something on stage or on screen, there’s a moment in which I feel like you can see him thinking about it before he does it,” he says. “That’s the way I connect up the strength of his acting work and how I remember him as a student and imagine him as an activist.”

Kim brought that same consideration to the multifaceted Detective Chin Ho Kelly in seven seasons of *Hawaii Five-O* before leaving in 2017 when negotiations, reportedly over pay parity, broke down.

Likewise in *Hellboy*, Kim drew upon his own outsider experience to portray the humanity of the scar-faced Daimio. “He carries with him a great deal of shame because of his appearance, and that’s something I could relate to as a young Asian American boy,” he said in a recent *Entertainment Weekly* interview. “One year I dressed up like Elvis for Halloween, and I remember kids saying, ‘You can’t be Elvis.’ ... I used to love superheroes, ... but I never felt like I could actually be that superhero while playing with my friends, because that superhero didn’t look like me.”

Actor Ed Skrein was originally cast as Daimio, but exited after an outcry over the white actor playing a character conceived as Japanese American. Kim has offered praise for Skrein’s decision, saying that “it’s equally important for people



like Ed, who are white and male, to understand the issue as well and take action.”

In his latest role, Kim plays the bad guy (a caddish fiancé) in the Netflix romantic comedy film *Always Be My Maybe*, released in May, which has a majority-Asian cast that includes comedians Ali Wong and Randall Park. Next up for Kim is an outer-space thriller in which he plays one of three astronauts. “In a way,” he says, “it’s Sartre’s *No Exit* in space.”

Kim’s many roles—and particularly the nuanced expression of humanity he demands—have earned him his prominent reputation on diversity, no doubt.

“Daniel came into fame just at a time when Asian American actors were rightly so fighting for mainstream acceptance,” Savadove says. “[He] has actually been really instrumental in changing the way that America views the potential for Asian American actors.”

Kim’s six-year-old production company, 3AD, provides another crucial vehicle toward that aim, starting with the hit TV show *The Good Doctor*, based on a Korean show about a surgeon with autism, which begins its third season in the fall. The company now has 10 projects in active development—all part of the mission “to create the entire universe,” he says, “and put on the screen the diversity I see in the world.”

Interestingly, the show’s lead is Caucasian—not Korean as in the 2013 original—and that has drawn some criticism. Executive producer David Shore has said he cast his net wide and was open to Asian actors but in the end decided Brit Freddi

Highmore was the best choice. The Korean version, Shore has said, “wasn’t a Korean story. It wasn’t an American story. It was just a very, very human story.”

Highmore’s character, Kim has noted, reflects autism with the same sensitivity as the original. “Beyond Asian representation, I’m just proud of the show’s idea of representation in general,” he has said, noting a diverse cast that includes African Americans and Mexican Americans. “It’s a reflection of how our producers see the world.”

In some ways, that’s the epitome of his life for now, that mix of artistic creativity and stereotype breaking, even as he looks to a day when diversity is so commonplace he no longer has to talk about it. “That’s really the goal for me,” he says.

**A**T COMMENCEMENT, KIM NEVER DWELLS on the D word, diversity, perhaps because these soon-to-be graduates get it more than most.

“The lessons that we learn here truly go beyond the walls of a classroom,” he tells the Class of 2019, “and teach us a more nuanced, caring way of interacting with one another. . . . If you can embrace these ideals, I believe the path of your life will reveal itself in its most authentic way—and sometimes in ways you may not imagine.”

Certainly, the would-be litigator turned actor and activist can attest to that.

*Frequent contributor Lini S. Kadaba is a former Philadelphia Inquirer staff writer and Lost fan.*

PHOTOS: MARIO PEREZ/ABC (LOST); PAUL KOLNIK/PHILIP RINALDI PUBLICITY (THE KING AND I); NORMAN SHAPIRO/CBS (HAWAII FIVE-0)

**Feven Gezahegn '19**  
studied gene expression in  
fruit fly and mosquito embryos  
for her biology thesis.



## Our Thesis Statement

Haverford is rare among its peers for not only offering, but requiring, a senior thesis project for any student majoring at the College. We look at some of the history, and what the experience is like for students in 2019.

By **Mara Miller Johnson '10**

**F**rom a Customs-week dip in the Duck Pond (yes, I did it; no, I did not keep those clothes) to a farewell tour up the Founders bell tower, our years at Haverford are punctuated by all kinds of shared rites of passage.

But the one I treasure most took place with no fanfare, or even witnesses: placing a freshly bound copy of my Classical Languages thesis into a basket in the basement of Hall Building. And then, if I recall, taking the best nap ever.

It wasn't just satisfaction, or even

relief, that took over as I turned in this paper of papers. It was gratitude for a year spent reading and pondering works I'd chosen—not the norm among undergrads, I knew—and for the gift of confidence in my own voice that my teachers and classmates had spent that year cultivating. I didn't turn out to be a Latin professor, or even an academic, and still my thesis-learned lessons (patience, persistence, not least of all, proofreading) continue to pay dividends.

Haverford's requirement that every

senior majoring at the College conceive and pull off an original, yearlong capstone project is not just a hoop to jump through, however hoop-like it may have felt on the rougher nights in Magill. It's a pledge: We all deserve not just one-on-one guidance from a best-in-class faculty, but the chance to pursue our own questions—to have our voices heard. So it's something we have to do, yes. But it's also something we get to do.

Maud McNerney, the Laurie Ann Levin Professor of Comparative Literature

and associate professor of English, has been advising senior theses for 21 years. What she continues to appreciate, she says, is the core assumption behind the thesis requirement: “that every student is capable of doing excellent, advanced work, not just those on some sort of ‘honor track.’”

“It seems to me in line with Haverford’s somewhat utopian egalitarian ethos, which we inherited from our Quaker founders.”

Margaret Schaus, the College’s lead research and instruction librarian, has helped shepherd seniors along their thesis journeys since 1996. As students pursue their questions, she says, “they do unexpected things.”

“They reach out to researchers, musicians, and alums. They travel to far-distant places to interview community members, search for historical documents, and capture languages on the brink of vanishing.” And some, she says, “find their life work in the thesis they write at Haverford.”

Each department has its nuances—writing a paper is a given, but some majors call for a presentation or oral defense, too. In the sciences, students often work in teams, while the humanities tend to be solo endeavors. But there are some guarantees: There will be “aha” moments. There will be “oh, no” moments. And in the end, there will be “hallelujah” moments. We asked six seniors with majors across the curriculum to take us through the year’s twists and turns, through their eyes and in their words.

## Feven Gezahegn '19

MAJOR: BIOLOGY

**Thesis title:** “Investigating the Genetic Control of Gastrulation in *Anopheles gambiae* and *Drosophila melanogaster*”

**Advisor:** Associate Professor of Biology Rachel Hoang

I worked on an ongoing project in Rachel Hoang’s lab that looks at a certain stage of embryo development and which genes

are expressed (and when) to make it happen, both in fruit flies, which are already well-studied, and mosquitoes, which we don’t know as much about yet. Since they’re closely related, what we find out could tell us something about the evolution of these pathways.

In biology, we’re expected to spend 10 hours a week on thesis work. And at the beginning of the year, I totally underestimated how time-consuming everything else would be once I added this in. I tried to take five classes (don’t ask me why!) and I had multiple leadership roles and a job at the library. It was a lot. So, in the spring, I tried to lessen up and delegate wherever possible so I could spend more time in the lab, which is my favorite. I love going into the lab, focusing on one thing, and just blocking out everything else for a while.

One part of the research I spent a lot of time on this year was developing a better way to make the RNA probes that we use to measure the genetic expression that we’re ultimately looking for. We make those probes ourselves, and basically, I experimented with a new technique that could be more efficient in the long run. That trial and error took months. For a

while, I was worried that would hold me up from doing anything else. But luckily, in the end, I also had time to image the embryos we’d collected with the scanning electron microscope, which I’d been really looking forward to trying. What’s great about a science thesis is that you don’t have to reach a huge, final conclusion—you start with the progress other students made, then you make progress, which helps the next person who works on it. Even when it’s slow going, you know it’s contributing to something bigger.

## Steve Lehman '19

MAJOR: HISTORY

**Thesis title:** “*Utopian Visions, Apocalyptic Dreams, and Indigenous Reactions: Feather Art and the Construction of a New Colonial Culture in 16th-Century Michoacán*”

**Advisor:** Professor of History James Krippner

I had to overhaul my topic after I’d already put a lot of time into it, so my thesis started out bumpy to say the least. I wanted to write about a specific group of artifacts: a type of bishop’s headdress



**Steve Lehman '19** looks at *Images Take Flight: Feather Art in Mexico and Europe 1400-1700*, one of the books that informed his history thesis.

## Our Thesis Statement

(called a miter) made out of feathers by indigenous artisans in colonial Mexico, under Spanish Catholic rule. There are only seven of them left in the world, and I wanted to trace their journeys from Mexico to Europe and then to wherever they ended up. One made its way to a tiny museum in New York, and I even went to see it and to talk to the curator last summer. But in the fall, it became clear that there just was not enough information about these artifacts, and I went to my major advisor, Darin Hayton, in a total panic.

He helped me pivot and pinpoint a new question, which still involved this cool feather art, but was more about analyzing what people wrote about it at the time, and how that reflected their culture. Both Professor Hayton and librarian Margaret Schaus helped me find new sources: two texts translated into English and one in the original Spanish. The latter was particularly tough to wade through because it's 16th-century Spanish, which is very different from what's spoken

today. I can read Spanish pretty well, but think about how different Shakespearean English is from what we speak now.

Still, the spring was much smoother than the fall. I started meeting once a week with Professor Krippner to talk about sections I'd written, or go over any questions I had, or sometimes just to chat about jobs I was looking at, or about his own research. As I finished up my paper, I thankfully managed not to obsess over it too much. It was due on a Friday, but I finished it that Wednesday, so I turned it in Thursday morning. I could've driven myself crazy for two more days, but I just decided: When it's done, it's done.

### **Han Mahle '19**

**MAJOR: POLITICAL SCIENCE**

**Thesis title:** *"Hospitals Without Borders: How Bangalore's Medical Tourism Sector Fueled the Multinational Aspirations of Hospital Chains"*

**Advisor:** Associate Professor of Political Science Craig Borowiak

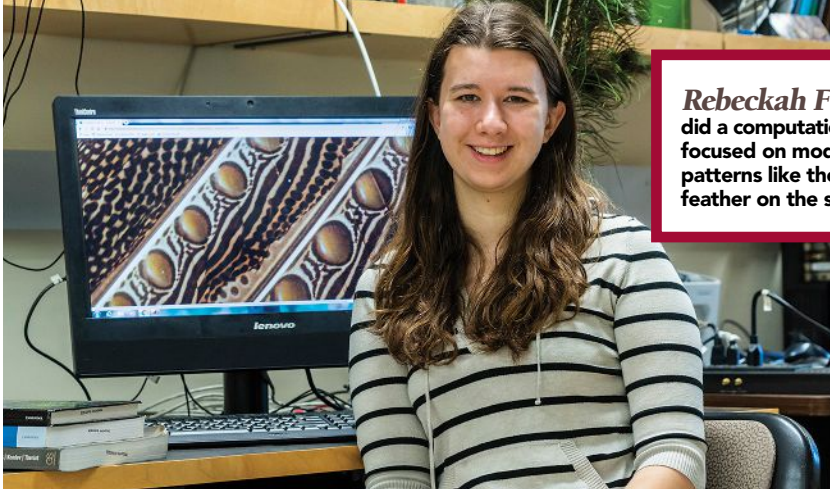
All the senior political science majors spent time in the fall evaluating our fledgling ideas and seeing what might have potential. I started out as pre-med and took a lot of science classes at Haverford, so I hoped to work health-care into my thesis. I thought studying the global organ trade would be cool (as in, people selling human organs on the black market), but as an obviously illicit industry, there wasn't a whole lot of reporting on it. I came across this growing trend of patients traveling to India to have surgery because the care there is top-notch (which surprises a lot of people) and also costs much less. My advisor always said a good topic would be both interesting and important, which seemed true with this, so I went with it.

Over winter break, I got to spend two weeks in Bangalore, India, with funding from the CPGC, which completely changed my perspective. I visited hospitals to interview doctors and hospital marketing staff, and those interviews were crucial, but the most powerful thing was just being in the hospitals and seeing the real people in the waiting rooms. They really are from all over the world, and many are from war-torn countries, seeking advanced care for their war-related injuries. I hadn't even been thinking about war, or the idea that conflict driven by the West in the Middle East could now be driving people to India. So those observations became a big part of my thesis.

When it came time to write in the spring, my biggest struggle was that I had so much I wanted to say that it was hard to know how to structure everything. The political science thesis is long (an average one is around 80 or 90 pages), and it took an extraordinary amount of perseverance and time to finish, especially with my lacrosse season in full swing. I really felt the squeeze. I'm proud of what I produced, though, and it was surreal to finally put the final touches on it and physically hold my work in my hands.

**Han Mahle '19**  
in the CPGC Café, where he worked on his political science thesis on medical tourism in India.





**Rebeckah Fussell '19**  
did a computational physics project focused on modeling animal patterns like the Great Argus feather on the screen behind her.

## Rebeckah Fussell '19

MAJOR: PHYSICS

**Thesis title:** "Spots to Stripes and in Between: Navigating Pattern Formation Space"

**Advisor:** Professor of Physics and Astronomy Suzanne Amador Kane

I've always been interested in computational physics—answering physics questions using computer science tools. But I took a biomechanics course with Suzanne last year and loved it. I asked her about doing a computational thesis project within biophysics, and she already had this great idea about modeling animal patterns, like zebra stripes or

leopard spots, by analyzing systems of differential equations. We're looking at it from a new angle: Instead of guessing pattern models for individual animals (which people have done before), we're developing approaches that'll work for many different animals.

Because the field's wide open, and nobody knows yet what the most important corners of the topic will be yet, I got to explore a bunch of them and see where I could make progress. One particular piece of code, which was trying to find certain properties of birds' feathers, kept crashing every time I ran it. A lot of coding is debugging (we say it's 5 percent writing what you want the computer to

do, and 95 percent getting it to actually do that). But this part wasn't even that interesting to me, so after many frustrating hours, I moved on. Suzanne reminded me that I didn't have to, nor could I, pursue every possible question. I had a choice. Plus, when something doesn't work, that's a result in its own right—it's about finding the message in that.

I've done research before through summer programs, but the senior thesis was different because there's a focus on how you're going to share your work. Sometimes when you and your advisor are both in the weeds, it's easy to lose track of how you'd explain it to someone on the outside. But it's so important to learn how to present your work both in writing and out loud. I'm starting a Ph.D. in physics next year, so for me, doing research was a prerequisite. But I also think writing a thesis can help students know whether they want to go to graduate school or not. It's a taste of what that's going to be like.

## The Senior Thesis Through the Ages

Since the 1890s, come the end of the academic year, Haverford seniors have been holed up—perhaps in Founders, or the new Lloyd residence, by the firelight—working on the pinnacle of all college papers.

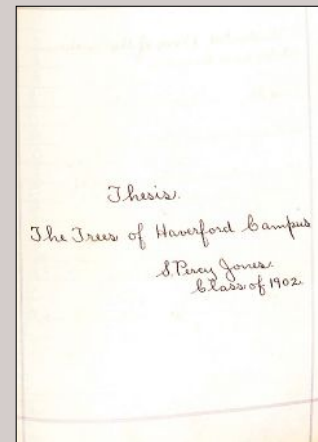
Though it doesn't seem to have been called a "senior thesis" for a few years, and didn't become mandatory for nearly 100, many 19th- and early 20th-century Haverford students pursued senior research and produced capstone projects. In all their handwritten glory (preserved in the library's archives, if you're curious), these papers focused on topics of education, social reform, and health.

(Even earlier, from 1856 through 1893, seniors conducted research culminating in graduation speeches, an affirmation that self-directed inquiry has long been at the heart of a Haverford education.)

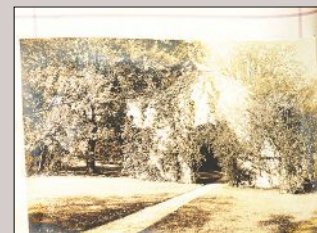
In 1897, seniors composed theses for an ethics class led by President Isaac Sharpless, each investigating a Philadelphia-area organization. The tradition continued, though intermittently, with topics expanding around the turn of the century from local social concerns to all academic areas.

Thesis titles in 1904 included "Philadelphia's City Hall" and "The Pennsylvania Poor Law," but also "The Modern Gas Engine" and "History of the Theory of Algebraic Numbers." One 1907 senior conducted "A Study of the Araneae of Haverford" (those are spiders), while a 1910 student pondered "The Ethical Aspects of the Cocoa Bean." In 1914, thesis writers investigated calculus, railroads, poetry, peach cultivation in New York State, and hypnotism.

In the following decades, the senior project saw hardly a mention in yearbooks or class records. Not until the 1950s does another wave of thesis writers appear, this time concentrated in the social sciences: "The Sociology of Laughter," "Folk Dancing in Relation to its Environment," "The Nature of the Bargain." In the 1960s, other fields joined the fun—course catalogs from 1964 to 1967 list thesis options in biology, philosophy, and political science. And by the late 1990s, the senior thesis as we know it today had found footing across the curriculum, coming to be embraced not only as a valuable pursuit but as a defining feature of the Haverford experience. —M. M.



**A hand-written 1902 thesis titled "The Trees of Haverford Campus" included photographs.**



One of the most interesting of trees which adorns the campus, is the Kentucky Coffeetree. This variety is not widely distributed, and quite rare. It is not found in New England.

## Our Thesis Statement

**Christina Bowen '19** looks through her research materials on the Quaker response to World War I.



### **Christina Bowen '19**

**MAJOR: RELIGION**

**Thesis title:** *"The Fighting Quakers: A New Vision for the Peace Testimony During World War I"*

**Advisor:** Visiting Associate Professor of Religion Pika Ghosh

In the fall semester, to start brainstorming topics, our professors had us map out all the religion courses we'd taken so far. For me, that was actually a lot of East Asian

work. But one class I got a lot from was about Quakers in East Asia, with Professor Paul Smith, and I'd also taken a writing seminar my first year about Quakers in the Spanish Civil War. For both of those classes, I loved tapping into all the unique resources for Quaker research at Haverford. But what about Quakers? I wasn't sure what angle to take. I went to the library looking for some guidance, and Sarah Horowitz, the head of Quaker & Special Collections, told me that there

was a wealth of information on Quakers in World War I, but there hadn't been a lot of scholarly analysis of that material. So I thought: Why don't I try to look into this, if nobody else has?

At first, I didn't really have an argument, and I think that's common. I was nervous to draw a conclusion. It was my advisor and my peers who read early drafts who said, "It sounds like what you're arguing is ..." And they were right! I needed them to echo back what my point was to see it myself, and then I was able to strengthen it.

The highlight of the project, for me, was getting to share these true and often quite touching firsthand stories. I read a lot of deeply personal accounts, like a letter from a conscientious objector who'd been drafted and was writing to Rufus Jones to say that he believed in the message of love and wasn't going to take up arms. I also went through all these handwritten conscientious objector cards with details about each person, like whether they were beaten up for being a pacifist or put in jail for not cooperating. It pained me to think of all these people's stories staying buried, and I felt like it was my responsibility, but also an honor, to bring them to light.

## Harvey Glickman and the Senior Thesis at Haverford

*How did the senior thesis finally become a requirement for all students, across all departments? According to Associate Professor of Political Science Steve McGovern, Harvey Glickman played an important role in making that happen.*

*McGovern reports on a recent conversation he had with Glickman, a renowned expert on African politics and now professor emeritus of political science:*

**H**arvey noted that a senior thesis had long been a fixture at Haverford when he arrived in 1960. However, it was required only of seniors who hoped to graduate with honors. This was the customary practice at most colleges and universities, then and now. One prominent exception, though, was Princeton University. For many decades, Princeton has required all senior majors to complete a thesis in order to graduate. As an undergraduate politics major at Princeton, Harvey had written about the relationship between the new socialist government in Great Britain and the country's trade unions. It had been a formative experience and reaffirmed his desire to pursue graduate studies.

Years later, after earning a Ph.D. at Harvard and then landing



**Harvey Glickman in his office in the 1960s.**

a position as an assistant professor of political science at Haverford, the senior thesis process at Princeton continued to shape Harvey's thinking about an undergraduate education: "Coming out of Princeton, I thought it was normal to write a thesis



## Liana Shallenberg '19

MAJOR: PSYCHOLOGY

**Thesis title:** "Do You Believe You Can Change Your Prejudice?"

**Advisor:** Professor Benjamin Le

A class I took at Bryn Mawr last year on the psychology of diversity sparked the idea for my thesis. We read a lot of studies on intergroup relations, and the ones that stuck out to me were about prejudice and how people deal with their prejudice. There's one key study from 2012 that's the foundation of my thesis, and part of my project was seeing if I could replicate those findings. (And I did, which is cool.) Another part was asking my own question about how different identities within a single person play out. For example, white women, the group I sampled for this part of my thesis, are racially privileged but gender-marginalized, so I looked at how their marginalized identity affects how they process their privileged identity.

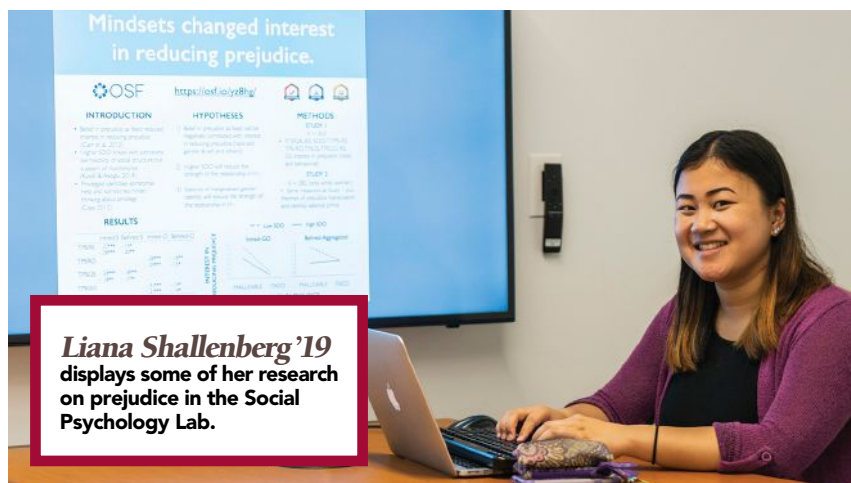
I collected all my data through online surveys, which came in quickly, so I had lots of time to work on the analysis. It was a much bigger data set than I'm used to, though. In junior labs, we'd have about

80 participants. For this, I ended up with a sample of about 300 people for each part, which was daunting. There was also a type of analysis called a logistic regression that I'd never done before, which measures a binary, yes-or-no response instead of something rated on a scale, so I worked through that with my advisor. I'd never had to write a paper this long before, and reading so much literature and trying to synthesize something coherent out of it was not easy. Near the end, I found parts

I wanted to change every time I reread the whole thing.

The saving grace was that I love my major so much, and I was so thrilled that I got to pursue the exact topic I wanted to. I approached Professor Le with the idea in the fall, and he just let me run with it, which was amazing. I feel really lucky. And I can't believe it's over.

*Mara Miller Johnson '10 is a senior editorial copywriter at Anthropologie and the Class News editor of this magazine.*



► To learn more about the thesis topics Haverford seniors have tackled, check out the ongoing Haverblog series "What They Learned."

because everybody at Princeton in my day wrote a senior thesis." At the time, Haverford's Political Science Department, which then consisted of only three professors, was transitioning. Two senior faculty members had just retired, replaced by Harvey and another junior faculty member, Alfred Diamond, thus creating an opportunity for rethinking the department's priorities: "So Freddy and I talked about reorganizing the requirements, and I suggested that we have everybody do a thesis."

The College gave the green light to the department's request to make the thesis a requirement for all of its senior majors, even though this represented a break from standard practice. Harvey explained: "Remember, [Haverford] was a small place. Departments were trusted in running their own affairs. As long as you were honest and open about what you were doing, people were OK with it."

The Political Science Department more or less adopted the Princeton model of a one-semester thesis process that took place during the spring of the senior year. Students would propose a topic and then meet with a professor on a regular basis to refine the topic, discuss appropriate methods of research and analysis, and write a thesis that would be more substantial than the typical research paper associated with many intermediate- or advanced-level courses.

Soon, other departments at Haverford began to follow the Political Science Department's lead. "The professors liked [the thesis process] because it was a way of getting to know the students in a different way," observed Harvey.

In the late 1970s, the Political Science Department introduced a new methodology course aimed at better preparing students for the thesis, and by the 1990s, that had been replaced by a series of small seminars offered by each member of the department. Another component added during this period was a formal thesis before two members of the department and other senior majors. Harvey explained that the thesis defense was implemented mainly to enable students to share their research with fellow students and that it was seen as "a nice community-building enterprise."

"I'm impressed with what's happened ... now that you get students to defend their ideas quite early and give them a lot of help with methods and concepts and things like that ... I think you're probably doing as well as master's programs in a lot of places, and that's something that's worth noting." —Steve McGovern

*To read a longer account of the role Harvey Glickman played in Haverford's adoption of the senior thesis requirement, go to: [hav.to/glickman](http://hav.to/glickman).*



# PIPELINE to the MLB

*The skills picked up at Haverford—critical thinking, creative problem-solving, and a sophisticated understanding of data—have turned out to be an ideal fit for key front office roles in Major League Baseball. And as a growing number of alumni get established in the industry, they are opening doors for younger alums.* **BY RYAN JONES**



**H**averford baseball coach Dave Beccaria was out to breakfast last summer with his wife and two young daughters when a stranger, drawn by the Fords logo on Beccaria's shirt, approached their table. "He said he worked with a bunch of Haverford folks," Beccaria recalls, "and he just wanted to introduce himself and say hello."

As it happens, the stranger was an assistant general manager with the Philadelphia Phillies. Assuming he was including not only team coworkers but industry peers in that assessment, "a bunch" might have

been underselling the point.

Four years ago, a *New York Times* article drew national attention to a truth that savvy baseball insiders have known for years: There are enough Haverford alumni working in professional baseball to fill a team roster. With a handful of exceptions, though, you won't find them on the field; most have transitioned from their college playing days to jobs as executives, scouts, analytics gurus, and agents. In an organization ever more reliant on complicated statistical analysis to identify prospects and compile rosters, this growing list of Haverford grads has proved to be an ideal fit.



The “baseball education” provided by coach Dave Beccaria (above) and his longtime assistants continues to resonate with several alumni in MLB posts. “So much of what I learned about the game, I learned from that staff and my teammates,” says Eric Lee ‘04, Cincinnati Reds senior director of player development.



“As the dynamic of front offices has changed over the last 10 to 20 years, more and more teams have been looking for certain skills—critical thinking, a willingness to explore innovation, and the ability, if you do discover something new, to be able to share it,” says **Josh Byrnes ‘92**, senior vice president of baseball operations for the Los Angeles Dodgers. “I think that’s why Haverford has a footprint in Major League Baseball.”



**Josh Byrnes ‘92**

You can make the case that Byrnes is as responsible as anyone for establishing and expanding the Haverford pipeline to the majors. It all started with his love for the cerebral side of the game. He remembers immersing himself in the old Strat-O-Matic baseball game as a kid, obsessing over “every aspect of the operation—scouting, how they made deals, how they put together a roster. That always interested me.” He brought that obsession to Haverford in the late 1980s, something his coach on the baseball team, the late **Greg Kannerstein ‘63**, remembered for years after. As Kannerstein told *The Boston Globe* in 2005, “I saw his potential to

become a general manager when he told me straightforward, as a freshman, what we needed to do to improve the program. . . . Everything he said was absolutely right.”

Byrnes’s Haverford baseball teammate **Jon Fetterolf ’93**, an attorney and agent with Washington, D.C.-based firm Zuckerman Spaeder LLP, remembers Byrnes preaching the “moneyball” concept back when the two were in college, more than a decade before the concept would become famous (thanks to a bestselling book and eventual feature film). The term is shorthand for an advanced analytic approach to the game that deemphasized traditional stats like batting average and RBI and created an entire vocabulary of new statistical measures, from Defensive Efficiency Ratio to Wins Above Replacement. Well ahead of his time, Byrnes dreamed of turning that obsessiveness into a career, and he got his chance when Kannerstein introduced him to legendary baseball agent **Ron Shapiro ’64** at a Haverford alumni game. That meeting led to an internship with Ron’s son, Mark Shapiro, who was then in the front office of the Cleveland Indians.

Byrnes has since established himself as one of the most well-respected names in the game: from intern to scout to scouting director in Cleveland (a six-year stretch in which the team twice reached the World Series), then assistant general manager roles with Colorado, Boston, Arizona, and San Diego, before the Padres made him GM in 2011. He joined the Dodgers in 2014 and helped build the team that has appeared in the past two World Series. More than simply a point of pride for his fellow Haverfordians, Byrnes’s success has been a beacon for those looking to find their own way into the game.

That list grows by the year. While Byrnes wasn’t the first Haverford alum to work in pro baseball—in addition to Ron

Shapiro, **Arn Tellem ’76** has been a prominent sports agent representing MLB players, and **Tony Petitti ’83** serves as chief operating officer at Major League Baseball—he has blazed the trail that most of the current Fords in the game have followed. **Thad Levine ’94** was working in business development for the Dodgers and itching to get to the baseball side of things when Byrnes, newly arrived in Colorado as an assistant GM in 1999, hired his former teammate as an entry-level advance scout. Levine spent six seasons with the Rockies, moved to Texas as an assistant GM in 2005, and in 2016 was hired as senior vice president and general manager of the Minnesota Twins.

So how is it that the primary decision-makers for two of Major League Baseball’s 30 teams were part of the same starting lineup on a Division III college team? At one level, the answer is nothing more complicated than a network of conscientious alums looking out for each other. More significant is the fact that a person who thrives as a student-athlete at Haverford is the kind of person who will thrive amid the intellectual and competitive challenges of professional sports.



Eric Lee '04



**Eric Lee ’04** thinks a lot about the skill set that has made him successful in pro baseball, and he’s boiled it down to a simple idea: “It’s really the liberal arts profession.” After nearly a decade working in MLB, he was promoted last year to senior director of player development for the Cincinnati Reds—an opening created when his old Haverford teammate **Jeff Graupe ’06** became the Reds’ senior director of player personnel. Lee cites not only his formal education, but the value of his “baseball education” under Beccaria and



**As the dynamic of front offices has changed over the last 10 to 20 years, more and more teams have been looking for certain skills.**



## Alumni who get their start thanks to that Haverford network become part of it, establish themselves, and reach down to lift the next generation.

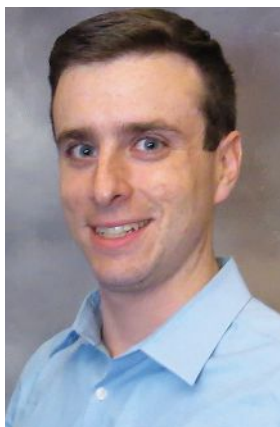
longtime assistants Dan Crowley and Kevin Morgan. It's an approach—emphasizing critical thinking, creative problem solving, and a sophisticated understanding of data—that reflects what he learned in the classroom. “So much of what I learned about the game, I learned from that staff and my teammates,” Lee says. “I was in the clubhouse last night talking to our minor league players, thinking that it’s incredible how much of what I say I’ve taken right out of their mouths. All of it still resonates with me.”

Those complementary approaches to coaching and teaching continue to contribute to Beccaria’s success with the baseball program. “The team’s incredible now, and Dave deserves a lot of credit for that,” says **Nick Chanock '05**, a player rep with the Wasserman Agency. “He’s done so much to build a program full of smart kids who are also really good players.” That overlap is evident on both sides of the student-athlete balancing act, as baseball regularly informs students’ academic work. Economics Professor Anne Preston teaches the seminar “Sports as an Economics Laboratory,” and among the dozens of baseball players she’s worked with as a teacher and thesis advisor, at least three—**Josh Studnitzer '14**, **Tommy Bergjans '15**, and **Casey Fox '15**—wrote their senior theses on economic or advanced statistical issues in professional sports before going on to work in pro baseball. (And the flow of baseball-themed economics senior theses continues. The Class of 2019 boasted three. Among the subjects: the effect of competitive balance draft picks on MLB fan attendance, Major League Baseball as a lens to measure managers, and the effect of college baseball playoff performance on the MLB Draft.)

Back in the fall of 2014, when Bergjans started work on his thesis, “Sunk Costs in MLB:

The Effect of Draft Order and Previous Contract on Playing Time and Future Salary,” he didn’t know that he’d soon have direct experience in the topic: The right-handed pitcher was drafted by the Dodgers in the eighth round of the 2015 MLB draft (he’s one of four Fords ever drafted, along with **Chaon Garland '91**, **Dean Laganosky '09**, and **Stephen Ridings '17**). At press time, Bergjans, most recently a member of the Reds’ minor league organization, was a free agent deciding if he would try to extend his playing days or, quite possibly, begin an off-the-field career in the league. He was comfortable with that temporary uncertainty in large part because of his experience at Haverford.

“I didn’t really know what I wanted to do when I got to college, but what Haverford offered was the ability to explore,” Bergjans says, a truth that applied in the classroom and on the diamond. He recalls experimenting with innovative off-season training techniques to increase his velocity that “most programs wouldn’t have allowed—baseball can be pretty dogmatic—but I saw results, and my coaches allowed me to continue doing that.”



**Josh Studnitzer '14**



Studnitzer similarly benefited from the program’s open-minded approach. He spent his time with Haverford baseball as a team manager, a title that belies his contributions: In addition to providing and analyzing the team’s performance on a variety of advanced metrics, he shot and edited video that allowed Beccaria and pitching coach **Nat Ballenberg '07** to break down throwing mechanics. After he graduated, he secured internships and entry-level gigs with the Orioles, Cubs, Mets, and Phillies before being hired last year as Philadelphia’s coordinator for

advanced scouting. He says the work of fellow alums already in the game has established a reputation that benefits everyone who's come since. "Baseball people know, if it's a kid from Haverford, they're smart and they work hard," he says. "That's a huge advantage."

And a self-sustaining one, as alumni who get their start thanks to that Haverford network become part of it, establish themselves, and reach down to lift the next generation. Eric Lee, for example, gave an early assist to **Jeremy Zoll '12**, helping him to get a summer internship with the Reds. After graduating from Haverford, Zoll landed an internship with the Los Angeles Angels, who then hired him as a coordinator of advance scouting. Zoll then went on to become assistant director of player development with the Los Angeles Dodgers and in October of 2017, he was named director of minor league operations for the Minnesota Twins, making him the youngest person in this role among the 30 major league teams.

Among the latest beneficiaries of the Haverford/MLB pipeline is **Nick Perez '19** who did a 2018 summer internship with the New York Yankees, and is going on post-graduation to intern with the Chicago White Sox in their player development department. For him, this will mean moving to Great Falls, Montana, to collect video and data for the Great Falls Voyagers, the White Sox's advanced rookie affiliate team.

"When I came to Haverford, I learned about some of the alumni connections in Major League Baseball, and I really cannot express my gratitude enough to all of the alumni in the industry who have helped guide me through these past two years," says Perez.



Also entering the pipeline is **Charlotte Eisenberg '19**. A math major and a reserve player on the field hockey team, Eisenberg signed on as a baseball team manager for her senior year in hopes of preparing for a career in sports analytics. "At the beginning of the year, I could probably name three [major league] baseball players," she says with a laugh. "Now I can probably name 50." But she understood the numbers—and how to analyze them—well enough not only to contribute to the Fords' 2019 season, but to earn a trainee position with the Texas Rangers. Her connection? Casey Fox, who met her five years ago when she was a prospective student and he was a senior. Now a player development assistant with the Rangers, Fox acknowledges the significance of the Haverford network in Eisenberg's hiring, but emphasizes: "She did 95 percent of the work. Her skill set lined up really well with how teams are building their development and analytic sides right now."

PHOTO: PATRICK MONTERO (EISENBERG)



**The analytic skills of math major Charlotte Eisenberg '19 earned her a trainee position with the Texas Rangers—thanks to a connection she forged with Casey Fox '15, a player development assistant with the team.**

With any luck, Eisenberg will have her chance soon to help other bright, innovative young alums take their first step into a baseball career. It's simply how this network works. Says Eric Lee, "Everything that's happened in my career was a result of help I got from other Haverford alumni. There's a responsibility to help others who are where we were, and I think all of us working in baseball feel the same way. At this point, it's a tradition."

*Ryan Jones is the former editor of Slam, the monthly basketball magazine. He lives in central Pennsylvania.*

## **ROADS TAKEN** and Not Taken

# End Games

**By Jessica Berson '94**

I recently passed my two-year cancer-versary, which feels both important and terribly dangerous to note. Because two years is exactly how long the oncologist said I would live when I was diagnosed with stage IV metastatic breast cancer.

On Nov. 8, 2016, I fell face-first on the sidewalk on my way home from the polling station, after voting for the second time in my life for a doomed winner of the popular vote. As I struggled to stand, I felt that dreaded tweak of muscle spasm that usually means something pulled out of place. Later that night, watching the election returns like a zombie while scarfing down Milk Duds stolen from my kids' Halloween stash, I figured the pain had been a sort of premonition of the impending apocalypse.

After months of prescribed back exercises and inanely illustrated physical therapy pamphlets, I finally got an MRI, which revealed that my breast cancer from four years ago had returned. It was eagerly devouring my spine, leaving shadows where T8 through T12 were meant to be; later, the radiologist described those vertebrae as “ghosts” and expressed surprise that I was still walking upright. I got the call on a Friday at 4 p.m., just as the kids were running in the door from school.

Putting the doctor on hold and pulling together my best impression of someone absolutely not crying at all, I told them everything was fine. My older son, Leo, remembers knowing in his gut that the cancer had come back, and he suddenly sat on the stairs, crying openly in a way he almost never has since. It was the first of many moments in which cancer would ask me to choose between my emotional needs and those of my kids. As the disease has progressed, sometimes the choice feels forced. It's like the end of Marvel's *Infinity War*, when Dr.



Strange claims to have surveyed 14 million futures and offers but one in which the entire universe isn't laid to waste: One timeline saw me comforting my son with gentle lies; another featured me fleeing to seek comfort for myself. I embraced Leo as he wept, but I left him, hiding myself in my bedroom to call my husband, Matthew, at work.

Matthew was in a faculty meeting, though, and didn't pick up. On some previously unknown edge between anger and despair I tried again with a terrible text: “You know when I was afraid that my back pain could be cancer and you said it wasn't cancer? You were wrong. Come home.” Matthew had resisted the ownership of a mobile phone longer than anyone else I know, even my comically Luddite father. Even through my two pregnancies, he refused to be bound by unremitting availability. But he had accepted the “gift” of a phone from my

mother that Christmas, and was thus able to rush home to me, albeit on his bike. When he finally strode through the door, we held each other without speaking. We were lost, but we were lost together. We couldn't offer the kids much, but we could at least give them that—our love for each other was big enough to hold them, too.

Our first visit with the oncologist was on my younger son Henry's eighth birthday, but she was quite adamant about admitting me anyway because of my pain, which hadn't yet been addressed by anything stronger than Advil. But it's my son's birthday, I said—how could I go away from him and into the hospital? How many more of his birthdays would I ever see? Facing away from me, looking at the computer screen, she tapped her fingers a few times on her desk, and said quite calmly, “Um ...two.”

*continued on page 73*



# giving back

Catherine Monte '87 is among the 97 Haverford alumni who volunteered to sponsor an extern during the 2018-19 academic year.



## Exploring Career Paths

Alumni-sponsored externships offer students a glimpse of the professional world beyond college. **By Natalie Pompilio**

**A**s graduation approached, **Joe Stern '92** remembers “waving my hands a lot and feeling tremendous employment anxiety. ... It didn't seem like the private sector was snapping up history majors.”

Still, thanks to “some lucky breaks and late-developing maturity,” he found his path in the information technology arena—first in software, then as a network manager at NAXION, a research and consulting firm. A few years later,

when the College asked Stern if he'd be interested in hosting a current student as part of its more-than-40-year-old externship program, he jumped at the opportunity.

“I saw it as my chance to help some modern version of the student I was in 1992,” says Stern, now NAXION's IT director and an extern partner since 2000. “I imagined myself putting my arm around the shoulder of a terrified humanities major and pointing excitedly to the sky, describing in a consoling voice all

the open doors out there, waiting after graduation.”

During the 2018–19 academic year, 87 Haverford students took part in the externship program, shadowing Bi-College alumni in workplaces around the country and getting up-close looks at the real-world workforce. They were hosted by 70 Haverford and 48 Bryn Mawr alumni, parents, and friends.

The externships take place during the College's winter and spring breaks, and can range from one day to one week.



Pediatric hospitalist Terri D'Amato '87 gives externs a realistic view of what comes after medical school and residency.

This year, students' experiences included learning about equine medicine practices in Maryland and general animal care in Malvern; getting behind the scenes at a Manhattan art gallery founded in 1885 and an Alaska museum featuring native Tlingit culture; exploring the field of education at a maritime charter school in Rhode Island and a liberal arts college prep in Washington, D.C.; getting a glimpse of the variety of legal careers at private law firms and public service law agencies in Brooklyn and Philadelphia; and experiencing different facets of the health industry at medical research facilities, hospitals, and health care agencies throughout the country.

How the program benefits students is clear.

"For liberal arts students, it's incredibly helpful to shadow someone from the same type of educational background, and witness how alumni transfer their academic skills to the workplace," says Jennifer Barr, director of Career Engagement and Initiatives, which is part of the College's Center for Career and Professional Advising.

"We've had externs work on documentary movie sets, and others observe complex medical operations, so a good experience will definitely mean different things to different people," Barr says. "Either way, seeing the day-to-day realities of the workplace can be very exciting."

Stern enjoys introducing externs to his colleagues, including those who may not have followed a traditional path to their current vocation.

"The externs get to hear, in many

varied and interesting ways, practical information about how people get employed and the different backgrounds they brought with them," he says. "If my extern is an art history major, I will be sure to introduce her to my colleagues who also majored in art history and are now working in business."

Program participants like Alexander Venturini '21 say talking to people working in their fields of interest gives insight and inspiration.

"One thing my sponsor told me that stuck with me was to think about not only the field of work that interests you, but also the type of work," says Venturini, who explored the legal field with Liz Guggeheimer P'16 at the Lawyers Alliance for New York. "Although I know I'm interested in law, the type of work isn't something I've considered much before."

For participating alumni, the Externship Program offers many rewards.

"I wanted to give back," says **Danny Karpf '92**, head of school at Rodeph Sholom School in New York City, who has welcomed externs for more than 25

years. "It's always fun to get to know different people and to introduce them to something you love."

Besides giving students a chance "to see what real professions are like as opposed to just hearing about them," it also gives Karpf the opportunity to assess his own work.

"Whether it's my practices as a teacher or as a leader, it's good to have outside eyes to find out what they see and what questions they have," he says. "Just answering the questions about why we do what we do is a valuable and reflective practice."

**Catherine Monte '87**, chief knowledge and innovation officer at the law firm of Fox Rothschild LLP, says that, like Stern, she was unsure what to do after graduation. She began hosting externs 15 years ago to help students who are similarly searching.

"It's to help them think outside the box," Monte says. "Working in a law firm can mean many different things. I can say, 'Here are 10 things you haven't considered before.' If you're interested in tech or research, there are multiple options to think about."

**May Mon Post '95** knows the program's value firsthand: She had externships as a student, shadowing lawyers in various practices in different cities.

"Those externship opportunities helped me learn about the professional world beyond college and confirmed that I wanted to pursue a career in the legal field," she says. "Sometimes you can't pay it back—so you pay it forward. So now I host Haverford and Bryn Mawr students



(from left) May Mon Post '95, Joe Stern '92, and Rich Thau '87 share their professional experiences and advice with Haverford and Bryn Mawr students.

because I want them to have the same opportunities I had.”

Post, lead employment attorney with CHUBB Insurance in Philadelphia, has taken externs to depositions, court hearings, settlement conferences, and client meetings. When she has externs during quieter times, she’s made arrangements to introduce them to judges and other lawyers.

“Above all else, I offer them my time, experiences, and advice,” she says. “I listen to each and every one of these students and do my best to guide them as they explore the legal field.”

A love of teaching and mentorship prompted **Terri D’Amato ’87**, a pediatric hospitalist at Lancaster General Health, to host students. Her externs do everything from routine heart and lung checks during rounds to sitting in on critical care meetings with parents.

“I like giving students the opportunity to see what it’s like being beyond medical school and residency, to see what they’re doing all that hard work for,” says D’Amato, who has taken part in the program for about 10 years. “I really like teaching, and I’m proud to be working with the younger generation from my school.”

**Rich Thau ’87** is president and cofounder of Engagious, an agency that conducts and analyzes market research to help businesses develop effective messages. He began working with externs a few years after he graduated. Students who spend time at his company might find themselves preparing focus groups, analyzing data, or brainstorming sales and marketing ideas. The experience helps: Two recent externs landed market research jobs with two of the country’s preeminent firms.

“Haverford and Bryn Mawr students are a rare breed—they know this material, and can weave it into new contexts, such as the projects my firm conducts,” Thau says. “Having smart, dedicated students provide those assets to my firm is a massive plus. Externs bring new ideas, new energy, and a fresh perspective—and they make my firm look better to our clients.”

—Additional reporting by Allison Wise ’20



**Danny Karpf ’92** started helping student externs explore career possibilities more than 25 years ago.

## WHAT ABOUT INTERNSHIPS?

While an externship offers a snapshot view of a particular field or workplace, summer internships give students in-depth opportunities to explore, network, and learn.

Last summer, 140 Haverford students were funded for a variety of experiences and internships through the Center for Career and Professional Advising, the Center for Peace and Global Citizenship, the Hurford Center for the Arts and Humanities, the Koshland Integrated Natural Sciences Center, and the libraries. Additional opportunities for students include the Whitehead Internship Program, on-campus research projects with faculty, and internships supported by outside funding.

With support from the Herman M. Somers Memorial Fund, **Grace Mathis ’19** spent last summer at the U.S. Department of State. “My internship experience consisted of attempting new tasks, stepping outside my comfort zone, and interacting with incredibly interesting and talented civil servants and foreign service officers,” says Mathis. “I was surrounded by people working in every area of our nation’s foreign policy. By assisting—and even spearheading—projects, as well as attending a wide variety of meetings, I was able to learn through both observation and participation.”

**Nina Angileri ’19** approached her Summer Serve internship—at the Philadelphia nonprofit Post-Landfill Action Network—with specific goals. “I wanted to gain a working knowledge of how nonprofits function and develop my research skills beyond the academic sphere,” Angileri says. Along with a coworker, she researched and wrote two best-practices guides to help students and thrift stores collaborate on creative reuse projects.

**Bilge Nur Yilmaz ’21**, the recipient of the Smart Family Foundation Endowed Internship, spent six weeks at a Paris company specializing in creating music videos. The extensive field experience she gained working with creative individuals in the music industry correlated closely with her studies in political science, music, and visual studies. “This opportunity helped to clarify my career aspirations,” says Yilmaz. “It was one of the most enchanting and enriching experiences I have ever had.”



To learn how you can help fund internship experiences, contact **Deb Strecker** at (610) 896-1129 or [dstrecke@haverford.edu](mailto:dstrecke@haverford.edu).



# A Look Back at **ALUMNI WEEKEND**

May 31 – June 2, 2019



1. The Class of 2009 celebrated their first decade as alumni.
2. The 20th annual Family Fun Fair kept future Fords entertained.
3. Dave Barry '69 made us laugh. See the show at [hav.to/alumniweekend](http://hav.to/alumniweekend).
4. Active listening on Founders Green.
5. The "Journalism at the Crossroads" panel made us think.

See more photos at [hav.to/30k](http://hav.to/30k).

- 1. The Class of 1959 boasted the highest registration rate for a 60th reunion.
- 2. Fun with friends on Founders Green.
- 3. Class of '84 partiers at a Bi-Co reunion gathering.
- 4. The Office of Gift Planning offered ice cream treats on the VCAM porch.
- 5. The Class of 1994 posted their best-ever gift of \$156,484, with 53 percent participation—and counting.



➔ **SAVE THE DATES FOR ALUMNI WEEKEND 2020, MAY 29-31.** Email [alumni@haverford.edu](mailto:alumni@haverford.edu) to volunteer if your class ends in an "0" or "5".



# Spring CELEBRATIONS



On April 27, the 16th annual Celebration of Scholarships brought donors together with the students who benefit from their generosity. Speakers Jacqueline Brady '89 and Maurice Rippel '19 both expressed gratitude for Haverford's financial aid policies, which serve roughly half of all students each year.



PHOTOS: COLE SANSOM '19 (SCHOLARSHIPS); HOLDEN BLANCO '17 (CHESICK)



Faculty and staff mentors and fellow scholars applauded the achievements of the fourth graduating class of Chesick Scholars at a May dinner. The successful program for underrepresented students creates deep personal ties. The 12 Class of 2019 Chesicks shared their heartfelt thanks for the loving support that enabled them to flourish at Haverford and beyond.

# class news



Quizzo night in the Dining Center, hosted by Fords Against Boredom.



## HVERFORD COLLEGE

Due to privacy concerns, the Class News section is not included in the digital edition of *Haverford Magazine*. To get updates on your classmates and other Haverford grads, sign in to the alumni community, [fords.haverford.edu](https://fords.haverford.edu).



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## Roads Taken and Not Taken

*continued from page 46*

So. Here I am, two years later, and the toddleness of two seems about right. Both of my boys were pretty good toddlers. They had their moments, such as when Leo threw down a sippy cup of milk because it had originated inside a cow rather than a lion, but for the most part we were spared major tantrums. Of course, they struggled—with language, with agency, with the absolute non-negotiability of the material world. Why the hell couldn't they fly? If they wanted chocolate soup, why didn't it exist? How could their parents be so unbelievably cruel as to put them in a different room at night and leave them on their own?

Did sleep, so fierce and fraught and ultimately undeniable, equal not just the end of the day, but THE END?

I have more words and more teeth than they did then (at least for now), but my relationship to the physical world feels very similar. I'm scared most of the time, and sad, and if I'm not scared or sad I'm probably angry and shaking my idiot fists. All the circumstances around the cancer toss it around like something on fire—guilt (felt, if not rational), bad medical care, the pain of my family. But the cancer itself is just cancer, and I need to put it in its place. When toddler Leo was of walking age, he didn't. We never knew if it was just too difficult because of his enormous ham-shanks or if was partly a choice, but he walked on his knees, not his feet. He got around fine, and never minded that every pair of trousers had holes in the knees. Whatever fear or embarrassment may have gone along with the knee-walking never kept him from going where he wanted to go. Lion-milk desires and other bizarre-world struggles aside, there is something necessarily pragmatic about toddlerhood, too.

What I want to know now is: Can I find that part of the twos? The part where I don't think about three? I don't know, but I want to try. Recently I was able to share positive news about my current chemo, and it was incredibly energizing. But part of the excitement was because that news followed the oncologist's oddly tensed death sentence: "If this chemo isn't effective, the next ones aren't likely to be either, and you won't be

living very much longer." The "-ing" pierced my heart and snatched my breath away, an echo of "Um ... two."

A week later we learned that the chemo is working, but with the of-course caveat that there's no way of knowing how long that will be the case. A few weeks before that, Matthew had noticed that I was turning my right leg out, which led to a "just to be sure" MRI, which turned up not one, not two, but 10 brain tumors. Brain tumors: just as absurd and alienating as a demand for lion's milk, folks, seriously. So, over the past month or so: 1) leg thing; 2) brain MRI; 3) brain tumors; 4) intense brain radiation (I know, I sort of left that out above); 5) gerund death sentence; 6) good chemo news; 7) caveat. What news will this week's visit to Dana Farber bring? Hint: COULD BE ABSOLUTELY BLOODY ANYTHING.

These two cancer years have pulled my family into a parallel universe of utter unpredictability and never-ending drama. My kids, like so many, have become somewhat obsessed with the Marvel Cinematic Universe, and delight almost embarrassingly at the ways that this particular universe says fuck it to things we find so intractable in our own world—like time, and space, the laws of nature, and, you know, death. If they lived in the MCU, they *could* fly, goddamn it, and there would be chocolate soup on demand. Mom would have a full head of hair and ideas, undisturbed by pesky brain tumors, and she could pick the kids up at school like all the other moms, and play endless, brainless games of baseball on the nearby field without losing her breath. But in our own little universe, we seem to have been granted the requisite danger and fear with no Vibranium shields or super-powered serums or inexplicably special semi-precious stones we can use to fight back.

The only power we have is the one Matthew incarnated soon after I was diagnosed, during a week when I was so overcome with loss and terror that I couldn't read,

or follow the action in a television show, and I had convinced myself that the only way I could breathe in was I if I made a small noise upon breathing out—a week plagued by panic attacks that ended up sending me back into the hospital, but to a different ward.

Leaning over the bed, his face pressed so close to mine that I worried that beads of contagious cancerous sweat would rise from my brow to his, he incanted earnestly: "Jess, it's going to be OK." I reared back in shock and outrage. What the hell was he talking about? The whole point of a terminal diagnosis is that IT WILL NEVER BE OK AGAIN. EVER. But he stayed bravely close, grabbing my hand. "It's OK because we love each other. We love each other and nothing is going to change that, and so it's going to be OK."

And he was right.

One of the bromides well-intentioned people often offer when you tell them you've been diagnosed with a terminal illness is that in fact we're all terminal, that there's always the possibility of getting hit by a bus (it's always a bus) the next day. I used to find this almost unbearably ill-conceived. I mean, my death is the bus that we can see and hear just down the street. It's not the same as some potential bus in your imagination. But it is also true that for the most part, I've let the damn bus take over, and that is on me. We love each other, and no brain tumor or chemo toxicity or soul-crushing fear bus is going to change that. Good news or bad news, the bus ride is as violent as a roller coaster and just as exhausting. I'm tired of the bus and ready to walk—whether on my feet or knees.

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*Jessica Berson is the author of *The Naked Result: How Exotic Dance Became Big Business* (Oxford University Press, 2016), and has published essays in *Salon*, *Bustle*, *Thrillist*, and numerous academic journals. Before her diagnosis she was a lecturer in theater studies at Yale, and previously taught dance and theater studies at Harvard, Wesleyan, and University of Exeter (UK). She blogs about her cancer experience at [cancersnake.com](http://cancersnake.com), and about gender and sexuality at [jessicaberson.com](http://jessicaberson.com). Jessica lives in Boston with her husband and two sons.*

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

# alumni obituaries

**44** **Wolfgang Lehmann**, 96, died Jan. 7 in Rockville, Md., of congestive heart failure. He was a retired Foreign Service officer of more than 30 years who served as deputy to the U.S. ambassador in South Vietnam during the fall of Saigon. Assigned to the Army in World War II, he served in military intelligence, interrogated prisoners of war in Italy, and participated in the postwar occupation of Austria. After leaving Vietnam, Lehmann spent four years as American consul general in Frankfurt, Germany, and worked on the staff of the director of central intelligence. He retired in 1983 and became a consultant on international affairs. Lehmann was preceded in death by his wife, Odette.

**William Robbins**, 93, of West Winfield, N.Y., died Dec. 26, 2018. Robbins studied at Haverford after time at the Rochester Mechanic Institute and in the Army Air Force, and before attending Cornell for electrical engineering. He worked in Cleveland, Ohio, for Bailey Motor Company, and later in New York City, at the World Trade Center, for Ebasco Services Consulting Engineers. He retired in 1990. His first wife, Ruby, died in 1995, and he was remarried in 1997 to Alma Will Reader. Robbins was passionate about tennis and bowling, and was an active member of his local library board and the American Legion. He is survived by his wife, Alma; children Virginia Planes, William, and David; stepchildren Robert Reader and Jeffrey Reader; nine grandchildren and step-grandchildren; and four great-grandchildren and step-great-grandchildren.

**45** **Joseph Libbon** died April 2 in Glenville, N.Y. He was 94. Libbon served at a military hospital during World War II before earning his medical degree at the University of Pennsylvania. He then trained in internal medicine and psychiatry, maintained a private practice for several years, and went on to work for Ellis Hospital in Schenectady, where he was chief psychiatrist, and at several local healthcare organizations and med-

ical schools, including Tufts and Boston University. Throughout his career, Libbon advocated for a better understanding of mental illness and spoke against ignorance and fear, while actively leading the development of community-based solutions. He enjoyed biking, hiking, reading, savoring scenic views, and watching a good sports contest unfold. He is survived by his wife, Dottie; children **Robert Libbon '77**, Mark, and Jan; several grandchildren; and one great-grandchild.

**49** **Roy Shepard**, 91, died April 9 in Montclair, N.J. He was a United Church of Christ (Congregationalist) minister, author, and Montclair Township historian. He held degrees from Columbia University Teachers College, Union Theological Seminary, and the Graduate Theological Union in Berkeley, Calif. Shepard served as a minister or interim minister at churches in Nebraska, Wisconsin, California, Minnesota, New York, Michigan, and England. In 1992, Shepard and his wife, Jana, retired to his hometown of Montclair. During and after his career as a minister, he wrote award-winning devotionals, novels, and poetry. Shepard is survived by his children, Alice Roth, Melanie, Roy, and Elizabeth; six grandchildren; and one great-grandson. He was preceded in death by his wife, Jana.

**50** **Paul Smith**, a lifelong resident of the Philadelphia area, died March 28 at age 90. Smith was a longtime member of the Corporation and was active in the administration of the College's Phi Beta Kappa chapter. Early in his career, Smith worked at Presbyterian Hospital and the Philadelphia Blue Cross before attending night school at Temple to earn a law degree and practicing for several years. He then moved into real estate, managing The Fairmount building in West Mount Airy for many years until his retirement. Smith was also active at Radnor and Haverford Monthly Meetings throughout his life. One of his passions was working with his hands—Smith excelled at carpentry, paint-

ing, landscaping, and all manner of repairs, and often volunteered these skills to his community. He is survived by his wife, Betsy Griffith-Smith, who worked as a librarian at Magill for more than 20 years, and by their son, Paul. He was predeceased by his first wife, Marion Jane Drucker, and their children Mark and Elena.

**52** **Lloyd (Alexander) Loechel**, 87, formerly of Silver City, N.M., died Jan. 7, 2018, in Tucson, Ariz. Although he served in combat in the U.S. Army, Loechel devoted most of his adult life to peaceful conflict resolution on interpersonal and community levels. He was active in education and community development, and was quick-witted and always ready for a laugh. Loechel was a Taoist and a philosopher with a thirst for knowledge that was never sated. He is survived by three of his children, Sara, Lloyd, and Richard; many grandchildren; and one great-grandchild.

**53** **Hugo Deaton**, of Hickory, N.C., died Feb. 12 at the age of 87. He married the late Ruth Frye in 1956, earned an M.D. from Columbia in 1957, and completed his residency in general and thoracic surgery at Duke in 1963. For more than 30 years, Deaton practiced as a partner in the Hickory Surgical Clinic, serving for a time as president of the N.C. Surgical Association. He was active in the Holy Family Lutheran Church and several local boards and clubs. His most beloved hobby was sailing, which he enjoyed with family and friends over many years. He learned celestial navigation and captained excursions in Maine, the Caribbean, and Bermuda. Deaton was preceded in death by his wife of 59 years, Ruth, and is survived by his children, **David Deaton '81**, Sarah Jones, Barbara McManus, and Elizabeth Easton, and by 11 grandchildren.

**54** **Joyce (Wuesthoff) Povolny** died March 27 in Appleton, Wisc., at age 89. She earned her bachelor's degree from Connecticut College and a mas-

## IN MEMORIAM

### JAMES WEEKS LYONS



James Weeks Lyons, who served as dean of students at the College from 1963 until 1972, died Feb. 9 at the age of 86. Lyons played a crucial role in counseling students in an era of social change and civic tumult, advanced the College's attention to the non-academic needs of its students, and established the framework for a full office dedicated to student life helmed by a diverse staff. He earned an undergraduate degree in history and economics at Allegheny College and master's and doctorate degrees in the School of Education at Indiana University. After his decade at Haverford, he joined Stanford University where he worked as dean of student affairs until his retirement in 1990, and as a lecturer in the Graduate School of

Education for part of that time. Lyons was passionate about the outdoors, camping, hiking, and beekeeping. He was preceded in death by his wife of 47 years, Martha Wichser Lyons, and is survived by his partner of 16 years, Mary Ann Green Olson; son, Mark; daughter, Amie Clarke; and three grandchildren.

ter's in Haverford's Social and Technical Assistance program, after which she remained in Philadelphia to work for the American Friends Service Committee. She married Mojmir Povolny in 1956 and the pair spent the next year doing postwar reconstruction work in Tokyo. After some time in Chicago, they settled in Appleton, where Povolny loved to cook, entertain, and volunteer. She served for a time as president of the League of Women Voters and hosted a Quaker Meeting in her home on and off for more than 40 years. She also published four collections of poetry. Povolny is survived by her sons, Daniel and **David Povolny '80**; 10 grandchildren; and eight great-grandchildren. She was preceded in death by her husband of 56 years, Mojmir, and a grandson.

**55 Richard Hardy** of Vashon, Wash., died Jan. 13. He was 85.

**Chase Kepner**, 85, died Jan. 21. After Haverford and two years in the Navy, he joined Armstrong World Industries in Baltimore, and later J.J. Haines & Co., for whom he traveled the country leading sales training seminars and giving talks for flooring industry organizations. Since New England was his birthplace, he always felt drawn to the beautiful land of trees, mountains, and lakes, especially in the summer.

All members of the family would join Kepner and his wife, Ann, each summer at their cottage on Lake Winnepesaukee in New Hampshire. These were times of great joy. He is survived by his wife of 23 years, Ann. He is also survived by his children David and Betsy, two granddaughters, and 12 step-grandchildren.

**56 Andris Hirss** died Dec. 25, 2018.

He was 83. He earned master's degrees at the University of Michigan and the University of Washington before beginning a teaching career in Seattle's public schools and founding a skiing school. He helped pioneer Nova, an experimental school focused on outdoor and experiential learning. In the 1970s, Hirss and his family bought land on Lopez Island, Wash., where his wife, Holly, opened a bakery and Hirss eventually built a home. In 2010, Hirss was diagnosed with lung cancer, and in the summer of 2018 he entered hospice care. He is survived by his wife, Holly Bower; sons Andrew, Ty, Rom, and Galen; and four grandchildren.

**57 James Moody** of Bethesda, Md., died March 22 of a non-traumatic intracranial hemorrhage. He was 83. Moody served five terms in the U.S. House of Representatives and is known for his

co-sponsorship of a 1991 bill proposing single-payer universal healthcare coverage. Before entering politics, Moody worked for several international humanitarian organizations including the Peace Corps. He earned a master's degree at Harvard and a doctorate at Berkeley, and joined the University of Wisconsin at Milwaukee as a professor of economics. He served in both chambers of the Wisconsin legislature before he was elected to Congress in 1982 as a Democrat. After retiring from politics, Moody worked again as a professor, and as a leader of several funds, agencies, and management firms. His first marriage, to Eleanor Briggs, ended in divorce. Survivors include his wife of 28 years, Janice Boettcher, and two children from his second marriage, Sarah and Brad.

**58 Richard Kelly** of Vassalboro, Maine, and Baltimore, Md., died April 3 at age 83. Kelly lived on the Haverford campus as a child, when his father, **Thomas Kelly Class of 1914**, taught at the College, and was later a member of the Corporation for more than a decade. Kelly worked with Quaker & Special Collections over the years to collect and publish the religious writings of his father, and to conduct genealogical research on several Quaker families. He was a retired public health administrator and YMCA director; adjunct faculty member at Johns Hopkins; and leader at the Maryland Mental Health Association, the National Mental Health Association, and the Baltimore City Health Department. He enjoyed eclectic interests ranging from history to business, folk music to naval architecture, and gardening to furniture building. Kelly is survived by his wife, Gail Williams Glasser; his children **Thomas Kelly '80**, **Paul Kelly '83**, and John; his stepson Paul Crawford; his first wife, Mary Nell Miller Kelly; Gail's children Melissa and Gareth; six grandchildren, including **Ann Kelly '16**; and one great-grandchild. His second wife, Elaine Crawford, died in 2015.

**59 Henry Horwitz** died Jan. 19 at age 80. He joined the University of Iowa Department of History in 1963 with a D.Phil. from Oxford, where he focused on early modern English political history. He earned a law degree at Iowa in 1982, practiced in New York City for two years,

then returned to study, teach, and publish in the field of legal history. He was known for his leadership in shaping an egalitarian and collegial department, and for his abundant personal generosity. Horwitz led the development of a new general education model for non-majors, in which graduate students offer small sections of "Issues in Human History" as an alternative to large lecture courses. Each year, the department awards the Henry Horwitz Prize for the best "Issues" syllabus created by a graduate student. He retired from the department in 2004. Horwitz is survived by his wife, Juliet Gardiner; daughter, Elizabeth Russell; stepson, Simon Cope; and brother **Tem Horwitz '66**.

**61 Frank Stokes** died Jan. 31 at the age of 78. He was a member of the Corporation of Haverford College and the Board of Managers for many years. After his bachelor's degree, Stokes earned a master's in economics and finance at Stanford before joining the Peace Corps in Liberia for two years. He then began a career that included time with IBM, the U.S. Small Business Administration, Management Design, Inc., and Monsanto in St. Louis, Mo., retiring in 1999. He also supported many local research and education initiatives. In his free time, Stokes enjoyed music, his horses, and beekeeping, as well as tennis, traveling, and reading mysteries. He was a gifted speaker and toastmaster par excellence. He is survived by his wife, Tegner; daughter, Delta Stokes Seward; and a granddaughter.

**62 Jonathan Flaccus**, 79, of East Dummerston, Vt., died Feb. 20 as a result of a stroke. As a conscientious objector during the Vietnam War, he worked as a researcher for the Bureau of Neurology and Psychiatry in Princeton, N.J. He later built on the photography skills of his youth to become an award-winning filmmaker, specializing in medical documentaries, with NYU and the University of California. In the 1970s, he developed a business buying and selling antiques, and ran his shop, The Unique Antique, for 38 years. He became well known for his discerning choices and the breadth and depth of his knowledge. Flaccus traveled extensively throughout his life, making his way across sub-Saha-

ran Africa, the South Pacific, West Africa, Southeast Asia, and a long list of other far-flung locales. His last trip was to Iceland in 2017. Flaccus also supported local history, theater, photography, and jazz organizations. He is survived by his wife and companion of 39 years, Marcy Hermansader.

**63 Daniel Jonas**, age 77, of Canton, Ohio, died Oct. 26, 2018. He finished his undergraduate degree at Case Western Reserve University, where he went on to earn a law degree. Jonas began his practice of law at Black, McCuskey, Souers & Arbaugh in 1968, focusing on labor and employment law. On Oct. 9, 2018, he was recognized by the Ohio State Bar Association for 50 years of service. Jonas was active in many civic organizations, most recently as a member of the Rotary Club of Canton and a volunteer at First Tee of Canton, where he shared his lifelong love of golf with children. He was a member and lifetime trustee of Temple Israel. Jonas is survived by his wife, Laurie Maryl, and her daughter, Rachel Hart; two sons, Marc and Adam; and four grandchildren and step-grandchildren.

**Tony Walton**, 76, of New York City, died Jan. 18 after a long illness. After Haverford, he earned an MBA at Wharton and began a long career in international finance. He retired in 2017 as vice chairman, Americas, at Standard Chartered Bank. Walton was active in the nonprofit world, devoting his time and resources to Episcopal Charities of New York, Asia Society, Council on Foreign Relations, American Australian Association, and The Volcker Alliance, among others. His love for his dog, Betsy, gardening, landscaping, wildlife photography, and fly-fishing were all expressions of his passion for nature. A patron of the arts and inveterate traveler, Walton was a legendary raconteur with a host of friends from all walks of life. He is survived by his wife, Jennifer; sons Charlie and Philip, their mother, Susan; and two grandchildren.

**66 Stephen Kurian** of Santa Fe, N.M., died Jan. 7. He was 75.

**73 Thomas Bradley**, 67, of DuBois, Pa., died Jan. 30. He earned a medical degree from the Pennsylvania State College of Medicine in Hershey. Bradley

was a longtime physician in the DuBois area who will be remembered for his kindness and generosity. Additionally, he was a soccer coach in the area for many years. He enjoyed reading, music, playing the guitar, and animals. Bradley is survived by two children, Bridget and Sam. He was preceded in death by his longtime companion, Marian Judice.

**78 Jeremiah Sullivan** took his life on Jan. 5 after a lifelong battle with depression. He was an unassuming and intently caring man who dedicated himself and his time, skills, and efforts to his friends, family, and community. He pursued coursework over the years in a variety of disciplines including neuropsychology, oceanography, and geology. He was multi-talented: a craftsman, sailor, theatrical lighting designer, computer wizard, and teacher. He worked as a home remodeler, offshore delivery crew member, IT professional, and literacy tutor. Through his love of the ocean and sailing, Sullivan traveled extensively and developed many friendships around the country and the world. He lived in Rhode Island for the past nearly 20 years. Sullivan is survived by his mother, two brothers, and two nephews.

**80 Jim Evert** of Salt Lake City, Utah, died March 23. He was 63. Evert was a confident, gregarious soul who had many wonderful life experiences including a year-long adventure traveling the world by ship. He had a brilliant mind, and was working at Cetus Corporation doing interferon research prior to sustaining a traumatic brain injury that changed the course of his life. Evert's memories, his family, his friendships, his love of music—in particular, that of the Grateful Dead—all sustained him over these last many years. He lived his life with positivity, kindness, meditation, courage, and grace, inspiring those around him. He is survived by two sisters and five nieces and nephews.

**CORRECTION:** In last issue's obituary for **Michael Morris Heeg '57**, we incorrectly stated that he was predeceased by his son Michael. Michael is among Heeg's survivors; he was preceded in death by his son Christopher. We regret the error.

The nearly completed renovation of Magill Library will bring great changes for Quaker & Special Collections, which will move from its longtime location (shown here) to an enhanced space in a new addition to the library. The reconceived home for Haverford's rich collection of books, manuscripts, letters, objects, art, and photographs features an extensive climate-controlled storage area, as well as a dedicated gallery space and staff offices.



# THEN AND NOW COMING SOON

With its second-floor balcony removed, Quaker & Special Collections' former home will be transformed into a soaring multipurpose room slated to become the primary event space for the libraries. Because the room also will be used for library-related instruction and as a quiet study space for students, it will feature tables that can be flipped up and stowed away. An adjacent room is intended for caterer setup. When former president Kim Benston retires from the faculty, the space will be named Benston Hall in honor of him and his wife, Sue.

PHOTOS: COLE SANSON '19 (THEN); PATRICK MONTERO (SOON)



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