

A Call to Action

Student activism drives new diversity, equity, and inclusion initiatives

Christina Bradley '12

Mental health and the pandemic

Comp Sci Surge

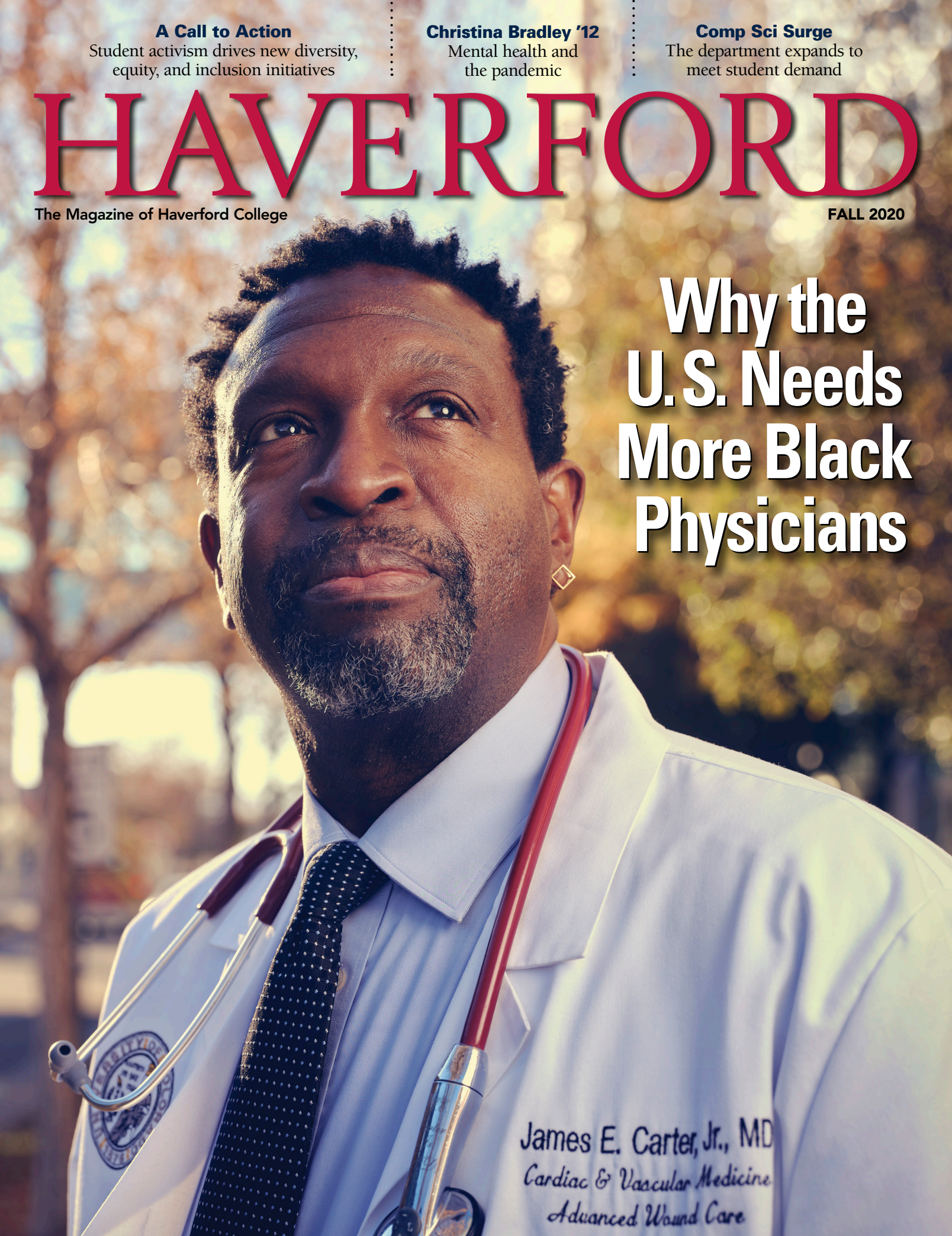
The department expands to meet student demand

Haverford

The Magazine of Haverford College

FALL 2020

Why the U.S. Needs More Black Physicians



James E. Carter, Jr., MD
*Cardiac & Vascular Medicine
Advanced Wound Care*

Fall 2020

Editor

Eils Lotozo

Class News Editor

Kelsey Ryan '14

Photography Editor

Patrick Montero

Graphic Design

Tracey Diehl,
Eye D Communications

Director of News and Social Media

Rebecca Raber

Assistant Vice President for College Communications

Chris Mills '82

Vice President for Institutional Advancement

Ann West Figueredo '84

Contributing Writers

Karen Brooks
Ashley Festa
Brian Glaser
Lini. S. Kadaba
Queen Muse
Natalie Pompillio
Anne Stein

Contributing Photographers

Holden Blanco '17
Rob Larson
Willie Petersen

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Advancement Services
Haverford College
370 Lancaster Avenue
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2



Departments

- 2 Main Lines
- 15 Mixed Media
- 32 History Lesson
- 48 Roads Taken and Not Taken
- 49 Class News/Obituaries
- 73 Then and Now



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

Features

22 Tell Us More

Christina Bradley '12: Mental health in a time of pandemic. **By Anne Stein**

COVER STORY

24 Why the U.S. Needs More Black Physicians

Medicine's race gap alienates patients and providers alike. **By Karen Brooks**

34 Anti-Racism at Haverford

A call to action from Black student activists who led a two-week strike moves the College to commit to new initiatives around diversity, equity, and inclusion. **By Lini S. Kadaba**

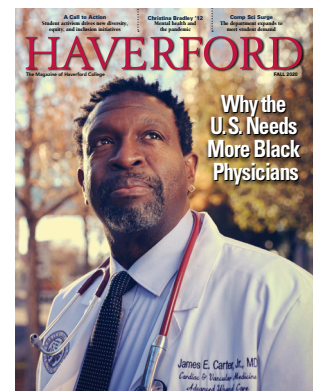
42 Comp Sci Surge

The Department of Computer Science expands to accommodate growing student enrollment. **By Ashley Festa**

Disrupt The Order



Strike all jobs, extracurriculars, and classes until BIPOC demands are met



ON THE COVER:

Dr. James Carter '82, a cardiologist at University of Colorado Hospital. Photo by Willie Petersen.

Back cover: The Chamber Singers of Haverford and Bryn Mawr performing a masked and socially distanced pop-up concert in front of Founders Hall. Photo by Ruiming Li '21.

Main Lines



A Fall Semester Like No Other

—  —
*Students—properly
masked and distanced—
gathered on
Founders Green.*

Each year, the Dean's Office sends first-year students a welcome bag as a way of marking their entry into the Ford fold. When members of the Class of 2024 received theirs over the summer, it contained some typical Haverford-branded items—a lanyard, a phone wallet, a baseball cap. But in this very atypical year, the Class of 2024 also received two protective face masks, temperature strips, and a picnic blanket intended for use in outdoor, physically distanced socializing.

That was just one of the many ways college life has had to adapt to the pandemic. And while Haverford managed to successfully complete a remarkably COVID-free fall semester, with zero

active cases among students at its close, getting there wasn't easy.

As the pandemic continued into the summer, planning for the safe return of students to campus became a massive and complex undertaking requiring the adoption of strict protocols on mask wearing, hand washing, maintaining physical distance, and cleaning and sanitizing spaces. Also required: several outdoor tents, trailers to be used as isolation units, and more than 5,000 indoor and outdoor campus signs reminding people about the pandemic protocols in place.

Haverford faculty and staff planned in concert with their counterparts at Bryn Mawr College and relied on the counsel of a group of alumni pub-

lic health experts who volunteered as advisers. That group included **Steve Schmitt '82**, a staff physician in the Cleveland Clinic's Department of Infectious Diseases; **Bob Bollinger '79**, a professor of Infectious Diseases at the Johns Hopkins University School of Medicine; physician **Stacey Rizza '91**, who is part of the Mayo Clinic's COVID-19 research task force; and Philadelphia Health Commissioner **Thomas Farley '77**.

Contracting with Main Line Health, which owns and operates facilities such as Bryn Mawr Hospital, the College established a rigorous COVID-19 testing regimen. Surveillance testing took place every two weeks for students (who had been required to present a negative test before arriving on campus) and every two to four weeks for employees. In addition, students, as well as faculty and staff working on campus, were asked to self-monitor symptoms on a daily basis, and to keep a contact journal for easy tracing in the event of a COVID case in the community.

Students starting the fall semester had to adapt to a Haverford where nearly everything had changed. Affinity group housing was out, with all students housed in singles—whose stock was increased via (hopefully temporary) renovations to the Haverford College Apartments. Long philosophical Dining Center confabs were also out, with the dining rooms reconfigured into properly distanced tables for one. Student clubs also had to recalibrate. “We were operating under a 15-person limit for indoor gatherings,” said Michelle Leao, director of student engagement and leadership. “Many clubs met online via Zoom. Several like the dance groups, used the outdoor tents to practice under.”

Hallowed traditions also required a makeover. For example, Customs, the five-day orientation for first-years, took place mostly virtually, said Jacob Gaba '22, co-head of the Customs program. “We adapted many of the central programs for an online setting, but we also allowed individual halls to hold sessions outside—distanced and masked, of course,” said Gaba. Some of the usual hallmarks of Customs (the hypnotist show, Dorm Olympics) had to be eliminated or substituted. In place of the hypnotist, Customs organizers staged a satirical club fair over Zoom hosted by the Lighted Fools

comedy improv group. “We did both the usual scavenger hunt and movie night since they could be done outside and at a distance,” said Gaba, who observed: “I am proud of what we did to adjust. Once we dropped the expectation that it was going to be like other years it formed something entirely new.”

Athletics also encountered major changes. With the Centennial Conference suspending all athletic competition due to the pandemic, “none of our teams played a regular season schedule against other schools,” said Sports Information Director Justin Grube. “But teams were able to practice by splitting into multiple small-group units following CDC, NCAA, and College guidelines. Although there was no competition, Haverford was one of just four schools in the Conference whose entire

—  —
One of the more than 5,000 outdoor and indoor signs on campus that bear reminders about pandemic protocols.



Main Lines

Completing an in-person fall semester during the pandemic “was a milestone that earlier in the year we were not sure we would reach,” said President Wendy Raymond.

student body was allowed to return to campus and the student-athletes were certainly appreciative of being able to reconnect with teammates and receive more individual attention from head coaches.”

One thing that did not change with the pandemic was Haverford’s focus on academics. After being plunged virtually overnight into remote teaching last March, when the campus had to shut down due to COVID, faculty set out to reimagine their courses and their teaching for the current reality, and committed to making every course accessible to remote learners even if it was primarily conducted in person. About half of all courses during the fall semester were offered remote-only, and the other half offered in-person meetings that would also accommodate remote students.

Some courses were creatively restructured to meet the challenges of the moment. For the physics course “Waves and Optics,” electronics kits were shipped to remote students. For the “Laboratory in Environmental Sciences” course, professors sent students portable microscopes, called Foldoscopes, to help them analyze their local environment. In the Music Department, the Chamber Singers collaborated with several other regional liberal arts colleges to commission and premiere a new piece of music composed specifically to be taught and performed online.

In this (for now) revised version of college life, where the operative words are “remote” and “socially distanced,” Haverford students are find-

Fall 2020 by the Numbers

- 1,370** enrolled students (213 opted to study remotely, and approximately 100 commuted to campus)
- 104** students on leave or taking a gap year (about double the 45 in a typical year)
- 121** faculty (63 percent) conducted some in-person instruction
- 450** employees (70 percent) did some regular work on campus
- 6,355** student COVID-19 tests administered (7 positive)
- 1,937** employee COVID-19 tests administered (8 positive)
- 0** active student cases, and 1 active employee case at the close of the semester
- 1,000** meals per day packaged by Dining Services for “grab and go”
- 9** tents erected on the grounds for outdoor classes and meetings
- 15** trailers set up on campus housing 24 isolation units and 1 classroom

ing ways to cope and adapt. In a post for a Haverblog series called “My New Normal,” which shares the experiences of the Haverford community in the time of COVID-19, Bilge Nur Yilmaz ’21, a political science and music double major wrote: “I’m taking way more walks, and I’m cooking so often. I surrounded myself with all the instruments I could, so at times of crisis (and inspiration) I can jump outside of my desk bubble and frantically let out a musical cry. Our Chamber Singers rehearsals [and] my music library shifts are lovely reasons to actually exit my apartment, too. And who would’ve thought buying groceries would be an outrageous activity and not a chore?”

Completing an in-person fall semester during the pandemic, said President Wendy Raymond in a message to the campus community, “was a milestone that earlier in the year we were not sure we would reach.”

“I thank every student,” she said, “for adopting the health and safety measures that kept you and your peers nearly COVID-free. I thank every staff and faculty member for your vigilance, care, hard work, and adaptability, and for supporting our students in their many adaptations to living in a global pandemic.” Providing the opportunity for students to live and learn on campus, while simultaneously including students across the world who were living and learning remotely “is an accomplishment,” Raymond said. “I am grateful that we were able to make this happen.”

—Eils Lotozo



STAY SAFE WHILE SHOWING YOUR SCHOOL SPIRIT with this protective face mask adorned with the Haverford “H.” Made of soft polyester fabric, the three-layer mask is comfortable, breathable, and washable. You can find it, and other mask options that fly the College colors—including a black squirrel mask—at the Haverford College Bookstore’s online store: [Haverford.bncollege.com](https://www.haverford.bncollege.com).



**IN THE
COLLECTION**

Spotlighting the holdings of Quaker & Special Collections

The Victor and Herta Grove Collection comprises 43 small figures and ritual implements such as bases for handheld bells, incense stick holders, and oil lamps. Crafted from bronze, stone, and wood, most were made in India from the 12th to the 19th century, and range in size from 3 ½ inches to 9 inches tall. The figures in the collection mainly represent Hindu deities such as Krishna, Vishnu, Hanuman, and Ganesh, but also included are statues of the Buddha.

Pictured above are some of the bronze figures from the collection used by Visiting Associate Professor of Religion Pika Ghosh in her course “Religion, Literature and Representation: Images of Krishna,” which looks at the Hindu god Krishna through his varied representations in architecture, sculpture, paintings, textiles, landscape design, poetry, music, dance, and drama. Students in the class, says Ghosh, examine how these artistic modes “were employed to visualize the divine, to nurture faith and passion, and to gain proximity to the transcendent deity.”

When Ghosh taught the course in fall 2017, her students used the figures to create several displays interpreting their meanings and contexts for ritual use for a pop-up exhibit in the library that

was a collaboration between Quaker & Special Collections and the Religion Department.

During the fall semester, Ghosh taught the course again, though this time remotely. Her students were still able to familiarize themselves with the Grove Collection via a Zoom presentation by Head of Quaker & Special Collection Sarah Horowitz. As a final project, Ghosh asked students to select one of the figures (images of which can be accessed on the library’s site) and create a digital exhibit “imagining aspects of the existence of the deity in our worlds and the web.”

As for the Grove Collection, it was bequeathed to the College in 2011 by Herta Grove, whose late husband Victor began acquiring the objects in England before World War II. He was a scholar of the history of languages, a lecturer at the University of Pennsylvania, and the author, very late in life, of the posthumously published *Philadelphia; A Hiker’s Paradise*, about the Wissahickon. Herta Grove grew up in Germany, where she was expelled from school for refusing to salute Hitler in the classroom. She fled to England in 1939 after the Nazis came to power and barred her father, a Jewish lawyer, from the law. Herta Grove died in 2014. —E. L.

Main Lines

10 THINGS That Make Us Happy



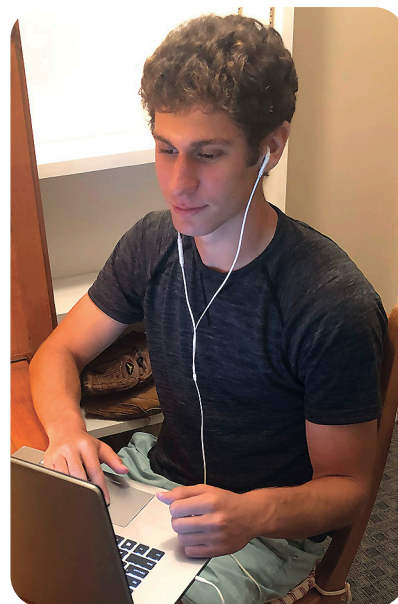
The inclusion of Lutnick Library in the 2020 Library Design Showcase. The former Magill Library, which underwent a dramatic renovation in 2018 and 2019, was selected by the journal *American Libraries* for its annual celebration of the year's most impressive new and renovated buildings that address the needs of users "in unique, interesting, and effective ways, . . . and find novel ways to conserve and honor existing spaces while moving them into the 21st century."

The National Institutes of Health grant awarded to Associate Professor of Chemistry **Lou Charkoudian '03**. The grant builds on earlier NIH-funded work that engaged 40 undergraduate researchers and supports Charkoudian's research on acyl carrier proteins, which are important parts of the naturally occurring protein assembly lines that make molecules that are repurposed for anti-cancer agents and antibiotics. The ongoing research, whose collaborators include Professor of Chemistry Casey Londergan and Professor of Biology Karl Johnson, has so far resulted in seven publications and a provisional patent.

THE 20TH ANNIVERSARY of the Center for Peace and Global Citizenship. With its social justice focus, its emphasis on experiential education and local and global community engagement, and its wide-ranging support for student internships and faculty course development, the CPGC has become an integral part of the Haverford experience. Throughout the fall semester, the CPGC celebrated its two decades with a series of forums and panels that (remotely) brought together alumni and current students to reflect on their past CPGC experiences, and explore what might be next for the program.



Free for the Frontlines Tutors, a free tutoring service for the children of healthcare workers launched by Brett Mozarsky '21 (below). Established in March, as COVID began to spread in the United States, the service has enlisted 30 Haverford students to provide free remote tutoring to middle- and high-school students in biology, chemistry, English, history, math, physics, and Spanish. More information: freeforfrontlinestutors.com.



Fall 2020 Friend in Residence Jocelyn Bell Burnell. The world-renowned Quaker astrophysicist, who discovered the first radio pulsars as a postgraduate student in 1967, shared her experiences in science and spirituality in October. During her entirely virtual residency, Burnell gave two talks via Zoom discussing both her academic pursuits and how her spiritual life has intersected with them. She also visited classes and met with student groups. Run by the Quaker Affairs Office since 2011, the Friend in Residence Program brings gifted and experienced Quakers to campus for extended stays to stimulate connections between academic pursuits and "letting one's life speak."

The new job posting board on Haverford Connect, which allows alumni to advertise employment opportunities and internships to an audience of fellow Fords, including recent graduates and current students. As our official online community, Haverford Connect also allows alumni to update their contact information, search the alumni directory, network with other alumni, and provide industry advice to students. Find out more at connect.haverford.edu.

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THE HAVERFORD COLLEGE ART COLLECTIVE, an art auction organized by three Haverford students in the wake of the Black Lives Matter protests. Sophia Kaplan '23, Sophia Mohammed '23, and Izzy Ray '23 recruited nearly 20 artists from across the Tri-Co who donated more than 50 artworks to be raffled off. In order to be entered into the raffle, people had to make a donation to one of the collective's six approved nonprofits, all devoted to empowering Black voices. The fundraising effort brought in \$3,000. A second auction is planned for February.

PHOTOS: CHUCK CHOI (LIBRARY); COURTESY OF THE ROYAL SOCIETY OF EDINBURGH (BURNELL); KATELYN TU '23 (ART COLLECTIVE); PATRICK MONTERO (BOOKSTORE)

The inaugural Design + Making Collaborative, a paid, six-week design, prototyping, and digital fabrication fellowship run out of the Haverford VCAM Maker Arts Space. For its launch, the program partnered with E-Nable, a nonprofit that provides 3D-printed prosthetics to those in need, and fellows Ryan Quenemoen '23, Chengpei Li '22 (right), and August Muller '23 were tasked with designing and prototyping a prosthetic device that could hold utensils for a double amputee. While the pandemic forced the summer program to go remote (cutting off access to on-campus equipment for the fellows), Maker Arts Technician and Coordinator Kent Watson found ways to make it work: After the students sent their designs to him digitally, Watson printed them on the 3D printer, then mailed them back to be tested and refined.



The National Science Foundation grant awarded to Associate Professor of Computer Science Sorelle Friedler for her research on discrimination and mitigation of algorithms on social networks. Friedler's collaborators include **Aaron Clauset '01**, an internationally recognized expert in data science. Part of the NSF grant will fund summer research assistance from Haverford students over the next three years.



THE NEW HAVERFORD COLLEGE BOOKSTORE, which is now open for business as a member of the Barnes & Noble College family. Lydia Whitelaw and Stefanie Delaney continue to manage and staff the shop, which now can make more than two million titles from 6,000 publishers available to customers. Along with expanded offerings of digital materials and textbook rentals, a broad assortment of Haverford-branded gifts and clothing items can be purchased through the store's website: Haverford.bncollege.com.

Talia Scott '19 Launches Legally BLK



Talia Scott '19 has long wanted to be a lawyer and has worked hard to make that dream come true. At Haverford, the political science major, who wrote her thesis on the emergence of an American prosecutorial reform movement, interned in the Philadelphia District Attorney's office. She also commuted weekly to New York City during her senior year to intern with **Danielle Logan '12**, director of business and legal affairs at record label 300 Entertainment. And currently, she works as a paralegal at a New York City law firm. But as she prepared to apply to law school, Scott discovered just how expensive the next steps on her professional journey could be.

Because scores are such an important factor in law school admission decisions, she spent more than \$5,000 preparing for and taking the LSAT, accumulating credit card debt along the way. This led to a realization: "If the financial costs of the application process were a barrier for me, they were probably a barrier for other young Black women as well." She also wondered if that helped to contribute to the low representation of people who look like her in the legal profession. The dismal statistics: Only five percent of lawyers in the United States are Black, and only two percent are Black women.

So Scott created the Legally BLK Fund. (Its name is a nod to the Reese Witherspoon movie *Legally Blonde*, one of her favorites.) Working quickly, just one day after hatching the idea she launched the fund via her Instagram account and started collecting money via Venmo and the I Have a Dream Foundation. Since June, Scott has raised \$16,000, and, as of late September, the inaugural 2020 class had been selected from more than 100 applicants. Each of the women will receive \$1,000, along with help with their law school applications for a fall 2021 enrollment. (The 2021 fund application will be released in the spring.)

With guidance from **Vincent Indelicato '03** and his firm, Proskauer Rose LLP, Legally BLK was incorporated as a 501c3 nonprofit, and Scott's former internship mentor Logan became her first official board member. Though she is busy with her job and her own law school applications for next year, Scott is committed to growing the Legally BLK Fund into a sustainable, long-term entity that will continue as she pursues her own legal career.

She also wants to expand the project by offering additional support, such as mentors, law school admissions coaching, professional development opportunities, and grants and scholarships for current law school students.

"I hope this fund creates a long-lasting pipeline for young Black women who want to enter the legal profession," says Scott. "The goal is to raise that two percent, and I think we're on our way to doing that!"

More information: legallyblkfund.org.

—Rebecca Raber



The Haverfarm Gets a High Tunnel

Since its launch in 2012, the Haverfarm has grown to encompass two separate plots of land, a greenhouse, a classroom, beehives, an orchard, and now, a high tunnel.

A plastic-covered structure that is essentially a semi-movable greenhouse, the high tunnel provides a climate-controlled environment that allows for an extended growing season.

Arboretum Director Claudia Kent helped secure funding for the high tunnel from the Committee for Environmental Responsibility, the Haverford College Arboretum, and the Office of Student Engagement. Haverfarm Fellow **Madison Tillman '18** did much of the labor of building the 20-by-60-foot structure during the summer.

"I saw an inconsistency between our mission and our work," said Tillman. "We wanted

the Haverfarm to be a space of environmental justice education year-round, but found we could not execute this mission without a space for winter growing."

The high tunnel will not only help to expand the farm's educational opportunities throughout the academic year, it will also allow the farm to grow more produce for the new campus food pantry. (See story, p. 10.)

"One of the Haverfarm's top priorities is distributing produce to low-income students and community members," said Tillman.

Currently, the Haverfarm grows about 1,600 pounds of food a year, which is distributed to the food pantry, sold via a sliding scale at a campus farm stand, and distributed to CSA members on and off campus. "With this tunnel, we aim to significantly increase annual production," said Tillman. "We expect to grow lettuce, collards, kale, and chard in the tunnel throughout the winter, and move into broccoli, peas, and root veggies in the spring."

—R. R.

Stepping Up To Support a Safe Return to Campus

As the College began planning the stringent safety protocols necessary for students to return to campus safely for the fall semester, retired orthopedic surgeon **Bill Harris '49** didn't wait to be asked for help. He made a substantial gift to Haverford specifically for COVID-19 management, which helped the College mount an aggressive testing strategy, ramp up precautionary measures, and prepare for contingencies. And he did the same for Bryn Mawr.

"It wasn't hard to see how costly the pandemic would be for the colleges," Harris explains. "The pandemic created an important opportunity to help, and I have confidence that the Bi-Co will get through this together."

Harris and his late wife, Johanna "Nan" Alderfer Harris BMC '51, built a decades-long history of Bi-Co leadership as volunteers and donors. Both served on the boards of their respective schools and their names appear on prominent spaces in buildings on both campuses. The five professorships they endowed have jump-started environmental studies and computer science in the Bi-Co. Both have been honored with major alumni awards for their accomplishments and service.



"We started out with modest gifts," Harris explains, "but then my roommate [Ed Tuttle '49] suggested I could do more." As his level of commitment to Haverford grew, the couple recalibrated their support for Bryn Mawr. "Nan's devotion to Bryn Mawr was equally profound, and although men used to make the decisions about charitable giving back then, we felt that helping both schools in equal measure was crucial."

The couple met on a double date when Nan was still an undergraduate. "She was so smart and so extraordinarily beautiful, and also so busy that it wasn't easy to get a second date," Harris recalls. They married in 1952, built successful careers, traveled the world, and raised four children who produced five grandchildren, including **Tim Douglas '11**. Over the years, both developed increasingly strong ties, not only to their own alma maters, but also to each other's.

When Nan died in 2019 after a remarkable 67-year marriage, Bill's support for Bryn Mawr didn't waver. "The two schools are so tightly integrated that anything which helps one, enhances the other." Just like any good marriage.

—Pat Laws

Main Lines

Student-Run Food Pantry Addresses Food Insecurity




The Nest food pantry is located in the Whitehead Campus Center.

The Haverford game room, located on the first floor of the Whitehead Campus Center, is now home to a new student initiative: the Nest, a food pantry where eligible low-income students can grab a snack, find ingredients to cook with, or take home a meal.

Many low-income students opt to live in the Haverford College Apartments so they can forgo paying for a meal plan and use the money for other necessities. But this has often left students short on food, said Nest co-manager Hasibe Caballero-Gomez '21. "I know many of us tried getting jobs at places where we could eat, like the Coop, Lunt Café, or the DC, but even then that usually only ensured you got one meal a day."

The Nest offers snacks, such as trail mix, fruit cups, and protein bars, and ingredients for cooking, including rice, flour, and fresh produce from the Haverfarm. Nest food options change during the semester as students share feedback about their needs.

The Nest's staff is also working on community-building programming including cooking videos, biweekly newsletters, and a raffle for students who frequent the space.

"The Nest is like the kitchen table of a loving family member or friend," said Raquel Esteves-Joyce, associate director of the Office of Academic Resources and assistant dean of first-generation, low-income student support and programming. "It's where you go to be nourished in multiple ways."

The Nest initially opened in the spring of 2020, before students were sent home due to COVID-19, and reopened for the students who remained on campus during the summer.

While the Nest is new to Haverford, students and staff have worked for years to make it possible. Food insecurity on campus was brought to the forefront in 2016 with the "We're Not Here to Say Thank You Campaign," in which students on financial aid discussed the challenges they face on campus.

Following those conversations, the Office of Multicultural Affairs began a food pantry in Stokes that was open during academic breaks, when food insecurity was a particular concern. Planning for a food pantry that would operate during the academic year began last year as a collaboration between departments on campus including Facilities, the Haverfarm, Dining Services, and the Dean's Office. Students—such as Lia Hermosillo Rojas '22, who worked on planning for the Nest last year, and co-managers Caballero-Gomez and Annette Lee '22—helped lead this process.

"Folks from across the College have helped to create the Nest, and it is immensely appreciated," said Michael Elias, dean of student engagement and divisional initiatives. Elias does the ordering, budgeting, and hiring for the Nest.

The Nest's managers have already begun thinking about how the Nest can continue to improve and grow.

"I really wish it could look more like a grocery store," said Caballero-Gomez. "It's not about giving low-income kids anything, it's about addressing inequality, and that means creating a space as nice and presentable as the Coop."

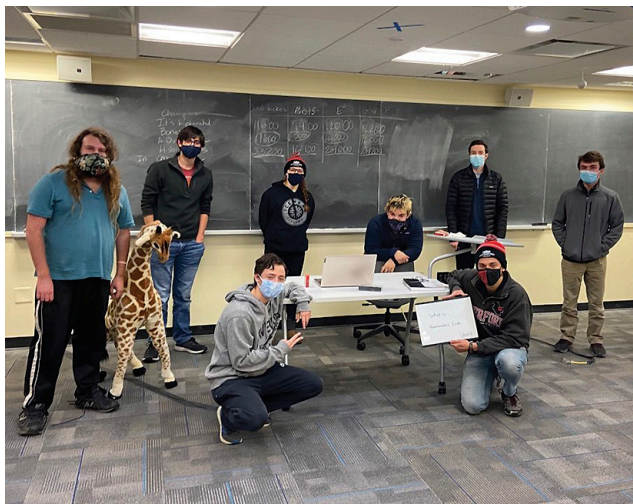
—Sally Pearson '21

The Club Life @HAVERFORD

QUIZ BOWL

Though the pandemic has had a significant impact on campus life, some clubs have continued to meet while adapting to the changes brought by COVID-19.

WHAT: A fast-paced, buzzer-based academic competition that pits teams against each other to answer questions on broad subjects such as science, literature, history, fine arts, mythology, philosophy, and more. In the past, Haverford's Quiz Bowl team has competed at regional and collegiate tournaments, and even hosted its own tournament. While that kind of in-person competition is out this year, it hasn't kept the team members from committing to practice.



WHO: Augustus Helson '23, Gilad Avrahami '22, and Trevor Stern '22, are the three co-heads. "For a club that's typically involved in off-campus tournaments, it has been difficult for us to adjust to this new reality," said Helson. "But we have really tried to orient ourselves toward building a community of friends on campus."

WHEN: The Quiz Bowl team practices twice a week, on Sunday afternoons and Wednesday evenings. During practice, the club plays structured Quiz Bowl games, reads trivia questions, and discusses the question of the day—a challenge determined by one of the club's co-heads. Because of the pandemic, the team has had to forgo use of the buzzer to ensure proper physical distancing and prevent the touching of shared surfaces.

"I suppose we could have scaled down our meeting frequency during the pandemic," says Helson, "but we decided that it's important for our peers to have structure in their lives, especially now. Overall, we're just trying to generate a friendly, welcoming, and low-key environment to do trivia. That's what Haverford Quiz Bowl is all about."
—Aidan York '24

SOUND BITE

“First-year students sometimes feel guilty or ashamed when talking about missing their home or their longing to return. Students, especially those of color and international students, may talk about not feeling welcome or being outright shunned, and long for the communities they have left behind. College is supposed to be the greatest time of their lives, and grappling with what has been left behind can make students feel like they are doing something ‘wrong.’ Later, as they progress, it is not unusual for college to feel more like home than their familial home. This is reflected in desires to stay on campus with their adopted friends and family over breaks. In some cases, college provides more safety and stability than their familial home and may even be the first time that students feel cared for and seen. By senior year, students may be filled with dread at leaving but also excitement at the prospects of creating other homes that are less transient.

Significantly, institutes of higher education are presently reckoning with the growing awareness that for Black students, their hallways have never felt like home. These students, along with other underrepresented groups and their allies, are in the midst of demanding that these institutes recognize their harmful and exclusionary policies, structures, and practices. By focusing on addressing unbalanced representation amongst staff and faculty (not to mention retention), curriculum not representative of difference, and inequitable opportunities, to name a few, these students are working hard to transform these institutes into “homes” with rooms for all. In many ways, these students are tearing down and rebuilding their educational homes while living in them.”

—Excerpted from “Thoughts About the Possibility of Return: Exploring the Potential New College Life” by Philip J. Rosenbaum, director of Haverford’s Counseling and Psychological Services, and Danielle Oakley. The piece was published in the *Journal of College Student Psychotherapy*.

Main Lines

Welcoming New Faculty



1 Amy Cooke joins the **BIOLOGY** Department as an assistant professor. She completed her B.S. in biochemistry at the University of Oregon and earned a Ph.D. from the Cellular and Molecular Biology Program at the University of Wisconsin Madison. She performed postdoctoral research at the European Molecular Biology Laboratory in Heidelberg, Germany, then returned to the University of Wisconsin as a staff scientist before joining the Haverford faculty. Cooke's work focuses on how RNA-binding proteins control gene expression post-transcriptionally to dictate and/or respond to physiological processes, and how these are altered in disease states. Along with mentoring senior research, she will teach the Bio300 Superlab course and introductory Bio201.

2 Clyde A. Daly Jr. joins the **CHEMISTRY** Department as an assistant professor. Daly received his B.S. from Gordon College and his Ph.D. in chemistry from the University of Notre Dame. He comes to Haverford from Johns Hopkins University, where he was a postdoctoral fellow affiliated with the Center for Sustainable Nanotechnology. Daly is a computational chemist whose research interests encompass vibrational spectroscopy, developing and understanding materials for carbon capture, and machine learning techniques applied to properties and toxicity of materials.

3 The Department of **COMPUTER SCIENCE** welcomes Alvin Grissom II as an assistant professor. Grissom does research in computational linguistics and machine learning. He has done work on using machine learning for simultaneous interpretation, examining problems in machine learning models, Japanese language processing, computational social science, and digital liberal arts. He received his Ph.D. in computer science in 2017 from the University of Colorado Boulder and comes to Haverford from Ursinus College, where he was an assistant professor for three years. (Learn more about Grissom and his work on p. 42.)

4 Sarah-Jane Koulen has joined the Haverford faculty as an assistant professor of **PEACE, JUSTICE, AND HUMAN RIGHTS**. Koulen earned her bachelor's degree at University College Roosevelt, Middelburg, the Netherlands, and then pursued a law degree at SOAS University of London. She worked for several years with NGOs involved with humanitarian assistance and interna-

tional criminal law in The Hague. She then went on to pursue a master's degree at Radboud University's Centre for International Development Issues in Nijmegen, Netherlands, and came to the United States to pursue doctoral studies in anthropology at Princeton University. She is currently completing her dissertation, which explores the development of international criminal law, competing understandings of justice, and the dynamics through which law may both replicate and address patterns of racial, gender, and economic disparity. Koulen's academic background and experience will enable her to teach courses in human rights, international criminal law, anthropology, and critical race theory, among other areas.

5 The **SPANISH** Department welcomes Luis Rodríguez-Rincón as an assistant professor. He comes to Haverford from Kenyon College, where he was a Marilyn Yarbrough Dissertation Fellow. He finished his Ph.D. in comparative literature at Stanford University in January 2020 with a dissertation on Garcilaso de la Vega, Luís de Camões, Edmund Spenser, and Miguel de Cervantes. His research and teaching focus on medieval to early modern Spanish literature and culture from a transatlantic and interdisciplinary perspective. This year, he will be teaching introductory and intermediate Spanish, as well as courses on Cervantes, and a survey of medieval to early modern Spanish literature.

6 Ava Shirazi comes to Haverford as an assistant professor of **CLASSICS** after three years as a Perkins-Cotsen Postdoctoral Fellow at the Princeton Society of Fellows. She was born in Tehran, Iran, and immigrated to Canada, where she earned her B.A. in classics and English at the University of Toronto. She went on to earn a Ph.D. in classics, language, and literature from Stanford University. Shirazi works primarily on Greek literature and cultural history with interdisciplinary interests in material culture and the intellectual history of aesthetics, and has a background in directing, producing, and translating for the stage. Her courses this year will include an upper level Greek seminar, "Poetics and Poesis: Philosophy, Performance, and the Crafts," and a course titled "Creating Classics: A Visual Workshop on Pasolini and Greek Drama," which she will team-teach with a Bryn Mawr College professor.

PHOTOS: PATRICK MONTERO (COOKE, DALY, KOULEN, RINCÓN, SHIRAZI, DUCK POND, STRONG-LEEK); HOLDEN BLANCO '17 (GRISSOM)

COOL CLASSES

Class Name: *Introduction to Fisheries Science*

Taught by: *Visiting Assistant Professor of Environmental Studies Talia Young*

Here's what Young had to say about the course:

Fisheries science is the study of fish in the context of harvest. Fisheries scientists study questions like: How many fish are there? Where are they? How big are they? How fast do they grow and reproduce? How do you catch them? The million-dollar question in the field is: How many can we take out and still have enough for the future?

This course provides an introduction to some of the concepts and quantitative methods and skills involved in fisheries science. It includes a general overview of the field, but the bulk of the course will be devoted to learning to build mathematical models in the open-source programming language R, and understanding how those models can be used to generate and evaluate sustainable fisheries management strategies. The data and examples used are fish-specific, but the programming and modeling skills developed here will be applicable across many disciplines and fields.

As a final project, students will select from a list of research projects being carried out in the region on subjects such as declining migratory eel populations and the impact of climate change on fish migration, and will do an analysis on data shared by the collaborating fisheries scientists. The final work will be presented in an academic-style poster that will be displayed in the Koshland Integrated Natural Sciences Center and shared with the scientists. Students also will have the option of presenting their posters at a local fisheries conference.



Students in the *Introduction to Fisheries Science* course used a seine fishing net to conduct a species survey of the Duck Pond. They collected 65 small fish and 56 tadpoles.

A New Role

Provost Linda Strong-Leek has been appointed the College's interim chief diversity officer (CDO). President Wendy Raymond, the previous interim CDO, stepped down on Nov. 6 and named Strong-Leek to the position as part of the reforms made and requested by the recent student strike.

"[Diversity, equity, and inclusion] work is very central to the role of provost, which also comes with some institutional capital, particularly as I work closely and intentionally with the faculty," said Strong-Leek, who is also a professor of Africana studies and gender and sexuality studies.

She joined the Haverford community as provost in August. In her previous role at Berea College in Kentucky, she was provost as well as the inaugural vice president for diversity and inclusion. In the five years Strong-Leek served in the latter role, Berea increased the diversity of the faculty, staff, and students.

"The work [at Berea] was done collaboratively—no one can do this work alone," she said. "At the same time, we increased retention and graduation rates as well."

Strong-Leek was slated to be joined in December by an interim co-CDO (not yet named at press time), while an advisory group plans the structure, budget, and organizational role for the CDO moving forward. That group will include students, faculty, and staff who will recommend a way forward for the CDO role at Haverford. The changes are to be implemented by July 2021.

Strong-Leek says that she sees her job as interim CDO as building on the foundation laid by "work already done in this community by students, faculty, and staff, and generations of Haverfordians working for change." Part of that work will include collaborating with students and providing funding for programming and other opportunities for engagement in issues of diversity, equity, and inclusion. One such fund already has a \$10,000 commitment for use in initiatives supporting Black, Indigenous, and people of color (BIPOC), and first-generation, low-income students (FGLI), with input from BIPOC and FGLI students.

"The work will never be completely done—that is hard to accept—as it is easier to change structures than culture," Strong-Leek said. "One must be willing to sign up for the long haul. Real, substantive change takes time." —R. R.



Provost Linda Strong-Leek

Main Lines

Getting the Jump on Lanternflies

One day last year, Professor of Physics Suzanne Amador Kane noticed a single spotted lanternfly on her porch and was struck by the colorful bug's beauty. The next morning, she found them coating her plants in swarms. "As I swatted and killed them, I was torn between the competing desires to protect our new native garden plantings and to watch how interesting their behavior was," she says. "It suddenly hit me—I could study them while endlessly removing them from my garden."

Amador Kane—who has long studied biological physics, in particular the biomechanics of peacock mating displays and raptor prey pursuit—began her lanternfly research at the start of the spring 2020 semester with the help of physics major Theo Bien '22. Bien was able to keep up the work even after the campus shutdown in March, and continued the research throughout the summer with the support of Haverford's Koshland Integrated Natural Sciences Center (KINSC), which sponsors dozens of Fords in summer research assistant posts each year.

While the pandemic required a move to remote work for most of the student research assistants, Bien was able to use Haverford's campus as his lab. His work—conducted while wearing a mask and social distancing outside—included finding lanternfly specimens and poking spotted lanternfly nymphs with bird and insect predator models on the Nature Trail.



Lanternfly numbers have skyrocketed in Pennsylvania due to their high rate of reproduction and lack of native predators. They cause serious damage to trees and produce a sticky substance—called honeydew—that promotes the growth of mold that ruins produce. So uncovering how they travel and why they are able to avoid being eaten is important not only for science's sake, but also in service of local growers whose crops are destroyed by the insects.

"For such small animals, [spotted lanternflies] are able to withstand and produce large amounts of force, travel surprisingly far, and possess incredible anti-predator responses to get themselves out of 'sticky situations,'" says Bien, who is enrolled in Haverford's joint 4+1 mechanical engineering program at the University of Pennsylvania.

Amador Kane has used Bien's findings to film high-speed video of the insects' anti-predator behavior, and another student, Luis Contreras-Orendain '21, wrote motion-analysis and machine learning software to process the videos. The team has enough data for a complete study of the early nymphal stages of the insect, and Amador Kane and Bien will be giving presentations about this research in 2021 at the annual meeting of the Society of Integrative and Comparative Biology and the American Physical Society's March meeting." —R.R.

SCHOLARSHIPS AT WORK

With help from the Eugene F. Hogenauer 1934 Memorial Scholarship, economics major Jesse Turkson '21 has balanced challenging academics with internships and extracurricular activities. He will work in investment banking for Jefferies in New York City after graduating.

.....🐦.....
“An award like this means the world to me as I navigate college as a first-generation, low-income student. Knowing that you are out there supporting me is an honor that I will never take for granted.”



To support current use financial aid, visit haverford.edu/makeagift.
To learn about endowed scholarships, contact Deb Strecker at dstrecker@haverford.edu or (610) 896-1129.

PHOTO: STEPHEN AUSMUS/US DEPARTMENT OF AGRICULTURE (LANTERNFLY)

Mixed Media

A head of his sophomore year at Haverford, **Andrew Szczurek '16** had a simple request on his student housing questionnaire. "I said, 'Give me some people I can jam with,' and they delivered!"

John Kerber '17, Clayton Brandt '17 and **Chris Gibson '17** were placed in the same apartment with Szczurek, and Kerber says, "We quickly started playing music and writing songs, and by spring we were playing around campus."

With Kerber on bass, Gibson on drums, Brandt on lead vocals, and Szczurek on electric mandolin (later on keyboards, too), the band christened itself Bazmati Vice and things moved fast—from covering "Under the Bridge" at the Dorm Olympics to playing original songs in Lunt Basement and competing in a Bryn Mawr Battle of the Bands. They added St. Joseph's University student Chris Jackowski on guitar, and for the rest of their college years and on past graduation, straight through to the present day, Bazmati Vice has always prioritized crafting a sound and making people move.

"The big thing I got from those Haverford and Bryn Mawr shows was how much fun it was to get people dancing," says Kerber. "We've tried to keep that attitude as we moved on to playing in Boston, Philly, and New York—we want to make music that's fun and that people can dance to."

That sense of fun runs through their self-titled debut album from 2017, the 2018 *Rise* EP, and the teaser tracks "Bonehead" and "Burning Blue" from their upcoming record, *Onward & Outward*. Though Gibson and Brandt are no longer with the band, a new lineup that includes drummer Eric Proctor and vocalist Ari Michaels shows the popping funk from the initial Red Hot Chili Peppers influence is still there, along with the jammy excitement of Phish and elements of jazz, classic rock, and contemporary R&B.

When COVID-19 zeroed out their gig sched-



ule, the band made the most of having to slow down. "Our first album was rushed, and the EP we wanted to get out quickly to book more gigs," says Kerber, who is 25 and lives in Philadelphia's Fishtown neighborhood with Szczurek and Jackowski. They'd already laid down the tracks for *Onward & Outward*, and now they had time to really hone the songs.

"We've really been refining the mixes," says Szczurek, 26. "It's allowed us to be more detail oriented—I mean, what else were we going to do?"

The album will be streaming in the fall, and the Bazmati crew is itching to get back on stage. "It's a bummer not being able to play gigs," Szczurek says, but he's hopeful they'll be able to play safe, outdoor shows. And once they can perform again, Kerber says Bazmati Vice will be right back to doing what got them together in the first place: "Putting on a fun show and getting people dancing."

The band's music is available on Spotify, Apple music, and YouTube. More information: bazmativice.com

—Brian Glaser


Funk/rock quintet Bazmati Vice got its start at Haverford. (From left) Eric Proctor, Ari Michaels, Chris Jackowski, Andrew Szczurek '16, and John Kerber '17.

MUSIC

Paul Cohen '75 has spent more than 25 years making music with his wife, singer Lila Downs, but before he could become a saxophone player, composer, producer, and arranger, he had to go join the circus.

After graduating from Haverford with majors in psychology and fine arts, Cohen moved to New York City to work on drawing and sculpture. One day, he became entranced by a juggler in Washington Square Park, and it led him back to the juggling he'd learned while in college—and straight to the Ringling Bros. and Barnum & Bailey Clown College.

It was even harder to get into than Haverford!" says Cohen, who hit the road as a juggler with traveling circuses in the United States and Europe, before landing with a French troupe that required everyone—even the jugglers—to play an instrument. "I'd been listening to a lot of jazz, so I picked up the sax and learned to play," he says.

"I liked the circus life," says Cohen, who is now 66. "It got me around the world, and I started coming to Oaxaca, Mexico, and played in some local bands—and that's when I met Lila."

The juggling saxophonist hit it off with the bilingual singer and started working up versions of American jazz

standards and Oaxacan folk songs, along with composing original tunes and lyrics. One of the first things they wrote together was the title track of Downs' 1994 debut album, *Ofrenda*. The song, whose name refers to the temporary altars set up during *Día de los Muertos* (the Day of the Dead), is built from Downs' bicultural upbringing—her mother is from Mexico and her father from the United States—and was inspired by her experience helping a man translate the death certificate of his son, who had drowned while trying to cross the river between Mexico and the United States.

The couple's music quickly found an audience. "Word got out that we were doing something interesting," says Cohen. "We got invited to play at a theater in Mexico City, then at bigger festivals."

Downs, who sings in English and Spanish, as well as Indigenous languages such as Zapotec and Mixtec, won a Grammy Award in 2013 for the album *Pecados y Milagros* (Sins and Miracles). But the music Cohen and Downs make under her name all comes from collaboration. "She usually comes up with the idea and melody, and I'll harmonize it and come up with arrangements," he says. "Originally, I was switching between tenor sax and piano, but now I spend most of my time on keyboards, clarinet, and tenor sax." Over the course of 14 albums, Downs' lyrics continued to expand in style and approach, incorporating influences ranging from Missy Elliott to Bob Dylan, alongside jazz, pop, traditional Mexican music, and songs about social justice. Their stage show has grown to feature a nine-piece band, with a concert schedule spanning North and South America, and beyond.

With the COVID-19 pandemic bringing touring to a halt, Cohen and Downs are trying to see the upside of no longer having to be on the road so much, which has allowed them to slow down and spend time at their Oaxaca home with their 10-year-old son. "Artists sometimes have a tendency to say yes to any invitation," he says. "We don't take sabbaticals—this has been a virus-given sabbatical."

During their pandemic break, Cohen has been reading, playing music, writing new songs with Downs, and even doing some juggling. The duo have several ideas and projects in the works, ranging from a Latin-jazz record to a collaboration with cellist Yo-Yo Ma. "There's a lot of music waiting to be done, we just have to figure out what's next," says Cohen. "I ask Lila what's next, and I follow her lead. We see which drumbeat comes up, and we get moving."

—B. G.




The pandemic brought touring to a halt for saxophonist, composer, and producer Paul Cohen '75 and his wife, Grammy Award-winning singer Lila Downs.



ART



When the country began shutting down in March in response to the COVID-19 pandemic, Barrett Art Center Executive Director **Joanna Frang '01** and her team knew they needed to think outside the museum to keep art accessible.

“Art connects us all,” Frang says. “It’s the universal language that binds us. Organizations like ours knew we had to stay connected because we didn’t know how long this would last.”

Within days, Barrett, which is located in Poughkeepsie, N. Y., had its collection online and was looking for new ways to work with artists as well as engage the community.

The initiatives that followed included increasing its web presence with “Barrett@home,” which offered DIY art projects, articles about and video interviews with artists featured in the center’s exhibitions, and virtual tours. The national juried show *Earth Works: Art in Ecological Context*, which was already installed when the pandemic hit, went on view as a virtual exhibition. When the center was finally able to reopen to visitors in July (with free timed ticketing), it offered *Paint: Medium as Power in a Time of Crisis* as both a physical exhibition and a virtual gallery. Later in the summer, Barrett launched a CSA (“Community Supported Art”) project that commissioned and sold the works of nine local artists in “shares,” much like the better-known CSA, Community Supported Agriculture.

“It was risky for us to go out and contract with artists, to pay them from the get-go, and hope the community would respond by purchasing art in the middle of a pandemic,” Frang says. “The response was phenomenal. We sold out.”

All of the COVID-19-created programs proved successful, and the museum plans to expand them.

“As much as we love having live artist talks and scheduled events, people are more interested in dipping in when they have the opportunity,” Frang observes. “The game has changed permanently, probably for the better. There are more opportunities to get people involved in person, online, and everywhere in between.”

The Michigan native says she didn’t have a future career planned when she chose Haverford.

“I was looking for a small liberal arts experience that would help prepare me to be a part of the world,” Frang says. “I wasn’t sure what I was going to be, but I knew Haverford had the kind of community I needed to figure that out.”


An art history course piqued her interest in the idea of objects bringing people, things, and ideas together. After graduating with a B.A. in history, Frang earned her M.A. at the University of Delaware, taking part in the Winterthur Program in American Material Culture. She completed her doctorate at Brandeis University.

Frang joined Barrett in 2016. She wanted to expand its influence, instead of simply convincing locals to cross the museum’s threshold once or twice. Taking advantage of its downtown Poughkeepsie location, museum staff joined block cleanups, hosted events, offered after-school homework programs, and helped people get library cards.

“We are the anchor of a group of institutions that really need to work together,” she says. “Even though we’re located between a school and a library, the art center might not have been a place everyone thought of. Now it’s a regular stop for many people visiting downtown. That’s something I learned at Haverford. Be the change you want to see. Create the community you want to live in by getting everyone involved.”

More information: barrettartcenter.org

—Natalie Pompilio


(left) A pre-pandemic show at Barrett Art Center, whose Executive Director Joanna Frang '01 (right) has been finding new ways to engage with audiences despite COVID-19.

Mixed Media

BOOKS

Q&A: Michael ByungJu Kim '85

With his debut novel, *Offerings*, financier Michael ByungJu Kim '85 has written a graceful and poetic story about a young man's struggle coming to terms with his identity and the path he's chosen in life. Filled with references to Shakespeare, Kipling, and Graham Greene, it's not exactly the book you'd expect from the founder of one of Asia's largest private equity firms.

The novel revolves around firstborn Korean-American son Dae Joon, who's been educated in the United States and is building a career on Wall Street, a choice that goes directly against family tradition and his father's expectations. During the 1997-98 Asian financial crisis, Dae Joon has a chance to salvage his mother country—while also coming to terms with his father's passing.

The novel is filled with an insider's view of negotiations based on Kim's vast experience: In 2005, he founded Seoul-based MBK Partners, which manages more than \$22 billion in assets across China, Japan, and South Korea. He started his career at Goldman Sachs in New York, then returned to South Korea and rose to chief operating officer for Salomon Smith Barney Asia, where he led the effort that prevented South Korea's financial ruin. He became the president of Carlyle Asia and later branched off and founded MBK. Kim and his wife, Kyung-Ah Park, also have endowed MBK Scholarship Foundation, which provides college scholarships to talented South Koreans who are financially needy.

Kim spoke with journalist Anne Stein about the genesis of his first novel and his road to writing.

Ann Stein: Tell me about the title, *Offerings*.

Michael Kim: It originally had a different title, *Jangnam* (*Eldst Son*). But the publisher and editor thought it was a little inaccessible, so we changed it to *Offerings*, which I think works well and has a triple meaning: There's the finance meaning, as in a bond offering; there's the literal application of the ancestral ceremony in the last chapter, commemorating the first anniversary of the father's passing, when you make offerings to ancestors; and the third meaning is in the chapter when the son mentions that the trip he organized for himself and his father was a peace offering of sorts.



AS: Is this book semi-autobiographical?

MK: All the thoughts that the protagonist has and the feelings he experiences are thoughts and feelings I've experienced, but the details are fiction. So yes, I observed the cardinal rule of writing, to write about what you know well, the South Korean background and the financial/Wall Street stuff. But a lot of it is made up. However, there's a foundation of real history underpinning that fictional narrative. I did live through and help the government of South Korea through the Asian financial crisis.

AS: Why did you decide to write this book?

MK: It's a story that's been chasing me for years. It demanded to be written. It started out as an elegy for my father, who went through idiopathic pulmonary fibrosis

[IPF, which the father in *Offerings* had] and passed away in my early 30s. This was a letter to him, a haiku to him.

At the same time I wanted to get out the story as a jeremiad against the greed that's rampant on Wall Street, but also a jeremiad against the sometimes corruptive influence of the chaebols (oligarchic business families) in South Korea. At its core it's about the father-son relationship, but it's also a sendup of Wall Street and the South Korean political-business environment.

AS: Given your busy work and travel schedule between Seoul and New York City, how did you find time to write?

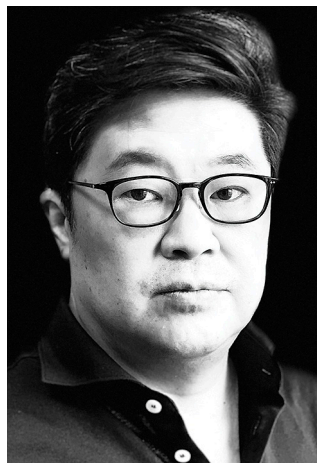
MK: It really started 23 years ago, in the aftermath of the Asian financial crisis. I'd been struggling to find a hook for the story. I've had these intensive jobs in investment banking and then for the last 22 years in private equity. Because of that I just didn't have a chunk of time to devote to writing. I took every couple of hours I could steal away at night or weekends, whenever I had some free time, to write. My wife and I had to forgo almost every vacation opportunity.

Because it took so long, my perspective changed on the world and my story. I'm now age 57, and when I started I was age 34. I tried to be true to myself so the narrative voice would ring true, so that's why I went with this dual voice device, with flashbacks.

AS: Did you learn to write at Haverford?

MK: I fell in love with books at age 10, when I read to learn English upon coming to the U.S., which led to writing. I think I'm a better reader than a writer. Sometimes I read Shakespeare or Hemingway and think: Why do you even bother with writing? Then the urge to write comes back. Sometimes the muses sing and then I start writing.

I think writers are born, not developed or taught. I like to think I was a writer before [I came to Haverford]. But one of my favorite professors, [the late] Joanne Hutchinson, was a big influence on me in reading literature.



AS: You majored in English at Haverford. Were you considering a different career?

MK: I figured I'd be either a writer or a professor. I thought I'd go for a Ph.D. or MFA, but it's strange how life takes its turn. When I graduated in '85, it was what some consider the peak of investment banking popularity, for good or bad. I didn't understand much about it, but I saw many of my classmates at Haverford applying to Wall Street. There was a Haverford tradition at Goldman Sachs. [The late] **John Whitehead '43** was a long-running chairman, and **Barry Zubrow '75** was also

a senior partner there. I was on my way to study government at Harvard, but on a lark I went to an interview at Goldman Sachs.

I didn't know a thing about investment banking. Barry Zubrow was the last of 15 interviewers I had. He asked a question about some economic news that came out in the *Wall Street Journal* that day. Not only had I not read the *Wall Street Journal*, I'd never heard of it. I thought it was like the *New England Journal of Medicine*, so I said I read it every quarter. I'm sure he knew I was bluffing my way through the interview and had no idea what investment banking was.

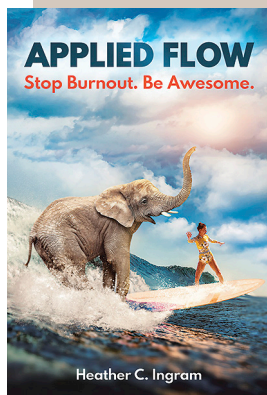
To my eternal gratitude he saw something in me and has been my mentor since then.

AS: Is there another book on the horizon?

MK: Norman Mailer said writing is the closest men come to giving birth. And other than raising my sons, writing a book has been the most gratifying and most difficult thing I've done. I have a two-book contract, and the second book has been germinating for a while. It's a much more traditional Korean story, but in English—it will be a Korean folk tale with curses and ghosts.

—Anne Stein

***Applied Flow: Stop Burnout. Be Awesome.* By Heather C. Ingram '97**



Heather Ingram had an MBA from Yale and a job with a top consulting firm, but after nearly nine years in the corporate world, she found herself hitting professional walls and ceilings, and getting confusing feedback from supervisors. She saw her energy so depleted she hardly recognized herself. Baffled at first by the distressing turn in her work life, she eventually diagnosed the issue: She was suffering from burnout. So Ingram embarked on a quest to understand how she got there, and along the way decided to turn her investigation into a book that might help others avoid her fate.

In her research for *Applied Flow*, Ingram read hundreds of books on business and organizational psychology, conducted interviews with business leaders, and mined her own experience. Among the issues she explores in her book is how persistent hidden assumptions about gender, race, class, and status prevent many from thriving in the workplace. To succeed confidently, she writes, it helps to understand the rules and the players, and "who to trust, when to pivot, and when to stick." (In her own case, she describes how, as a

first-generation college student from a working class family, she had no clue about "the rules.")

Along with unpacking some of those unspoken rules, assumptions, and biases, Ingram delves into what she sees as truly essential to thriving in one's work—and that is the psychological concept of flow. We find flow when we are challenged at just the right level, when processes are clear, when we get useful feedback, and when we have a measure of control in our work life. Flow is when everything is clicking, writes Ingram, "it's the essence of what it means to be our best, most creative human self." And, as she discovered, a lack of flow leads to burnout.

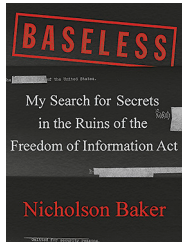
We are all entitled to experience flow on the job, declares Ingram, and if we don't have it now, we have the power to create it. *Applied Flow* shows how by laying out the basic principles, and by offering tools for individuals, teams, and organizations to get unstuck from old patterns.

"Our job as leaders and humans is to channel and nurture, rather than to block or try to control flow," writes Ingram. "To do this we need empathy, perspective, and kindness. We need to appreciate and include everyone. The world wants us to be awesome. Who are we to deny that?"

—Eils Lotozo

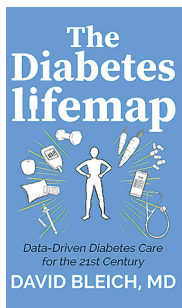
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MORE ALUMNI TITLES



NICHOLSON BAKER '79: *Baseless: My Search for Secrets in the Ruins of the Freedom of Information Act* (Penguin Press). This hybrid of journalism,

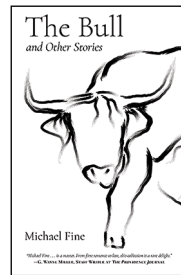
history, and memoir chronicles Baker's quest to find out whether or not the United States used biological weapons during the Korean War and to learn more about Project Baseless, a 1950s Pentagon program that aimed to achieve "an Air Force-wide combat capability in biological and chemical warfare." But after years of waiting for U.S. Air Force documents he'd requested under the provisions of the Freedom of Information Act, what he received turned out to be more redaction than text. Still, Baker forged on, combing old newspapers and archives, and unearthing along the way stories of balloons carrying crop disease, leaflet bombs filled with feathers, suicidal scientists, paranoid political-warfare tacticians, questionable experiments on animals and humans, weaponized ticks, and plans meant to trick the Kremlin into ramping up its germ-warfare program.



DAVID BLEICH '79: *The Diabetes LifeMap: Data-driven Diabetes Care for the 21st Century* (Morgan James Publishing). Dubbed "the play-book for 21st-century diabetes care," this book outlines how the

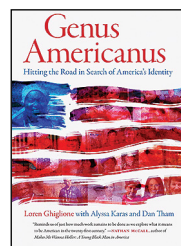
Diabetes LifeMap developed as a powerful management tool for the disease and provides case studies to reinforce basic concepts of LifeMap diabetes care with real-world examples. The aim is to help healthcare providers overcome a difficult-to-manage disease and provide

patients with an optimal outcome. Bleich is chief of the Division of Endocrinology, Diabetes, and Metabolism at Rutgers New Jersey Medical School.



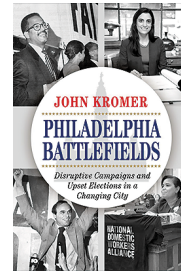
MICHAEL FINE '75: *The Bull and Other Stories* (Stillwater River Publications). A schizophrenic homeless woman gets tangled in Social Security bureaucracy; a young Latina caring

for a rich old man loses her mother to COVID-19; a Black sergeant stops the murder of a Trump supporter; a nurse's husband wins the lottery: In this collection of 10 short stories, Michael Fine writes of people who struggle and survive amid lost hopes, irrational dreams, and inappropriate loves. A family physician and community organizer in Rhode Island, Fine is also the author of the novel *Abundance* and the nonfiction book *Health Care Revolt*.



LOREN GHIGLIONE '63, Alyssa Karas, and Dan Tham: *Genus Americanus: Hitting the Road in Search of America's Identity* (University of Georgia Press). Just as the

United States was poised to replace Barack Obama with Donald Trump, Loren Ghiglione, then a Northwestern journalism professor, and two of his students embarked on a 28-state, 14,063-mile road trip during which they interviewed 150 Americans about contemporary identity issues. This account of their journey mixes oral history, reporting, and travel writing to present an engaging portrait of the country during a crucial moment of ideological and political upheaval.



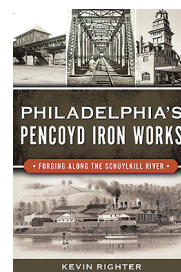
JOHN KROMER '71: *Philadelphia Battlefields: Disruptive Campaigns and Upset Elections in a Changing City* (Temple University Press). This study examines a number of key Philadelphia

campaigns undertaken from 1951 to 2019 that succeeded despite the opposition of the city's powerful political establishment. Using election data and analyses of the social, economic, and demographic trends, Kromer explains why these campaigns were victorious, and in case studies of three upstart races for city controller, City Council, and Congress, he shows how the candidates' efforts to increase civic engagement and improve municipal governance were critical to their success. Kromer, the former director of housing for the city of Philadelphia, is a planning and development consultant and the author of *Fixing Broken Cities*.



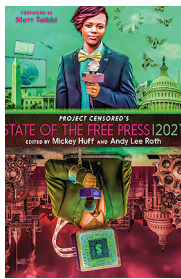
KENDRA OCAMPO '04 and Claire-Voe Ocampo, illustrated by Erica De Chavez: *Mighty May Won't Cry Today* (Mighty May Books). This children's book celebrates

LGBTQ families with the story of a determined girl who tries not to shed a tear on her first day of school, but learns, with the help of her two moms, why it's OK for her (and adults) to cry.



KEVIN RIGHTER '87: *Philadelphia's Pencoyd Iron Works: Forging Along the River* (The History Press). Established in 1852, Pencoyd Iron Works

was a global leader in structural steel and wrought iron for more than eight decades. The ironworks gained an international reputation for projects in Sudan, Mexico, Japan, Kenya, and Taiwan, and built the first elevated railways in New York, Chicago, and Boston. Righter, who is a planetary scientist at NASA, first began researching the company to learn more about his grandfather, who worked there from 1882-1932, and his research eventually turned into a book.



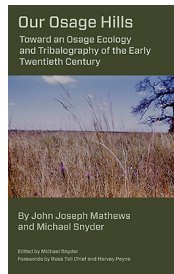
ANDY LEE ROTH '90 and Mickey Huff, editors: **Project Censored's State of the Free Press 2021: The Top Censored Stories and Media Analysis of 2019-2020** (Seven Stories

Press). News-monitoring group Project Censored adds to its long-standing year-book series with a succinct survey of the most important but underreported news stories of 2020, along with an analysis of the state of corporate and independent news media, and its effect on democracy. In particular, establishment media takes a drubbing in the book for its move toward “Junk Food News” (frivolous stories that distract the public from actual news) and “News Abuse” (important stories covered in ways that undermine public understanding).



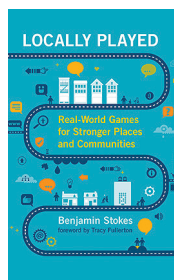
MARK SHAIKEN '77: And ... Just Like That—Essays on a Life Before, During and After the Law (1609 Press LLC). “Many law students and attorneys never actually want to

be attorneys. They spend hours exploring ways to leave the practice of law.” So writes Shaiken in this memoir, which presents his reflections on his life before entering law, his 38 years as a lawyer, and how he “finally dreamed his way into his law after life” as a sports photographer.



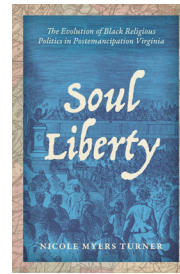
MICHAEL SNYDER '95 and John Joseph Mathews: **Our Osage Hills: Toward an Osage Ecology and Tribalography of the Early Twentieth Century** (Lehigh University Press). This

volume presents a selection of lost articles from “Our Osage Hills,” a newspaper column written in the early 1930s by Osage writer, naturalist, and historian John Joseph Mathews. Best known for his novel *Sundown*, Mathews used his column not only to evoke the unique beauty of the Osage prairie, but also to take on political issues, such as ecological conservation and Osage sovereignty. Snyder interweaves Mathews’s reflections on nature and culture with his own original essays that illuminate their historical and cultural contexts and situates them within a fascinating story about Osage, Native American, and American life in the early 20th century. Snyder is an assistant teaching professor in the College of Arts and Sciences at the University of Oklahoma.



BENJAMIN STOKES '00: Locally Played: Real-World Games for Stronger Places and Communities (MIT Press). Stokes, a

cofounder of Games for Change and an assistant professor in the School of Communication at American University, where he works in the AU Game Lab, describes the rise of games that can connect strangers across zip codes, support the “buy local” economy, and build cohesion in the fight for equity. With a mix of high- and low-tech games, Stokes shows, cities can tap into the power of play for the good of the group, including healthier neighborhoods and stronger communities.



NICOLE MYERS TURNER '97: Soul Liberty: The Evolution of Black Religious Politics in Postemancipation Virginia (The University of North Carolina Press). In this history

of African American Protestantism and American politics at the end of the Civil War, Turner uses local archives, church and convention minutes, and innovative Geographic Information Systems (GIS) mapping to reveal how freedpeople in Virginia adapted strategies for pursuing the freedom to worship as they saw fit—and to participate in society completely in the evolving landscape of emancipation. Turner is an assistant professor of religious studies at Yale University.



MARK WERNER '75: A Passion for Israel: Adventures of a Sar-El Volunteer (Gefen). This book is based on

journals the author kept during 14 tours over 14 years with Sar-El, an organization that enables volunteers from all over the world to work in a civilian capacity on Israeli military bases. The son of a Holocaust survivor, and a now-retired corporate lawyer, Werner describes working through a desert sandstorm, dealing with a scorpion in his bunk, and taking refuge in a bomb shelter during a Palestinian missile attack. He also chronicles how the Sar-El volunteers make their contributions to the defense of Israel through simple activities from packing kit bags and medical supplies for the soldiers to filling sandbags and assembling tank antennas.

→ 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.



TELL US MORE

CHRISTINA BRADLEY '12: Mental Health in a Time of Pandemic

As manager of support programs for the National Alliance on Mental Illness (NAMI) New York City chapter, Christina Bradley has seen firsthand the overall decline in mental wellness since COVID-19 swept the United States. Not only is anxiety a symptom associated with COVID, she points out, “but simply watching the news and seeing that things aren’t getting better as quickly as we hoped for—along with the isolation and economic hardship—is creating a lot of confusion and stress.” “Access to mental health treatment is harder,” she says. “People have lost jobs and health insurance, and some people have moved back in with families that don’t understand their mental illness and may not be supporting them in the way they need.”

NAMI, a nonprofit, peer-based organization, utilizes trained volunteers who either live with mental illness or

have loved ones with mental illness to aid those seeking help. The NYC chapter serves 20,000 people a year and has more than 40 support group sessions a month.

“The idea behind NAMI is that if you are seeking support from people in a similar position to yours, it removes some of that power differential and mitigates the stigma of seeking help,” says Bradley, who majored in psychology at Haverford, then earned a Master of Health Sciences from Johns Hopkins University. She previously managed the crisis center network at the National Suicide Prevention Lifeline and spent two years researching population health at New York University’s School of Medicine, focusing on Black communities.

The Denver native is candid about successfully managing her own depression, as well as growing up in a family with mental health issues. Her career continues to

be inspired by Professor Emeritus Kaye Edwards, whose “Violence and Public Health” class inspired Bradley to imagine a better mental health system. “[Public health] is such an important and powerful field,” Bradley says. “We can put resources and systems in place before people get to those acute problems. Nobody is left out of the public health lens.”

Have you always been interested in mental health?

I started out trying to understand my family. I saw things as a child and knew that something wasn't quite right, but I didn't know what it was. [There was alcoholism on both sides of her family, along with schizophrenia and substance abuse.] There was a lot of pain and healing that needed to happen, and I don't think anyone in my family knew where to begin. They didn't have the language—the generation before mine didn't have the information we have now. We're still a family full of love, but there are things everyone would have done differently if we'd had better information.

How does your own experience with depression help you better understand those going through similar issues?

I work from a place of hope because I know that recovery is possible with the right support. I also have a lens of understanding, and I'm candid about how difficult it is. The mental health system is severely fractured and in need of more investment—I don't sugarcoat that. It's difficult to navigate, but we can make it work for us. We have to because we are worth it. That's what I keep as my north star in my work.

Tell us about the Black Minds Matter group that you recently started at NAMI.

It's designed to be a support group for people who identify as Black and are

living with mental illness. I conceived the idea years ago when I was looking for support. Black psychologists and psychiatrists were hard to come by. Some support groups were great, but none were tailored to serving and supporting Black people. As summer progressed and Black Lives Matter protests picked up, having this group was incredibly timely. It's become one of our most popular groups. I'm really heartened by the fact that people are enjoying it and learning from each other.

You've also been involved in helping to create more support mechanisms for alumni and students at Haverford.

Yes. I cofounded the Multicultural Alumni Action Group (MAAG) in 2015, an affinity group designed to connect students and alums of color and foster inclusivity within the Haverford community. As alums of color, we felt that an affinity group dedicated to amplifying diverse voices and operationalizing mentorship was long overdue. We wanted students to feel more supported facing challenges within and beyond the Haverbubble.

Has Black mental health been neglected?

I think mental health has been neglected in general and like many things in our lives, Black people suffer disproportionately. We tend to go undiagnosed, misdiagnosed, undertreated, or not treated at all. We have a difficult relationship with medical professionals, having historically been taken advantage of or abused. There's the issue of bias and not enough representation in the medical field and certainly in the mental health field. And in our own community, there are myths around mental health, a lack of information, self-stigma, and the age-old trope of “pray it away.” This is why spaces like the Black Minds Matter support group are so important. The group

provides a place to acknowledge these barriers and do the continuous work of healing from them. We can talk openly about discrimination, our struggles with mental illness, challenging familial relationships, the connection between physical and mental health, and how to take care of ourselves in a world that hates black skin. It means so much to be able to discuss these issues without fearing judgment or backlash. It is a space for us, by us, and I am dedicated to creating more.

What are some coping mechanisms you are recommending during the COVID crisis?

Showing up to a support group is one easy step to take. At NAMI, everything we offer is free, and support groups are open. When you show up to a group, all of a sudden you go from being in an apartment all day by yourself, or with the same two people, and your world is expanded. It goes a long way to see other people and hear that they, too, are having a hard time. It's important to get perspective on your experience by talking and hearing from other people.

You also gain from supporting other people. Listening and offering support feels empowering and gives people a sense of being a part of a community, and a sense of purpose and value.

Staying in touch with your psychiatrist or mental health provider and keeping them updated is another important piece. You have to approach this from multiple angles. And finally, there's the notion of self-care. We talk about what's worked in the past to help us feel better, and what we've discovered anew in this time. For a lot of people that's exercise, eating healthily, drinking a lot of water, and getting fresh air.

For information on the National Alliance on Mental Illness of New York City, go to: naminyc.org.

—Anne Stein



Why the U.S. Needs More Black Physicians

Medicine's race gap alienates patients and providers alike.

BY KAREN BROOKS

The woman sat up and stared as **James Carter '82** entered her hospital room. Her mouth opened, but no words came out. Finally, he asked what she was looking at.

“I had no idea there were Black doctors on this campus,” she replied.

Carter, a cardiologist specializing in wound care at University of Colorado Hospital, has been practicing medicine for more than three decades—but this encounter didn't take place early in his career. It happened last year.

PHOTO: WILLIE PETERSEN



“There are many institutional biases that have to be dismantled,” says cardiologist James Carter '82. **“We need change.”**

Why the U.S. Needs More Black Physicians



As the United States faces a racial reckoning, glaring inequities among medical professionals persist, with Black physicians remaining particularly scarce. In 2003, when a landmark Institute of Medicine report called for an increase in minority healthcare workers to address longstanding health disparities, Black people represented 13 percent of U.S. residents and 3.3 percent of physicians. Nearly 20 years later, Black Americans still make up 13 percent of the population—and only 5 percent of physicians. Haverford alumni working in medicine can attest that although the factors perpetuating the physician workforce gap are complex, they intersect to produce one clear-cut consequence: poorer health outcomes for Black individuals.

That patient of Carter's? She was Black. She'd visited the emergency

Pediatric

hematologist Donna Whyte-Stewart '98 says a history of exploitation in medical research makes Black patients hesitant to accept white physicians' advice.

room twice with stroke symptoms; both times, she was discharged without a stroke diagnosis, even though she had indeed suffered a stroke.

"That would not have happened if she'd had a Black doctor," Carter says.

"There are many institutional biases that have to be dismantled. We need change."



Saving Black Lives

It's well documented that Black Americans suffer from higher rates of chronic conditions—diabetes, asthma, hypertension, obesity—than white Americans and are less likely to receive preventive care. Among all racial groups in the United States, Black men have the shortest life expectancies, Black women have the highest maternal

mortality rates, and Black babies have the highest infant mortality rates.

The issues causing these disparities—poverty, food insecurity, violence, systemic racism, chronic stress—are compounded by the lack of diversity among physicians. Studies have shown that Black patients have better health outcomes and routinely agree to more—and more invasive—health tests and interventions when they're seen by Black physicians.

The white-dominated field of medicine has a history of exploiting Black Americans, from the infamous "Tuskegee Study"—a 40-year government experiment that left hundreds of Black men with syphilis untreated so scientists could study the disease—to the case of Henrietta Lacks, whose cancerous cells were taken without her consent and became a mainstay of biological research. **Donna Whyte-Stewart '98**, a longtime pediatric hematologist at Johns Hopkins University who now works for the

U.S. Food and Drug Administration, says Black patients therefore hesitate to accept white physicians' advice.

"I was right there at Hopkins, where we had Henrietta Lacks," Whyte-Stewart says. "Black people still hold onto this idea that if you walk too close to the hospital, they'll snatch you inside, and no one will ever see you again. The past is still fresh in people's minds, and you have to cut through that in order to get them to do something for their disease, whether it's taking a new medication or being in a clinical trial. Coming from a Black physician, this is easier for them to bear."

Black physicians are more likely to practice in underserved communities than their white counterparts, the benefits of which are twofold for Black patients: easier access to care and a sense of comfort and familiarity, as **Brandon Johnson '04**, a New York-based ophthalmologist, explains.

"Patient rapport is incredibly important. I work in Harlem and in the Bronx and am very familiar with the African American community there. There is definitely a demographic of those patients who would have a barrier to establishing a rapport with a white doctor," Johnson says. "Black patients see me come in and they light up."

Beyond cultural competence, Black physicians can bring distinct diagnostic skills to the exam room. Last year, emergency physician **Kimberly Collins '89** was working with a white colleague who had diagnosed a Black patient with dermatitis—but Collins identified the rash as a condition called pityriasis rosea.

"The other provider said, 'Oh, I thought those lesions were supposed to be salmon colored,'" Collins remembers. "Well, on Black



'THE LATEST MIRROR OF INEQUALITY'

For evidence that greater access to Black physicians would benefit Black communities, one need look no further than the COVID-19 pandemic.

The coronavirus is infecting Black Americans at a rate three times that of white Americans—and killing them twice as often. Multiple studies have shown that clinician bias influences the care Black patients receive; one found that those with COVID symptoms were six times less likely to receive testing and treatment in comparison to white patients.

Gregory Patrick '72, the only pulmonologist practicing in Sewickley, Pa., was approaching retirement when the pandemic struck—but he couldn't walk away. In addition to taking shifts in his hospital's intensive care unit, he embarked on an educational campaign geared toward Black communities through the local affiliate of the National Medical Association, which represents African-American physicians and their patients.

"There is so much bad information out there about COVID—minority communities need someone they trust to answer their questions and help them stay safe," says Patrick, who has hosted webinars, Zoom meetings, and Facebook chats for Black audiences.

"Members of the Black community are more likely to have jobs that can't be done from home," he says. "They are more likely to have multigenerational households and smaller spaces that make it impossible to socially distance. They have to take public transportation because they can't afford a car. Their health insurance has so many deductibles, they have to be careful how often they go to the doctor.

"There is this idea among white people, even among white doctors, that Black and Brown people are dying more with COVID because it's our fault. But really, this is just the latest mirror of inequality." —K.B.

skin, of course, they are not going to be salmon colored. But most dermatology books show rashes of white people, so that is what providers learn."

Equitable healthcare requires progress in the laboratory as well as in the clinic, and Black physician-researchers tend to study topics related to the health of Black communities. **Ted Love '81**, CEO of Global Blood Therapeutics in San Francisco, oversaw his company's development of a first-

of-its-kind oral therapy for sickle cell disease, which predominantly affects Black individuals.

"People with sickle cell disease have the most tremendous pain a human can experience, but they get little attention," Love says. "I do think treatments would be pursued more aggressively if sickle cell disease affected more white people. Take cystic fibrosis [which primarily affects white people]—we've got many very innovative therapies for that. Government and pharmaceutical investment in sickle cell research lags far behind cystic fibrosis, even though sickle cell disease is three times as prevalent."

Love says disparities in research funding and productivity fail Black patients just as acutely as clinical mistreatment.

"It is common for these patients to dress up before going to the emergency

"Black patients

*see me come in
and they light up,"
says ophthalmologist
Brandon Johnson '04.*

Why the U.S. Needs More Black Physicians

room to avoid being accused of faking pain to get narcotics,” he says. “That itself is astounding, but so is the fact that, until recently, good medicines have not been developed, and the reasons why.”



Hard Lessons

Diversifying the physician workforce makes sense in a diversifying country, but is a goal more easily set than achieved. Medical school adds an enormous amount to the already-burdensome cost of an undergraduate degree, and Black students are more likely to struggle financially. Black students also face a dearth of mentors who share similar life experiences; fewer than 3 percent of U.S. medical school faculty members are Black.

These discouraging forces work against aspiring Black physicians. In 2018, medical schools admitted 21,000 students, but only 1,500 of them were Black—and only one-third of those were Black men, a demographic whose medical school matriculation rate has

remained virtually unchanged since the 1970s.

Johnson, who interviewed at several Ivy League institutions, remembers the process as “daunting.”

“I barely saw any people of color interviewing along with me, and I only remember one or two people of color interviewing me,” he says.

Once enrolled, Black medical students aren’t always embraced. Recent studies found that 38 percent of minority medical students reported exclusionary treatment by both peers and professors and that faculty members evaluated minority medical students more harshly than white students.

A white professor was once so impressed with one of Donna Whyte-Stewart’s laboratory reports that he questioned whether she had actually written it herself. “I also remember walking in the hallway and a profes-



“A career in academic medicine as a woman of color, especially as a Black woman, is somewhat harrowing,” says cardiologist Michelle Albert ’90.

sor asking, ‘You’re still here?’—as if I should have failed out by then,” she says.

Family medicine physician **Traci Trice ’01**, who was “over-

joyed” to have one Black professor during the classroom-based portion of medical school, still thinks about the lack of support she received after an upsetting experience on a clinical rotation.

“A patient’s husband informed my white attending he didn’t want any minorities in the room, so the attending simply told me, ‘Don’t go in there,’” she recalls. “There was no further conversation—no one at that hospital acknowledged how that might make me feel. That could still happen to any student today, and I hope our institutions would do better in taking a stand against discrimination.”

And long after their training has ended, Black physicians continue to experience a shortage of mentors as well as racism at work, often through inappropriate comments and structural biases that impede career advancement.

“When I step into a patient’s room, I am often seen as everything but the doctor. Even when talking to other staff members, I’m always assumed to be the nurse or the social worker,” Whyte-Stewart says.

Cardiologist **Michelle Albert ’90**, a professor of medicine and director of the Center for the Study of Adversity and Cardiovascular Disease at the University of California, San Francisco, who is also president of the

“In my own medical school class there was only one other Black student. ... I want—I need—to be part of the process of improving the numbers of those who are underrepresented in medicine.”

Association of Black Cardiologists, notes that, “A career in academic medicine as a woman of color, especially as a Black woman, is somewhat harrowing. I have had to reach out for mentors—I’ve always had to look internally at the institutions I am in as well as externally in more of a national context, because that is how you survive the system.”

James Carter now works in academic medicine but spent most of his career in private practice—a practice he departed immediately following a racist encounter in 2013.

“A group of white physicians was reviewing some of my work because they didn’t understand it,” he explains. At the end of their meeting, the group concluded that he had done a great job but said that “my quiet demeanor and my passion to always do the right thing for my patients was intimidating and maybe their [small Arizona] town wasn’t ready for my expertise. I walked

out and never went back to that hospital. I just left and started over.”



Fixing a Leaky Pipeline

Though structural inequalities that keep Black students from pursuing careers in medicine endure, the hurdles blocking their paths can be lowered. Traci Trice says those hurdles crop up

as early as elementary school; many Black communities have unreliable or no internet service, preventing children from accessing valuable STEM (science, technology, engineering, and mathematics) resources that often are not offered in their school curricula.

Increasing that access is imperative.

“If a child does not have a strong educational foundation, that student is starting out way behind,” says Trice, who serves as assistant dean for Diversity and Student Diversity Programs at Thomas Jefferson University’s Sidney Kimmel Medical College. “Look at our public schools here in Philadelphia, where the majority of students are Black and Brown. They are so under-resourced and unable to meet children’s educational needs, these students are not equipped to succeed.”

“There is so much bad information out there about COVID,” says pulmonologist Gregory Patrick ’72. “Minority communities need someone they trust to answer their questions and help them stay safe.”

Pediatrician **Francine Jacobs ’94**, the only Black physician in her Albuquerque, N.M., practice, says children need to be empowered to see a professional future for themselves.

“Early on, the problem is purely visual. If Black



PHOTOS: ELISABETH FALL (ALBERT); ROB LARSON (PATRICK)

Why the U.S. Needs More Black Physicians



kids don't see Black doctors, they don't think of it as a job they can do. We need more Black doctors so kids have exposure to them and think, 'I can do this, too,'” she says.

Raised in Jamaica until she was 8, Jacobs believes growing up in a country with a majority Black popula-

tion helped instill the confidence she needed to dream big. “In the Caribbean, all you see are Black people, everywhere, doing everything—so I felt I could be whatever I wanted,

Family medicine
physician Traci Trice '01 was “overjoyed” to have one Black professor during the classroom-based portion of medical school.

which might have been different if I were born in the U.S. After we moved to Queens [New York], I didn't hear a lot of Black kids talking about being a doctor,” she says. “I actually picked my high school because it had a pre-med program, which was amazing—but kids need encouragement much earlier than high school.”

Formal minority pipeline programs are rare at the grade-school level but have proved successful in undergraduate institutions, particularly at historically Black colleges and universities. At Sidney Kimmel Medical College, Trice founded and directs the Summer Training and Enrichment Program for Underrepresented Persons in Medicine, which prepares minority undergraduate students for medical school application and matriculation. Twenty percent of participants have enrolled in medical school since the program's inception in 2015.

“One thing we work on is how to finance their education, but money is always still an issue. The average debt upon med school graduation is close to \$200,000, and that's med school alone, not including undergrad or MCAT fees or the price of traveling for interviews. Cost is not the only deterrent for underrepresented students, but it's a big one,” Trice says.

Across higher education, about 70 percent of Black students who drop out cite debt as the reason. Expanding financial aid for Black students during undergraduate school and beyond would go a long way, as would reducing exam fees or establishing programs through which colleges and medical schools would contribute to them.

Some physicians are calling for schools to de-emphasize or even eliminate standardized testing altogether.

“When we think of a good physician, we don't think about MCAT scores,” Carter says. “So why do we emphasize

them? Because that is a good way to benefit one particular part of society. Any test someone could pay money to study for in order to prove they are better than another person, we need to get rid of. We have to redefine what makes a physician qualified: empathy, purpose, resiliency, communication.”

Michelle Albert, who is in her first year as UC San Francisco School of Medicine’s associate dean of admissions, agrees that good grades do not promise good bedside manner.

“There is no one element that is most important—we look at many different experiences and attributes,” she says. “Creating a workforce that will lead health equity efforts requires a holistic approach to admissions.

“In my own medical school class, there was only one other Black student. That is part of why I’m involved in admissions now. I want—I need—to be part of the process of improving the numbers of those who are under-represented in medicine.”

For medical school students and faculty of all backgrounds, mentoring is essential for retention and advancement; some institutions incentivize faculty for their mentorship efforts. Psychiatrist **Derek Tate ’92** cites mentorship as the make-or-break factor for surviving medical school.

“Without consistent mentoring, Black students often don’t have any existing template to work from. A lot of us didn’t have a relative or anyone else close to us to tell us what we needed to do at every turn in the road,” Tate says. “You may have well-meaning family behind you, but they can’t understand what medical school is really like, how intense the workload can be, and how to adequately support you. One would hope that other Black people ahead of you would be there to do that and help you by keeping it real. To survive medical school, you don’t need cheerleaders—you need a fairy godmother or godfather.”

Kimberly Collins found one of

BEARING THE BURDEN

Maternal health is widely regarded as an indicator of a population’s overall health. In the United States, Black women are three to four times more likely to die from pregnancy-related causes than white women.

Their babies’ lives are at greater risk, too—but that risk drops when Black physicians oversee their care. A study published in September 2020 reported that Black newborns are three times more likely than white newborns to die in the hospital when their doctors are white. When Black infants were looked after by Black doctors, however, their mortality rate was cut in half.

New York obstetrician/gynecologist **Nwamaka Ugokwe ’00** acknowledges that racial bias likely contributes to this trend.

“Systemic racism plays a big part in health disparities,” Ugokwe says. “I work in one of the most underserved areas in Brooklyn—almost all of my patients are Black or Brown. Our neighborhood sees a lack of prenatal care and a lot of preterm births and teen pregnancies. If our hospital were not there, people in this area would have a huge issue getting healthcare at all.”

Ugokwe says the “reliability factor” of having a Black physician—especially a Black OB-GYN—can improve the health of an entire community of women.

“A woman who goes to an OB-GYN she can see herself in will then recommend that OB-GYN to her mother, her sister, her aunt,” she says. “The connection really helps us overcome barriers and meet the needs of women who have been overlooked.”

—K.B.

those “fairy godmothers” right at Haverford: the late Slavica Maticic, a professor of biology at the College for 35 years.

“She took it on to support students of color who wanted to go to medical school,” Collins says. “We need more people like her in colleges. She was a real advocate, someone who encouraged us and answered our questions and helped us with applications. This was a really big deal, and I think more Black people would consider medicine if they had someone like her.”



The Common Good

To ensure culturally competent care, a physician workforce should mirror the population it serves. But that’s not the case in the United States—and the lack of diversity among physicians can mean the difference between life and death for Black patients.

As Tate notes, that’s not to say Black patients should receive care

only from Black physicians: “Cultural connections matter, but if you are a skilled, empathic clinician, you can connect with anyone. It takes a willingness to really ally with the patient and show that you are in it with them and want to understand their personal and emotional experience.”

Still, Trice says, reducing bias in healthcare requires fostering a more diverse medical community—and providing more educational, financial, and mentorship resources for Black students can help make that happen.

“Medical students and physicians both benefit from diverse colleagues who can share their experiences and also introduce them to new ones. Diversity increases physicians’ level of empathy toward each other and toward patients from backgrounds different from their own,” she says. “We need more Black physicians because the health of the population depends on it.”

Karen Brooks is a Philadelphia-based freelance writer and editor specializing in healthcare, higher education, and non-profit advancement.

BRYN MAWR — HAVERFORD COLLEGE
THE NEWS
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BSL Boycotts All H'ford Activities Except Classes, Campus Jobs

By DAVID WESSEL

The Black Students League is boycotting all activities at Haverford with the exception of classes and campus jobs.

In a statement issued Monday, the BSL said, "We have made our complaint, our statement, before; time and discussion passed and it was business as usual. But not again."

The statement added, "We feel that radical action must be taken to emphasize our outrage at the conditions which heretofore have prevailed at Haverford." (The text of the statement is printed on page 2).

Members of the Black Students League have joined other students at meetings in several dorms, including Rhoads and Barclay. These far-ranging discussions have addressed the problems of Haverford, its sense -- or lack of sense -- of community, some students' difficulties in defining the problems under discussion, racism, cultural ignorance, and self-examination. League members picketed Tuesday's Collection with placards saying, "End racism in the classroom, in administration, in social events."

Wednesday the BSL sent a statement to faculty and administration voicing eight "specific concerns."

They asked, "Does the college want a body of students which reflects the diversity of the larger community?" and does it "recognize whether the cultures of min-

such as Haverford one finds an overwhelming concern for the uniqueness of the individual." The BSL asked, "If there are individuals whose group differs from the dominant group, then how does the college view these differences?"

"If 'community' at Haverford has meant the implicit understandings of white bourgeois culture or consciousness then what changes in the basic structure of the institution have to be made to insure the survival and nourishment of those whose group differs from the dominant or white bourgeois group?"

The BSL questioned, "If the 'Haverford way' has been to view those acting from a consciousness of culture different from the dominant group as a self-interest, then how do we purport to be a community that 'seeks to be measured,

(Continued on page 2)

H'ford Administration Draws Up 'Rough' Educational Commitment

As *The NEWS* went to press, the faculty was expected to discuss issues raised by the Black Students League and may have considered administration proposals at its meeting yesterday.

By JAY MCCREIGHT



--Photo by Rob Janett

Collection speaker Devi Prasad talks with Black Students League picketers in front of Roberts Tuesday. Left to right: Mike Davis, Sam Foley, Prasad (with his back to the camera), and Charlie Plummer.



The 1972 Boycott

In the late 1960s and early 1970s, the civil rights movement ushered in new calls for integration at all levels of the nation's education system. More than a decade had passed since the Supreme Court's 1954 ruling that segregation in public schools was unconstitutional, but change had been slow to arrive. In higher education, too, change had also proved frustratingly slow. And Black students, many of whom were among the first and the few to attend college in the United States, became increasingly empowered to speak out about lingering structural racism at their institutions. Black students at Haverford were no exception.

By 1971, Haverford had enrolled as many as 70 Black students, as well as a number of Puerto Rican students, in what was then a student body of only about 700. But rumblings among the College's students of color revealed simmering frustration over discriminatory practices that made them feel less than welcome and challenged their ability to

thrive academically. Among these: the long-standing practice of Haverford safety officers stopping Black and Puerto Rican students and making them prove they had a right to be on campus by presenting their college identification cards; the unequal disciplinary actions taken against Black students compared to white students who had committed similar infractions; and the College's general lack of investment in supporting Black students.

In December of 1971, members of the College's Black Students League (BSL) put their observations into words in a 60-page document that was presented to the Board of Managers, but failed to elicit a notable response from the administration. Then, in late January, the Committee on Student Standings and Programs (CSSP) dismissed several Black students for academic reasons—something the committee itself later admitted had been occurring at a disproportionate rate.

On Feb. 3, 1972, the CSSP and an ad hoc group of six concerned administrators penned a letter to the community presenting a bold ultimatum: Improve supports for Black students, or stop admitting them altogether. In issuing the letter, the CSSP sounded an alarm on problems BSL members had been expressing for years to no avail. Now was their chance to put their words into action. On Feb. 7, as the administration was still calculating a response, BSL members called for students to boycott all campus activities, with the exception of classes and campus jobs.

“Our focus was on institutionalizing the diversity which the campus was proud to espouse in its literature and admissions material,” said **Charles Ray '74**, a former BSL member and a lead activist in the boycott planning. “What that meant for us was, once you have a commitment to admitting people from diverse backgrounds, you should also have a commitment to have, in the institution’s structure, persons and systems that support them, and a commitment to ensuring that they graduate. That wasn’t happening in 1972, and that is what led to the action.”

Within days, the College responded with a plan that had been drawn up with no input from the students themselves, and the tumult escalated. As **Gregory Kannerstein '63**, then the assistant dean of students, later described it in an article published in Haverford’s alumni magazine after the conflict, “... the College was under attack from its own students, faculty and administration for lacking diversity, for being inhospitable to what diversity exists and for being unable, despite expressed intentions, to ensure future (and wider) diversity.”

In the weeks that followed, student protesters limited any negotiation with the College administration and instead focused on making strong statements through their actions. BSL members posted signs that read “racism” on the doors of offices and dorms throughout the campus and picketed faculty and administrators’ homes; they held mass silent vigils and crashed faculty meetings to air their concerns, or, sometimes, to stand in silence just to have their presence felt; and in a highly visible demonstration, students replaced the American flag that flew on the pole outside Roberts Hall with the tricolored Black liberation flag.

Similar actions continued until Feb. 20, when the BSL issued a list of 12 symbolic gestures it wanted the administration to make by the end of that week. The list emphasized the idea of “institutionalizing diversity” at the College by reallocating the budget to support the needs of students of color; forming a search committee to identify qualified, diverse faculty and counselors; and developing programs, seminars, and courses that focused on Black concerns. Most important, the list demanded that any document about the institutionalization of diversity at the College should be written jointly by the administration, members of the BSL, and other students of color.

In the eyes of **Samuel Foley '73**, who served as a commu-

nications coordinator for the BSL, the months-long conflict forced Haverford to reexamine its Quaker values, which champion simplicity and peace, alongside integrity, community, equality, and confrontation as a meaningful path to open dialogue.

“Haverford did better than almost any other institution I’m aware of in reforming itself back in that period, and I think the Quaker background played a part in that,” Foley said. “But Quakers were leaders in the abolition movement. So, based on that spiritual heritage, the folks at Haverford had an obligation to share and live up to that spiritual heritage.”

On Feb. 24, the College’s then-president, John Coleman, held a marathon meeting with representatives of the faculty, the administration, the BSL, and Puerto Rican students; it began at 8 p.m. that night and ended around 4 a.m. on Feb. 25. When it was over, the groups had reached a resolution that was formalized in a “Statement on Institutionalization of Diversity,” which had been jointly prepared and signed by representatives from all parties involved. Within a month, additional conversations between the student groups and the administration led to the establishment of a pre-college summer program for Black students and the promised hiring of a person of color to administer it as well as a commitment from Coleman to reallocate \$50,000 from the 1972-73 College budget to finance new programs and faculty specifically to support students of color. While many of their other concerns remained unaddressed, students counted the response as a win, and after weeks of tension, the College largely returned to calm. In March, BSL members held silent sit-ins in Coleman’s and then-dean David Potter’s offices as a “gentle reminder” for them to follow through with promises they’d made.

Today, Haverford continues to grapple with its history around issues of diversity. In June, a new group of Black students issued an open letter to the Bi-College community, listing concerns that echo sentiments expressed by their predecessors almost 50 years ago. And on October 29, Black students representing a coalition of groups issued a list of demands for change and declared a campus strike that called for students to boycott all college-related activities, including classes, campus jobs, athletics, and extracurricular activities. The strike lasted two weeks and led to a number of new College-wide anti-racism reforms. (For more on the strike, see p. 34.)

According to Foley, true and lasting change will require a reckoning with some old and deeply rooted prejudices that remain at Haverford and in places like it across the country.

“The reason that things haven’t changed at Haverford is the same reason they haven’t changed for people of color in the rest of society,” he said. “Progress has not been made at the root; and without that, there’s only so much that can be done.”

—Queen Muse





PHOTO: PATRICK MONTERO

Anti-Racism at Haverford

A call to action from Black student activists who led a two-week strike moves the College to commit to new initiatives around diversity, equity, and inclusion. **BY LINI S. KADABA**



After 14 days of a Black-student-led strike that disrupted classes and campus life at Haverford, the community came together on Founders Green Nov. 11 to celebrate a multitude of new racial equity advances—ones that the administration has agreed to support and fund.

In a message, President Wendy Raymond noted that strike organizers Women of Color House, Black Students Refusing Further Inaction (BSRFI), Black Students League and others, as well as their allies, “inspired extraordinary work that will lead to extraordinary change. The efforts

ON NOVEMBER 6, students held the second of two sit-ins to protest systemic racism at Haverford.

of the past two weeks have brought forward the beginnings of a powerful roadmap for action toward racial justice.”

Anti-Racism at Haverford

The boycott of classes and coursework, extracurriculars, and campus jobs was triggered by an Oct. 28 email from Raymond and Interim Dean of the College Joyce Bylander that urged students to forgo protests in nearby Philadelphia over the death of Walter Wallace Jr., expressing concerns for students' safety due to the volatile situation during the COVID pandemic. Wallace, a 27-year-old Black man, was killed by police during an encounter two days earlier. Students read the message as an attempt to silence them; many asked how a College that embraces student agency and espouses values of social justice would counsel restraint.

The unrest among Black students, however, was simmering well before these events. In the wake of George Floyd's murder in May, Black Fords, just like young activists across the country, have demanded racial and social justice; at Haverford, they have called on the administration to confront racist structures on campus and taken the College to task through social media forums, open letters to the community, newspaper op-eds, and most recently, a sit-in that culminated in the strike. They have challenged the way the 187-year-old institution operates at every level: the Corporation, the Board of Managers, the senior leadership, the faculty, the Students' and Honor councils, the Committee on Student Standing and Programs, the curriculum, the Office of Multicultural Affairs (OMA), the Athletics Department, and the predominantly white student body. (Just over 58 percent of Haverford students identify as white.)

These complaints are not new to Haverford. Over much of the last 50 years, in fact, the College has grappled with racial justice—finding measures of success, but not enough in sustained, systemic ways, according to critics.

"We have work to do," says Raymond, who has long engaged with these issues. Before joining Haverford, she had been associate dean for institutional diversity at Williams College, and served as chief diversity officer at Davidson College. Her top objective, which she has made clear since assuming the College's helm in July 2019, is to construct an institution that is anti-racist—a term that essentially means making equitable choices on a daily basis and actively working against oppression and bias.

"It's one thing to make change," Raymond says. "It's another thing to make change that's enduring. That's what we need to do."

Disrupt The Order



Strike all jobs, extracurriculars, and classes until BIPOC demands are met

ONE OF THE posters created by strike organizers.

For Haverford, the strike was a moment of reckoning—months and even decades in the making.

In May, George Floyd's horrific death shook America and galvanized communities worldwide. At Haverford, outrage overflowed when statements from Raymond and Director of Athletics **Wendy Smith '87**, intended to invite and show support for the College's anti-racism goals, failed to explicitly affirm that "Black Lives Matter."

On June 17, a group calling itself Black Students Refusing Further Inaction, which included nine Haverford and four Bryn Mawr students, shared a link to a 16-page open letter. Complete with footnotes, the document itemized grievances across both campuses and made 14 demands. It began by saying, "Echoing the voices of wider America, the Black students of

Bryn Mawr and Haverford Colleges are calling to you: ‘we can’t breathe.’” More than 2,600 allies—including other students, alumni, faculty, and staff—signed on in support, a list of names that took up 63 pages. (BSRFI declined to participate in this article.)

The letter detailed ways in which Black students experience discrimination in academics, social life, and sports. They cited insensitive classroom discussions of racially charged topics, lack of support for Black STEM majors, a larger community that tolerates microaggressions, insufficient support for Black clubs, and unacceptable treatment of Black staff, particularly those who work in building services and the Dining Center.

BSRFI called for a required course on Blackness and white privilege, increased hiring of Black faculty, the creation of an Africana studies major, improvements to OMA, and a survey of the working environment for staff of color—all of which Raymond supported. She also agreed to increase financial support to underrepresented groups and for Black History Month programs—specific demands made by BSRFI.

Student athletes also organized, forming the Athletes of Color Coalition (AOCC) and calling on the Athletics Department to recruit more athletes of color, diversify coaching staff, and address the athlete/non-athlete divide on campus. (In September, the AOCC, with the support of the Athletics Department, hosted its first virtual recruitment program for more than 30 high-school athletes of color. A second program took place in October.)

On the Instagram page @blackathaverford, started over the summer, students and alumni offered unfiltered testimony to a pattern of microaggressions—inappropriate jokes, white students failing to make eye contact with Black peers, feelings of being an outsider—that have impacted their Haverford experience.

“A major stumbling block for many primarily white institutions is not just that they are deeply racist, but that they consistently pretend to be the opposite,” wrote Rasaaq Shittu ’23 in a July 15 op-ed in the *Philadelphia Inquirer*. The article offered a critique of selective institutions of higher education, arguing that Haverford was no different despite its Quaker roots and social justice values. “Institutions don the mask of ‘anti-racism’ by vaguely gesturing at unity, without displaying empathy and giving concrete

support to the students who need it.”

Then came the events of late October. To many, Raymond and Bylander’s message sounded tone deaf for its failure to discuss police violence at greater length or offer support to student protesters.

“I am disappointed beyond measure today,” wrote Soha Saghir ’21, a political science major, in an op-ed for the *Clerk*, the College’s independent online student newspaper. “If Haverford truly cares about becoming an ‘anti-racist institution,’ the administration needs to confront their treatment of real social issues in our backyard. We cannot continue to hide out in our bubble as Black communities all over this country are terrorized.”

The evening of Oct. 28, Black students led a sit-in on the Green and a campus march that attracted hundreds. The next day, they called the strike and listed 12 demands that later grew to 14.

Some students said that while they agreed with the overall racial justice goals, they did not support the strike as a tactic, or all of the demands. Those students wrote in an op-ed for *The Bi-College News* student newspaper that their dissent was being squelched through intimidation. Eighty-seven Fords signed the letter.

In a post titled “Why I Oppose the Strike,” published on the Political Science Department’s blog, a student using the pseudonym Publius said the strike “has done more to divide our campus and vilify members of our community than anything I have witnessed during my time at the College.”

Still, the movement drew strong support.



“It’s one thing to make change.

It’s another thing to make change

that’s enduring. That’s what we

need to do.”

Anti-Racism at Haverford

Many professors canceled classes in solidarity; several held teach-ins. Black students made clear that they had reached their limit with the slow pace of progress.

In an article about the strike published in *Inside Higher Ed*, sociology major Aishah Collison-Cofie '22, a strike organizer, told a reporter, "If it takes striking for you guys to listen to us, make some change and have some action to prove this is truly the anti-racist institution it is claiming to be and actually supporting its lower income and BIPOC [Black, Indigenous, and people of color] students, then that's the risk we're willing to take." (Organizers did not respond to repeated requests for comment for this article.)

In the same article, organizer Ayanna Madison '23, who plans to study psychology, said: "The point of this is to point out that Haverford was exclusively built for cisgender, heterosexual, white men and that it needs to change its structure or go. A lot of people do not want that change of structure because they're actively benefiting from it."

Black students, Dean Bylander affirms, have raised very real concerns. "Their experience is their experience," she says. "If we are serious about becoming an anti-racist institution, about diversity, equity, and inclusion, we will listen. And we will try to figure out: How will we live our values?"

"We all have wonderful words," she continues. "How do we make those our true actions every day?"

From the start of the student strike, the goal was clear: disruption. "Disrupt Haverford" and "Disrupt the Order" became the rallying cries of Black students and allies as they demanded the administration make substantial changes—or step down.

On Nov. 5, an open Zoom meeting between students and the College's leaders, including Raymond, drew around 300 participants. As the contentious two-hour virtual gathering ended, resolution of the strike appeared out of reach. One student asked administrators: "Can you commit to vacating your position if effective change does not occur?" Senior staff—including Assistant Vice President for College Communications **Chris Mills '82**, newly hired

"If we are serious about becoming an anti-racist institution, about diversity, equity, and inclusion, we will listen. And we will try to figure out: How will we live our values?"



Provost Linda Strong-Leek, and Vice President and Chief of Staff Jesse Lytle—said yes, as did Raymond, who added: "I am here for this work. And if I am an impediment, if I am not the way forward as president, and there is a better way for Haverford College to do that, absolutely."

In the days that followed, negotiations over specifics continued. On Nov. 11, several hundred students and others gathered in the drizzle on Founders Green to declare an end to the strike and acknowledge hard-won commitments.

Among them: The College agreed to establish a LatinX Center, renovate the Black Cultural Center, improve accessibility to campus buildings, and provide bias training for staff and faculty. Other demands met include making Election Day a College holiday, prioritizing Indigenous populations in admissions, creating a more transparent framework to report classroom climate issues, increasing support for queer and trans students of color, and ensuring no repercussions against strike participants. Raymond also accelerated her planned departure from the role of chief diversity officer, appointing Provost Strong-Leek in the interim while a process to determine the best model for a Haverford CDO takes place.

"This fight and desire for basic human rights and respect was here before us and will be here

Funding Diversity, Equity, and Inclusion



Five recently created endowments support the latest steps in the College's ongoing efforts to ensure that all students thrive at Haverford. Permanently endowed funds provide an annual stream of income committed to their purpose.

Established in 2019, the **TETSUTARO LNUMARU 1902 SCHOLARSHIP FUND** celebrates the first individual from Asia to graduate from Haverford. It is awarded annually to a student with demonstrated financial need who is committed to the study of Asian history, heritage, communities, or cultures. "I had been actively engaged in the Multicultural Alumni Action Group and fundraising when the scholarship was proposed by **Thien Le '05**," explained donor and Board member **Don Liu '83**, P'17, P'19. "The Inumaru Scholarship reminds me of how I benefited from financial aid, and I want to pay it forward to others in need of financial assistance."

In September, Haverford announced four additional programs supported by philanthropy.

The **WINTNER-LOVE FELLOWSHIP** will provide paid summer research internships through the Koshland Integrated Natural Sciences Center for students from groups underrepresented in STEM fields. Funding five to ten student researchers a year thanks to the generosity of Joyce and **Ted Love '81**, P'15, P'17, the program is named for Claude Wintner, the emeritus professor of chemistry who served as an important mentor to Love. "My life's trajectory was dramatically altered at Haverford by being able to fully see and embrace my full potential, and do the work to secure it," said Ted Love. "Joyce and I hope that every student in need finds their own Claude Wintner."

Also launching this summer, the **PHILADELPHIA**

JUSTICE AND EQUITY FELLOWS will provide paid summer and academic year internships through the Center for Peace and Global Citizenship at partner organizations working actively in Philadelphia to address issues of justice and equity and confronting systemic racism. The fellowships are made possible by a new endowment created by the Board and Corporation of Haverford College and seeded by Aleta and **Paul Zoidis '81**, P'11.

Additionally, the **WENDY RAYMOND AND DAVID BACKUS 1982 PRESIDENTIAL FUND FOR ANTI-RACISM PROGRAMS** will support faculty research and teaching that engages students in the study of anti-racism, racial equity, and racial justice. The fund will enable faculty hiring, teaching, curricular development, scholarship, and creative work in areas of study that recognize and extend our understanding of contemporary and historical racism. The **WENDY RAYMOND AND DAVID BACKUS 1982 PRESIDENTIAL FUND FOR LGBTQIA+ STUDENT PROGRAMS** will support staffing and resources, including mental and physical healthcare, to assist and celebrate students who identify as lesbian, gay, bisexual, queer, transgender, gender fluid, or nonbinary.

"Our hope," says President Raymond, "is that these funds will support a concerted effort by Haverford to become an anti-racist and inclusive institution by supporting faculty who wholeheartedly engage in anti-racism scholarship and teaching, and by making Haverford a place where all LGBTQIA+ students can thrive. We are educators who have long invested in diversity, equity, and inclusion. These gifts meaningfully connect our personal passions with Haverford's future success."



Gifts of any amount can be added to established endowments. Contact **Deb Strecker** at dstrecke@haverford.edu or (610) 896-1129 for more information about funds supporting diversity, equity, and inclusion. To designate your annual gift for anti-racism initiatives, visit hav.to/give.

Anti-Racism at Haverford

after us,” organizers wrote in an email to the community. “The call to action, in many of our lifetimes, has never been as powerful as it is now, and what we choose to contribute and sacrifice for this ongoing movement, and the many coinciding movements like it, will be what defines our stories.”

Most of the proposed actions require financial resources, and Raymond has committed to finding the dollars. In June, she established the Wendy Raymond and **David Backus 1982** Presidential Endowed Fund for Anti-Racism to support faculty research, curricular development, and diverse hires. Others also have stepped forward to establish funds. (See *story on page 39.*)

The College’s detailed response to the strikers’ demands has formed the foundation of the anti-racism plan, and structural change has already begun, even going beyond student demands. The Corporation, for one, is seeking to diversify its ranks by changing membership requirements to allow non-Quakers, which will be a lengthy process, Raymond says. Likewise, she is looking to formalize “extraordinary opportunity hiring,” in which the College pursues the possibility of hiring extraordinary individuals encountered through campus programs or at conferences. The Board of Managers, meanwhile, has established an Anti-Racism Inclusive Accountability Group that will hold adminis-



“The real proof is what gets done. We’ve had reports, we’ve had statements, all sorts of things. Let’s see what gets done.”

trators accountable for progress in anti-racism action; notably, it will include outside experts in the field of diversity, equity, and inclusion. It plans to issue its first report in spring 2021. The College also advanced a new vendor policy prioritizing certified minority-owned businesses.

Meanwhile, the Committee on Student Standing and Programs is overhauling its academic warning system to create a more supportive structure, and while working on that has already suspended the “Academic Warning” label which has been so divisive.

“I feel really proud about what we’ve done so far,” says Karen Masters, an associate professor of astronomy and physics and a committee member. “The strike achieved a lot. I wish we could have done it without the strike, but I’m really grateful for what it achieved.”

At least one department—biology—has committed to dramatically rewrite its curriculum to make it more inclusive. Biology Department faculty have suggested a new entry-level course to encourage interest in the subject; modifications to a lab course that has served to discourage some prospective majors, disproportionately impacting students of color and first-generation students; and more mentorship opportunities.

“While we have been individually working toward inclusion, support, and anti-racism, we acknowledge that our progress has been far too slow for what our students need and deserve,” a letter to biology students read. “These are hard and humbling conversations to have, and the student strike has brought this to the forefront.”

For many, the episode struck a familiar chord. In 1972, members of the Black Students’ League organized a campus boycott and issued demands to the College that were similar to those made by BSRFI and other strike organizers—something both groups noted.

(For more about the boycott, see p. 32.)

“That is really the message,” Raymond says. “Forty years ago, 30 years ago, 20 years ago, 10 years ago, the same letter that BSRFI wrote could have been written. The world has changed a lot around diversity and inclusion, and yet in a lot of ways, structural racism remains unchallenged.”

Why is this moment going to be any different? Raymond says she plans to hold herself

accountable—and clearly, students are ensuring that happens. Strike organizers, in particular, pushed the administration to establish specific timelines for action steps, listed in a massive open spreadsheet (linked on the president’s webpage) that tracks the College’s responses to and progress on the students’ demands.

While alumni have offered support and encouragement for the anti-racism plan, a few, Raymond says, have expressed anger or disappointment that this work has become a central focus of the College. A few see current efforts for structural change as an affront to strides already made on diversity and inclusion. Still others are doubtful the work will be impactful enough.

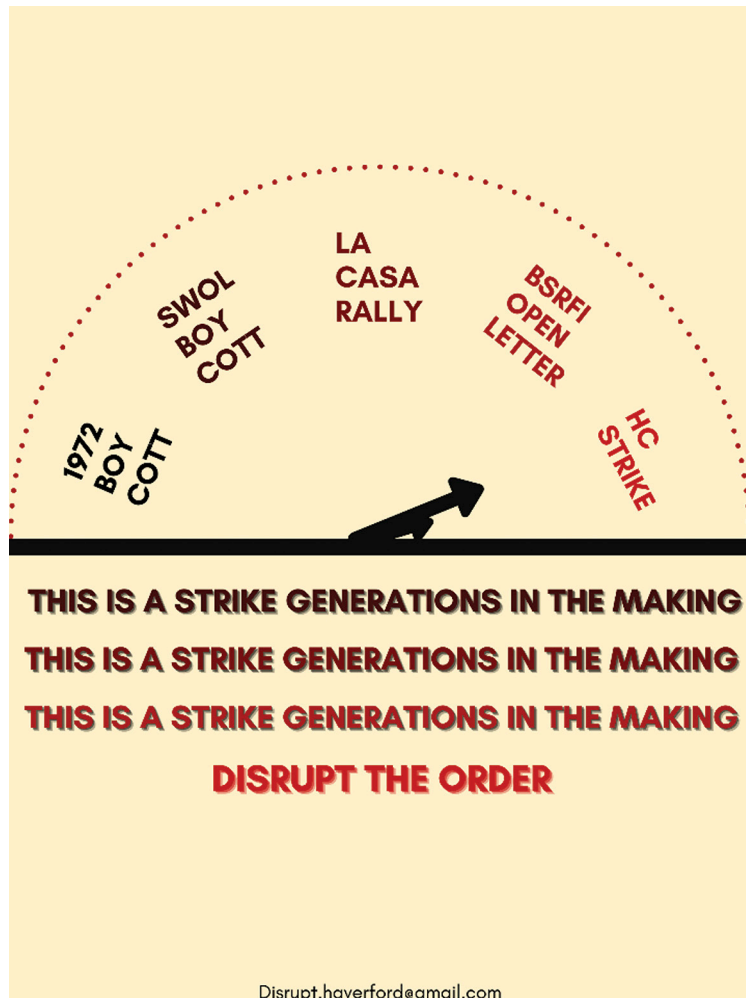
Nearly five decades ago, **Jim Pabarue '72**—now a retired lawyer who began his career as a Philadelphia assistant district attorney—was among those who participated in the 1972 campus boycott. More recently, he cofounded the Multicultural Alumni Action Group, which has met with some of Haverford’s Black student activists.

“The current students felt that Haverford is very good at having conversations and dialogue, or what they think is dialogue,” he says, “but the reality is nothing changes.”

Still, the current administration is determined. Strong-Leek pledged that in her interim role as chief diversity officer she would not only provide funding for diversity, equity, and inclusion work, but “begin conversations about how to honor the ‘shadow work’ that women and faculty of color often do—things that are not generally ‘counted’ when it is time for tenure and reappointment decisions. ... This is the work I came here to do.” (*Read more about the CDO changes on p. 13.*)

Pabarue, too, is cautiously optimistic this time around. He says Raymond’s actions so far are good steps forward. “The real proof is what gets done,” Pabarue says. “We’ve had reports, we’ve had statements, all sorts of things. Let’s see what gets done. ... We’re pushing and pushing.”

Clearly, the work ahead is massive and complex and messy. Some student activists say they are weary of the College asking them to share their experiences of racism yet again, and wonder how the administration could be so unaware of systemic problems.



ANOTHER STRIKE poster highlighted previous campus protests dating back to the 1972 boycott.

In recent months, Raymond and senior staff have repeatedly acknowledged the students’ grievances, and sought to communicate that they see and truly hear students of color. As Raymond, along with her team and indeed the whole College, works with urgency to create lasting structural change, she knows that an anti-racist institution is an ambitious, daunting goal.

Nevertheless, she says, “I’m hopeful for Haverford. We know how to take action to achieve racial equity. The question is will Haverford have the courage and dedication and will and integrity to do that?”

“Yes,” Raymond says, “we must.”

Journalist Lini S. Kadaba is a former Philadelphia Inquirer staff writer and frequent contributor to the magazine.

Director of News and Social Media Rebecca Raber contributed to this story.



The Department of Computer Science expands to accommodate growing student enrollment. **BY ASHLEY FESTA**



As the world becomes increasingly data driven, the field of computer science has exploded with students—and there simply aren't enough professors to teach them.

At Haverford, as at many other colleges across the country, overcrowded classes have resulted in lotteries and course caps, leaving some computer science majors scrambling to complete requirements.

“This is part of a broader national trend,” said Associate Professor of Computer Science Sorelle Friedler. “We have seen it here at Haverford even beyond the national trends. There’s been a lot of interest as there’s been more of a public understanding of the importance that tech companies play in democracy, for example, and just in our everyday lives.”

The issue at Haverford has improved thanks to the hiring of two tenure-track faculty members: Assistant Professor of Computer Science Sara Mathieson, who specializes in computational biology and began teaching in fall 2019, and Assistant Professor of Computer Science Alvin Grissom, who focuses on computational linguistics and is teaching his first classes this semester. The addition of Visiting Instructor of Computer Science Rajesh Kumar, who researches human-centered computing, biometrics and security, and applied machine intelligence, has further



→ Dave Wonnacott

filled out the computer science faculty ranks—an expansion that will give students more options for exciting electives and help ensure that they will find seats in core courses.

The kind of strains on computer science resources that Haverford has experienced have become common. In a 2015 survey, the Computing Research Association showed that the number of undergraduate

computer science majors in the United States was higher than at any other time, including during the dot-com boom of the late 1990s. The CRA also reported that over 60 percent of responding academic institutions more than doubled their computer science enrollment between 2009 and 2014.

The numbers are similar at Haverford. In 2010, the College had just one computer science major, but in the spring of 2020, there were 29. The number of declared majors expected to graduate in 2021 and 2022 are 33 and 37, respectively.

The department was forced to stop offering a minor in computer science last year in order to accommodate majors, but that didn't entirely alleviate the problem. Classes had swelled to 30, sometimes 40 students. (And even those numbers, notes Mathieson, don't represent the full scope of campus interest, as lotteries and caps held down class sizes that could have ballooned to as many as 80 students, according to pre-registration estimates.)

"I was surprised by all the lotteries because of how popular computer science is," said Alison Rosenman '20, who graduated with a computer science degree in the spring and is now working as a technology rotational associate at the Capital Group in Irvine, Calif. "Even as a senior, I had to worry about course caps and lotteries. I worried that the lack of staffing decreased the rigor of the major."

Professors had similar concerns: They wanted to make sure the department had the resources to offer a true Haverford education in their discipline.

But now, with two new faculty and a visiting professor on campus, the Department of Computer Science can

better accommodate its students—both in terms of class size and elective offerings.

"This is really strengthening our breadth as a department," said Professor and Chair of Computer Science Dave Wonnacott. "When we were really small, we focused on the classical field of computer science for its own sake— theoretical foundations and how systems work. Now we're able to make richer connections to relevant purposes of computer science."

Haverford also has a new computer lab with 40 Linux machines that have graphics processing units, which are important for teaching new "Machine Learning" and "Computational Linguistics" courses. (And thanks to a clever installation by the College's Instructional and Information Technology Services, the monitors and keyboards can switch from Linux to Windows by flipping a single switch.) The College also allocated funds for new research space and classroom renovations to accommodate the growing number of students.



WORKING THROUGH BIOLOGICAL PROBLEMS USING COMPUTER SCIENCE

Computer scientist Sara Mathieson adds to Haverford's existing interdisciplinary research with her focus on how biological problems drive innovation in algorithm development and how computational approaches can uncover new biology.



→ As the number of computer science majors has grown from just one in 2010 to 29 in 2020, the annual Tri-Co Hackathon, launched at Haverford in 2014, has become an increasingly popular event.

Comp Sci Surge



→ (from left) Blien Habtu '21, Isabella Munro '21, and Ziyao (Claire) Wang '22 are doing further development on their Hackathon-winning website Gradual, which allows Tri-Co students to plan courses and co-curricular activities across their undergraduate career.

“The expansion of the department will allow me to teach a broader range in my field,” Mathieson said. “We’ll all be able to put more attention on our specialties, which is good for the students and advances our research, too.”

One of her current research projects aims to develop algorithms to reconstruct the genomes of ancient individuals based on present-day genomes. With these reconstructions, specifically in families with high rates of heritable disease, biologists will have new clues about what genes are responsible for disease risk. For her project, Mathieson is studying bipolar inheritance patterns in an Old Order Amish population from Lancaster, Pa.

“The results should help us better understand the genetic component of bipolar disorder, and the algorithms we’re developing could be used in other reconstruction problems



→ Sara Mathieson

where we don’t have direct access to the necessary DNA,” explained Mathieson, who has Haverford students working in her lab and collaborating with researchers at the University of Pennsylvania. “This same type of analysis could be applied to any other heritable disease in an extended family.”

Mathieson taught “Machine Learning” this fall, and she’s partnering with Assistant Professor of Biology

Eric Miller to develop a “Computational Superlab” for the spring semester. While they haven’t sorted out all the details yet, it’s a course that will be greatly enhanced by the collaboration made possible by an expanded Department of Computer Science. The interdepartmental nature of the course illustrates the need for—and usefulness of—a level of computer science competency across many different disciplines.

“I want to see computer science treated as a basic skill, like writing and math,” Mathieson said. “I want everyone, even non-majors, to be able to take computer science and see it for the interdisciplinary tool and subject that it is. That’s what we’re trying to do at Haverford.”

Friedler agrees: “Computational literacy is important in order to be an educated member of society.



STUDYING LANGUAGE THROUGH A SOCIAL JUSTICE LENS

Assistant Professor of Computer Science Alvin Grissom is excited to bring his expertise in computational linguistics to a liberal arts college. And students are just as eager to have that specialization in the classroom.

“His research fits really well with what I’m interested in,” said Blien Habtu '21, who is majoring in both computer science and linguistics. “I’m hoping this [department expansion] will give our professors a chance to offer more electives in their own research areas.”

There are two general ways computational linguists can focus on their discipline. One is to build tools that use language as a primary component, such as a Google search or an app that translates text from one language to another. When building a tool that must recognize speech in order to perform its function, such as Siri, a computational linguist must consider variables such as dialects and accents so the tool can understand all users’ speech.

Another way to apply the discipline is to use computational tools to study language. For example, in one of Grissom’s research projects, he’s studying the language that commentators use to talk about American football. Grissom and his collaborators have analyzed the fast pace of football commentary and confirmed his hypothesis: that players of different races are discussed in different terms. This research has scientifically identified a phenomenon that may play a role in discussions of social justice.



→ Alvin Grissom

“I’ll incorporate these broad ethical concerns into my classes,” said Grissom, adding that the book *Race After Technology: Abolitionist Tools for the New Jim Code* by Ruha Benjamin is required reading in his “Computational Linguistics” course this semester. “This book reframes the technology that people like me develop in a social justice lens. We’ll talk about the implications for what the students are learning in the classroom.”

Those implications may involve issues where machine learning intersects with race—for example, when facial recognition systems misclassify nonwhite faces more often than white faces.

Wonnacott offers another example: Machine learning techniques can create a “race-blind” algorithm that leaves out racial properties of the collected data. However, if the algorithm includes information about income and zip code, those paired data sets can provide racist results unintentionally.

“We can then use other computational techniques to recover racial bias, so you can at least identify if it has picked up racist behavior,” Wonnacott said. “But when you’ve done that, what counts as fair and just in that context?”



OUTSMARTING SMART TECHNOLOGY

Visiting instructor Kumar will continue his research on behavioral biometrics. Physical biometrics—such as facial recognition, fingerprints, or retina scans—can be used to identify an individual for many purposes, including security. Similarly, behavioral biometrics, such as walking patterns or other movements, can also be used to authenticate identity and will likely become more common in the future. Kumar is researching the ways such technology could be tricked—and security compromised.

“These movements are unique to you and form a signature,” explained Kumar, who is teaching “Introduction to Computer Science and Data Structures” and “Computer Security: Attacks and Defenses” this semester. “For example, imagine you have a smart car that can automatically unlock its doors based on the hand movement or walking pattern you produce when you walk toward the car. I’m studying to find out if someone else can walk like you, if someone mimics your pattern, will the system be fooled?”

Broadening Perspectives

STEM fields historically have had little diversity, but the number of women and nonwhite students in the field is growing, nationally and at Haverford. For the 2019–20 academic year, nearly 60 percent of computer science students at Haverford were nonwhite, and 21 percent were women.

As Haverford adds a woman and two people of color to its computer science faculty, students and professors alike recognize the advantages these new faces will bring.

“Some students haven’t seen themselves as computer scientists or haven’t been encouraged to follow that path,” Sara Mathieson said. “It can be powerful to see those people in positions of authority and influence. If students find faculty that they identify with and resonate with, that will serve our majors as they think about themselves as the next generation of scientists.”

“I want every student to be successful, and the lack of representation can have a psychological effect on some



→ Rajesh Kumar

students,” said Alvin Grissom, who is Black. “One way of addressing that problem is to have more Black faculty in computer science. Having Black mentors will increase the success rates of Black students. To the extent that my presence can give them an example of what’s possible, that’s great.”

“International students’ concerns and questions may

get overlooked when the faculty is all domestic,” adds Rajesh Kumar, who is from India. “I bring a different experience and unique perspective about what we can do to support our international students.”

“It’s powerful to see people [who look] like you leading and teaching,” said Blien Habtu ’21, who is Black. “I can imagine a first-year, or someone who is still trying to figure out exactly where they fit on this campus, peeping through the professors’ window and instantly feeling reaffirmed in how this space includes them.”

“I care that the technology being developed better represents society and is better for all of society,” said Sorelle Friedler, who has been teaching computer science at Haverford since 2014. “To do that, we need computer scientists who come from a variety of backgrounds. And my hope is that we are increasingly managing to train such a student body here.”

—A.F.

Tech Beyond the Classroom

Along with fueling the demand for more computer science courses, Haverford students have been eagerly pursuing opportunities to explore technology outside the classroom.

One venue for technical innovation has been the Tri-Co Hackathon, which launched in 2014 and brings together teams of students from the three colleges to spend an intense 24 hours imagining and creating original digital projects that address specific real-world problems. Past winners include 2014's TryLinGO, a foreign-language translation app; 2015's ReportIt, which allows the public to log encounters with faulty infrastructure; 2017's Smart Camera, which transcribes text contained within photos; and 2018's Blue Bus, an app-based countdown clock which tracks the arrival of the next Blue Bus. In 2019, the winner of a winter Tri-Co Hackathon was Gradual, a website that enables Tri-Co students to monitor their academic progress; at the fall Hackathon that same year, a team of five Haverford students claimed first prize for their work on *Salud y Dinero*, a computer game available in both English and Spanish that aims to make developing financial literacy fun for Latinx kids.

Also providing opportunities for coding and programming on campus is the student club HaverCode and the Maker Arts Space in VCAM—where students have pursued independent projects such as building a robotic prosthetic arm and a device that changes color to signal rising levels of carbon dioxide in a room. In addition, the Summer Incubator program sponsored by the Haverford Innovation Program (HIP) has been fostering technical ingenuity since 2018. While HIP's support for student-devised entrepreneurial projects isn't limited to those involving technology, a number of the incubator's participants have relied on apps or web platforms to provide a service or solve a problem.

During the 2019 Summer Incubator, the developers of Open House devised open source digital templates for DIY modular furniture, and the creators of the Hackathon-winning website prototype Gradual—Blien Habtu '21, Isabella Muno '21, and Ziyao (Claire) Wang '22—took their project to the next level. Muno, a computer science major, said that Gradual allows students to “plan courses and co-curriculars across their undergraduate career and track their progress through an analytics dashboard. At the same time, institutions [like the College] can use the data Gradual gathers to better understand why students make the decisions they make.”

As part of the 2020 Incubator, participants Brittany (Songyu) He '21 and Julia Jones BMC '21 created INtern,

an online platform that allows college students to connect with professionals working in their desired career areas and line up small virtual jobs. And Margaret Chen '21 and **Sara Matasuma '20** developed their ideas for Bentbox, a return system for reusable takeout containers aimed at fast food chains. Key to the service is the Bentbox website, where customers can “check out” the containers they've received. After their meal, they can scan the empty container at a return receptacle and earn points that lead to discounts. (Taking their ideas beyond the Haverford campus, both of the 2020 incubator teams were among the top five finalists in the B.PHL College Innovation Classic competition in September.)

With sponsorship help from HIP, students also have participated in a number of hackathon-type events such as FemmeHacks, Techstars Latinx Startup Weekend, and a Local Hack Day competition run by Major League Hacks (the official student hackathon league)—where a team of Fords took first place.

And Haverford students even have received international recognition for their extracurricular work. Computer science major Ken Ruto '21 was a runner-up in the Cisco Global Problem Solver Challenge, which awarded him \$25,000

in 2018 to support the development of Flux, a smart water meter designed to make the water system in his home country of Kenya more efficient. And Pelagia Majoni '22, a computer science major and Africana studies minor, won the 2020 Student of Vision Abie Award. The \$15,000 prize is given by the Grace Hopper Celebration, the largest gathering in the world of women in technology, which she attended last year.

Majoni, who grew up in a remote part of Zimbabwe, spent last winter break there teaching an introductory programming class to high school students. Inspired by them, she returned to campus and led a Haverford team to victory at the PennApps hackathon at the University of Pennsylvania. The winning project was a web application that would give her students access to free resources to learn programming. (With support from Zimbabwe Science and Haverford's Koshland Natural Sciences Center and Center for Peace and Global Citizenship, Majoni is continuing engineering work on that app.) What also caught the eye of the Abie Award judges was Majoni's work on developing The Golden Gate Project, which will help high school students in Zimbabwe to build technologies to increase agricultural yields.

—Eils Lotozo, with additional reporting by Rebecca Raber and Caroline Tien '20



→ Pelagia Majoni '22

Kumar also emphasizes the need for a more diverse field of computer scientists to address problems in developing security tools, such as facial recognition systems.

“We’re relying more on computer-based processes, which must be unbiased,” Kumar said. “We have to think about diversifying the teams, the people who are developing and implementing the software. When teams are diversified, they will be more likely to anticipate potential biases.”



EXPANDING,
ENRICHING, AND
STILL PERSONAL

With these faculty additions, Haverford will be able to continue offering the individual attention made possible by smaller classes.

“One of my favorite things about Haverford is its small size, making it easier for students to maximize the amount of time they can collaborate with professors,” Habtu said. “Almost the entire department knows me by name and are willing to sit with me to chat about my academic goals.”



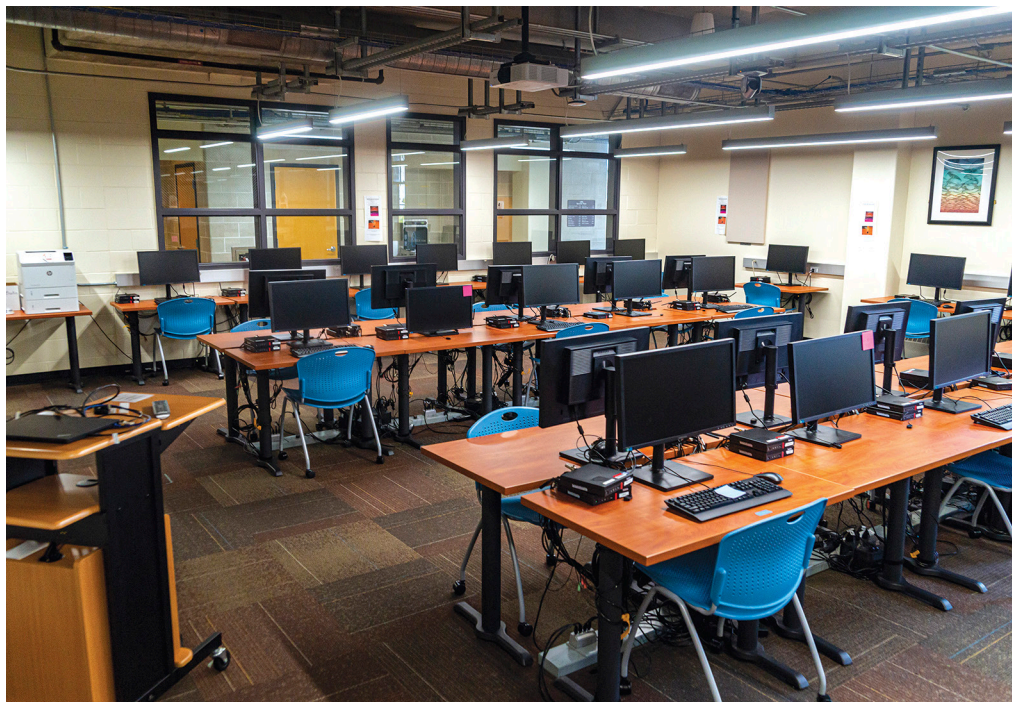
→ Sorelle Friedler

The department is pleased that Mathieson, Grissom, and Kumar will add new opportunities for interdisciplinary collaborations while also teaching students who choose to follow a traditional path that there are broad applications for the field of computer science. And students are eager to embrace the interdepartmental collaborations these professors’ research will make possible.

“Being at a liberal arts school allows people to understand both the computational side of it and the more applied side of it in real in-depth ways,” Friedler said.

“[The new professors’] expertise in machine learning, particularly with biology data and linguistics, is essential in both industry and academia,” said Rosenman. “I appreciate Haverford’s realization that computer science does not always equal coding.”

Ashley Festa is a freelance writer and editor based in South Carolina. She specializes in higher education.



→ The new computer lab has 40 Linux machines with graphics processing units, which are important for teaching “Machine Learning” and “Computational Linguistics” courses.



GIFTS IN ACTION

Because Haverford’s annual operating budget is not designed to support big innovations like new facilities or academic expansion, the College had always depended on philanthropy to fuel major growth, progress, and renewal.

Having seen firsthand the need to build capacity and diversity, recent computer science major **Shreyas Shibulal ’15** committed to strengthening the department. Together with his sister **Shruti Shibulal ’06**, and parents Kumari and S.D. Shibulal, he created the Shibulal Family Computer Science Professorship to expand opportunities to hire faculty of color.

To learn more about supporting academic innovation at Haverford, contact Deb Strecker at (610) 896-1129 or dstrecke@haverford.edu.

Learning From a Past Pandemic

By Ethan J. Kytle '95

Like most, if not all, of my fellow Fords, I was overwhelmed by the COVID-19 pandemic when it hit last spring. Schools closed. Restaurants shuttered. Millions of people out of work. Thousands sick or dying.

As a professor of history, my first instinct was to look to the past for clues about how to process such an extraordinary moment. So I began exploring how my hometown of Fresno, in the heart of California's Central Valley, responded to the last health crisis of this magnitude.

A century ago, in 1918-19, another deadly virus swept the globe. Businesses were shut down, cities were quarantined, and hospitals were overwhelmed. During this pandemic, about one-third of the world's population was infected by an especially virulent influenza strain that killed 675,000 Americans and at least 50 million people worldwide.

This 1918-19 pandemic, however, was virgin historical territory for me. I am a scholar of 19th-century America, and my research and teaching focuses on slavery, abolition, and the Civil War—topics that first fascinated me in Haverford Professor Roger Lane's legendary United States history survey. I needed, in short, to take a crash course in the great influenza outbreak.

Fortunately, I had access to digital copies of the *Fresno Morning Republican*, the leading daily newspaper covering my community in the early 20th century, which allowed me to piece together what happened here in 1918 and 1919. To capture how the flu pandemic unfolded in Fresno, I began publishing a series of regular blog posts that sought to track the outbreak in real time, allowing readers to follow the course of that health crisis



as our own pandemic unfolded week by week.

I wrapped up this project in late September, after six months, 20 posts, and a 7,500-mile, cross-country drive with my family (a whole other story!). I was a bit chagrined that I couldn't stick to my original real-time vision—it took me six months to cover the four-month arc of Fresno's flu pandemic, a fact that highlights the challenges of such an endeavor as well as the longevity of the COVID-19 outbreak. We are more than six months in with no end in sight.

Here are some other lessons I learned along the way:

First, early action makes a difference. Back then, Fresno reacted fairly swiftly to the appearance of the flu, enacting social distancing measures sooner than many other cities—and its low mortality rate testifies to the wisdom of this approach. My hometown's response certainly compares favorably to that of Philadelphia, America's hard-hit city, where authorities down-

played the threat of the virus for weeks.

Second, we should expect greater resistance to emergency health measures the longer the coronavirus crisis drags on. During the first wave of the 1918-19 pandemic, most Fresnoans seem to have followed city regulations, though some flouted the mask ordinance (and risked being fined and arrested). During the second wave, however, resistance became more overt. Pool halls and other places of amusement refused to close their doors, and business owners threatened lawsuits unless they were permitted to operate unfettered. Public health officials, meanwhile, increasingly struggled to convince residents to put aside their individual interests for the good of the community.

The final—and most important—lesson I learned was that Fresno, like countless other communities across the country and beyond, survived a pandemic before. This is not the first time we've upended our lives in the face of a deadly virus. It's not the first time we've closed churches, schools, and businesses, taught our children by remote learning, or donned masks each and every time we go out in public.

We've done this before, and if we pull together and make the necessary personal and collective sacrifices, we will survive this crisis, too.

Ethan J. Kytle is a professor of history at California State University, Fresno. His latest book, coauthored with Blain Roberts, is Denmark Vesey's Garden: Slavery and Memory in the Cradle of the Confederacy. You can read his "Dispatches from Fresno, 1918-19" on the history blog Tropics of Meta.

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

Class News



Thomas Devaney, visiting assistant professor of English, teaches his "Introduction to Creative Writing Poetry" class behind Woodside Cottage.



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.

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Alumni Obituaries

42 Ted Lawrence P'82 died on May 5 from complications of COVID-19. After college, he joined the U.S. Navy, serving as an engineering officer aboard the USS *Amman* and the USS *Anthony* in the Pacific theater during World War II. He fought in the Battle of Leyte Gulf, survived a kamikaze plane attack, and was on a ship anchored in Tokyo Bay during the surrender of Japan. Upon discharge from active duty in 1946, Lawrence attended the University of Pennsylvania Medical School, and conducted his residency at Bryn Mawr Hospital, where he met his wife, Mary Tarquinio. Lawrence dedicated much of his career to veterans' service, working in veterans' hospitals on both the West and East Coast. He served as chief of cardiology at the Philadelphia Veterans Hospital, taught at the Medical College of Pennsylvania, and co-authored several medical textbooks. He was known as a pioneer of cardiac catheterization procedures, and was an American College of Physicians fellow and a member of Mensa. After retiring briefly in 1980, he spent 15 years as a cardiac consultant at Haverford State Hospital. He was a meticulous gardener, and loved spending time at the family camp on Lower Goose Island in Casco Bay, Maine. He was preceded in death by his wife, Mary, his brother, **Jack Lawrence '31**, and his son Steve, and is survived by his sons Roy, Geoff, Bill, and **Tom Lawrence '82**; 11 grandchildren; and two great-grandchildren.

45 Forrest "Gage" Gager died July 31 at age 98. His education at Haverford was interrupted by World War II, and he served over four years in the Army Air Corps as a navigator and radar observer. After he was discharged, he returned to Haverford on the G.I. Bill, and then received his master's in organic chemistry at Indiana University in 1951. He began his career in development at Merck and Co. in Rahway, N.J., before moving to Richmond, Va., to be a scientist in the Philip Morris Research Center, where he worked until his retirement in 1985. Gage was a member

of numerous professional organizations, including the American Chemical Society and the Instrument Society of America, where he served as a founding member of the Committee E-19 on Gas Chromatography. He was a passionate supporter of environmental issues and community affairs, serving as president of the Regional Air Pollution Committee for Amherst County, Va., and president of the Southampton Recreation Association in Richmond. Gage was a lifelong tennis player, and began playing competitively after his retirement at age 70. He was ranked first in the Mid Atlantic Section and Virginia in the 80s age group, and ranked nationally in Super Senior Father/Son Doubles with his son, Brian, one year. Gage was preceded in death by his wives, Helen McClure Gager, Janet Kelso Lowrey Gager, and Judith Feild Gager. He is survived by his son, Brian; daughter, Judith Perlman; stepdaughter, Anne Lowrey Bailey; 10 grandchildren; and seven (soon to be nine) great-grandchildren.

49 Neil Boger died on June 23 in Charlottesville, Va., at age 93. At Haverford, he was awarded the Clementine Cope Fellowship for graduate study, and was a member of the Founder's Club. After graduation, he attended the University of Rochester

School of Medicine, and subsequently became a pathologist with a long career in Rochester, N.Y., where he served as a lab director and as teacher to many lab technologists and medical students. He was predeceased by his wife, Sharon, and is survived by his son, Gregory; his daughter, Elizabeth Boger Foreman; as well as a number of nieces and nephews.

Carl Sangree died in his sleep on April 15 in San Diego, Calif., of pneumonia. Sangree had a lifelong passion for trains, and dedicated his career to railways, finally working at the Rock Island Railroad as a freight analyst. Sangree was an avid traveler and sailor; he owned a small sailboat on Lake Michigan and took great pleasure mentoring young sailors through the years. He also took train trips around the world, accumulating thousands of slides from his adventures. He belonged to Winnetka Bible Church, was an enthusiastic member of the choir, and a member of the Congregational Life Council and Missions Committee. He also appreciated investing, and loved debating politics and economics. He was preceded in death by his wife, Gail MacDonald, his father, **Carl Sangree, Class of 1917**, and his brother **Walter Sangree '50**. He is survived by three brothers, many nieces and nephews, and his dear friend Astri Palou, with whom he travelled the world.

A NOTE TO OUR READERS: In an obituary for Professor of Spanish Ramon García-Castró that ran in the spring/summer issue of the magazine, he is credited for launching (with Manuel García-Barrio) a formal Spanish Department at the College in 1972. While that is technically correct, the obituary neglected to acknowledge that Professor Manuel Asensio, who came to Haverford after fleeing Spain in 1939, was instrumental in laying the foundation for the department proper. In the words of one of his former students, "He was the 'Spanish Department'" at a time when the study of Spanish was formally administered through Haverford's Department of Romance Languages. Professor Asensio inspired a generation of students through Spanish language and literature courses, including the work of Latin American and Caribbean writers. He and his wife, Elisa Pi de Asensio, also hosted students in their home, which became known as Spanish House. In the words of an alumnus from the Class of 1969 who studied under Prof. Asensio, "I don't mean to denigrate Professor García-Castró's accomplishments in any way but please recognize that his work was built on the shoulders of an excellent teacher and scholar that came before him." Prof. Asensio retired in 1971 and died in 1992.

Alumni Obituaries

Ted Lewis died July 11 at age 93. Lewis served in the U.S. Army during World War II, before attending college. Following Haverford, he attended Harvard University, graduating in 1951 with a degree in economics, and then became a U.S. foreign service officer, stationed in French Indochina and Pakistan. While abroad, Lewis felt a call to ordained ministry, and after returning stateside, he studied divinity at Virginia Theological Seminary, receiving his ordination with the Anglican church in 1964. The next year, he again traveled to Southeast Asia, coordinating food importation for South Vietnam during the Vietnam War, and later worked in South Korea and Laos. He was also assigned to Zaire, where he assisted in the creation of an Anglican diocese in the country, and advocated on behalf of the Congolese church. Lewis returned to the U.S. later in life, assisting several parishes in the Washington, D.C., area, and serving as theologian-in-residence at All Saints' Church in Chevy Chase, Md. He devoted much of his retirement to scholarly work, publishing two books and numerous articles for religious publications. He is survived by one son.

52 Terry Cone P'79 died on June 3, at his home in New York City, after a long struggle with Parkinson's disease. He was 89 years old. After college, he attended Officer Candidate School in Newport, R.I., and served as lieutenant (junior grade) in the United States Navy's Sixth Fleet, before attending Yale Law School, graduating in 1959. A major figure in the legal community, Cone began his career as special consultant to Under Secretary of State for Economic Affairs George W. Ball, and then joined the law firm Cleary, Gottlieb, Steen & Hamilton, and worked in a number of its offices around the world. In 1996, he joined the faculty of New York Law School, where he oversaw the newly established Center for International Law. Cone wrote *International Trade in Legal Service*, and served as an advisor to the new government of post-Soviet Russia in its renegotiations of its foreign debt. He

was a member of several committees in the New York State and New York City Bar Associations, as well as the Council on Foreign Relations. Cone enjoyed classical music, tennis, baseball, and sailing. He is survived by his wife, Michele; his son, Timothy; his daughter, Annabelle; and two granddaughters.

Bill Gray died May 26 at age 89. After Haverford, he briefly attended law school at the University of Pennsylvania, before getting his master's in education at West Chester University. Gray taught English and history for 39 years in the Lower Merion School District, first at the Narberth School and later at Ardmore Junior High. He was also deeply involved in school and community theater, as co-creator of multiple original musicals for the Ardmore Junior High, and as an active charter member of the Narberth Community Theatre. During summers, Gray traveled from the Main Line to Ocean City, N.J., where he managed the Village Movie Theatre. He enjoyed family vacations, especially cross-country trips. He is survived by his wife of 60 years, Dottie; his children, William Gray, Laurie Markle, and Kelley Anne Sloss; and eight grandchildren.

54 Paul Seaver died Aug. 1 at age 88. A lifelong Quaker, Seaver's first year at Haverford was interrupted after he refused to register for the draft for the Korean War. He spent six and a half months in prison as a conscientious objector, before returning to Haverford to complete his undergraduate degree. He then attended Harvard University, graduating with both a master's and a doctoral degree in history. Throughout his career in academia, Seaver became known as a pioneering scholar of early modern English history. He joined the Stanford University Department of History faculty in 1964, where he helped to build the British history program. He also published numerous articles and books, including *Wallington's World: A Puritan Artisan in Seventeenth-Century London*, a micro-history following the life of a London turner in the 1600s. His

scholarly work and his teaching both garnered him numerous awards and accolades, including the British Council Prize in the Humanities, the Guggenheim Fellowship, the Royal Historical Society Fellowship, and the Dinkelspiel Award for Outstanding Service for Undergraduate Education. His former students and colleagues will remember him for his strong ethics, wise leadership, and dedication to others. He is predeceased by his twin brother, **David Seaver '56**, and is survived by his wife, Kirsten, and their children, Hannah and David.

55 Carl Schultheis P'86 died July 12. Schultheis joined the U.S. Army at age 17, serving in the Korean War. Upon discharge, he attended Haverford, followed by Jefferson Medical School. Known to his family as "Doc," Schultheis devoted his career to the study of pediatrics. Along with a few colleagues, he funded the construction of the King of Prussia Medical Center, which now houses a number of medical practices. He was deeply involved in the Rotary Club's Operation Smiles initiative, which took him to Peru to treat children with cleft palate. Outside of his professional endeavors, Schultheis was a dedicated community advocate, serving as president of the Upper Merion Historical Society, organizer of a number of civic projects, and member of his community's Tricentennial Committee. He was school physician to the Upper Merion Area School District, and supported his sons through the Boy Scouts. He was known as a kind and considerate doctor, a world traveler, and a lifelong learner. He is survived by his wife, Joan; his sons, Carl III, Eric, and **Chris Schultheis '86**; his daughter, Melissa Schultheis Martinson; his step-children, Erin, Lee, and Mike Kellett, Shannon Mastronardo, and 14 step-grandchildren; and 11 step-great-grandchildren.

56 David Potter died peacefully on June 27 due to complications from COVID-19. After college, Potter received a master's in education from Temple

University, before returning to Haverford, where he served as admissions officer, then dean of the College and affirmative action officer. Potter went on to serve as an advisor at the University of Iowa and then associate dean in the College of Arts and Science at Syracuse University. After retirement from Syracuse, Potter volunteered with the Manlius Fire Department as a member of the fire police. In his spare time, he served on the Penn Charter Overseers, participated actively in the Kennett Friends Monthly Meeting, and was head umpire for the Kennett Little League. He was known for his varied interests, including classical music, watch collecting, politics, and arm wrestling. He is survived by his sons, his grandchildren, and his cat, Carlos.

57 **Lorenzo Milam** died July 19 at his home in Puerto Escondido, Mexico. He was 86. Widely considered a pioneer of public radio, Milam is credited with starting at least 12 noncommercial radio stations across the U.S., in such cities as Seattle, St. Louis, San Francisco, Dallas, and Portland, Ore. Milam was a proponent of listener-supported community stations, encouraging volunteer staff to experiment with radio content, and eschewing advertisements. He was the author of the book *Sex and Broadcasting: A Handbook on Starting a Radio Station for the Community*, and helped organize the first community radio conference, the National Alternative Radio Konvention (NARK), in Madison, Wisc., in 1975. Milam, who contracted polio at age 19, also served as a passionate advocate for people with disabilities. After leaving radio production in the 1980s, he focused his talents on writing and editing. He published the literary journal *The Fessenden Review*, as well as the online book review magazine, *The Review of Arts, Literature, Philosophy and the Humanities* (RALPH). He also wrote and published more than a dozen books, focusing on radio, disability, and travel—including one book, *Gringolandia*, co-authored with fellow Ford **Jon Gallant '57**. He is survived by his daughter, Kevin, and one grandchild.

61 **Gordon Adams** died on Aug. 24, 2019 at age 80. After serving six years in the U.S. Navy, Adams turned his career towards teaching. He graduated from Union Theological Seminary in 1969 with a degree in music, and taught elementary, middle, and high school students across central Connecticut for decades until his retirement. For several years, he also served as faculty for the Graduate Liberal Studies summer program at Wesleyan University. Upon his retirement, Adams remained active as a substitute teacher and football team academic coach at Middletown High School, and styled himself as the football team's "biggest fan." Adams was a lifelong Episcopalian, and was a member, warden, organist, and vestryman of the Church of the Holy Trinity in Middletown, Conn. He loved books, particularly naval adventures, traveling by train, and listening to a variety of music, and he will be remembered as a warm, welcoming, and generous person. He is survived by his wife, Kathryn; his sons, Foster and **Michael Adams '88**; his daughters, **Hadley Mellin '91** and Mary Adams; and six grandchildren.

Fred Swan died July 23 after a decline in health of his kidneys and brain function. After college, Swan attended graduate school at the University of Iowa and Indiana University, graduating with degrees in recreation and physical education, respectively. As a conscientious objector and a lifelong Quaker, Swan served his alternative service to military duty as a dorm counselor and sports coach at Scattergood Friends School in West Branch, Iowa. In the early 1970s, Swan traveled to Friends boarding schools across the U.S., promoting the importance of environmental education as part of an effort organized by the Friends Council on Education. He also taught briefly at Friends Select School in Philadelphia. In 1984, Swan joined the maintenance department at Swarthmore College, where he worked until his retirement. He was a member of the Corporation of Haverford College from 1964–1987. In his later years, he was

an active member of the Friends House Retirement Community in Sandy Springs, Md. He will be remembered for his love of nature, gardening, and care for animals. Swan was predeceased by his father, **Fred Swan, Class of 1930**, and his grandfather, **Frederick Swan, Class of 1898**, and is survived by his daughter, Holly Swan, and his son, Frederick Cope Swan, Jr.

63 **Michael Penzell** died July 30. As vice president in charge of sales for ABC Radio and later the Mutual Broadcasting System, Penzell was considered an innovator in radio and television advertising. He is survived by his daughters, Sarah, Mary, Abigail, and Grace Penzell, and four grandchildren.

66 **Joseph Bongiovanni** of Bryn Mawr, Pa., died on May 29. He was 75. After Haverford, Bongiovanni attended Temple University School of Law. He worked in private law practice throughout his career, focusing on litigation, both criminal and commercial. He was a founding partner of the law firm Bongiovanni & Berger, and taught law and contracts at Temple University Fox School of Business. In the late 1970s and early 1980s, Bongiovanni served as co-counsel in the FBI's ABSCAM corruption cases. He was elected as an alternate delegate to three Republican National Conventions and ran for Philadelphia District Attorney in 2001 against Democratic incumbent Lynne Abraham. He also served as editor of the 15-volume legal encyclopedia, *Pennsylvania Transaction Guide*. Bongiovanni spent 46 years as a member of the Union League of Philadelphia, and participated in the Pennsylvania Supreme Court Discipline Board, the Philadelphia Bar Association Small Business Committee, the Justinian Society of Philadelphia, and the Federalist Society. He was an avid reader and outdoors enthusiast, and will be remembered for his generosity, storytelling abilities, and devotion to his family. He is survived by his wife of 52 years, Mary Katherine; his children, Mary Elizabeth and Joseph Bongiovanni IV; and four grandchildren.

Alumni Obituaries

Joe Eyer died in 2017. Eyer was a researcher and lecturer, focusing on social causes and mental and physical health effects of stress. In 1978, he received his Ph.D. in biology from the University of Pennsylvania, and then served as a lecturer at Penn, as well as Rutgers University and Brooklyn College. Eyer was a prolific interdisciplinary writer, and an extensive collection of his professional work, research notes, and correspondence is held in the University of Pennsylvania Libraries' Special Collections. Along with his colleague, the neuroscientist Peter Sterling, he coined the term "allostasis," an alternative view of physiological regulation which is used by medical professionals in the treatment of chronic health conditions. Throughout his education and early career, Eyer was also involved in organizing around a variety of radical causes, and supported efforts for the civil rights movement in the American South. He is survived by his wife, Ingrid Waldron, and two children, Katie and Jessie.

74 Mark Newberger died May 2 from pneumonia. Newberger graduated from Cornell Law School in 1977, and worked as an attorney and administrative law judge in the U.S. Social Security Administration in Philadelphia, following in his father's footsteps. He also served on the Lower Merion Township Board of Commissioners. An all inter-academic soccer goalie in college and later a youth soccer league coach, he was a lifelong sports fan. He also enjoyed playing the guitar, volunteering with Habitat for Humanity, and spending time with his family. Newberger is survived by his daughter, Lauren Falcao Bergquist; one grandson; several nieces and nephews; and his beloved dog, Ricky.

75 Michael Freilich P'07 died Aug. 5 of pancreatic cancer. Freilich was an internationally acclaimed earth systems scientist, best known for his research and leadership at NASA. He received his Ph.D. in oceanography from Scripps Institution of Oceanography in 1981, and

then worked as a researcher and flight mission leader at NASA's Jet Propulsion Laboratory and a professor and associate dean at Oregon State University's College of Oceanic and Atmospheric Sciences. He was a key participant in 16 of NASA's major mission and instrument launches, and was an advocate for international scientific collaboration. In 2006, Freilich began work as the director of NASA's Earth Science division, a position he held until his retirement in February 2019. He was the recipient of numerous awards, including the NASA Distinguished Service Medal, the Distinguished Presidential Rank Award, and NASA's Distinguished Achievement Award and Public Service Medal. A sea-level-tracking satellite named in honor of Freilich, *Sentinel 6 Michael Freilich*, was scheduled to launch from Vandenberg Air Force Base in California on Nov. 10. In his personal life, Freilich was a soccer referee, community volunteer, nature photographer, and accomplished chef, and loved giving tours of his vegetable garden. He is survived by his wife, Shoshannah; his daughter, **Sarah Freilich '07**; his son, David; and one granddaughter.

80 Robert Cox died May 11 after an extended illness. He was 61 years old. After graduation, Cox received his master's in paleontology from Penn State University, and then spent 13 years at the University of Michigan, earning a master's in library science, a master's and Ph.D. in history, and a master's of fine arts in poetry. In 2004, he was named the head of Special Collections and University Archives at the University of Massachusetts Amherst Libraries, a position he would hold until his death. Over the course of his tenure at UMass, Cox expanded the university's archives significantly, focusing on social activism and advocacy. One of his most notable projects at the university was the digitization of the papers of W.E.B. Du Bois, which received a Verizon Foundation grant in 2009, and led to the founding of the Du Bois Center at UMass.

Cox's wide-ranging academic interests included culinary history, Quakerism, and social justice, and he published a number of books on diverse topics, including *Body and Soul: A Sympathetic History of American Spiritualism*. In addition to his archival duties, Cox taught courses at area colleges in history, and library and information science, and collaborated with hundreds of students on independent study and internship projects. He will be remembered as a leader, teacher, mentor, and beloved friend. He is survived by his wife, Danielle, his daughter, Phoebe, and many friends.

83 Robert Barry P'21 died on May 26. Barry graduated from Villanova University School of Law in 1987. He practiced law on both coasts, in cities including Boston, Los Angeles, and New York, and was a partner at the law firms of Bingham McCutchen and Morgan Lewis. Outside the office, he was a dedicated supporter of his sons' skiing endeavors and served on the board at the Waterville Valley BBTS Ski Club. He was known for his love of debate, Boston sports, technology, and bicycling, and for his lifelong curiosity. He is survived by his wife, Maria; his sons, AJ Barry '21 and John Alexander; and his beloved golden retriever, Scout.

85 Joseph Kuznicki of Marion, N.C., died June 17 at age 58. Kuznicki received his J.D. from Temple University in 1988, his master's in corporate tax law from New York University in 1991, and his master's in business administration from Virginia Polytechnic Institute and State University. As a lawyer, Kuznicki specialized in business, estate, and tax planning, practicing in Pennsylvania and Virginia during much of his career. He enjoyed reading, traveling, and soccer, and will be remembered as kind and loving by his family and friends. He was preceded in death by his son Vijay, and is survived by his wife of 28 years, Padmaja ("Pam"); his son Mohan Sam Kuznicki; and many other family members and friends.



This 2012 photo shows Professor of Music Heidi Jacob conducting a chamber music lesson with Melanie Shafer BMC '12 (bassoon), Leslie Tjing '15 (clarinet), and Catherine Divizio '12 (oboe), in a classroom in Union Hall. With so much interest in music on campus, Union and Roberts Hall have been stretched beyond capacity in recent years. Classrooms have been pressed into service for private lessons and coaching, and students often practiced in basement rooms and backstage instrument storage areas.

THEN AND NOW COMING SOON

PHOTO: JIM ROESE (THEN); RENDERING BY
WILLIAM RAWN ASSOCIATES (SOON)

Roberts Hall will become the College's beautiful new home for music thanks to a major renovation expected to be completed in fall 2021. The addition of the Michael Jaharis Concert Hall (pictured), whose soaring glass walls offer a panoramic view of campus, will provide rehearsal, instructional, and performance space for the student orchestra and chorale, chamber ensembles, and guest recitalists. The concluding project funded by the *Lives That Speak* campaign, the enhancements to Roberts also include a new 35-person technology-equipped classroom space, six practice rooms, a quartet ensemble room, a new music library and gathering space, faculty and administrative offices, and two climate controlled storage spaces for instruments.



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