



Education Agenda
Fords in public education talk about what it takes to improve schools



Judicial Fords
Jennifer Boal '85 is just the latest Haverford grad to earn a seat on the bench



C. Brian Rose '78
An archaeologist schools the troops on protecting antiquities in Iraq and Afghanistan

H A V E R F O R D

The Magazine of Haverford College

FALL 2010



Accessible TREASURES

At Magill Library's Special Collections, an extraordinary cache of rare books, prints and documents enriches scholarship on campus—and beyond





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On the cover: The Pemberton Bible, a 13th-century illuminated manuscript that is part of the Quaker Collection in Magill Library's Special Collections. Photo by Dan Z. Johnson.

Back cover photo: Students in front of the Kinsey entrance of Lloyd Hall. Courtesy of Haverford College Archives.

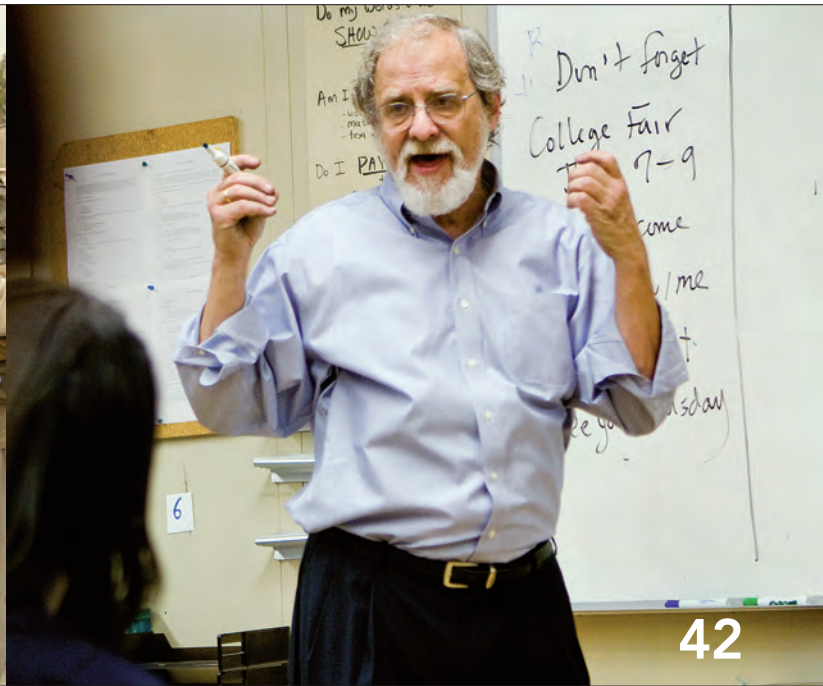


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By Katherine Unger '03

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view from founders

This is an absolutely thrilling time to be part of this community, as we begin what will be a long-term effort to ensure that Haverford can continue to deliver on its promise in unique and compelling ways.

One of the most exciting aspects of planning for Haverford's future is the opportunity to think about what's possible. How do we want Haverford to grow in the coming years? With a 176-year track record of producing thoughtful, engaged citizens of the world who are leaders in their fields, the College, as an institution and as a community that spans generations, continues to demonstrate that we are capable of accomplishing pretty much anything.

Yet this also presents a great challenge: If we can do *anything*, how do we prioritize what to do and how to go about doing it—particularly in light of new economic realities? How do we decide where to devote our energy and resources? As it happens, we have just completed five years of self-study and reflection in College-wide committees and task forces, as well as discussions with our alumni constituency, that bear directly on these very issues. I'd like to share some of the highlights of what we've learned during several parallel, related endeavors.

As my colleague Linda Bell writes in her annual update from the Office of the Provost (*page 11*), Haverford was recently reaccredited by the Middle States Commission on Higher Education. This once-a-decade seal of approval is hardly pro forma. Peer educators demand extraordinary detail about who we are, what we are trying to do, and how we are attempting

to achieve it. This requires rigorous investigation on our part, and we are pleased to have been reaccredited without condition, and have received particular recognition and commendation for our work. I encourage you to read her account of this process and what it means for us.

This self-examination played out in tandem with another set of conversations about the future. These included broad discussion during the campus master-planning process about

how our physical space can serve as a vehicle for our mission; further refinement of the faculty's vision for the academic future of the College; and a series of gatherings with hundreds of alumni, parents and friends of the College whose opinions we sought as part of the planning process.

What is remarkable to me is the degree to which these conversations invoked similar (and inspiring) notions of identity (who we are) and, in turn, offered direction for understanding our future and how best to realize it. In a sentence, it comes down to this: We at Haverford College must do all we can, in ways that are truthful to our ideals, to expand and enrich our commitment to fostering a vibrant, engaging, scholarly community that will prepare our students as leaders ready to make a difference in the world.

Historically, this has meant the pursuit of rigorous academics using a mentored, collaborative approach in a community-minded setting of trust, concern and respect. It is a unique approach to undergraduate education, and recent responses to our plans persuade me that this premise leaves us well-positioned to make good choices that will fulfill the great promise of Haverford.

Academically, our baseline assumes that students will acquire knowledge; what's different about Haverford is our expectation that knowledge *acquisition* exists in furtherance of a larger goal: mastery of the process of knowledge *creation*. This is best



embodied by our Senior Thesis, a capstone experience that requires our students to engage in a process that begins with framing a question and then requires marshaling the scholarly resources necessary to answer that question—and then defend that answer. It's why we assert—confidently and proudly—that Haverford students engage in creative and original thinking at levels usually reserved for graduate students.

With much encouragement from the Board of Managers and our alumni, parents and friends, we are ready to implement a bold faculty plan for academic enrichment to directly support and enhance student scholarship and student-faculty collab-

This plan for Haverford's future, which we have arrived at in an incredibly collaborative fashion, comes with a price tag. Thus, we have begun planning for a comprehensive campaign that will help us support our vision for the College as both a place and an embodiment of ideals.

oration. We are creating academic and co-curricular opportunities for our students, many in new fields, as we expand the settings in which the mentored, collaborative learning that characterizes the Senior Thesis is applied across all points in the life cycle of student scholarship.

This idea of enabling students to “own” their education also informs Haverford as a community. The College is a place where they learn to enrich and shape the life of a group through their actions as individuals. With only 1,200 students, everyone makes a difference here, and each student learns how to collaborate for the greater good. To help facilitate this sense of community, it's now clear from our conversations that we need to build more dormitory space. This will allow us to restore the social spaces in our existing dorms that have been turned into bedrooms over the years, and to move more students closer

to campus from the Haverford College Apartments. *(Please see an exciting update about the dorms project on page 4.)*

Of course, it takes more than bricks and mortar to build community. One of our core beliefs is that diversity at the College in all respects benefits everyone, because it requires and prepares us to think about life in our world as life in a world of difference. Fundamentally, the ability to listen, to understand and to build bridges to others is a basic requirement for success in the 21st century. We see our commitment to need-blind admission and the recent program that decreases family loan burdens by replacing additional student loans with grants as a way to live our values. To judge from what we've heard, our community thinks so, too: There is broad and unequivocal support for raising endowment to preserve this precious value for generations to come.

This plan for Haverford's future, which we have arrived at in an incredibly collaborative fashion, comes with a price tag. Thus, we have begun planning for a comprehensive campaign that will help us support our vision for the College as both a place and an embodiment of ideals. It is a vision of a community where the diversity of the student body reflects the diversity of our world and requires students to put themselves in the shoes of others to better understand different frames of reference; a place where students learn to collaborate for the benefit of all and are energized by a stellar faculty, each member of which helps students own the process of coming up with solutions—a skill they take with them wherever their life paths lead.

This is an absolutely thrilling time to be part of this community, as we begin what will be a long-term effort to ensure that Haverford can continue to deliver on its promise in unique and compelling ways. The goals of informing the spirit and the intellect and of shaping lives of leadership and meaning are goals worthy of our attention and support.

All the best,



Stephen G. Emerson '74
President

main lines



Separated by a gently sloping mound, the dorms will feature terraces and pathways at the lower level.

Haverford to Build Two New Dorms

Haverford College alumnus Michael B. Kim '85, through his foundation, the MBK Educational Foundation, has pledged \$7.5 million toward construction of a new dormitory that will be sited adjacent to, and constructed in tandem with, another new dorm that received separate funding a year ago.

News of the gift was announced in October, at the quarterly meeting of the College's Board of Managers. Kim, who lives in Seoul, South Korea, has been a member of the Board since 2005.

"This is a most welcome and important gift for many rea-

sons," says Haverford President Stephen G. Emerson, who is also an alumnus of the College. "First and foremost, it reaffirms our commitment to ensuring vibrant student life at Haverford, and the role of living space in building a strong sense of community. Notably, we are not building in order to expand the size of the student body, but rather because we want to better accommodate the student body we already have, which has seen dorm living rooms become bedrooms during the gradual expansion that has taken place since 1978. The new dorms will also enable us to move many students up from the Haverford College

Apartments and closer to the heart of campus."

"The Kim family is delighted to be contributing to the advancement of the College through the gift of the MBK Educational Foundation," says Kim, founding partner of MBK Partners, one of Asia's largest private equity firms. "We are particularly pleased that the Foundation's gift will touch the lives of many students for

years to come. This is an affirmation of our belief in President Emerson's vision of the College."

The gift comes a year after another Haverford College alumnus, Steven Jaharis '82, made a challenge gift in support of the other new dorm, to be named in honor of former Haverford President Tom Tritton. Groundbreaking for both buildings, on what is now a parking lot east of the Whitehead Campus Center, will occur next April.

Ultimately, a total of 160 students will call the two dorms home beginning in September 2012. Concept and design work, which included extensive input from across the community, was conducted last year and came on the heels of the College's comprehensive Master Planning process. The award-winning architectural firm of Tod Williams Billie Tsien channeled community input into an innovative design that takes its cues from Haverford's enduring respect for community and the land on which this community thrives.



A model shows the bridges that will connect the upper floors of the two-story buildings.

“Our plans for the new dormitories at Haverford are based upon the strong and simple premise that students can use the lay of the land to enter the lower and upper floors of these two-story buildings,” explains Billie Tsien. “A gently sloping mound separates the buildings, with planted retaining walls creating intimate terraces and pathways at the lower level. Bridges connect the upper floors to the top of the mound. The buildings and landscape work together and free up space so that it can be used to

create larger and more positive social spaces for the students.

“A central open courtyard in each building brings light, air, and a protected outdoor space for student use. Student lounges are located on either side of these courtyards, so when weather permits, large sliding glass doors can open to connect the inside to the outside. In this new complex, the buildings and the landscape will work together to form a sense of community that is contained and enhanced by nature.” —Chris Mills '82

IN THE GALLERY

“In and With: Contemporary Korean Art,” an exhibition featuring the work of Juri Kim, Oh Su Fan, Suh Yong Sun, Yoo Bong Sang and Haverford College Assistant Professor of Fine Arts Hee Sook Kim, runs through Dec. 12 in the Cantor Fitzgerald Gallery. Pictured right is *Change*, oil on canvas, by Oh Su Fan.



Doing the Right Thing

It's not often that founders of nonprofit organizations have the opportunity to walk the red carpet at a Hollywood awards ceremony. But this particular ceremony was tailor-made for **Mark Rembert '07** and his fellow agents of social change.

Rembert was one of five nominees for the 2010 Do Something Award, created by DoSomething.org, which recognizes world-changers ages 25 and under. The awards were announced in a ceremony held July 19 at the Hollywood Palladium and shown live by VH1. Rembert was honored for cofounding Energize Clinton County (ECC), which is helping strengthen the economic future of his hometown of Wilmington, Ohio, by creating green jobs and focusing on renewable energy.

Although Rembert didn't win the top prize of \$100,000, he did receive a \$10,000 grant from DoSomething as one of the five finalists. At the ceremony, he was introduced by actress Megan Fox, who also presented him with a trophy in the shape of a winged shoe.

“It was a surreal experience,” says Rembert about his moment in the national spotlight. “It was great to receive so much encouragement and support.” In particular, he says he was moved by the effort and care VH1 put into helping the DoSomething finalists tell their stories to the world.

It was also a big night for Wilmington, Ohio, which has lost 8,500 jobs since the departure of its largest employer, transportation company DHL Global. The town was featured in a video broadcast on the award show that described the history and success of Energize Clinton County. “It's a community that's still struggling, and faces many challenges, but people saw that it's not a 'depressed' community in terms of its outlook on the world,” says Rembert, who hopes that the organization will help “redefine how communities work together in dealing with economic crises.” —Brenna McBride



Mark Rembert '07 receives a trophy from actress Megan Fox at the Do Something Awards ceremony, televised live in July.

SNAP SHOT

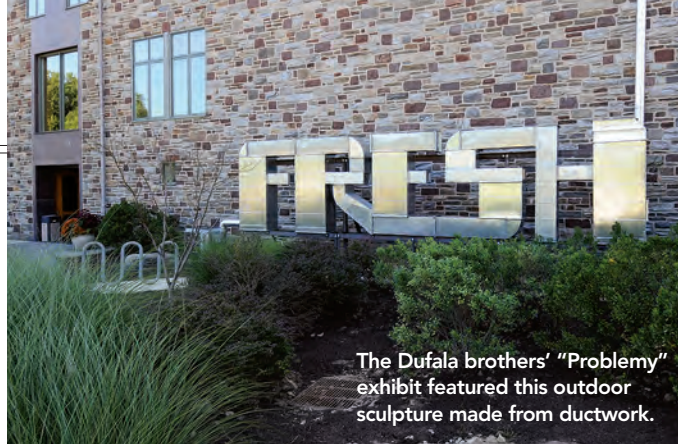
The Class of 2014

Among the many already accomplished members of our freshman class is a student who established a foundation to raise funds for stem-cell research and one who presented a paper at a national oral-history symposium. We also have a nationally ranked competitive rock climber, a state champion fencer, an energy conservation crusader, and an all-state tenor. One young man took a year off after high school to curate an art exhibition and produce an accompanying coffee-table book, while another spent a gap year living in Japan, where he took a tea-ceremony course.

"This year's applicant pool was stronger than ever, making this perhaps the most difficult and challenging decision-making process in my time at Haverford," says Dean of Admission Jess Lord. "The group that we chose to admit to the Class of 2014 collectively made an impression on us for being particularly outgoing, confident and creative, and for showing tremendous initiative. This class is just a remarkably diverse and interesting group of people, and we are thrilled to have them on campus now."

By the numbers:

Number of high school students who applied for admission ...	3,312
Accepted.....	860
Enrolled.....	325
Female.....	166
Male.....	159
Public school.....	60%
Private school.....	30%
Parochial school.....	10%
U.S. states represented.....	37
Foreign countries represented...	14
Family connection.....	47
with alumni relatives	
Racial and ethnic diversity	105
students of color	
Quakers	16
First generation (one or both parents did not attend college) ..	70



The Dufala brothers' "Problemly" exhibit featured this outdoor sculpture made from ductwork.

Fresh Art

The work of Philadelphia artists Steven and Billy Blaise Dufala has referenced lawn ornaments and holiday decorations, and used electrical conduit and discarded office furniture. Working collaboratively under the name Dufala Brothers, the duo has staged public races featuring tricycles made from reclaimed toilets and once rode a cardboard tank across downtown Philadelphia.

What's the connection? The Dufalas describe their creations as "cultural question marks" aimed at interrogating consumer culture by putting a spin on mundane objects. It's all about challenging ideas, they say, "about what art is or can be."

The Dufalas brought their work to the Cantor Fitzgerald Gallery Sept. 3 through Oct. 8 for an exhibition titled "Problemly." The show, whose opening attracted a record-breaking crowd, featured drawings, watercolors, digital prints and sculptures that probed ideas about the useful and the useless. Among the works on view: a vintage typewriter refitted with a BlackBerry keypad instead of keys; a comfy (looking) armchair and sofa made out of pink fiberglass insula-

tion; an unwieldy pair of garden shears with huge handles but tiny blades; and a 15-foot-long Chuck Taylor sneaker.

One section of "Problemly" featured a "Free Wall" whose tacked-up sketches and doodles visitors were invited to take away with them. (Reports are that dorm rooms all over campus now feature work by the Dufalas.) The exhibition also spilled out of the gallery with two large-scale, site-specific outdoor sculptures.

Outside the Whitehead Campus Center, the Dufalas, who both teach at their alma mater, the Pennsylvania Academy of the Fine Arts, installed an air-conditioning unit connected to metal ductwork that spelled out, in big block letters, the word "FRESH." Across the road, next to the Orchard Parking Lot, the pair put another interesting twist on a familiar form, erecting a small, peaked-roof



Space Heater, 2010.

house made entirely out of chain-link fencing.

Like much of their work, the house managed to appear both familiar and forbidding—a quality that came up for discussion during a well-attended gallery talk by the artists in September. Visiting Assistant Professor of Philosophy Joshua Delpech-Ramey, who moderated the gallery event, described the Dufalas' art as offering both "an invitation and a warning at the same time." During a question-and-answer session, the brothers acknowledged that waste, excess and the reuse of materials are artistic concerns of theirs, but both resisted audience efforts to pigeonhole their witty work as a critique of consumerism or manifesto on sustainability. "I'm not authoritarian," said Steven Dufala. "I don't want to tell you what to think."

"Building on last year's exhibition 'Beautiful Human,' 'Problemly' further strengthened Haverford's growing connection to Philadelphia's artistic community and expanded the College's efforts to import challenging contemporary art into the classroom," said Campus Exhibitions Coordinator Matthew Callinan.

"Taking in the opening reception, the gallery conversation, multiple class visits, collaborative, interdisciplinary projects, and publications linked to the exhibition, 'Problemly' exemplifies the kind of multifaceted, cross-departmental exhibition we're hoping to develop further here at Haverford."

—Eils Lotozo, with reporting by Ellen Freeman '11 and Hannah Garner '12

FYI

THE CAMPUS MASTER PLAN created for Haverford College by architectural firm Venturi Scott Brown and Associates was recognized by the Society for College and University Planning with a 2010 Excellence in Planning Honor Award.

There for Students: Haverford's New Graduate Assistants

New on campus this semester: Haverford's first-ever Graduate Assistants in Campus Life. The two GAs, Michael Elias, who is pursuing an M.S. in higher education administration at Drexel University, and Latoya Johnson, who is enrolled in Temple University's graduate program in urban education, live at the Haverford College Apartments, take their meals at the DC and work 20 hours per week, alternating weekends and weeknights on call.

According to Dean of the College Martha Denney, the GA idea grew out of a series of meetings with counterparts at Bryn Mawr about ways health and psychological services might collaborate.



Michael Elias and Latoya Johnson are Haverford's first-ever Graduate Assistants in Campus Life.

What those points of connection might be are still being determined, says Denney, "But what we did realize in those conversation was that we both could use more resources for students needing help at night and on weekends. So we decided that we would each hire two graduate assistants. There will be some Bi-co collaboration and eventually they will share on-call duties across the campuses."

The GAs can offer crucial assistance, says Denney, when a student is sick, struggling with a psychological issue, or has had too much to drink. "We have deans and nurses on call, and we have Safety and Security, but the GAs are an additional presence. They can get out of bed in the middle of the night and help assess a situation, or just show up in someone's room and say, "How are you doing?" That will be a good thing for our students." Also being looked at are ways to utilize the GAs as liaisons to campus clubs and other student activities.

"The Graduate Assistant position adds another layer of support for both the students and the administration," says Johnson, who, with Elias, attended Customs Week as part of her training for the GA job. "I want the students to be able to approach the GAs when projects or issues arise," says Elias, "and it's already starting to happen."

—Eils Lotozo

GA PHOTO: JONATHAN YU

■ **A CBS News moneywatch.com column** about the top 50 schools that produce science and engineering Ph.D.s revealed that Haverford came in at number 13. "What I found most interesting (but not surprising) is that the majority of these schools—28 of them—are liberal arts colleges," wrote columnist Lynn O'Shaughnessy about the list, which was compiled by the National Science Foundation. Among the advantages of liberal arts colleges for science students, she noted: small classes, a chance to form connections with teachers, and "a far greater chance for undergraduate research."

■ **A June Philadelphia Inquirer article** titled "Amen for Racial Harmony" celebrated a concert program co-organized by Associate Professor of Music Thomas Lloyd that brought together the choir of the African Episcopal Church of St. Thomas and the Bucks County Choral Society. Lloyd, director of the Haverford and Bryn Mawr chamber singers and chorale, is artistic director of the Bucks County group.

■ **In May, the New York Times published** a two-part follow-up to a 2005 series about athletic recruiting at small colleges that focused on Haverford College. In his update, sports writer Bill Pennington looked at how recruitment efforts have played out for the College and the role sports has played in the lives of some student athletes.

■ **Haverford's Descartes "discovery"** and return of the rare letter to the Institut de France in Paris was covered widely around the world. At last count, the story was picked up by more than 500 publications and websites around the world, and appeared in a half-dozen languages.

DESCARTES RETURNS



President Stephen G. Emerson returned a letter written by 17th-century philosopher René Descartes to Institut de France Chancellor Gabriel de Broglie in Paris on June 8. A contingent of Haverford faculty, staff and alumni traveled to France for a special ceremony and gala reception to celebrate the return of the letter, which had been stolen from the Institut around 1850 and long thought lost. A Dutch scholar discovered its whereabouts in Haverford's Special Collections. At the ceremony, grateful Institut officials awarded Haverford a \$19,000 prize. [For the full Descartes story, see the Spring 2010 issue of *Haverford* and check out video and photos at haverford.edu.]

Boosting Bi-co Cooperation

Haverford and Bryn Mawr's long association has included plenty of collaboration through the years. Along with shared academic offerings that allow Haverford students to take classes at Bryn Mawr and vice versa, the two colleges partner to run the Blue Bus and the Career Development Office, and, along with Swarthmore, they pool library resources through Tripod, the tri-college library catalogue.

Earlier this year, the two schools took that teamwork to another level when they created a cooperative administrative structure for Dining Services and Safety and Security.

Under the new system, Bryn Mawr's Bernie Chung-Templeton now oversees the operations of a combined Haverford/Bryn Mawr Dining Services, while Haverford's long-time director of Safety and Security, Tom King, now has oversight of both campus security forces.

The changes are part of efforts at both schools to make operating dollars go farther. "The new arrangement allows Haverford and Bryn Mawr to split the salaries of the two directors and also provides efficiencies in other areas," says Vice President for Finance and Administration G. Richard Wynn. With Safety and Security under King, says Wynn, the schools now share a training officer who works with personnel on both campuses. While the schools continue to maintain separate patrols, increased cross-training enables officers to fill in where and when needed, providing a larger labor

pool and reducing overtime costs. In the future, Wynn says, the partnership will investigate purchasing a new dispatch system jointly. "Radio dispatch systems are expensive to replace," he says. "By combining ours, we'll save on software, maintenance and staff."

Haverford and Bryn Mawr's dining services had already enjoyed a certain level of cooperation before the change in administrative structure, having done joint menu planning and joint purchasing for years. Still, at Haverford, where John Francone remains director of the Dining Center, Chung-Templeton is already playing a role, says Wynn. "She's been involved in an assessment of our operations and in the renovation of the Dining Center, which is a particular place we expect to realize savings."

One area where Chung-Templeton can provide expertise, he says, is in helping Haverford use more student workers in the Dining Center. "Bryn Mawr has always relied heavily on students for their DC, and we have not. We are now in the process of moving toward that kind of system. However, it will be a slow transition. We will not do it at the expense of our long-time regular employees, but will phase in more student workers as positions open up through attrition."

Haverford is also looking for ways to increase bi- and tri-college cooperation in the technological realm, according to Chief Information Officer Joe Spadaro. "The three presidents have asked the three CIOs how we can work together on technology to provide a seamless

academic experience," say Spadaro, who became Haverford's CIO in February.

Haverford and Bryn Mawr took a step toward that goal when they launched a common authentication system at the start of the fall semester. The new system allows students, whether at Bryn Mawr or Haverford, to use the same streamlined log-in procedure to access secure internal sites, including that of the Registrar's Office and Blackboard, the course management system that instructors use to post syllabi, readings and assignments. "This is going to make it easier and more convenient to move from place to place," says Spadaro, who meets monthly with his counterparts at Bryn Mawr and Swarthmore.

Another area the colleges have been discussing as a possible arena for collaboration is what is known as Enterprise Resource Planning, computer-based systems that centralize the management of all data

associated with a business or organization. Haverford needs to replace its patchwork of administrative programs and software—which now manage such things as finances, grades, course registration and alumni records—with a new system. The question is, says Spadaro, "Are there additional ways we could collaborate with our peers?"

It's not clear yet how that might play out in the future, but Spadaro and Bryn Mawr's CIO, Elliott Shore, have been looking closely at how the two schools might share resources in the short term. "I guess you could say we're developing a mutual-aid pact," he says. "One way we've been talking about saving and helping each other is through the staffing decisions we make. For example, we need to hire a network person, and we've been thinking that if we hire someone with security experience, we could share that expertise with Bryn Mawr."

—Eils Lotozo

Social Squirrels



The squirrels making friends during Customs Week.

Little-known fact: Two of our black squirrels are social media fiends who love to comment on life at Haverford.

Follow the cousins on Facebook (facebook.com/HcBlackSquirrel) and Twitter (twitter.com/Hcblacksquirrel).



Postcards *from* Abroad

An ongoing blog hosted by the Office of International Academic Programs

Maya Barlev '12, who is at the University of Hawaii at Manoa this fall, posted this entry about meeting Daniel Dae Kim '90 at the premiere of *Hawaii Five-O*:



... I ended up watching behind the screen where there was more room, and where I knew the VIPs and celebrities had to pass to make their way out. After the show, (which was awesome, by the way), I yelled out to Daniel Dae Kim saying "DANIEL! I'm a Haverford Student! Please can I get a picture with you?" He was nice enough to stop and say cheese. **More postcards at haverford.edu/blogs**

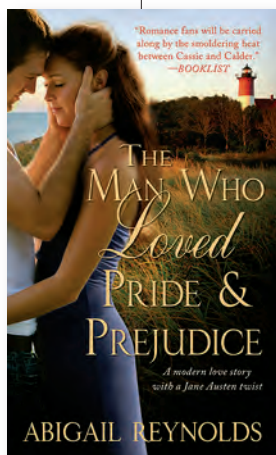
South or on the coast," wrote Margulis in an email. "I attended Bryn Mawr during the heyday of bi-college cooperation and knew Haverford well, so it didn't require research to describe accurately. I didn't want to complicate the issue by bringing in the question of women's colleges, so Bryn Mawr wasn't an option. Haverford's Quaker tradition of independence was also important because I needed an administration that wouldn't cave under political pressure." (The plot features some nefarious scheming by Calder's senator father to quash the relationship with Cassie, whom he sees as below his family's station.)

Margulis, a physician with a part-time practice who lives in

Wisconsin with her husband and two teenage children, says the choice of Haverford as the place where Cassie teaches is significant for another reason. "One of the themes in the book is about the value of undergraduate

education at liberal arts colleges vs. large universities. Cassie chooses to teach at Haverford rather than pursue a research position because she values the opportunity to teach students how to think rather than supervise graduate research by single-minded scientists, and there are spirited discussions and a number of jokes between the main characters on this subject."

—Eils Lotozo



faculty meeting.

The book's tagline describes it as "a modern love story with a Jane Austen twist." Reynolds is well-known to fans of the booming genre of Jane Austen-inspired fiction for her Pemberley Variations series, which explores "the roads not taken" in *Pride and Prejudice*.

So how did she come to choose Haverford as a locale for this novel?

It turns out Abigail Reynolds is really the pen name of Asja Margulis, Bryn Mawr College Class of 1981. "For plot purposes, I needed a prestigious college with a strong undergraduate tradition within driving distance of Washington, D.C., but not located in the

Pride and Prejudice on College Lane

Haverford College may not be the obvious choice as the setting for a romance novel, but it works for author Abigail Reynolds, whose new book, *The Man Who Loved Pride & Prejudice*, features a marine-biologist heroine who happens to be a Haverford College professor.

Cassie Boulton is a beauty with a "no-nonsense exterior and quick wit" who spends her summers doing research in Woods Hole, Mass. There she meets novelist Calder Westing III, scion of a famous, Kennedy-like political clan. He follows her to Haverford, where he applies for a writer-in-residence post. As love ensues, is thwarted, and finally conquers all, Cassie takes Calder on a stroll to the Duck Pond, teaches a section of Bio 101, gets a paper published in the journal *Advances in Marine Biology*, and is grilled about her paramour at a



■ Haverford College is **saving gas** with its new IT car. The bright red "Utility" model, which was donated to the college by Samuel Freeman '97, is a zero-emission, electric, low-speed vehicle (LSV) meant for urban, recreational and light commercial markets such as planned communities, resorts, industrial complexes and universities. The vehicle is being used by Facilities Management staff.

■ The College has signed on as a **charter participant** in the new Sustainability Tracking, Assessment and Rating System (STARS). Developed by the Association for the Advancement of Sustainability in Higher Education, STARS offers a transparent self-reporting framework to help colleges and universities gauge their progress on sustainability. The new system provides a common set of measurements, creates incentives for improvement and aids information sharing about sustainability practices. STARS participants report data to earn credits and may receive a rating level of bronze, silver, gold or platinum. More information at stars.aashe.org

■ Facilities Management has **replaced 159 showerheads** in the dormitories and Athletic Center. The old showerheads used 2.5 gallons of water per minute. The new heads use just 1.5 gallons per minute.

■ After a successful experiment with "**Trayless Tuesdays**" during the last academic year, and thanks to a push from students who championed the issue, the Dining Center is eliminating trays. Going trayless is expected to help reduce food waste by an estimated 25-30 percent and save the college \$27,000 per year in energy, water, detergent and labor costs.

FYI

NEW ON CAMPUS THIS FALL: wireless Internet service in all of the dormitories. The College's revamped and renamed Instructional and Information Technology Services Department (IITS) installed the service over the summer. Previously, only certain gathering areas, such as Lunt Cafe and the common spaces in the Houses, had wireless capability.

Andrew Bostick '12 (center) in the campus vegetable garden with members of the Haverford Garden Initiative, Eliza Williams '11 and Rob Williams '12.



Student Garden Takes Root

Andrew Bostick '12 first began thinking about food and politics in high school, when he read Michael Pollen's book *The Omnivore's Dilemma*. Bostick's interest in the subject deepened at Haverford, thanks to an internship funded by the Center for Peace and Global Citizenship that sent him to southern France to study organic farming practices. Over eight weeks in the summer of 2009, the internship gave him the chance to live and work on French farms and consider environmentalism through an agricultural lens.

That experience made him want to find a way to explore those ideas on campus. So Bostick teamed up with Peter Block '11 and Fay Strongin '10, who had also completed CPGC-funded agricultural internships, to create the Haverford Garden Initiative (HGI). HGI broke ground on its first initiative in the spring: a campus vegetable garden meant to provide space for sustainable food production and education.

The vegetable garden is located next to the Haverford

College Apartments, in a spot where EHAUS, a student co-op that tries to live sustainably, gardened in the past. HGI doubled the size of the old EHAUS plot and added many new crops, including potatoes, onions, peas, spinach, peppers, radishes, tomatoes, green beans, three types of lettuce, beets, cucumbers and herbs. "It turns out that even a small plot of land, when nurtured well, can produce a lot of food," says Bostick.

Thanks to another CPGC internship, Bostick was able to spend the summer maintaining the garden with a group of HGI-affiliated students living on campus. He also met with professors, students and staff members, researched other college garden programs, and



wrote a proposal for making the garden a permanent fixture at Haverford.

"Interest in food and food politics has exploded over the past few years," says Bostick. "Whether motivated by the threat of global warming, by the possibility of carcinogens in the food supply, or by the ethical treatment of animals, people have started thinking about food a lot."

HGI's major community-outreach event of the summer was a garden party open to all students on campus. With funding from Haverford's Committee for Environmental Responsibility and help from Dining Center Director John Francone, the event offered a buffet of fresh-from-the-garden salads and grilled vegetables, along with ribs and turkey sausage, as well as garden tours and a raffle of newly harvested vegetables.

President Steve Emerson accepted Bostick's garden proposal in September and Students' Council gave HGI funding to buy tools, seeds and materials to build raised beds. HGI will also be expanding to

use land behind Cadbury House for larger crops and is seeking space to plant fruit trees. "We are trying to establish as many places on campus as possible to produce food," says Bostick.

Haverford Grounds Manager Claudia Kent will serve as an informal adviser to HGI, offering ideas and directions for the garden, and two paid positions have been created for student co-heads, who will be responsible for maintaining the garden and recruiting volunteers to help. The members of HGI will break into small garden teams, and all students will have access to the produce.

A standing CPGC internship is in the works that will provide funding for a different student to work in the garden each summer and conduct a related academic research project. There is also a Haverford Garden Wiki, which will serve as a teaching tool to prepare novice gardeners for their time in the garden. With this organizational structure and HGI's successful recruitment of around 40 underclassmen this fall, the future of the student garden looks promising.

Bostick believes the garden has become as much about the people involved as it is about the food. "Unlike the highly individualized work we do in school, the garden has taught us to function well as a team, planting seedlings, harvesting produce and even painting signs," he says. "The garden truly seems to be fulfilling its role as the space where people can think creatively and act decisively about food and its importance."

—Heather Harden '11

Read Bostick's "Generative Gardening" blog at haverford.edu/blogs.

STATE OF THE COLLEGE OFFICE OF THE PROVOST



In June, Haverford College received formal notice that it had been granted unqualified reaccreditation and commendation from the Middle States Commission on Higher Education. This news was greeted enthusiastically by the community, which had come together over the last 2½ years to discuss, deliberate, compile and write the self-study document that comprised our comprehensive report and assessment on the State of the College. Indeed, more than 50 faculty members, students, staff and administrators had worked as a team in writing the self-study document, which addressed in detail the College's many strengths and accomplishments, and its goals and opportunities in the next decade. Organized according to the 14 standards that the commission uses to evaluate an institution for reaccreditation, the Haverford self-study report reaffirms our commitment to educating the whole student, fostering a unique campus community, emphasizing close student-faculty interaction and focusing on a superior undergraduate education and original scholarship as core vehicles for preparing our students for lives of accomplishment, service and leadership.

Our report to Middle States was organized around the theme of "Institutional Vision," a useful tool for highlighting both the significant changes in administrative

leadership and the comprehensive efforts directed toward large-scale institutional planning over the last several years. Since the last reaccreditation review a decade earlier, the College has appointed a new president (2007), provost (2007), vice president for institutional advancement (2008), dean of the college (2009), and dean of admissions and financial aid (2004), and has created the new vice



Linda Bell

presidential post of chief information officer (2009). Our educational vision has been refined and rearticulated by an academic strategic-planning process that began in an intensive way in 2005. The process has focused on the effectiveness of the overall curriculum and the allocation of faculty time across teaching, mentoring, service and scholarship.

The "Blueprint for Haverford's Future," endorsed

by the Board of Managers in 2008, is our institutional vision for the future of academic excellence at Haverford. The blueprint arose from an extensive multiyear process of critical inquiry in which faculty and students considered the steps we would need to take to offer the sharpest, deepest and most engaging curriculum, and identify the resources necessary to move the College in this direction. Finally, a physical strategic plan for the College was articulated through a campus master-planning process that concluded in 2009. Enveloped in the strategic planning that has occurred at multiple levels of the College, the Middle States document is best understood as a comprehensive articulation of Haverford's core institutional goals and aspirations.

Institutions of higher education such as Haverford have been increasingly challenged to document, through direct-assessment metrics, their successes and progress. Haverford's self-study report included an assessment component for each of the Middle States reaccreditation standards, driven by a close examination of our institutional mission. While reaffirming in clear and precise terms what Haverford does well, we challenged ourselves to meet the objectives of the strategic-planning initiatives over the next 10-year period with a set of discrete recommendations that the community will be asked to

reexamine, refine and eventually implement. These recommendations largely centered on four key themes: implementing Haverford's strategic academic plan ("The Blueprint for Haverford's Future"); enhancing the resources to support underprepared and underrepresented students; enhancing technology and mechanisms for the assessment of institutional effectiveness and student learning; and examining and refining our self-governance system and institutional organization.

We will need to report back to Middle States in 10 years, during our next reaccreditation review, on the progress we have made in achieving the specific recommendations in these core areas. Never resting, always challenging, we have already begun the process of discussing and implementing key recommendations this fall. Our culture of deliberation and consensus-based decision making ensures that this will be a widely deliberative and thoughtful process, and that ultimately, it will benefit the College in the years ahead. I look forward to participating in the various discussions that will take place over the next several years as we begin to implement the academic strategic plan of the College and the various self-directed recommendations that were integral to our successful Middle States reaccreditation review.

—Linda Bell, Provost



CPGC summer intern Nathan Shelton '11 in Paraguay, where he worked with an indigenous language preservation project.

Record-breaking Summer for CPGC Internships

They taught school in rural Costa Rica, promoted AIDS education in Kenya and worked with a health service in Nicaragua. Four students spent the summer teaching English in China, four others interned at a hospital in India, and six did research in Indonesia. They also worked on a union campaign in Chicago, helped at a Planned Parenthood Clinic in Philadelphia, and researched healthcare issues in Boston.

All told, 72 students from Haverford and Bryn Mawr benefited from internships provided by Haverford's Center for Peace and Global Citizenship this summer. This was the highest number in the program's history, according to Parker Snowe '79, director of the CPGC. Snowe credited a substantial increase in applicants to improved marketing of the internship program, which allows students to explore social justice issues by working with nonprofit organizations in the U.S. and around the world. The CPGC got out the word about the program with information sessions held throughout the academic year, and,

says Snowe, "We also targeted faculty whose teaching and research dovetailed with our mission, and asked them to encourage their students to consider applying for CPGC internships to augment their in-class learning."

For Nathan Shelton '11, a sociology and linguistics major, his summer internship gave

him the opportunity to work in Paraguay with National Geographic's Enduring Voices Project, which aims to preserve endangered languages. Shelton, who collaborated with a Paraguayan scholar to organize recording sessions of the endangered language of the Chamacoco people, is deeply interested in language use and its social implications. "In West Virginia, my home, I have seen

the stigmatization and division of people based on particular speech patterns," Shelton says. "These sorts of stigmas based on language use and other cultural practices are the bases of larger divisions in the society. I hope that by working on giving some legitimacy and attention to a language 'on the edge,' we can promote a broader, more inclusive cultural perspective."

Rose Howse '11 spent the summer teaching English in Colima, Mexico, with the group Project Amigo. Howse is aiming for a career in public education and she believes her internship will help her in that pursuit, having given her both valuable general experience and "the Spanish skills to better communicate with the growing population of Spanish-speaking families in the United States."

A number of CPGC interns blogged about their experiences throughout the summer. To read their observations, go to haverford.edu/blogs.



Kelsey Bilek '13 with schoolchildren in rural Kenya, where she spent the summer teaching classes and helping to set up mobile health clinics.

Haverford's Board of Managers Welcomes Two New Alumni Members

Paul Zoidis '81 worked at Lehman Brothers for 18 years, serving as managing director, head of Global Communication & Media Investment Banking, and as a member of the firm's management committee. Since retiring from Lehman in 2005, he has served as vice president of the Westfield United Fund, where he manages a tutoring program for underprivileged children, and is on the board of the First Tee of Metropolitan New York, which runs youth education programs and promotes character development through the game of golf. Zoidis is a member of Haverford's newly formed Campaign Planning Committee. He is one of several Zoidis family members to attend Haverford; others include brother Mark '85, father-in-law Perk Pedrick '58, and daughter Elizabeth Zoidis '11.



Seth P. Bernstein '84 is managing director and head of Global Fixed Income and Currency at J.P. Morgan Asset Management in New York City, where he has worked since graduating from Haverford. Bernstein, who was a political science and economics major, is also a trustee of the Citizens Budget Commission of New York and a member of the Economics Club of New York. He lives in New York City with his wife, Toni, and three children: Hilary is in her third year at the University of Edinburgh in Scotland, Samuel is a freshman at Vanderbilt University in Nashville, and Max is a sophomore at the Horace Mann School in New York.

faculty profile



"If you think your students are amazing, you need to tell them," says Cristina Beltrán.

The Personal, the Political

Associate Professor of Political Science Cristina Beltrán, whose new book examines the elusive "Latino vote," shares her passion for politics with her Haverford students. **By Brenna McBride**

Two of Cristina Beltrán's most vivid memories from childhood are related to politics.

The first memory is of a party in the apartment she lived in with her mother following her parents' divorce. Her mother's activist friends were debating Marxism versus nationalism while a Santana song played in the background—"I think it was 'Oye Como Va,'" says Beltrán.

The second is of watching her father, an autoworker turned labor organizer,

deliver a talk in Van Nuys, Calif., at his union local (UAW Local 645). Spooked by the crowd, 5-year-old Cristina left her chair to go cling to her father's leg. "It probably put a damper on his rousing speech," she says.

Beltrán, who recently became chair of Haverford's political science department, is continuing a family tradition of political passion. While growing up in Southern California during the 1970s, she saw her father assume the presidency of his union local and her mother attend

UCLA part time and become involved in feminist and Latino causes.

An influential high-school government teacher inspired Beltrán to major in politics at the University of California, Santa Cruz, where she blossomed as an activist, joining third-world coalitions, women's groups, and MEChA, an organization that promotes the history, culture and higher education of Latinos. (She was also involved in theater, playing both Titania in *A Midsummer Night's Dream* and Elizabeth Proctor in *The Crucible*. "I was the only Mexican-Jewish Puritan ever to grace the stage of UC Santa Cruz," she says with a laugh.)

Though she didn't realize it at the time, it was at Santa Cruz that Beltrán made her first Haverford connection. Chancellor during her years there was Robert B. Stevens, who was president of Haverford from 1978 to 1987.

"We gave that guy hell," she says of herself and her fellow student-activists. "We were always fighting for something—computers for low-income students, or a bilingual phone system for the financial-aid office."

The first in her family to finish college, Beltrán initially thought she would apply to law school. But one of her professors, Peter Euben, encouraged her to continue her political science education. "He literally pulled me out of class one day during my junior year and said, 'You should go to grad school!'" she says. "I think about that now when I'm mentoring students. You can't wait for them to come to you; if you think your students are amazing, you need to tell them."

Rutgers University in New Brunswick, N.J., offered Beltrán a graduate fellowship, and she and her now-husband Matthew Budman, editor-in-chief of the business magazine *The Conference Board Review*, moved to the East Coast so Beltrán could earn her Ph.D. in political

theory. Her dissertation, overseen by Benjamin R. Barber, author of *Jihad vs. McWorld*, laid the groundwork for her book *The Trouble with Unity: Latino Politics and the Creation of Identity*, which was released in August by Oxford University Press.

In her book, Beltrán analyzes key moments in Latino political movements from the 1960s through today. “I’m pushing against the logic that Latinos make up a single community,” she says. “We need to understand the multiplicity of backgrounds and needs of these populations. We can’t talk realistically about a single Latino political agenda.”

As Democrats and Republicans battle for the “Latino vote” during this election year, the question looms: Is there such a thing? Yes and no, says Beltrán. “Poll data shows that Latino groups as a whole tend to support Democrats on such issues as health care and education,” she says. But

contrast the attitudes of Mexican-Americans in South Texas with those of Cuban-Americans in Miami and you get a different picture. “Any strategies aimed at attracting Latino voters need to recognize the ideological diversity within these various communities,” Beltrán says.

Beltrán brings some of these ideas to her current fall seminar, “Becoming a People: Power, Justice, and the Political.” She relishes the opportunity to link her research with her teaching at Haverford, whose faculty she joined full time in 2001. It turned out to be an emotionally tumultuous year for her: Her mother fell ill and died from complications of polymyositis that spring. Grieving, teaching full time and working to finish her dissertation, she found that the events of Sept. 11 added to the strain, leaving her and her students shaken.

“I really bonded with that class,” she says. “We all pulled together to make

sense of our lives and our world.”

Many of Beltrán’s students have gone on to pursue their own doctorates. “Cristina was an inspiring teacher—deeply engaged, enthusiastic, challenging—and a warmly encouraging adviser,” says Ye Jin Lee ’04, who is in a Ph.D. program for political philosophy at Yale. “If not for her suggestion that I pursue my interests at a more advanced level, I probably would not be here.” Beltrán’s support of her students earned her a 2008 Lindback Distinguished Teaching Award.

In addition to publishing articles on topics ranging from feminist theory to Walt Whitman, Beltrán is also working on her next book, which will examine Latino conservatives and the importance of emotion as it relates to political ideologies.

“First books often have their genesis in the dissertation,” she says. “With this second book, it’s exciting to start with a completely fresh idea.” 🐦

Studying the Spill

As an environmental chemist, Assistant Professor of Chemistry Helen White focuses her research on the role that microbes and minerals play in the cycling of carbon compounds, both natural and those resulting from human activity. Now, White will get an opportunity to study that process in the context of the Deepwater Horizon oil spill thanks to a grant from the National Science Foundation (NSF).

White is part of a team of scientists from Penn State, Temple University and the Woods Hole Oceanographic Institution that received a RAPID Collaborative Research grant. The NSF’s RAPID funding mechanism aids scientists seeking to respond quickly to natural disasters and other events.

“My role is to look at the fauna down there, specifically the coral communities, and examine compounds that either derive from the corals themselves or the bacteria that live on the corals to see how the oil and the dispersants that

were used are affecting them,” says White. “People have looked at oil contamination in more shallow waters, but this is the first time we’re getting a chance to look at the effects on these deep sea communities.”

In fact, White will get the opportunity to examine that community up close during a December research cruise in the Gulf that will utilize ALVIN, the deep submergence vehicle owned by the Navy and operated by the Woods Hole Oceanographic Institution. Best known as the high-tech sub used to survey the wreckage of the Titanic, ALVIN holds a pilot and two passengers, and is equipped with cameras, robotic arms able to manipulate instruments, and three 12-inch viewports. The vehicle can dive to a depth of 4,500 meters (about three miles.)

White, who received a Ph.D. in chemical oceanography from the Massachusetts Institute of Technology and



Helen White

Woods Hole Oceanographic Institution joint program, has been a passenger on ALVIN before, on a cruise off the northwest coast of the United States that studied hydrothermal vents in the ocean.

“It is a very small titanium sphere and you are crouched in it with two other people all day,” she says of the sub. The discomfort, though, is well worth it, for all of the data these dives can produce. “ALVIN is crucial to this kind of work,” White says. “We can’t scuba dive to that depth.”

What does she expect to find down in the inky depths of the Gulf? “These corals are probably exposed to some of these conditions naturally, because the Gulf has naturally occurring oil seepage,” says White. “There is reason to believe that they may be able to break down the oil and incorporate it. That’s my hypothesis.”

—Eils Lotozo
Read White’s blog at haverford.edu/blogs.

Welcoming a New Faculty Member



Zachary Oberfield

Congressional wrangling, voter trends and election results are part of the big picture of politics in the U.S., but Haverford's new Assistant Professor of Political Science Zachary Oberfield believes the small-scale interactions that happen between citizens and public officials every day can also have significant effects on political life.

Oberfield, who comes to Haverford after serving as a postdoctoral research fellow at the City College of New York, is interested in “street-level bureaucrats,” the local-level authority figures like police officers, teachers and public defenders who meet routinely with the public. “Since they are the face of government and they have considerable power, I wanted to know how they develop into the people we see and interact with each day,” he says.

For his dissertation at the University of Wisconsin-Madison, Oberfield followed more than 100 police officers and welfare caseworkers during the first two years of their careers. He wanted to know why they chose these professions and how their jobs affected their perspectives on a variety of issues. “I looked at their identities, their understandings of the roles they saw themselves playing, as well as their views of the people that they interacted with on a regular basis,” he says. “Who, in their eyes, deserved

help? And did this view change or remain stable as they were socialized into their workplaces?” He is currently turning his thesis, which won the American Political Science Association's award for the best public-administration dissertation, into a book manuscript.

Oberfield is also studying diversity in government, especially in U.S. federal agencies. “For many years, diversity has been an important goal for a variety of public organizations,” he says. “But we know very little about its effect on how agencies function. For example, is an organization with more women in leadership roles likely to experience fewer instances of gender discrimination?”

Oberfield is interested in “street-level bureaucrats,” the local-level authority figures like police officers, teachers and public defenders.

At Haverford, Oberfield will teach courses on American politics, public policy, the presidency and Congress, and bureaucracy—which he hopes to show students is not necessarily a bad word. “I hope that they'll come to appreciate when and why elected officials delegate power to unelected officials, and some of the advantages and costs of this,” Oberfield says. One of the books that his students will read focuses on Robert Moses, the 20th-century New York planner, whom Oberfield calls “the ultimate powerful, unaccountable bureaucrat.”

Oberfield grew up in Media, Pa., and so was familiar with Haverford and its ethos before being hired by the College. He's excited to be part of a community he's long admired. “I know that our students are committed, smart, and care about their roles in the world,” he says.

—Brenna McBride

SYLLABUS

Genetic Roil and Royal Families

Biology 125D, Perspectives in Biology (half-semester course)

Instructor: Robert Fairman

Description: This course will focus on the genetic and biochemical basis of disease in royal families and its impact on politics and culture. We will start off by learning the basic biological principles necessary to appreciate the molecular and cellular aspects of two genetic diseases: hemophilia A (the “bleeding” disease); and variegate porphyria (the “Royal malady”). We will then focus on these two diseases from the point of view of medicine (past and present diagnosis and treatment), and political and cultural impact during the times of Tsarevich Alexis and King George III. The goal of this course is to understand the importance of biology and medicine not only to the scientific community but to society as a whole.

Sample activities and assignments: Two debates will be held in the second half of the course focusing on historical and political impact of the royal maladies. A final paper will allow students to develop an independent project on a human genetic disease of their choosing.

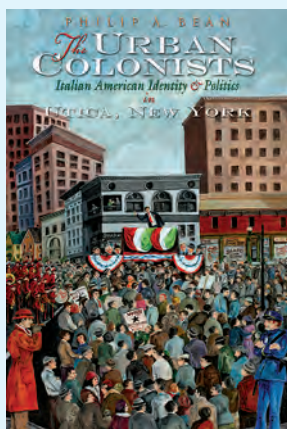
Sample readings and resources: *Cell Biology and Genetics*, Starr & Taggart, 10th Edition, 2004; *Nicholas and Alexandra*, Massie, 1967; *Royal Babylon*, Shaw, 1999; *Mad Princes of Renaissance Germany*, Midelfort, 1994; *Rasputin and the Empress*, MGM, 1933; *The Madness of King George*, MGM, 1994; “Hemophilia A: deficiency of coagulation factor VIII” in *The Metabolic and Molecular Bases of Inherited Disease*, 2001.

3 Questions

Phil Bean, associate dean of the college and dean of academic affairs at Haverford, talks about his new book, The Urban Colonists: Italian American Identity and Politics in Utica, New York (Syracuse University Press, 2010).

Haverford College: Why did you choose to write about the Italian-American community in Utica?

Phil Bean: Utica is interesting for a number of reasons. Although very few studies of Italian immigration have been based on communities, like Utica, with fewer than 100,000 inhabitants, nearly half of all Italian immigrants in the U.S. lived in such places in 1910. Italians constituted a higher percentage of the foreign-born and overall population of Utica than they did in New York City, Chicago, or Philadelphia. Utica also offers unusually good sources on which to base a study of this sort. In addition, my mother is from a local Italian-American family,



and I grew up in an environment strongly influenced by that heritage.

HC: In the book, you discuss the evolution of Italian identity. How did this process occur?

PB: Many immigrants did not think of themselves as “Italians” when they first arrived in the U.S., and they tended instead to identify with peo-

ple from their hometowns and home regions in southern Italy. Over time, however, something happened in urban America that had proven much more elusive in southern Italy: Former peasants began to embrace Italian identity. Workplace struggles, anti-Italian sentiment, commercial forces, and even religion helped to foster this process, but so did the interplay between electoral politics and the ethnic nationalist movement. Indeed, ethnic politicians and nationalist enthusiasts reinforced each other: Both appealed to their neighbors as Italians, and the machine made the

advantages of Italian solidarity particularly tangible. In this way, Italians became unified not only from the perspective of identity, but also as a regionally significant Democratic voting bloc in the 1920s.

HC: Recent news articles have shown Utica to be a place of acceptance and tolerance for the Muslim community. What makes the town welcoming to different ethnicities and faiths?

PB: Today’s tolerance arises, in part, from the recognition that this city is being rejuvenated by new arrivals, notably Bosnian Muslims who have brought new life to once-declining neighborhoods. They have, for instance, transformed an endangered former Methodist church next to city hall into a mosque with the support of Utica’s Italian-American mayor and many local residents. I would also like to think that at least some people who object, correctly, to the way their ancestors were mistreated by American society in the 20th century are determined not to replicate the mistakes of the past. Time will tell whether I’m correct in so thinking.

news + notes

Assistant Professor of Physics Peter Love has received the National Science Foundation CAREER award, which honors outstanding young college faculty members at colleges across the country. The grant gives Love \$500,000 over five years to support his efforts to create efficient simulations of quantum computer systems. Love’s work could someday result in the development of a quantum computer, which would harness the

power of atoms and molecules to perform calculations much faster than a traditional computer.

“I’m particularly happy that NSF funded a proposal which was based very strongly on the model of faculty-student research that is characteristic of Haverford,” says Love. “The proposed work builds on projects that Haverford physics students have already substantially contributed to. For example, all of

the figures in the proposal were produced by students either in class projects in computational physics or during their senior thesis work.”

Love is one of two Haverford physics professors to have received this award. In 2007—a year before he joined the College’s faculty—**Associate Professor of Physics Stephon Alexander ’93** won a CAREER award for his project in high energy theory and cosmology. A

professor at Penn State at the time, Alexander was awarded \$400,000.

With the help of two Haverford students, **Assistant Professor of Political Science Craig Borowiak** has developed a vital new resource for the research seminar he teaches on Solidarity Economy Movements. Borowiak's Solidarity Economy webpage, which was created over the summer by research assistant Christine Letts '12, offers links to articles, databases, organizations and networks around the world. "I had a concept and some content and Christine really did an amazing job with it," says Borowiak, whose seminar looks at alternatives to mainstream capitalism, such as consumer and producer cooperatives, microfinance and fair trade movements.

Information on the webpage is organized into several broad categories, including food and agriculture, land trusts, and currency and finance. The page also features links to initiatives that seek to map the evolving solidarity economy and boasts what may be the first such map of the Philadelphia area, developed by Cameron Scherer '11. "We came up with a list of close to 300 organizations that fit our criteria and Cameron went out into the field to check them out," says Borowiak. "Then she created an interactive Google map that you can search by category, such as artist cooperatives or community gardens."

Soon after the webpage went live in September, Borowiak made it available to members of an international research network he's part of, and saw it spark immediate interest. "A sociologist at the University of Wisconsin recommended it to his graduate students," says Borowiak, who expects to add new content generated by the research of his seminar students over the fall semester. *To view the webpage, go to www.haverford.edu/politicalscience/solidarityeconomy/.*

The start of the fall semester saw the debut of the new Peace, Justice and

Human Rights concentration, under the direction of **Assistant Professor of Philosophy Jill Stauffer**. The program is a redesign of the former Peace and Conflict Studies concentration with a broader aim in mind. "The new concentration is truly interdisciplinary and can be added on to any major," says Stauffer, who was hired last year to shepherd the transition.

The concentration has three core courses, among them Applied Ethics—



Jill Stauffer

which, says Stauffer, "will help prepare students to formulate their own creative approaches to ethical problems, and facilitate an approach to argument that emphasizes diplomacy, perspective-taking and empathy over the search for the one right answer or the infallible argument." In consultation with Stauffer, concentrators also select three electives that will allow them to focus on a theoretical problem, a geographical region or comparative study.

One of Stauffer's hopes for the revamped concentration is that it will begin to attract more of Haverford's science students. "The issues we deal with could inform the studies of a chemistry major interested in chemical weapons, or a biology student interested in epidemiology," she says. "We want to give students an opportunity to view problems from many different angles and come up with new solutions to problems."

In his new book, *Material Culture and Jewish Thought in America*—released in April by Indiana University Press—**Professor of Religion Ken Koltun-Fromm '88** draws on philosophy, literature, psychology, film and photography to look at the ways Jewish Americans use and think about objects, rituals and performance when expressing their identities.

In the book, Koltun-Fromm examines photographer Arnold Eagle's pictures

of Orthodox Jews practicing in urban settings; studies the ways in which writers such as Cynthia Ozick, Bernard Malamud and Philip Roth use everyday objects to define characters in their stories; and looks at attempts by Jewish neo-Freudian psychologists, such as Eric Fromm, a cousin of Koltun-Fromm's grandfather, to understand what it means to flourish as an American Jew.

Mix CDs created for the Obama campaign, an '80s lesbian folk music collective from England, and how the video game "Rock Band" may slow the onset of Alzheimer's are just a few of the topics explored in a recent issue of the *Journal of Popular Music Studies*, which is co-edited by **Associate Professor of English Gus Stadler**.

Stadler became involved with the periodical after editing a special issue of the journal *Social Text* on the politics of sound recording. A friend encouraged him to apply for the job as editor of the *Journal of Popular Music Studies*; when Stadler learned his friend Karen Tongson, a professor of English and gender studies at the University of Southern California, was also up for the position, he suggested they share it.

"We keep our eyes and ears open for people doing work we find exciting," says Stadler, himself a musician (he has played guitar, drums and bass). "We also keep track of new books about popular music, interesting CD releases, and performances and exhibits." This year, Stadler has hired two Haverford students, Walker Anderson and Karina Puttieva from the class of '11, as editorial assistants.

The journal reflects both Stadler's and Tongson's backgrounds in English and cultural studies, with articles focusing on the social and political issues addressed by and in popular music. They hope to bring more non-academic voices into the mix. "We're also interested in the intersection between popular music and the literary and visual arts," says Stadler. 🐘



Ken Koltun-Fromm '88

mixed media

BOOKS

Q&A: Marcy Dermansky '91

Cheryl Sternman Rule '92 recently caught up with writer Marcy Dermansky '91, whose second novel, *Bad Marie* (Harper Perennial, 2010), chronicles the exploits of the morally suspect nanny-cum-outlaw of the title. In addition to *Marie*, Dermansky introduces readers to a colorful supporting cast—the innocent toddler Caitlin, the reckless Frenchman Benoît, his unsuspecting wife, Ellen, the Mexican bank robber Juan José—all of whom contribute in their own quirky and questionable ways to the wild romp as the story unfolds.

A film critic and writing coach when she's not penning novels, Dermansky lives in Astoria, N.Y., with her husband, writer Jürgen Fauth, and their daughter, Nina.

Cheryl Sternman Rule: How do you get yourself so intimately inside the heads of your characters?

Marcy Dermansky: My characters seem real to me. They exist in a funny sort of way, and I hear them as I walk or as I swim. This happens once I start writing. Their voices don't talk to me immediately, and I don't have the characters planned in advance. It's not a straightforward, linear process.

CSR: With your first novel, *Twins*, under your belt, what was the process you went

through to conceive and then complete *Bad Marie*? Was it easier, or more difficult?

MD: I thought it would be easier, but writing a novel turned out to be just as hard the second time around. In some ways it was harder, because there were expectations of me that I didn't have to deal with the first time. At one point in the novel, *Marie* thinks: "Why was success required of a person? And once you were successful, life required you to do it again and again." That was me worrying about the same thing.

CSR: *Bad Marie* shows that you're clearly a fan of black humor. What about this style of writing, or character development, excited you?

MD: I think I must have a dark side. Sometimes I make jokes and people don't understand that they're jokes. I get funny looks. There's been a lot of talk about *Marie* not being a sympathetic character. I knew I had a dark story line, but I am surprised that people don't find her sympa-

continued on page 21



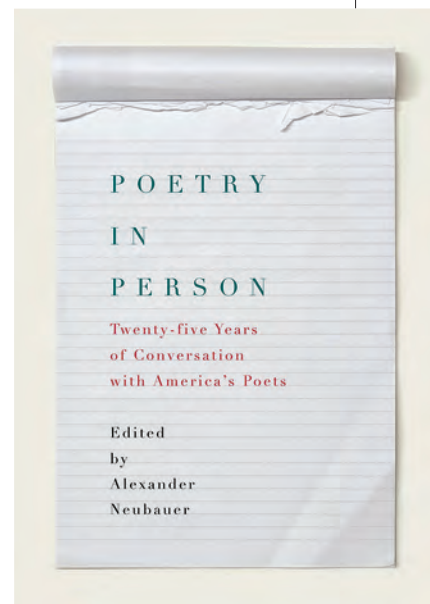
Talking Poetry

ALEXANDER NEUBAUER '81

For 25 years, a teacher named Pearl London ran a legendary seminar at the New School in New York known as "Works in Progress." The format was simple: An invited poet would arrive at class, newest poem in hand, and discuss the process of writing and revising. But the list of writers London attracted was extraordinary. Among them: John Ashberry, Adrienne Rich, Robert Creeley, Maxine Kumin, W.S. Merwin, Mark Strand, and Galway Kinnell. Over the years the guest list included eight U.S. poet laureates and 11 Pulitzer Prize winners, as well as Nobel laureates Derek Walcott and Seamus Heaney.

Those remarkable sessions live on thanks to the hundreds of audio tapes that were discovered in boxes in London's home after her death in 2003, and to the efforts of Alexander "Sandy" Neubauer '81, who selected and edited 23 of the interviews for his latest book, *Poetry in Person: Twenty-five Years of Conversation with America's Poets* (Knopf Doubleday, 2010).

Neubauer taught fiction writing at the New School in the mid-1990s, and for five years he dropped in on London's poetry seminar



whenever he could. He writes in his introduction to *Poetry in Person*: "With London in charge, as first-time guests learned soon enough, the interview model just broke down. These were conversations: passionate, human, sometimes formal or funny, tilting now and then toward improvisational theater. How did their new work reflect each poet's central concerns? Were they after form or meaning, rhythm or rhyme, lyric or narrative, protest or confession? London kept looking for the heart, the essential metaphor of their work, and often enough she found it."

DERMANSKY PHOTO: JURGEN FAUTH

OTHER ALUMNI TITLES

Poetry in Person has received some glowing reviews, including one in *The Washington Post*, which called it “one of the best books you will ever read on how poems are actually made.”

The book is illustrated with copies of the poets’ manuscripts and notes, making it easy for readers, says Neubauer, “to follow along with the actual conversation, and see how vision leads to revision in the making of a poem.”

Neubauer is also the author of *Conversations on Writing Fiction: Interviews with Thirteen Distinguished Teachers of Fiction Writing in America* and *Nature’s Thumbprint: The New Genetics of Personality*. His Web site, alexanderneubauer.com, features photos of the poets and their manuscripts, as well as a video about the making of the book. 🐿

Willem deVries '72: editor, *Empiricism, Perceptual Knowledge, Normativity, and Realism: Essays on Wilfrid Sellars* (Oxford University Press) This collection of essays celebrates American philosopher Wilfrid Sellars, author of *Empiricism and the Philosophy of Mind*, a major work of 20th-century analytic philosophy.

John M. Dolbey '92 and Mae L. Dolbey: *Sunrise Over Fire Rock Field* (CreateSpace) Dolbey and his daughter Mae turned a series of bedtime stories they made up together over the years into this children’s chapter book about a young dinosaur named Iggy, who must protect his plant-eating kin from carnivorous predators. In the book, Iggy

and his friends discover that success will require working with lots of other dinosaur species, listening to their elders, and recruiting some surprising allies.

John S. Major '64 et al.: *The Huainanzi: A Guide to the Theory and Practice of Government in Early Han China* (Columbia University Press)

Historian Major and his colleagues have written the first complete English translation of the *Huainanzi*, which dates back to 2nd century B.C. China and is one of the world’s great works of political philosophy. Its essays result from literary and philosophical debates between Liu An, ancient king of Huainan, and guests at his court.

Richard Morris '65: *Well Considered: A Novel* (iUniverse) Morris, the author of the Vietnam War-era satire *Cologne No. 10 for Men*, blends history and mystery in the tale of Ron Watkins, who investigates the 1907 mob murder of his great-grandfather on a Maryland tobacco plantation.

Daniel Wirls '82: *Irrational Security: The Politics of Defense from Reagan to Obama* (Johns Hopkins University Press) A professor of politics at the University of California, Santa Cruz, Wirls examines the history of U.S. military spending under recent administrations. Post-Cold War politics, according to Wirls, have led to incoherent defense policies made worse by the war on terror. 🐿

FILM

Consent, a feature film written, produced and directed by **Ron Farrar Brown '79** screened at the 14th Annual FirstGlance Philadelphia Film Festival in October. The film follows a wealthy Manhattan family whose inability to deal with the suicide of their eldest daughter sends them into a downward spiral of drugs, alcohol and sexual taboos.

Consent stars Troian Bellisario (ABC’s *Pretty Little Liars*), Paul Iacono (MTV’s *The Hard Times of R.J. Berger*), Noah Fleiss (*Brick*), and Kate Burton (*Grey’s Anatomy*). The film also features Brown’s son Peter Vack, who has the lead role in MTV’s upcoming comedy series *I Just Want My Pants Back*.

Consent picked up three awards at New York’s VisionFest film festival in June. Brown received the Domani Vision Award for emerging talent, Bellisario won best female lead, and Vack took the Jack Nance Breakthrough Performance Award.

For more information and to see a trailer of the film, go to www.consent-movie.com.





VISUAL ARTS

The work of **Beth Cavener Stichter '95** will be on view through Jan. 23 at the John Michael Kohler Art Center in Sheboygan, Wis., as part of a group exhibition titled "Animal Instinct." Later this year, Stichter, who lives in Garfield, Wash., will show new work at Art Basel in Miami. She is represented by the Claire Oliver Gallery in New York, and her first solo exhibition with the gallery last fall traveled to the Huntington Museum of Art, in Huntington, W.Va., where it ran Feb. 26 through April 4.

Stichter's large-scale sculptures require 800 to 2,000 pounds of wet clay to create and can take as long as five weeks to sculpt and hollow out. "I want to pry at those uncomfortable, awkward edges between animal and human," she says of her work. "There are primitive animal instincts lurking in our own depths, waiting for the chance to slide past a conscious moment. The sculptures I create focus on human psychology, stripped of context and rationalization, and articulated through animal and human forms."

See more of Stichter's art on her website at followtheblackrabbit.com.

Stichter's *A Rush of Blood to the Head* (left) became part of the permanent collection at the Chazen Museum of Art in Madison, Wis., in March.

MUSIC

What do you do when you're a young opera singer frustrated by a lack of roles for youthful performers? The solution for **Katy Gentry '05** was to start her own opera company. Gentry, who received her master's degree in voice performance from Temple University in 2009, launched Poor Richard's Opera with her Temple classmate Sydney de Lapeyrouse. The company's name is a tip of the hat to Ben Franklin and Philadelphia, as well as a sly reference to the members' status as "poor" young singers. "We want people to understand that this is grassroots, bare-bones opera," says Gentry.

Poor Richard's Opera mounted its first production in September at the 2010 Philadelphia Live Arts and Philly Fringe Festival. Gentry and de Lapeyrouse recruited fellow singers to fill the cast of *The Marriage of Figaro: The Las Vegas Version*, a reimagining of the classic Mozart opera that sets the story of marital infidelity and comical misunderstand-



Poor Richard's Opera

ings in glitzy 1960s Las Vegas. The production featured an English translation of the Italian libretto peppered with timely slang and pop-culture references.

"We wanted to present opera in a friendly way for audiences who don't usually attend," says Gentry, who adds that she found the English version more difficult to learn than the Italian one she had sung at Temple. "There was a lot of discussion about what would make sense grammatically."

Poor Richard's Opera plans a SOAP (Starving Opera Artists of Philadelphia) Opera Night later this fall, where singers can test arias and other operatic material

in front of supportive peers. The company will also stage a spring production, a double bill of two short operas: Menotti's *The Old Maid and the Thief* and Puccini's *Gianni Schicchi*.

Haverford favorites Pudding Run are no longer, but the band's music lives on in a new studio-produced 15-track digital album titled *Among Friends* and available for free download at puddingrun.bandcamp.com. The now-defunct band, which featured **Class of 2009** graduates **Musa Hamideh, Joseph Bernardoni, Adam Subhas, Alex Kaplan, Jack Meaney** and **Scott Muller**, has also released an 11-track live recording of

Pudding Run's last show. Called *Among Friends: The Lost Laundry*, it's also available for free download.

Both albums take their name from a Mellon Symposium organized at Haverford in 2009 by Visiting Assistant Professor of Fine Arts John Muse that encouraged artistic collaboration. The sharp-eyed will recognize Haverford/Bryn Mawr Director of Safety and Security Tom King on the cover of *Among Friends*. King is also the focus of the song "Tom King: Lockdown." Another song, "Jason McGraw," immortalizes the College's student-activities director. "We recorded the album during senior week in May 2009," says Joseph Bernardoni, Pudding Run's former lead guitar player and vocalist. The band worked with a San Diego music producer, the friend of a band member, who had come to Haverford to engineer the recording. And then, says Bernardoni, the fellow took his merry time putting it all together. "We had no idea it would take him that long." 🐇



THEATER

The Groundswell Players

Take an awkward but reliable park ranger, her egomaniacal manager, a Lewis and Clark re-enactor, a transcendental hippie squatter and an ex-dancing bear from Calcutta, bring them together on one stage, and you have *How to Solve a Bear*, an improvisation-driven play performed by four Haverford alumni calling themselves the Groundswell Players. The show debuted at the 2010 Philadelphia Live Arts and Philly Fringe Festival in September.

The four members of Groundswell—**Ali King**, **Jack Meaney** and **Jesse Paulsen (all Class of '09)** and **Scott Sheppard '06**—met while doing improv and theater as undergraduates. They went on to form Leo Callahan, an all-Haverford improv troupe that includes **Nick Kerr '04** and **Nicholas Mirra '06**. “We didn’t set out trying to keep the company exclusively Haverford alums,” says Meaney. “It was more that we had good experiences working together and felt comfortable trying to collaborate on something comedic.”

The Groundswell Players were actually formed while the quartet was juggling ideas for a Fringe Festival show. They opted for a “rangers vs. bears” dilemma, set in a fictional Montana state park. The actors worked from a loose script by local painter/writer Alex Cohen.

Despite the positive response to *How to Solve a Bear*, the future of the Groundswell Players is uncertain, as all four members have full-time jobs in addition to performing with the Leo Callahan improv group. Still, it’s likely they’ll either resurface under the same name or choose a new moniker for every show they create.

“It’s hard to imagine that we’ll be a one-and-done company,” says Paulsen. “We love working together and hope to find another occasion to collaborate in the near future.”

■
Jason Ford '88 saw the debut of his new play, *GS-14*, at the 2010 Capital Fringe Festival in July. A comedy about a fed-government manager who decides to quit playing by the rules, *GS-14* was performed by the Embassy Players in collaboration with the Freedom of Information Actors. Ford’s mordant tale, wrote one reviewer, is “told with lots of wit that digs into the details of political maneuvering and innuendo that surround this town’s untold soap operas.”

■
Ken Ludwig '72 directed a reading of his new comedy thriller, *The Game’s Afoot (Or Holmes for the Holidays)*, at the Kennedy Center’s Ninth Annual Page to Stage Festival in Washington, D.C., in September. *On the Fairway*, another new play by the prolific Ludwig, ran Oct. 12 through Nov. 14 at the Signature Theatre in Arlington, Va. The madcap comedy about the stuffy denizens of a private country club was directed by Tony Award winner John Rando (*Urinetown*). And earlier this year, a Broadway revival of Ludwig’s *Lend Me a Tenor* (first produced on Broadway in 1989) was nominated for three Tony awards. The production was directed by Stanley Tucci and starred Anthony LaPaglia and Tony Shalhoub. 🐘

Q&A: Marcy Dermansky '91

continued from page 18

thetic. I do hope that by the end of the book they’ll care about her.

CSR: Why did you choose to set so much of the novel in France, and to make the main male character, Benoît Doniel, French?

MD: A lot of it was just having fun. I was writing about things I love, and things that interest me. As a film critic, I went through a period where my favorites were contemporary French films.

Antoine Doinel, for example, is the name of a character in a series of Truffaut films. There’s a contemporary French actor that I admire named Benoît Magimel. So I used his name, too. When Marie says, “I just love saying his name,” I was paying homage to French cinema. I was writing a French movie to some extent.

CSR: I understand you have a 1-year-old daughter, Nina. What’s your daily writing schedule like?

MD: It can be a little chaotic, because my husband is a writer as well and also works from home. Before Nina was born, I spent my time editing the book. The copy edits were due right after she was born. And there’s a lot of work even now that the book is out—doing interviews, writing articles. I wish I could tell you it’s all beautiful and easy, but it’s definitely been tricky.

CSR: Where do you write?

MD: I used to work at a space in Manhattan called The Writers Room, but now I write at home and in cafés in my neighborhood. In New York, with tight real estate and small apartments, if you wait until you find ideal, dreamy writing conditions before you start, you’ll be so old and comfortable you won’t want to write anyway.

CSR: Your work has gotten a lot of attention in the mainstream press. How difficult is it to find an audience and get your work out there?

MD: I’m thrilled to have been covered in *Time* magazine and *The New York Times*. Plus, there’s social media and online networking, so if you’re not getting the coverage you want, you can do it yourself through Facebook and Twitter. As a writer, it’s so important to participate in your own publicity. It makes a huge difference.

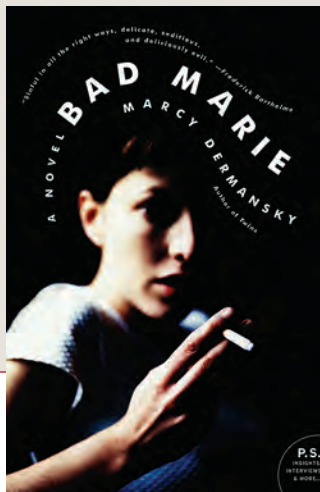
CSR: What advice do you have for budding novelists currently at Haverford or Bryn Mawr?

MD: You have to be determined. And don’t go to grad school if it’s going to put you into debt. I had a teaching assistantship, so I was essentially paid to go to school—but don’t go into debt to be a writer. Just believe in yourself—it’s so corny!—but you also have to work hard. You can’t treat writing like a hobby.

CSR: What do you like best about being a full-time writer?

MD: My favorite part is the actual writing. I love sitting at my computer, alone with my book, making things up. It’s thrilling to make up stories.

Cheryl Sternman Rule '92 is a California food writer whose blog can be found at 5secondrule.typepad.com



ford games

Richard Schwab on the practice field with some of the players in the Lower Merion Youth Girls Lacrosse League.



For the Love of the Game

Former All-American lacrosse player Richard J. Schwab '79 spends his spare time running a girls' lacrosse league that he founded. Says Schwab of his players, who start as young as age 6: "If they have fun, I've done my job." **By Samantha Drake**

Richard J. Schwab '79 doesn't hesitate to pick up a lacrosse stick and take the field with a group of third- and fourth-grade girls practicing their lacrosse skills on a warm autumn day. The girls, all skinny legs and ponytails, giggle as they practice switching the lacrosse stick from hand to hand, but the laughter stops as soon as play starts.

The girls wear protective goggles and mouth guards, reminding observers that lacrosse is a serious game and safety is

a priority. Schwab flashes a kid's grin as he corrects form here and there and encourages the players, who include his daughter Allison.

They are there on the field thanks to Schwab's energy and enthusiasm for the game, which spurred him to launch a girls' lacrosse league for elementary and middle schoolers in the Lower Merion, Pa., school district in 1996.

Today, the Lower Merion Youth Girls Lacrosse League has more than 250 players on 18 teams and a season that runs

from April to June. The response was so great that fellow Haverford alumnus George Dick '84, the girls' lacrosse head coach at the school district's Harriton High School, added a travel team and a fall session for the younger girls who want to play more.

A League of His Own

It all began when Schwab's oldest daughter, Amanda, then a fourth grader, wanted to play lacrosse. The school district didn't have a program for girls her age. So

Schwab, who played high school lacrosse himself in Lower Merion and was a star lacrosse player at Haverford, started a girls' league.

The league for first- through eighth-grade girls is independent of the school district but uses district fields. Some of the high school players are volunteer coaches in his league, Schwab explains. "We're sort of the minor-league system for the high school," he says.

"There are a lot of girls who went through this program who went on to play in college who never would have played," Schwab notes. At the same time, he adds, "I try not to make it very competitive—it burns kids out. If they have fun, then I've done my job."

Players also have the opportunity to start at a very young age. A few years ago, Schwab started a lacrosse team for first and second graders, which he coaches himself. The youngest players spend most of the time working on their skills, but by the end of the season, "some of the kids are really very good," Schwab notes.

"He was the person who really got



Schwab (left) with George Dick '84, who coaches a travel team for the girls' lacrosse league Schwab founded.

girls' lacrosse started in Lower Merion," says Dick. They met when Schwab served as a volunteer assistant lacrosse coach during Dick's sophomore year at Haverford. "To be honest with you, Rich does everything," he adds. "He doesn't like to delegate anything. It's his baby."

Living Lacrosse

Schwab, 52, a physician and the co-director of the Penn Sleep Center at the University of Pennsylvania Medical

Center, lives in Bryn Mawr with his wife, Edna, and their four children. In addition to running the Lower Merion girls' league, he plays regularly in lacrosse tournaments on the Philadelphia Grand Master Eagles Team.

On Oct. 2, Schwab was inducted into the Thomas Glasser '82 Hall of Achievement, which recognizes former athletes who have made significant contributions to the success of Haverford College athletics. As a senior in 1979, Schwab was Haverford's first men's lacrosse player to earn All-America honors. Schwab was voted team MVP in 1976, '77 and '79, and received the 1979 Varsity Cup.

Lacrosse is also a constant in his family's life, with all of his children playing the game at various levels. They watch each other play and critique each other's moves, Schwab says. "They think I'm moving in slow motion. All of my kids can outrun me," he chuckles. Obviously, that doesn't dampen his enthusiasm.

"Rich loves the game, and you can see it," says Dick. "Without him this league wouldn't exist." 🐾

athletics news

Thanks to the power provided by the Haverford College **BASEBALL** team during the 2010 season, Home Runs for Haiti raised \$11,727 to aid earthquake victims. The initiative enlisted members of the college community and surrounding area to pledge money for each home run hit by the Fords. Haverford belted 33 long balls this spring, which tied for the second-most in a single season.

In addition to the baseball team's proj-

ect, the athletics department organized Haverford for Haiti Day on April 10. Fans pledged money for each run or goal scored by three Haverford teams (baseball, and men's and women's lacrosse) that played home games that day.

"We are humbled by the success of our Home Runs for Haiti pledge drive," said junior first baseman Jake Chaplin, who came up with the idea along with pitcher Adam Lewis '10. "Both on and



off the field, the Haverford College baseball program is a reflection of the heart and spirit of the Haverford community as a whole. We are deeply grateful for the response we knew we could count on from our extended network of caring friends and family.”

The money was donated to Doctors Without Borders/Médecins Sans Frontières, an international humanitarian organization that delivers emergency medical aid to people affected by armed conflict, epidemics, malnutrition or natural disasters, or who lack access to health care. Doctors Without Borders directed the funds toward its operations treating earthquake victims in Haiti. The group has treated more than 137,000 earthquake victims and performed 8,000 surgeries in Port-au-Prince.

“We couldn’t be more pleased with the results of our Home Runs for Haiti drive,” said Lewis. “Reaching a final total of over \$10,000 greatly exceeded our expectations and was a great tribute to both the efforts of our team in seeking out donors and to the generosity and compassion of the Haverford community.”



The **WOMEN’S TRACK & FIELD** squad topped the U.S. Track & Field and Cross Country Coaches Association’s (USTFCCCA) 2010 All-Academic team listing, posting the highest grade-point average of the 106 Division III teams that earned academic distinction. The men’s team tied for the fourth-highest GPA of the 68 Division III teams on the men’s national rankings. Both Haverford squads were the highest-ranked Centennial Conference teams on the lists. Individually, six women and four men from the Haverford track & field teams earned USTFCCCA All-Academic honors.

■
CROSS COUNTRY runner Andrew Lanham ’10 (*below*) became the 23rd Ford to receive an NCAA Postgraduate Scholarship. These \$7,500 scholarships



are awarded to student-athletes—29 men and 29 women in each of the fall, winter and spring seasons—who excel academically and athletically and who are in their final year of intercollegiate athletics competition.

■
In August the **WOMEN’S SOCCER** team enjoyed a 10-day tour to Brazil, landing in Sao Paulo, then traveling through several different communities before finishing the trip in Rio de Janeiro. The team experienced cultural exchanges in small communities such as Sao Bento Sapucaí, where the team hosted a soccer clinic for local schoolchildren



before taking to the field themselves for a scrimmage against the town’s club team. The Haverford women competed in two more scrimmages and an intra-squad game before closing out their trip with a visit to the world-famous *Christ the Redeemer* statue in Rio. Women’s soccer was the second Haverford team in 2010 to use the Athletic Travel Fund. **MEN’S LACROSSE** traveled to Australia in January. *Read the teams’ blogs about their trips at haverford.edu/blogs.*

■
Athletics welcomed two new coaches beginning with the June hiring of Jackie Cox to lead the **FIELD HOCKEY** program. Cox comes to Haverford after a successful stint as the top assistant at St. Joseph’s University, where she also competed as a player for the Hawks. Niki Clement joined the staff as the head men’s and women’s **SQUASH** coach in August. Clement, a two-time All-America honoree and four-time most valuable player at Bowdoin, has been playing on the professional tour the past year, and has risen to a recent world ranking of No. 119 by the Women’s International Squash Players Association. The Clement family isn’t new to the Haverford campus, as Niki’s grandfather, Frederick T.J. Clement ’45, and great-grandfather, Dewitt C. Clement ’17, are both Haverford College alums. In 1916 Dewitt Clement set the two-mile school record with a time of 10 minutes, 15.8 seconds.

—Gregg Petcoff

Get more athletics news at www.haverford.edu/athletics.

HAITI UPDATE

In the Spring issue of Haverford magazine, we chronicled the contributions of a number of Fords who worked to aid Haiti after the massive earthquake in January [*“Crisis in Haiti: Fords Find Ways to Help and Connect”*]. As the country emerges from crisis into what’s hoped will be a long-term recovery, we checked in with some of the people we wrote about—and with several other Fords whose efforts to help in Haiti we learned about after that report appeared.

The surge of donations that brought Haiti an estimated \$2 billion in aid after the quake has slowed but won’t stop if **Bill Pierznik ’95** has anything to do with it. His nonprofit Mangrove Fund, which has been funding projects in Haiti since 2007, staged “Kanaval Portland,” a fund-raising festival in August in Oregon that brought in more than \$20,000.

Elizabeth Dowling ’91, who was waiting to bring her adopted daughter Jenna home from Haiti when the quake struck, has joined the board of directors of Colorado-based The Road to Hope. “We are helping to build a sustainable children’s home in Haiti that will house 80 children,” says Dowling. She reports that Jenna has developed a love for her cousins, for yogurt and for *Sesame Street*’s Elmo.

Sara Wolf ’03 has moved to Haiti permanently. The organization she works for there, AMURT, has set up programs for mothers and teenagers and continues to run 10 Child-Friendly Spaces that offer services to 4,000 children.

Since returning from his January trip to Haiti, during which he provided emergency surgical care, **Paul Vanek ’85**, a plastic surgeon in Cleveland, has given talks about his experiences and raised \$12,000 for the treatment of amputees in Haiti.

Patricia Kinser ’01, a nurse-practitioner with Bon Secours Memorial College of Nursing in Richmond, Va., authored a chapter in a book published this summer, *Giving Through Teaching: How Nurse Educators Are Changing the World*, based partly on her experiences treating patients and supporting medical providers in Haiti.

For **Alison Lapp ’03**, sharing information about Haiti is a major part of her job as an information officer for the U.S. Agency for International Development (USAID). Twice since the earthquake, Lapp has made month-long visits to Haiti, most recently in August and September. “I went out with specialists—in water, sanitation, food, health, nutrition—to sites where [nongovernment organizations] who were receiving U.S. funds were working, and wrote back about the progress that was being made,” she says. Despite steps forward, such as broader access to clean water, says Lapp, “there is still a need for attention.”

Nowhere is that need more apparent than in health care. University of Pennsylvania emergency-room physician **Steve Larson ’83** traveled to Port-au-Prince in February to assist patients at a collapsed hospital. With security provided by the



Alison Lapp ’03 (far right), an information officer for USAID, with fellow aid workers in Haiti in September.

U.S. 82nd Airborne, Larson treated dysentery, infected wounds and a myriad of other medical issues. Larson says that friends of his who have since traveled to Haiti say that conditions remain poor.

Cristina Morais ’11, a pre-law senior, spent a week volunteering in an orphanage in Port-au-Prince just before Haverford classes started this fall. Before going, she organized fund raisers—attended by many Haverford students—to build several more beds for the orphanage, which has taken on the care of 40 additional children since the earthquake.

Melissa Dunwell Padberg ’93 and the staff of Hotel Villa Créole, the hotel she co-owns in Port-au-Prince, have worked to regain normalcy since the days following the earthquake, when the inn functioned as a refuge for aid workers, journalists and people injured by collapsed buildings. Villa Créole was forced to downsize—temporarily, at least—because its main kitchen was destroyed, but has continued operating as a bed and breakfast while reconstruction moves forward.

—Katherine Unger ’03

Haverford Helping Haiti

Last semester, Haverford students, faculty and staff raised \$10,000 for the American Red Cross to support relief and rebuilding efforts in Haiti. In addition, the baseball team’s “Homeruns for Haiti” effort brought in \$11,727, which went to the aid organization Doctors Without Borders/Médecins Sans Frontières. (For more on this story, see p. 23.)



COMMENCEMENT 2010

After the previous year's rainout, bright spring sunshine was a welcome sight at Haverford's 2010 Commencement, held Sunday, May 16. **President Stephen G. Emerson '74** greeted the 291 graduates—and their families and friends—gathered on Roberts Green, and welcomed the Class of 2010 into Haverford's alumni community. "You are supremely prepared ... and I salute you!" he said.

This year, honorary degrees were awarded to four accomplished individuals. Award-winning *New York Times* op-ed columnist **Bob Herbert** (*bottom right*) urged the Class of 2010 to "slow down" for the benefit of themselves and the world at large. "The time wasted sending 100 emails about nothing could be time spent holding one person's hand," he said. "We need to reduce the speed limits of our lives. We need to savor the trip."

An honorary degree was awarded posthumously to **Greg Kannerstein '63**, a beloved alumnus, coach, teacher, dean and friend who died in November 2009. Director of Athletics **Wendy Smith '87**, who presented the award, said: "Greg embodied the ethos of the Haverford community: respect, integrity, honesty. ... So go forth and live by the same values, and keep Greg's Haverford in your hearts forever."



PHOTOS: JIM ROESE



Juan Guzmán Tapia (*top, far right*), the Chilean justice hailed for prosecuting former dictator Augusto Pinochet on human rights charges, told the graduates, “You are the privileged among the privileged ... The principles that you have acquired here will be the light that shows you the way.”

Renowned French philosopher **Jean-Luc Marion** (*right*) encouraged the Class of 2010 to view Commencement as a continuation of their education. “Real life, real conversations,” he said, “come first and mostly from the books we have read, the books we shall keep reading, and the books yet unread, which we surely will discover—or write—in the future.”



▲ Alex Warres '10, Neil Warres '72 (father), Joanne Warres BMC '71 (mother), and Megan Warres '10. To see more legacy photos from Commencement, go to fords.haverford.edu and select “photo album.”



ACCESSIBLE TREASURES

At Magill Library's Special Collections, the focus is on making the Library's extraordinary holdings—and the up-close glimpses of history they offer—widely available to faculty, students and scholars. **BY BRENNA MCBRIDE**



A first edition, published in the 16th century, of Copernicus' *De revolutionibus orbium coelestium* is one of many significant books in Haverford's Special Collections.

It is a book that *changed the face of astronomy.*

It was the first to put forth the theory of a heliocentric universe and contains the earliest diagrams of planets circling the sun. It's still ensconced in its binding of vellum, which has survived centuries of wear and tear. It has been read by some of history's most famous scientists and scholars. And last fall, Assistant Professor of Astronomy Beth Willman held it in her hands: the 16th-century first edition of Copernicus' *De revolutionibus orbium coelestium*, one of the most remarkable items owned by Haverford's Special Collections.



Willman was so taken with the book that she made arrangements with Special Collections Librarian Ann Upton for all of her Astronomy 101 students to see it for themselves. "It was unexpectedly exciting to handle it," says Willman. "We wondered, whose hands had touched this? Were Copernicus' molecules part of us right now?" She says her students were also intrigued by the physical embodiment of their classroom discussions: "It helped them appreciate how labor-intensive it was to produce these books and propagate these revolutionary ideas."

This is just one example of how Special Collections puts history directly into the hands of Haverford students and faculty, as well as scholars and visitors from around the world. Among the vast holdings are approximately 4,000 rare books; 72 ancient religious scrolls; some 20,000 letters; a host of ancient Greek and Middle Eastern artifacts; several hundred original prints and oil paintings from artists of worldwide renown; 5,000 photographs, spanning the history of the medium; and more than 35,000 books, numerous pamphlets and 2,400 linear feet of manuscripts and meeting records that tell the story of Quakerism in the region from the 17th century to the present day. Last spring, one item from the Charles Roberts autographed-letter holdings resulted in international headlines for Special Collections, when a letter written by René Descartes was found to have been stolen from the Institut de France in the 1800s—a revelation that spurred the College to return the letter to its rightful owner. ["Descartes, the

Document Thief and Doing the Right Thing," Spring 2010].

The materials are housed in Magill Library, where John Anderies oversees their upkeep as head of Special Collections. He and his staff also acquire additions to the collection. Many of the rare and expensive items came to the College by way of donation from alumni and friends of Haverford. Among these generous gifts: rare books from William Pyle Philips, Class of 1902; autographed letters from Charles Roberts, Class of 1864; and Middle Eastern and Oriental manuscripts and scrolls from J. Rendel Harris, a professor of ecclesiastical history from 1886 to 1891. The Special Collections staff also occasionally purchases items for the Quaker collection. "We're building funds for larger purchases of both Quaker and non-Quaker materials," says Anderies. "We'll also buy less expensive non-Quaker materials, such as pamphlets and letters, for faculty members."

INCREASING ACCESSIBILITY AND VISIBILITY

Materials in Special Collections are always available for use by members of the Haverford community and visitors to the library, but few items are permitted to leave the building; users must restrict their work to the Reading Room. However, library staff members are making Special Collections' holdings more accessible to the general public by putting them online at Triptych (triptych.brynmawr.edu/), a digital library shared with Bryn Mawr and Swarthmore. "In some ways there's no substitute for actually holding a rare book or letter,"

says Anderies. "But digitization reduces the wear and tear on physical items and can serve people from afar."

Student workers in Special Collections have been key players in the digitization project. Thea Hogarth '11 was one of the students tasked with scanning the Cope-Evans family papers, generations of personal correspondence between two prominent Quaker families dating back to the 18th century. By reading through boxes of letters and conducting genealog-



Diana Franzusoff Peterson, manuscripts librarian and college archivist, introduces students to the resources of Special Collections, including those online.

Accessible Treasures

ical research, Hogarth became well-acquainted with such women as Clementine Cope, granddaughter of former Haverford board member Thomas Pim Cope (who served from 1833 until 1849), and Rachel Reeve Evans, a daughter of the Cope family who married into the Evans clan. “I got a real sense of who these women were—their sensibilities and priorities,” she says.

Grants from such organizations as the National Endowment for the Humanities (NEH) make it possible for the Special Collections staff to continue creating electronic homes for historic items. Most recently, the department received a National Park Service “Save America’s Treasures” grant, administered by the NEH, which allows for the preservation and digitization of 18th-century papers from the Friendly Association, a Quaker organization that acted as a go-between for Native Americans and the provincial government of Pennsylvania. The preservation work will be performed in one of Special Collections’ first-rate conservation



Kaye Edwards (far right), associate professor of independent college programs, helps her “Quaker Social Witness Class” get familiar with The Quaker Collection.

labs, which, says John Anderies, are unusual facilities for small college libraries. The NEH/National Park Service grant will support student interns who will assist library conservator Bruce Bumbarger with the project.

Special Collections’ online presence is further enhanced by its “New & Noteworthy” blog (news.haverford.edu/blogs/special/). The blog keeps readers up to date with new acquisitions, grants, and events, and includes commentary from students and professors and a monthly series highlighting individual letters from the Charles Roberts collection. Recent entries include a commentary on Nobel Prize-winning chemist Theodore W. Richards, Class of 1885, who possessed more than a dozen academic degrees; and excerpts from a letter by physicist Erwin Schrodinger in which he describes his friend Albert Einstein as “a rebel.”

At least twice a year, Special Collections mounts exhibitions in the library’s Sharpless Gallery. Usually tailored to a specific theme, these displays are additional ways of revealing the depth and breadth of the collections. “We hope to expose the College’s holdings and get viewers involved and interested in the subject matter,” says Diana Franzusoff Peterson, manuscripts librarian and college archivist, who often helps curate these exhibits. Sometimes they are tied to a specific event or significant date; for example, the current “Quakers & Slavery” exhibit, composed of records, man-

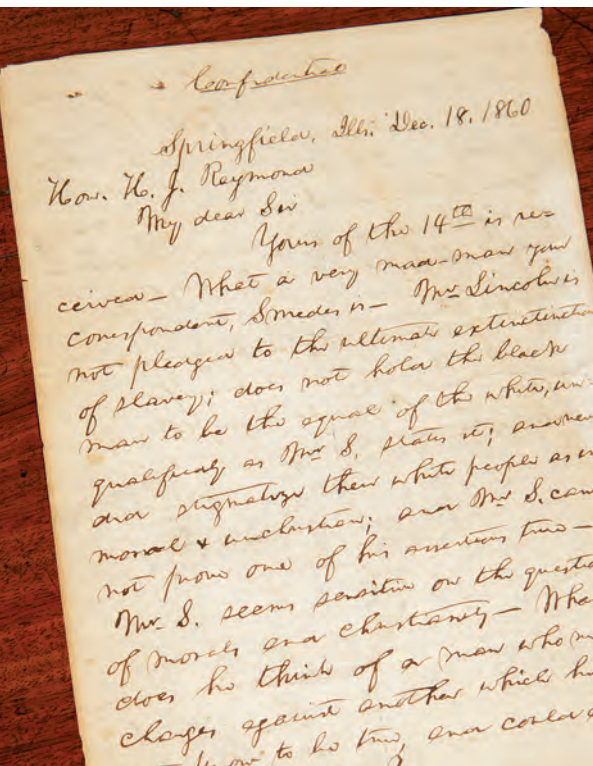
uscripts and artwork related to Quakers’ abolitionist work, coincides with a November conference on the same subject, and next year Special Collections will celebrate the 400th anniversary of the publishing of the King James Bible with its own display of Bibles throughout the centuries. Other times, ideas for exhibitions are generated by faculty members’ academic interests.

ENHANCING SCHOLARSHIP

In the late 1960s, a course called “Seminar in Historical Evidence” (History 361) was introduced to the College curriculum. This became one of the first Haverford classes to require students to interact with Special Collections by preparing an in-depth analysis of a document in the collections.

Today, many professors and students across disciplines seek the assistance of Peterson and Upton in finding Special Collections materials for their courses. “Sometimes our role involves helping individual students complete class assignments,” says Upton, “and sometimes we offer glimpses of rare books and discuss them as historical artifacts.”

In Assistant Professor of History Darin Hayton’s class on the Scientific Revolution, students must choose a book, pamphlet or document from Special Collections and learn as much about it as they can. They try to answer questions of authorship, content, distribution, readership and ownership. Hayton then press-



This letter in the collection was written in 1860 by President-elect Abraham Lincoln to the *New York Times*. In it, he denies he is committed to ending slavery.

es students to think more broadly about what the document as artifact reveals about the structure of knowledge, why this particular document was written, and what it can reveal about the past. “Struggling with old documents is both fun and frustrating, and is always an adventure,” says Hayton. “And by working with these documents, you begin to see how history is retold in textbooks and classrooms.”

Students in Associate Professor of English Maud McInerney’s class on Chaucer’s *Canterbury Tales* visit the library the same week they discuss the composition and compilation of the text. Here, they view the 13th-century Pemberton Bible and a 15th-century book of hours, an illuminated prayer book



A tiny, illuminated book of hours dates to the 15th century.

popular in the Middle Ages. “They learn how much the experience of reading a given book cannot be conveyed by a modern edition,” says McInerney. “They can turn the pages of the Bible and admire its tiny and precise script. They can see

actual bits of gold leaf in the book of hours.” McInerney’s students are also introduced to basic scholarly resources on Chaucer and the Middle Ages in general, and many find ideas for research projects either during the visit or in the

Special Collections: What’s in (and out of) the Vault

A few of Special Collections’ most striking artifacts can be seen by anyone entering the library’s Reading Room. Displayed in a glass cabinet are a number of classical Greek antiquities that were donated to the College by brothers Ernest and George Allen, both Class of 1941. These include a Mycenaean stirrup jar, used to hold oil or wine, which dates to the 14th-century B.C. and is one of the oldest objects in the College’s collection. One of the most eye-catching pieces is an Attic eye-cup, a vase distinguished by its shape and by large eyes on each side, giving it the appearance of a face.

The majority of Special Collections’ classical artifacts—along with the College’s rarest and most delicate treasures—are stored in a vault in a restricted area of Magill. The room is kept cool at all times to preserve the items and runs on a separate HVAC system from the rest of the library. The vault houses the Charles Roberts Autograph Letters Collection, which reflects the popular 19th-century custom of collecting letters that had been written and signed by famous politicians, scholars, artists, authors and scientists throughout the ages. Charles Roberts began his collection with a letter addressed to him personally by Abraham Lincoln, written 10 days after Lincoln was elected president. Roberts went on to acquire letters from every U.S. president beginning with George Washington, and manuscripts librarian Diana Franzusoff Peterson purchased letters from more recent presidents to complete the collection.

Also housed in the vault are works from the William Pyle Philips collection of rare books. Here, in addition to the Copernicus book, are the four folios of Shakespeare, which together contain all of the

Bard’s comedies, histories and tragedies. The first folio, printed in 1623 (*below left*), has on its title page what many consider to be the most authentic engraved portrait of the man himself.

The Philips collection includes a variety of first editions, including Cervantes’ *Don Quixote*, published in Madrid in 1605 (*below*). The book retains its original binding and goatskin cover.

Among Special Collections’ incunabula—books printed before 1501—is the first published edition of Dante’s *Divine Comedy*, from 1472. These early books chart the Western world’s evolution from manuscript to printing press.

Nearby is the J. Rendel Harris collection of religious rolls and codices from ancient Africa and the Middle East. One of these is a leather-bound Hebrew Bible from 1266. Intricate designs framing the text actually contain scholarly commentary on the passages.

Prominent among the items in the Quaker Collection—which includes journals and family papers, periodicals, organizational records, photos, artwork, and sound and digital files—is the Pemberton Bible, which is part of Philadelphia Yearly Meeting records. Originating in Northern France circa 1225-50, this was one of the first illuminated manuscripts to arrive in Philadelphia in the 18th century. Its leaves of vellum are written in tiny, gothic hand and decorated with flourishes and miniature pictures of humans, animals and Bible scenes.

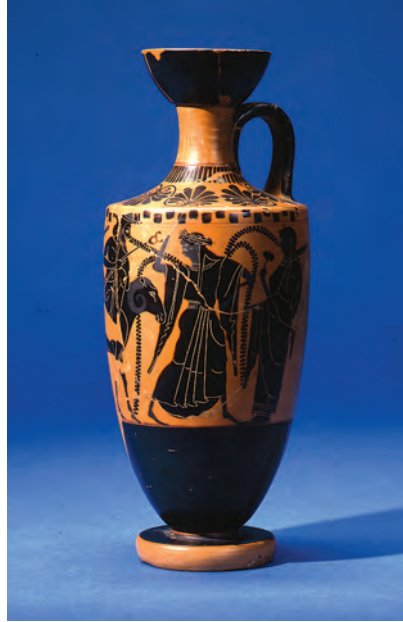
Hugh Chapman, a friend of the College, has made a sizable contribution to Special Collections’ fine-arts holdings. Thanks to Chapman, Haverford now owns original prints, paintings and sketches from Picasso, Cezanne, Manet, Miro, Audubon, Kandinsky, Chagall, and Rubens.



Accessible Treasures

days afterwards. "Some produce their own 'illuminated manuscripts,' in fact, while others become fascinated with issues surrounding composition and authority," she says.

Kaye Edwards, associate professor of Independent College programs, takes advantage of Special Collections' Web resources for her class "Quaker Social Witness." "I was delighted to see the wealth of materials about Quakers and slavery and John Woolman that are now online," says Edwards, who assigns the journal of 18th-century Quaker preacher Woolman as one of the course's required texts. "This allows my students to be



One of the Classical antiquities donated to the College by Ernest and George Allen, both class of 1941.

much more efficient and thorough in their research."

Making its holdings available to students, faculty and the general public for research and scholarly purposes is Special Collections' primary goal. "The materials in our collections are truly extraordinary, some because of their beauty, others because of their ability to reveal aspects of the past," says Anderies. "But while the materials themselves are very special, we hope we're succeeding in making interaction with them ordinary, as in easy and frequent. They're here for everyone, and we want them to be put to good use." 🐾

THE BIG PICTURE

Haverford's Photography Collection

Some of the world's oldest examples of photography are prints by Scottish artists Robert Adamson and David Octavius Hill. In 1845, the two took pictures of fishermen in New Haven, Conn., in an effort to raise money for better fishing boats. "This was also one of the first uses of photography to advocate for social change," says William Williams, professor of fine arts and Audrey A. and John L. Dusseau Professor in the Humanities.

Hill and Adamson's groundbreaking pictures are part of Haverford's vast photography collection, of which Williams is curator. Consisting of more than 5,000 prints, the collection, which is part of Special Collections, presents an encyclopedic survey of the medium, from its earliest incarnation to its contemporary form. It includes works by Ansel Adams, Diane Arbus, Walker Evans, Paul Strand, and Man Ray. Williams put highlights from the collection on

display in Magill Library in an exhibition called "A Haverford Sampler: A Selection of Masterworks from the Photography Collection." (The show ran March 3 to September 17.)

Williams acquires photographs through a combination of purchases and donations. "We try to collect across the medium, reflecting the concerns photography addresses," he

says. "Photographs are representative of larger trends in culture." He recently bought a number of works by renowned photojournalist Margaret Bourke-White, one of the first female war correspondents. "This is a huge coup for Haverford," says Williams. "These images fill gaps in the collection related to women photographers and war photographers."

Gifts from alumni and friends of the College help strengthen the collection as well. Thomas Garver '56 donated 25 prints by O. Winston Link, a 20th-century artist who pioneered the photography of steam-locomotive railroads. Garver befriended Link when he was hired to take pictures of the College in the 1950s. Garver later became Link's assistant and went on to become a respected photographer himself.

Today, master photographers continue to influence Haverford students, as materials in the photography collection are used in various courses. In his own photography classes, Williams employs particular works to illustrate points made in Naomi Rosenblum's text *A World History of Photography*. "Students see the actual original print that has been reproduced in Rosenblum's book," says Williams. His students also use the collection for assignments involving photography criticism and in-depth research papers on a particular photographer or movement. Professors from other disciplines also take advantage of the photography holdings: Carol Solomon, visiting associate professor of art history and independent programs, plans to include Margaret Bourke-White's prints in a class she'll teach during the spring semester called "Picturing War: Goya to Abu Ghraib."

"Students get firsthand experience with what they're learning in the classroom," says Williams of the photography collection's role as a teaching tool. "Learning by doing is a guiding principle of what it means to attend Haverford." —Brenna McBride



Eadweard Muybridge's animal locomotion series is a landmark in the history of photography.

Booked Up: Alumni Collectors

Alan Klein '81, Alexander "Sandy" Neubauer '81, and David Wertheimer '77 have all amassed their own impressive "special collections" of rare books. While their assembled treasures reflect varied tastes, there is one thing these collectors have in common: Their love for old books was sparked at Haverford.



Alan Klein '81

Klein first recognized his affinity as a Haverford history major when he took Professor John Spielman's class on 18th-century England and got the opportunity to work hands-on with Special Collections' texts and documents.

Neubauer's penchant for books grew from his passion for writing and literature, which was nurtured at Haverford by English Professor John A. Lester. "His class on James Joyce was one of the most important experiences in my college career," says Neubauer.

Wertheimer, who grew up in New York City, loved going to the Morgan Library to "soak in the atmosphere," he says, but the library's holdings were open only to scholars. He was surprised—and delighted—to discover that Haverford's rare books were made available to students for academic use. Wertheimer has a vivid memory of an Astronomy 101 course he took with professor emeritus Professor Bruce Partridge that included an encounter with a first edition of Copernicus' *De Revolutionibus*, the first work to suggest a heliocentric solar system. "It was amazing to touch and handle this book that changed astronomy and the course of Western civilization," he says.

While their interests grew out of their Haverford experience, the three got their starts as book collectors in different ways. Klein stumbled into his hobby by accident. While living and working in London during the 1990s, he found a bookstore selling signed first editions by Seamus Heaney, whose poetry Klein was a fan of. He made an immediate purchase and found, he says, that he "couldn't stop with just one." He soon bought signed first editions of everything Heaney ever wrote, and went on to add first editions from other favorite poets, like Wallace Stevens, William Carlos Williams and W.H. Auden. He also owns first editions of such novels as Flaubert's *Madame Bovary* and Kafka's *The Castle*. His collection now exceeds 200 volumes.

Neubauer, a lifelong reader of Joyce, began by collecting first editions and presentation copies (given as gifts by Joyce) of the author's works, as well as biographical miscel-



Alexander Neubauer '81

lany, including a photo of Joyce as a young boy and a letter he wrote to his wife, Nora, before their marriage. Today, among the 150 items in his collection are first editions by William Butler Yeats, Lady Augusta Gregory, and Italo Svevo, who was championed by Joyce.

Wertheimer collects incunabula—books printed before 1501, when the printing press was in its infancy. Some of his books are known by only a handful of copies worldwide. "They have great historical significance," he says, "as they signaled the emergence of a new technology that completely changed the Western world." His collection includes a 1497 copy of the letters of the ancient Roman magistrate Pliny the Younger, which contain the only first-person account of Mount Vesuvius' eruption; the 1497 "pirated" edition of the *Nuremberg Chronicle*, a world history illustrated with woodcuts of prominent towns and people—this edition significant in that it represented the first time a work was copied in its entirety and issued by a different printer; and a 1480 copy of the commentaries of Pope Gregory the Great on the Book of Job in a massive "jeweled" binding (the jewels are actually early glass).



David Wertheimer '77

The collectors protect their treasures in special climate-controlled environments. Klein, now a lawyer in New York City, keeps his books in glass-fronted bookshelves, tinted to shield them from direct sunlight. The three acquire additions to their collections through various means: Internet postings, auctions, dealers, and relationships with fellow book lovers. Klein and Neubauer also make connections at New York's Grolier Club, a prestigious 125-year-old organization for bibliophiles. Both men are members, and both have exhibited parts of their collections at the club.

Wertheimer, who is deputy director of the Bill and Melinda Gates Foundation in Seattle, has already made plans for his collection's future: He will stipulate that all of his rare books will go to Haverford, where his current collection will quadruple the College's own incunabula holdings. Neubauer, a writer in Cornwall, Conn., also expects to donate his collection to a university or museum. "You think you're stopping time by owning these books, but it's temporary," he says. "You learn about them, and take care of them while you have them, but down the road you know they'll belong to someone else."

In the meantime, the collectors will enjoy their treasures for as long as they have them. "I like the way my books connect me to different historical eras," says Klein. "It's exciting to own a book that had been handled by the person who wrote it, and the version that was first presented to the world." —Brenna McBride

JUDICIAL FORDS



David Hamilton '79

President Obama's first judicial nominee won Senate confirmation to the federal appeals court late last year. What he wishes more people would understand about the federal court system: "It's not just politics in another guise. It is how we deal with some of the most difficult problems society faces." **By Margaret Graham Tebo**

Judge David Hamilton '79

won the distinction of being President Obama's first judicial nominee when, less than two months into his term, the president tapped Hamilton for a promotion from the federal district court to the Seventh Circuit Court of Appeals.

After hearings that included an attempted Republican filibuster, the full Senate approved Hamilton's nomination in November 2009 by a 59-39, largely partisan vote. That's another kind of dis-

inction, given a political climate in which only 43 out of 87 Obama nominees had been confirmed at press time.

"I was the reconnaissance drone, if you like," said Hamilton with a laugh during a late-summer interview in downtown Indianapolis. "I like to think I paved the way for Elena Kagan," the U.S. Supreme Court nominee who won approval last summer.

"No, really," he continued, growing more serious. "I think it's probably more

because I had the strong support of my home-state senators, including the Republican, Sen. [Richard] Lugar, as well as the Democrat, Evan Bayh."

Hamilton sat surrounded by half-filled boxes in the Birch Bayh Federal Building and U.S. Courthouse, in the office he took over in 1994, when he was appointed to the U.S. District Court for the Southern District of Indiana by President Bill Clinton. In the midst of packing, Hamilton was getting ready for his October move to the Indiana University Maurer School of Law campus in Bloomington.

Although the Seventh Circuit is based in Chicago, Hamilton will continue to work primarily from Indiana, traveling periodically to hear oral arguments and meet with his fellow appellate judges at Chicago's Dirksen Federal Courthouse.

The move to the Maurer campus seems a natural fit. Hamilton, 53, was born and raised in Bloomington. His sister-in-law, Dawn Johnsen, a former Justice Department official in the Clinton administration, is a professor of constitutional law at Maurer. His wife, Inge Van der Cruysse, is a Bloomington city attorney. Hamilton has two daughters: Janet, 24, is an IU graduate working as an investment-banking analyst in Chicago, and Devney, 20, is a sophomore at Stanford University.

When it became clear that he'd probably have to vacate the Bayh courthouse for space reasons, Hamilton began thinking about where his office should be. It was his wife who first suggested the law school, he says. After some discussions with the law-school administration and the Administrative Office of the U.S. Courts, the decision was made.

"I look forward to being around all the student energy, learning and teaching as part of that environment," said Hamilton.

Work has been going on since spring at the law school to build an office that *continued on page 36*

In two decades with the U.S. Attorney's Office, **Jennifer Boal '85** saw the inside of many a courtroom. As the prosecutor of major federal cases involving such crimes as fraud and money laundering, Boal became adept at presenting complex patterns of evidence before black-robed judges whose decisions could mean victory or defeat.

Now she's getting the view from the other side of the bench.

Earlier this year, Boal was named a magistrate judge of the U.S. District Court for the District of Massachusetts. She had thrown her hat into the ring when a sitting judge announced her retirement. "I've been in the federal courts for pretty much my whole career, and I thought I could bring something to the position based on my experience," Boal said in an interview in her chambers in the John Joseph Moakley U.S. Courthouse, where big windows present a panoramic view of Boston Harbor. "Quite honestly, though, I really didn't think I had a chance. There were over 100 applicants. It was very competitive. But, very much in the Haverford tradition, I thought that whether I got it or not, going through the process was worthwhile in and of itself."

Indeed, that process proved to be rigorous, with the finalists each required to submit to an interview conducted by a group of a dozen federal judges. "It is challenging enough to appear in front of one of them, but all of them at once..." says Boal. "They asked some appropriately difficult questions."

Boal, who grew up in the suburbs of New York, always knew she would be a lawyer. "My dad was an attorney, and I liked the legal thinking process," she says. "I was a history major at Haverford, which has some of the elements of building the record for a case."

After graduation, Boal, whose mother is English, spent a year in London working for Jack Straw, a member of Parliament who would become Britain's foreign secretary under Tony Blair. "There were only three of us in a very small office: me, Jack, and Janet Anderson, his personal assistant, who later ran for Parliament herself," says Boal, who got



Jennifer Boal '85

The longtime litigator handled a wide range of criminal and civil cases in her two decades with the U.S. Attorney's Office. Now, she brings that experience to her new role as a federal magistrate judge. **By Eils Lotozo**

to sit in on debates in Parliament and go out with Straw on constituency visits. "It really was a marvelous experience."

Straight out of Cornell University Law School, Boal did two years at a big law firm in New York—long enough to realize the life of a corporate lawyer was not for her. "I liked the idea of being in public service," she says. "That came from the Haverford experience, but also my family background is very public-service oriented."

Her great-great-grandfather, John Cadbury, who founded the Cadbury chocolate company in 1831 (now owned by Kraft), was a devout Quaker who campaigned against child labor and cruelty to animals. His descendants founded a

village to provide affordable housing for workers. Another relative, Henry Joel Cadbury, Class of 1903, was one of the founders of the American Friends Service Committee. A renowned biblical scholar, he resigned a professorship at Haverford during World War I, after a statement he made against the mistreatment of German immigrants was deemed anti-patriotic. Boal's maternal grandfather was president of the International Planned Parenthood Federation.

Boal began her own life of public service with the U.S. Attorney's Office in 1991. U.S. attorneys, who are part of the Justice Department and under the direction of the attorney general, conduct most of the

continued on page 37

Hamilton

continued from page 34

meets the needs of a busy federal appeals-court judge with hundreds of files, a small staff and his own law library. In addition, security requirements imposed by the U.S. Marshals Service, which is charged with protecting federal judges, mean that the new office had to have a private restroom, a locked and monitored entry, and other security precautions.

The prestige of having a federal judge on campus is not lost on members of the law-school community.

“Our school has a goal of exposing our students to every possible dimension of the practice of law, so that they will be equipped to make the right career choices,” said Lauren Robel, Maurer’s dean. “With Judge Hamilton’s chambers in the law-school building, our students will gain insights into the workings of the judicial system that they wouldn’t have otherwise.”

Hamilton, who received his law degree from Yale in 1983, worked at the venerable Barnes & Thornburg law firm in Indianapolis and was Evan Bayh’s legal counsel from 1989 to 1991 when the senator was governor of Indiana.

Bayh remains a friend and admirer of Hamilton’s. “As my counsel when I was governor of Indiana, David helped me craft bipartisan solutions to some of the most pressing problems facing our state,” said Bayh. “He helped resolve several major lawsuits that threatened our state’s financial condition. He wrote a tough new ethics policy to ensure that our state government was operating openly and honestly. I could always count on David Hamilton for his sound judgment and the common-sense Hoosier values he learned growing up in southern Indiana. He is the embodiment of good judicial temperament, intellect, and even-handedness.”

As a district-court judge, overseeing federal trials, though, Hamilton drew attention and sometimes heat for some controversial decisions. In one case, he ruled that the First Amendment did not prohibit the city of Indianapolis from

requiring parental consent for children to play extremely violent or sexually explicit video games at arcades.

In 2005, he decided *Hinrichs v. Bosma*, a case involving a practice by the Indiana House of Representatives of opening its sessions with Christian prayers that included imploring listeners to turn to Christianity and calling Christianity the “one true religion.” In that case, Hamilton ruled that official prayers offered in “Jesus’ name” and similar prayers were sectarian and violated the First Amendment Establishment Clause by favoring one



religion over others. Hamilton also ruled that prayers addressed to “God,” in any language, including the Arabic “Allah,” could be “non-sectarian” and therefore were permissible as official prayers under Supreme Court precedent—an opinion that came under scrutiny during the confirmation process.

Both cases were eventually overturned by the same Seventh Circuit Court on which he now sits. In the *Hinrichs* case, the court found that the taxpayers who sued over the sectarian prayers did not have proper standing to sue. In the video-games case, the court found the statute did not pass constitutional muster.

You’d think someone with such a weighty job would be glad for a couple of other good heads to think along with him. But Hamilton said one of the hardest things he’s had to get used to in the appellate system is the panels of three judges who decide each case. As a district-court judge, Hamilton worked alone.

“It’s like a collection of arranged mar-

riages in which there is no divorce. Everybody is an in-law, and you have to get along,” he said. Though the vast majority of the Seventh Circuit’s cases are decided by unanimous three-judge panels, a few go to a 2-1 majority. And even the ones that end up unanimous don’t always start out that way, Hamilton said.

“But there’s dialogue to reach consensus, and I, for one, always try to keep in mind what [Supreme Court] Chief Justice [John] Roberts has said: ‘Don’t say more than is necessary to decide the case before you,’” he says.

That same spirit of openness to dialogue comes in handy on a court that includes two of the country’s leading conservative thinkers, Richard Posner and Frank Easterbrook.

“What I wish more people would understand is that the federal court system is not just politics in another guise,” Hamilton said. “It is how we deal with some of the most difficult problems society faces. The federal courts are, by and large, staffed by judges who are honest, hard-working and trying to do the best that they can with the cases before them.”

Hamilton said his Haverford experience has informed the work he does on the court. In particular, he recalled a first-year philosophy class with Professor Paul Desjardins which introduced some “really crazy-sounding ideas” from pre-Socratic philosophers. But, said Hamilton, Desjardins insisted that the students not merely dismiss the ideas as crazy, but try to really understand them from the inside out.

“It taught me empathy in my professional life. I learned we have to commit to representative democracy, and that means open and fair and reasonable debate,” said Hamilton, who sees a constant need to re-educate Americans about how their government works so that they appreciate the strength and the delicacy of the process. “America is still an experiment. It could still fail. Every generation has to learn how to do it, how to live in it, how to preserve it.”

Margaret Graham Tebo is a lawyer, the former senior writer for the ABA Journal, and the author of Shakespeare for Lawyers.

Boal

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trial work in which the U.S. is a party. She first served as an assistant U.S. attorney in the civil division in the Eastern District of New York. In 1999, she went to the District of Massachusetts office, to serve in the criminal division. In 2002, she became chief of the civil division, where she supervised 25 lawyers working on as many as 1,000 pending cases.

Early in her career, Boal got the chance to litigate a complex international money-laundering and asset-forfeiture case that involved Colombia's Cali drug cartel. "Some money managers had been arrested in Europe, and there had been an attempt to move a lot of money that was in European bank accounts back to Colombia," says Boal. "We had to prove all of the money was drug-related and that the people trying to get it were not innocent owners. There were about 24 different claimants."

"The trial was two months long and



it was a fascinating," she says. "It was a terrific learning experience."

In 2006, Boal won a Department of Justice Director's Award for her work on a massive health-care fraud case involving the Swiss company Serono S.A. and its U.S. subsidiaries. The company, which agreed to plead guilty to two felony counts of conspiracy, paid \$704 million to settle charges related to its marketing practices for an AIDS drug.

"That was a nationwide scheme, and the case involved thousands of pages of documents," she says. "The settlement

was one of the largest settlements to date at that time."

But sometimes in the federal cases she has argued the victories are not so clear. In her last foray as a litigator before becoming a judge, Boal prosecuted the very first suits to come under a controversial new federal statute called The Adam Walsh Child Protection and Safety Act, which, among other things, allows for the civil commitment of persons deemed sexually dangerous. "In one case, the judge found the person was sexually dangerous and the person was committed," Boal says. "In another, the person was released. I lost that case, but one could say that the judge made the right decision based on what was before him. These were high-stakes cases and there was no precedent. You don't want someone to get out and molest a child, but you don't want someone unfairly held past their prison sentence."

So far, Boal is enjoying her varied new roles as a judge. In the federal system, magistrate judges sign search and arrest warrants, make bail decisions, and over-

MORE FORDS ON THE BENCH

Kermit V. Lipez '63 sits on the U.S. Court of Appeals for the First Circuit, based in Boston, which includes Maine, Massachusetts, New Hampshire, Rhode Island and Puerto Rico.

Charles T. Canady '76 is the Chief Justice of the Florida Supreme Court. He attended Haverford after developing an interest in Quakerism while in high school. He liked Haverford's commitment to academic excellence and "intellectual honesty." Long interested in public service, Canady says he found the perfect blend of intellectual rigor and public service in practicing law, a sense that has only heightened since he took the bench.

William W. Vogel '50 retired this September from the Court of Common Pleas in Montgomery County, Pa., where he had been a judge since

1966. At Haverford, Vogel was initially pre-med, but after graduating he decided to pursue a career in law instead. "I still think about my time at Haverford every day," he says. "I am a great proponent of Haverford's liberal-arts education, because I think the most valuable thing people learn in college is common sense. The value of a liberal-arts college is to teach people to think. With that skill, you can do anything."

Geoffrey L. Crooks '65, commissioner of the Washington State Supreme Court (retired)

V. Thomas Forehand Jr. '69, chief judge of the First Judicial Circuit of Virginia

David D. Lipton '74, administrative law judge, Workers' Compensation Board, Oregon

Mark D. Newberger '74, U.S. administrative law judge, Pennsylvania

Roberto Rivera-Soto '74, associate justice, New Jersey Supreme Court

Jeffrey Ernst Bohm '76, U.S. Bankruptcy Court, Texas

John H. Terepka '76, administrative law judge, New York

Robert C. Longstreth '78, Superior Court judge, California

Donald H. Poorman '78, administrative law judge, Pennsylvania

Stephen L. Goldstein '81, administrative law judge, New York Workers' Compensation Board

Rudy Stegemoeller '81, administrative law judge, New York

Diana E. Montes Infante '84, municipal court judge, New Jersey

see criminal cases through the discovery phase, after which, when the case is ready for a trial or a plea, it goes to a district court judge. In civil cases, magistrate judges may handle a case from beginning to end, or be asked to step in at different stages, including writing legal opinions on issues that arise at trial. They may also act as mediators when parties to a suit agree to try to reach settlement. “The federal courts see so many different kinds of cases—from violent crimes to drug crimes to white-collar crimes involving identity fraud,” says Boal. “On the civil side, it can be commercial disputes, employment discrimination, or prisoners saying they are not being treated correctly. It really runs the gamut.”

Case in point: It was Boal who presided over the July bail hearing for the Cambridge, Mass., couple accused of being Russian spies. She agreed to a postponement in that case—and that, as it turned out, would be the last she would see of the alleged spies. Later that week the two pleaded guilty to a conspiracy

charge in a New York federal court and were deported as part of a historic spy swap for agents being held in Russia.

Boal shares her passion for public-interest law with her husband, Roland Goff, who worked for Harlem Legal Services when the two married in 1993 and is now director of labor relations for the Massachusetts Nurses Association. The couple has two children, Emma, 14, and Connor, 12, who are both avid ice hockey players, as is their dad. “We built a rink in our backyard, which is a Massachusetts thing,” says Boal, who has taken up the game as well. “I figured everyone else is playing, so I started playing. I have tons of equipment, so when you fall down it doesn’t really hurt that much.”

One of the biggest challenges of her legal career has been balancing her demanding work with motherhood, says Boal. “I was raised to believe that I could do it all,” she says. “But I don’t think I ever thought about the stress and difficulty of

trying to do it all with a family. I don’t think anyone ever gets the balance right.”

She goes on to say, “Though I often feel stretched in a hundred ways, I feel fortunate. I think the Justice Department was a great place to work for someone trying to raise a family. Though I worked just as much as I would have in the private sector, I had more control over my time, and that was good.”

Somehow, Boal makes time to give back to Haverford College as a member of the Board of Managers, on which she has served since 2001. “Tom Tritton brought me back,” she says. “We had lunch one day and he got me excited about Haverford again. Serving on the board has just been a fabulous experience. It’s been interesting to work with a group that operates by consensus, which means everyone has to really listen to each other and think about the arguments. But I also get to meet people from all the different generations, and it is wonderful to find that we share so many common values.” 🐾

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» Archaeologist C. Brian Rose, deputy director of the Penn Museum, with Queen Puabi's Headdress, on display in the museum's exhibition "Iraq's Ancient Past: Rediscovering Ur's Royal Cemetery."



Frontlet
Gold, Lapis Lazuli, and Carnelian
2550-2450 BCE
Ur, Iraq (PG800)
B17708

String of Beads
Gold and Lapis Lazuli
2550-2450 BCE
Ur, Iraq (PG800, with Puabi)
B16694

Wreath
Gold, Lapis Lazuli, and Carnelian
2550-2450 BCE
Ur, Iraq (PG800, with Puabi)
B17709, B17710, B17711

Belt
Gold, Lapis Lazuli, and Carnelian
2550-2450 BCE
Ur, Iraq (PG800, with Puabi)
B17063

ANCIENT ARTIFACTS, MODERN WAR



Concerned about the plunder of antiquities in Iraq and Afghanistan, archaeologist **C. Brian Rose '78** did something about it.

By Eils Lotozo

It was April 2003, just a few weeks into the invasion of Iraq, and C. Brian Rose '78 watched with dismay as news reports told of the wholesale looting of the National Museum in Baghdad.

In a free-for-all that lasted 36 hours before the building was secured, hundreds of looters, some using carts and wheelbarrows, carried off thousands of artifacts, many of them priceless relics of ancient Mesopotamia.

Rose, an archaeologist who has worked on the excavation

of ancient Troy on the northwest coast of Turkey for two decades, was then president-elect of the Archaeological Institute of America. He thought that he and his fellow archaeologists around the world ought to respond in some way to what had turned into the biggest museum theft in history. "I assumed,

PHOTO: PETER TOBIA

Teaching the Troops



» Rose on a 2009 trip to Iraq with Diane Siebrandt (left), cultural heritage liaison at the U.S. Embassy in Baghdad and Army archaeologist Laurie Rush. Rose and Rush were invited to Iraq to advise on the management of cultural sites, including Ur.

a little naively I guess, that there were systems that would come into play in such a situation,” says Rose, who is a professor of classical archaeology at the University of Pennsylvania and deputy director of the Penn Museum of Archaeology and Anthropology.

But Rose soon learned that, since the end of World War II, archaeological organizations had developed no history of collaboration and action when important artifacts were at risk. “We had no history of working with the military to find the solution to the problem of protecting cultural property in zones of conflict,” he says.

Thanks to Rose and some like-minded colleagues, that has changed.

In 2004, Rose launched a lecture series to provide cultural-heritage training to troops deploying to Iraq and Afghanistan. “I wanted to help them understand,” he says, “how ancient both of these civilizations are and the level of cultural excellence they had reached, and how important it was to protect the monuments, the archaeological sites, the museums and libraries.”

To date, Rose, has given his lecture more than 50 times, to Marines at Camp Lejeune, to Army soldiers at Fort Bragg, Fort Drum, Fort Dix and Fort Eustis, and to visiting groups of soldiers at the Penn Museum. But getting the program up and running wasn't easy.

“I didn't understand at all how the military worked,” says Rose. “So, initially, I wrote a letter to Donald Rumsfeld because I thought if anyone could green-light a lecture series at military bases, it was the secretary of defense.” When that letter went unanswered, an AIA colleague suggested Rose contact Matthew Bogdanos, the Marine colonel who had been charged with repatriating the looted objects from the Baghdad museum. As it happened, Rose had gone to graduate school at Columbia University with Bogdanos, a classical-history scholar and attor-

ney who went on to author *Thieves of Baghdad*, about his investigation into the museum thefts.

“We hadn't spoken in 25 years, but he wrote back and said, I think this is a good idea, I support it, and I'll help you do it,” says Rose. “Without his help, I never would have been able to launch this program.”

Another key supporter was Laurie Rush, an archaeologist at the Army's Fort Drum, who developed a deck of playing cards featuring educational messages about protecting sites and preventing plundering, which Rose gives out to the troops at his lectures.

“I cannot tell you how fortunate it was for archaeological preservation in Iraq and Afghanistan that Brian Rose was the President of AIA when the conflicts began,” says Rush, who traveled to Iraq with Rose in 2009 to advise on the preservation and management of cultural sites, including the ancient Sumerian capital of Ur. The Iraq war in particular became a controversial issue in the profession, Rush says, with many arguing for protest and against playing any role with the military. But Rose stayed above the fray, maintaining that it was the AIA's role to focus on the antiquities being threatened. “He is a true gentleman, and he acts on the belief that there is no point criticizing people and situations unless you are willing to be part of a solution,” says Rush.

Rose gave his first lecture to the troops at Camp Lejeune in 2004. Preparing for the visit, he was apprehensive. “I didn't know what it would feel like to be on a base. I wasn't sure how welcoming they would be.” He couldn't see the military as he would later, as simply “a group of men and women who are doing a job and believe fervently in what they are doing.”

And yet, while the military might have been an alien culture to him in many ways, conflict has preoccupied him all his life. “I turned 18 the year the Vietnam War ended, and I grew up watching the war,” Rose says. “And, in fact, much of my writing

as an archaeologist has been about the history of ancient warfare. At Troy, I dig up destruction levels all the time. There is no time when I don't think about conflict and battle."

Rose says he's received a warm welcome at all the bases he has visited, but his original plan to recruit other lecturers didn't work. "Academics, when we go on lecture tours, we're used to being treated almost like royalty," he says. "The military doesn't have time for that. Sometimes you would arrive on a base and they would give you 50 minutes, sometimes 20, and sometimes you had a day. You need to be flexible and be willing to turn on a dime."

Rose's PowerPoint-enhanced talks to the troops start off by explaining what archaeologists do and why it's crucial to look out for plunderers. "I want them to understand how much history is lost when the looters get there before we do," he says.

for granted in their daily life," he says. "[Mesopotamia] had the first schools, the first dictionary, the first law code, the first attempts at astronomy; they invented soap and coffee."

"He has a magical way with these individuals," says Rush, who recalls the day Rose traveled through a snowstorm to Fort Drum to talk to a group of soldiers preparing to leave for Iraq. "He held them spellbound with his images and discussion, patiently answered their questions, and stayed as long as he possibly could without missing his flight home."

Rush also remembers the soldier she met on a trip to Afghanistan. The young woman, who had attended one of Rose's lectures, told her about how he had volunteered his Sunday afternoon to meet soldiers at the Penn Museum and give them a personal tour. As the soldier related the story months later, in the middle of the night in her quarters



» At each of his lectures to the troops, Rose gives out these educational playing cards developed by Laurie Rush, an archaeologist at the Army's Fort Drum. They remind soldiers to keep an eye out for plunderers and give tips for recognizing potential archaeological sites.

"They dig down trying to find something they can sell on the black market, and what gets destroyed are things like human and animal bones, and carbonized seeds, all of which are precious because they tell us something about diet, sacrificial customs, the history of agriculture." Also lost is information about where the object was found—important context that can reveal much about how it functioned in the society that produced it.

To make ancient Afghanistan and its artifacts and ruins relevant to the troops he lectures to, Rose talks about Alexander the Great's campaigns there. "I tell them about how they are literally walking in the footsteps of Alexander and that many of the problems [U.S. troops] have moving across the terrain are problems Alexander himself faced," Rose says.

To help educate them about Iraq and its origins in ancient Mesopotamia, Rose draws on archaeology in the Bible, which tells of the Tower of Babel and Daniel in the lion's den and places the Garden of Eden in the vicinity of the Tigris and Euphrates Rivers. "This is all Iraq," says Rose.

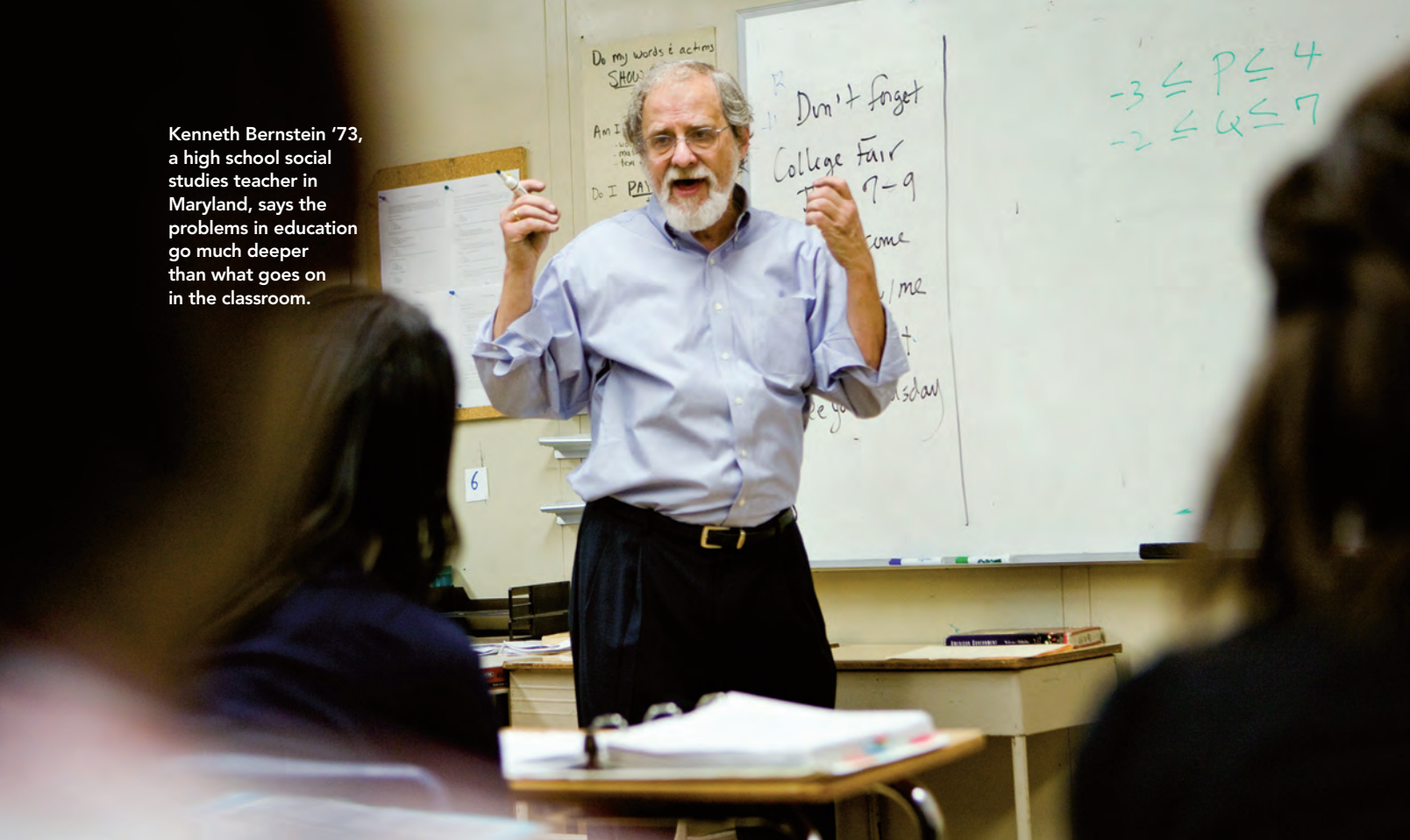
"I also highlight it as a land of so many firsts that they take

in Kandahar, "the excitement in her voice was contagious," says Rush.

"I hear from soldiers all the time," says Rose, who, as deployments to Iraq wind down, now averages a lecture a month, all at Fort Dix. "They send me pictures. They say, 'We found people looting and we stopped them,' or, 'We were looking for an area for new construction and we noticed a pile of pottery sherds on the ground. We remembered what you told us, that if you find sherds, it means you are in the vicinity of ancient habitation. So we notified our commanding officer and decided to dig somewhere else.'"

"You only need one of those a year to make the whole program worthwhile," says Rose, who as AIA president has reached out to other archaeological organizations, including groups in Russia, China and Germany, to sign a document vowing to speak with one voice when conflicts threaten sites and artifacts. "Cultural property will always be at risk somewhere," he says. "We need to be a United Nations of archaeologists if it is going to be protected in the future." 🐼

Kenneth Bernstein '73, a high school social studies teacher in Maryland, says the problems in education go much deeper than what goes on in the classroom.



A WAVE OF CHANGE FOR PUBLIC EDUCATION

Debates over reform measures, and the effects of shrinking state and local budgets, have been making headlines across the country. We talk to Fords in public education about testing, teaching, and what it really takes to improve schools.
By Katherine Unger '03

PUBLIC EDUCATION IS IN A TIME OF FLUX. Over the last decade, educators have contended with No Child Left Behind requirements, increasing scrutiny of teacher effectiveness, and a new focus on urban school reform. More recently, the dialogue about education has centered on the Obama administration's Race to the Top competition and slashes to state budgets for education, which have led to mass layoffs and more responsibilities for the teachers that remain.

Teachers play the most visible role in public education, but many others are involved: principals, parents, policymakers, journalists—all roles occupied by Haverford graduates. Through their eyes, we examine how the education news of the day has affected their jobs, and is influencing how young people in the U.S. learn.

POLICY REFORM

"Education really has moved to the forefront of the public agenda," says **Jay P. Goldman '78**, who should know. He spent nearly a decade as an education reporter for a daily newspaper before joining the staff of *The School Administrator*, a monthly magazine for school superintendents, where he is now editor in chief. "A key difference now is we've got a president who has put education at the top of his agenda, putting out strong legislative proposals and funding packages," says Goldman.

Race to the Top is perhaps the most visible example to come out of the Obama White House so far. This competitive federal initiative asked states to present comprehensive proposals to reform and improve their educational structure—making big changes to student learning, testing, teacher evaluations and more. "In order for states to put together a compelling appli-

cation, they really had to bring the stakeholders together,” Goldman says, including administrators, policymakers and teachers unions. With the second round of winners announced in August, 11 states and Washington, D.C., received their share of \$4.35 billion to launch reforms.

Massachusetts is one of the winners. **Bridget Rodriguez '91**, who has worked as a teacher, assistant principal and principal in Cambridge, Mass., and is now a consultant on education to the city's mayor, thinks the new funding will have an influence that “is going to be quite profound.” The local teachers union—which Rodriguez says is more progressive than most—agreed to include student-achievement data as part of the evaluation process, as did more than 200 other cities and towns in Massachusetts.

Massachusetts is also one of 36 states to adopt Common Core State Standards—a set of requirements for what students at every grade level should know in the subjects of English and math. As part of Race to the Top, two consortia of states received \$160 million and \$170 million, respectively, to develop new assessments to measure progress in learning the Common Core Standards, from third grade through high school. In addition, funding from the American Recovery and Reinvestment Act—the stimulus package—allows states to develop data systems to track students longitudinally, measuring their progress from year to year throughout their time in public schools. **Scott Sargrad '04** has spent a lot of time thinking about scoring and assessments in his position in the U.S. Department of Education's Office of Planning, Evaluation and Policy Development. “People are just starting to realize the power of these testing systems and data systems to look at and inform the links between students and teachers and test scores,” says Sargrad.

For someone whose job is based on administering tests, **Robert Hillier '66** is upfront about their limitations. “Measuring a pig doesn't make it heavier,” says Hillier, quoting a friend and fellow educator. “I've countered: But you do need to measure it once in a while.” Hawaii's state coordinator for the National Assessment of Education Progress (NAEP), an exam given to fourth- and eighth-grade students nationwide, Hillier notes that standardized tests enable local, state and federal entities to compare students, classrooms, teachers and schools to see what's working and what isn't.

Hillier also says that the NAEP helps put to rest the myth that kids today know less than their parents. “If people look at NAEP results, they'd find from 1990 to 2009 there were some overall strong improvements.”

TEACHER EVALUATIONS

Students aren't the only ones being evaluated. Late this summer, the *Los Angeles Times* did something that got people talking. In the first of a series on public education, the newspaper analyzed student test scores to link them with teacher performance. The paper published the names of the teachers along with their so-called “value-added score”—a metric that aims to

demonstrate the extent to which the students in individual teachers' classrooms progressed from the previous year.

“To do what they did was unconscionable,” says **Kenneth Bernstein '73**, a social studies teacher at Eleanor Roosevelt High School in Prince George's County, Md., and a contributor to the *Daily Kos* and *Huffington Post* education blogs. “You don't know the nature of how that data was gathered.” Bernstein explains that for each variable that isn't controlled for, the accuracy of an assessment decreases. For example, if many students in a teacher's class missed a significant number of days of school, their scores probably do not reflect a teacher's performance as much as those of students who didn't miss a day of class.

But others feel that such evaluations are an improvement over previous methods that relied on subjective observations or assessments by supervisors. **Will Stafford '08**, a math teacher at Roosevelt High School in Washington, D.C., says teachers there were evaluated last year using a rubric that combined measures of student performance and evaluations from supervisors. “It's a stronger evaluative tool,” he says. But to be effective, administrators must be transparent about what goes into these measurements. “I love data,” says Stafford, who majored in math at Haverford, “and even I am a little bit confused trying to figure out value-added assessments.”



Stephanie Pickering '09, a Teach for America fellow, teaches math in a North Carolina school district that laid off 600 teachers last year.



"When you know you are doing the right thing, you don't want to change it to get a better grade on a report," says Seth Phillips '85, principal of a Brooklyn elementary school.

BUDGET CUTS EAT INTO CLASSROOMS

With the U.S. struggling to emerge from economic difficulties, what was once viewed as a recession-proof occupation—teaching—has been hit hard. Bernstein has two classes with 38 students each and began the school year with 192 students on his rolls. A biology teacher at his school has 204 students in six classes. Teachers in his county are also scheduled to take four furlough days this year to make ends meet.

North Carolina's Charlotte-Mecklenburg school district, where **Stephanie Pickering '09** is entering her second year as a Teach for America fellow teaching math, faces a \$79 million budget deficit. The school system laid off 600 teachers last year; class sizes now stand at 31 students. "With the students I deal with—though I love them very much—that's a lot to handle," says Pickering. "If we had one more math teacher, that wouldn't be the case."

In August, Congress passed a stimulus package to dispense \$10 billion to school districts to rehire teachers and staff who had been let go because of budget constraints. Yet many school systems, including Pickering's, have chosen to hold on to the money to forestall or prevent future layoffs. "Our superintendent says he is going to save that money for future years," says Pickering. "He has a point, that bringing teachers into the classroom in October is actually detrimental to the kids," since it disrupts relationships that have already been formed in their original classrooms.

ALTERNATIVE PATHS INTO TEACHING

Pickering's entrance into teaching, through Teach for America (TFA), is an increasingly popular path for college graduates to take. (Haverford was among the top 20 liberal arts colleges

The North Carolina school district where Stephanie Pickering '09 teaches math laid off 600 teachers last year and faces a \$79 million budget deficit.

contributing graduating seniors to the program in 2009.) Some observers have criticized TFA and other alternative-certification programs as being résumé builders—merely a blip along the path to a career as a lawyer, doctor or investment banker. Though Pickering didn't see it quite this way, she did plan to apply to medical school after her two-year commitment. "And I knew [TFA] would not look bad on my résumé," she says. Since then, she's shifted course. "Public education is my passion now." Pickering plans to stay a third year in her school and is considering participating in another program, New Leaders for New Schools, which fast-tracks teachers into principal positions at inner-city high schools.

Bridget Rodriguez, who was part of the second "corps" of TFA fellows after she graduated from Haverford, counters the criticism of TFA this way: "I see it as fulfilling some of what [founder] Wendy Kopp set out to do: not just having an effect immediately, but in the long term having people in leadership roles that had some practical grounding in edu-

cation.” She cites her husband, **George Anderson ‘92**, who also participated in TFA, as an example. Though Anderson works full time as a management consultant, he volunteers as vice-chair on the board of Roxbury Preparatory, a charter school that has received great acclaim.

NEW URBAN LEADERSHIP

Stafford, who is also a TFA corps member, is treading this path toward leadership. Though only in his second year of teaching, he has already been elected to serve as his school’s union representative. “I didn’t run because I love defending the Washington, D.C., teachers’ contract, though I think that’s important,” says Stafford, “but because those teachers who were working the hardest in the best interest of students weren’t always represented in important meetings.”

Stafford joined the D.C. public school system in a time of change. Appointed in 2006, D.C.’s school chancellor, Michelle Rhee, has garnered both praise and criticism for her sweeping changes to the city’s education practices, including firing teachers found to be ineffective and closing many schools. Stafford generally supports these moves. “Personally, I think she’s done a lot of things that aren’t as ‘sexy’ in school reform,” he says. “She’s cleaned up red tape and put in a more streamlined administrative system.”

New York City has similarly forged new ground, led by Mayor Michael Bloomberg and his schools chancellor, Joel Klein—but not without controversy. The experiences of **Seth Phillips ‘85** offer a window into the ups and downs of reform. In 2003, Phillips came on as principal at P.S. 8. Phillips had grown up not far from the school, which was strong when he was young. When he stepped in as its new leader, though, it was failing and only filled to 60 percent capacity. “To try to turn around this school was one of the more rewarding things I could think of doing,” says Phillips, who won an Alumni Achievement Award in May [see page 54]. His first steps were to align all the teachers behind his vision and to make sure students were learning the same things even if they were in different classrooms. He rallied the community, going door to door at points to recruit students to the school. “I used to go out at dismissal time to stand on local streets to make sure kids were going home in a semi-orderly way,” he says “This stuff sounds shallow, but support from the local community was hugely important.”

Now the school is packed, at 130 percent capacity, and is widely viewed as a great success, though the ride hasn’t always been smooth. Under a citywide school “grading” system that is based on year-to-year improvement in test scores, P.S. 8 received an F in 2008. Phillips sent a letter home to parents explaining that he felt the grade didn’t “reflect the real progress” the school had made. The following year, his school received an A. Though he feels that looking at data is a positive development, Phillips tries not to place too much stock in these evaluations. “When you know you’re doing the right thing, you don’t want to change it to get a better grade on a report.”

NOVEL STRATEGIES FOR TEACHING

New models for teaching are transforming the face of public education. Stephanie Pickering’s North Carolina school, for example, used to have 2,500 students. With funding from the Bill and Melinda Gates Foundation, it has created five schools within the school, each with roughly 400 to 500 students. There are distinct boundaries marked at the end of hallways, and many teachers know all the students by their faces, if not their names. The improvement since the split has been phenomenal. “Two years ago, we were at 46 percent [performing at] grade level,” says Pickering. “We were at 86 percent this [past] year.” Unfortunately the Gates funding runs out at the end of this school year. “I’m fearful we’ll go back to where we were,” says Pickering.

Charter schools are also clearly a place where innovative educational strategies can blossom. At the aptly named High Tech High (HTH) in San Diego, Calif., a trio of Haverford alums is part of movement to rethink what school should look like. The school was formed after San Diego-area business leaders expressed concern that not enough local students were going into math and science careers, particularly girls and



Rob Riordan ‘64 (center), is a founder of High Tech High, which operates nine charter schools in San Diego County. Ben Daley ‘95 (right) started as a physics teacher and is now COO of the organization. Allison Cuttler ‘06 (left) teaches math.

A Wave of Change for Public Education

members of ethnic minorities. “They also felt that even those kids who were going to universities and becoming math and science majors got good at listening to lectures and taking notes, but they weren’t good at actually doing things,” says **Ben Daley ‘95**, who began as a physics teacher at HTH and is now chief operating officer.

To turn out graduates that could flourish in the real world, the school’s founders, including **Rob Riordan ‘64**, crafted a place that elevated all students. The High Tech High system, which now operates nine K-12 schools, draws a diverse student body, admitted through a lottery system, from all parts of the San Diego area. HTH also runs a graduate school of education, co-founded and led by Riordan, to certify its own teachers.

The school embraces the concept of “teachers as designers.” Says Riordan, “If you ask the teachers, who runs the school,

they’ll say, ‘We do.’” Daley says the school schedule ensures that teachers arrive at school an hour before the students get there. “For that time they get to talk about kids’ curricula, projects, what needs to be done next.” **Allison Cuttler ‘06** is one of those young teachers who began her career at HTH. “On the one hand, the task we are given—creating a differentiated, project-based curriculum from scratch—can be daunting to a new teacher like myself,” she says. “On the other hand, the fact that we are trusted to do that is pretty amazing.”

Riordan says that what’s different about HTH is that “it violates three really deeply embedded axioms of public education: separate students according to perceived ability, separate kids from the world of work they’re about to enter, and separate knowledge into silos.” HTH has graduated 100 percent of its students, all of whom leave having met the requirements to

It Takes TWO

As co-CEOs, a couple of Haverford grads share the challenges and rewards of running a Philadelphia charter school. **By Samantha Drake**



Jamal Elliott ‘96 greets students at the school’s front door every morning.

Jamal Elliott ‘96 starts his day as co-CEO of Philadelphia’s Wissahickon Charter School at the front door. Elliott greets everyone arriving, calling students by name, giving directions, explaining procedures for the new year, and fielding a cell-phone call about a delayed school bus.

“Hey, Cindy, I saw your grandmother on Saturday,” Elliott tells one girl.

“Hey, fancy running into you,” he jokes to another with a broad smile. He gives words of

encouragement to a subdued boy and briefly consults with two teachers. Then he gives students waiting in a designated area the go-ahead to enter the school.

Asked how he plans to learn the names of the 44 kindergartners enrolled this year, Elliott says matter-of-factly: “Just keep asking them.”

Inside, co-CEO and fellow Haverford grad **Kristi Littell ‘94**, welcomes students collectively from her office as she begins the day’s announcements with, “Good morning, this is Dean Kristi.” Littell then gives the microphone to students Sasha and Raiyanah, who talk about how they celebrated Rosh Hashanah and the end of Ramadan over the weekend.

Afterward, Littell goes to see the 40 eighth graders getting ready to depart on a one-week Outward Bound camping trip at the Delaware Water Gap. “It’s an important event in the life of Wissahickon,” Littell explains. She doesn’t make a formal address; she simply circulates among the excited students, asking about their expectations for the trip, which will be their first week-long camping experience. She learns that this crop of eighth graders is most concerned about bears, bugs, and not being able to bring books along to read.

Clearly, the students are used to seeing Elliott and Littell out and about. “We are not

the type of folks who sit behind a desk with our doors closed,” says Elliott.

Wissahickon Charter School, with 400 students in kindergarten through eighth grade, is one of two charter schools in Philadelphia with an environmental focus. The school’s mission, says Littell, is to expose children to nature in the city and to the concept of environmental sustainability.

“We have taken a group of kids and we have helped them appreciate the outdoors and what sustainability is all about,” says Elliott.

By eighth grade, Wissahickon students are veterans of several one-night Outward Bound camping trips, which provide an adventure that stresses leadership and team-building skills.

On a Mission

When asked to serve as co-CEOs three years ago, Elliott was Wissahickon’s dean of students and Littell designed and ran the school’s Discovery Program, a weekly class with a nature-related interdisciplinary curriculum. “We didn’t know each other that well when the arrangement was proposed,” says Littell, who also serves as the dean of administration. “We took a leap of faith.”

Elliott was a sociology major and former Haverford basketball player who taught

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“Most of what we do in schools is for the convenience of adults,” says Kenneth Bernstein ’73, who cites age-based cohorts and the rigidity of many notions of how learning must take place.

attend any University of California system school. For them, breaking the rules seems to be working.

Kenneth Bernstein agrees that education reformers need to think outside the box to move students forward. “Most of what we do in schools is for the convenience of adults,” he says, citing age-based cohorts and the rigidity of many notions of how learning must take place. Bernstein also notes that the problems in education go much deeper than what goes on in the classroom. To bridge that gap, he devotes several evenings at the beginning of each school year to call the parents of every student—this year, all 192—to get to know more about them as people, not just as social studies students. “To learn, students have to take risks, leave their comfort zone,” he says. “The teachers who are the most effective are teachers that students trust.”

Katherine Unger ’03 is a writer in Bel Air, Maryland.

kindergarten at a Philadelphia charter school he helped open before working in admissions at Ursinus College. Littell was an anthropology major who became Haverford’s first student-activities director upon graduation. Although both pursued careers in education, they were not in touch after graduation, and their paths each led to Wissahickon by sheer coincidence.

In the three years they have worked together, Elliott and Littell say they have come to completely trust each other’s judgment. It’s good to have a real peer to talk to and share experiences, Littell explains. Neither is territorial about duties, they agreed.

They also help affirm for each other the importance of making time for family and personal life. And family is all around—Elliott’s three sons attend Wissahickon, while Littell’s son is adjusting to kindergarten at the school.

Charter Challenges

Both acknowledge there are pros and cons to charter schools, which are designed with a particular mission and receive funding from the public school district.

Charter schools give parents more choices about how to educate their children, notes Littell, and give teachers and administrators freedom to be creative with curriculum.

“I don’t think our kids are wondering, Why do we need to learn this?” says Littell.

Such freedom is a big advantage for educators, notes Elliott, who says he enjoys being able to “live my job outside the box.”

Teachers at charter schools are paid less but get the same benefits as their public school counterparts. Those who choose to work at charter schools are truly committed to their students and profession, Littell explains, pointing out that “it’s an atmosphere of collaboration.”

The biggest challenge that charter-school educators face, say Elliott and Littell, is money.

Charter schools receive only about 80 percent of the money that noncharter public schools get per pupil. “We feel like we’re doing more with less,” Littell says. When asked why there is the discrepancy in funding, she admits, “It’s hard to get a straight answer.”

Charter schools must also fight certain misconceptions, Littell and Elliott say. One is that the schools admit only the cream of the crop when, in fact, charter-school populations mirror their public-school counterparts, they say. The media also tend to lump all charter schools together, but there are good and bad charters, just as there are good and bad public schools.

Admission is through a mandated blind-lottery system, so students aren’t admitted based on any particular criteria, Littell explains. But the lottery system reduces the opportunity to promote diversity at Wissahickon. “Don’t get me wrong—it’s a good thing to have a blind lottery. It ensures that every child has equal access to the school,” says Littell. “But we do believe that all children would benefit if we were able to have a student body with more racial, class and cultural diversity.”



“Doing more with less” is part of running a charter school, says Kristi Littell ’94 (center).

Wissahickon administrators are currently exploring their options to address a more immediate challenge—lack of space. Elliott says Wissahickon needs a larger permanent home, explaining that the current location doesn’t have an auditorium and needs a bigger gym and more meeting space. It also doesn’t meet the school’s specialized needs. For example, Wissahickon received funding for a kiln but has no place to put it because of the venting requirements, Elliott says.

For now, though, Wissahickon students are thriving and the 2010-11 school year is off to an auspicious start under Elliott and Littell’s leadership. “Charter schools are a viable option that are here to stay,” says Elliott. 🐾

Roads Taken and Not Taken

DANA MILLER '86

There was no yoga at Haverford when I was there. I didn't really have a clue what yoga even was back then, my understanding of it limited to a vague memory of Richard Dreyfuss chanting "Om" in the film *The Goodbye Girl*. No, the only intersection of the physical and the spiritual in my life at Haverford was running the Nature Trail, religiously, every day; or trucking with my suite-mates, week after week, to an aerobics class somewhere on the Main Line, decked out in sherbet-colored leotards and Haverford sweatshirts with the necks cut out a la *Flashdance*.

My love affair with yoga began in 1998, on the last day of the last week of a free pass to a ritzier-than-I-was-comfortable-with gym on New York's Upper West Side. By the end of that very first class, yoga felt like something I'd done all my life. The poses, or *asanas*, weren't familiar, but I did have a sense that yoga, with its magical interplay of body and mind, was somehow in my cells.

Frankly, I didn't spend a lot of time thinking about this fit. But I knew something unusual was going on. I'd been pretty fortunate in terms of the things I'd chosen to do with my time since college, but nothing felt quite this seamlessly "me." Not writing ad copy for Mountain Dew and Frito Lay. Not trying to write salable screenplays in L.A. Not working as stage manager for the L.A. stage premiere of *Prelude to a Kiss* or serving beer to professional volleyball players on a Malibu beach. Not even working as dean of students at an adult-education creative-writing school in New York, something I liked so much I'm still doing it today. No, yoga was in me and of me—after that first class and every day before and since I trained to teach it in 2005. But I didn't start thinking about why that was until I was lucky enough to teach some yoga classes at Alumni Weekend this past May.

To perhaps state the obvious, yoga



is about more than twisting oneself into funny shapes. It's a philosophy of right living, a way of being in the world focused on the attainment of balance and bliss. And while for me, personally, yoga is about a million more things, at its essence it's about paying attention. And that's where yoga and Haverford intersect.

The very first thing I learned when I started practicing yoga was to pay attention to my breath. It's still the first thing I do when I come to my mat, and it's the first thing I ask of my students when they come to theirs. A funny thing happens, though, when you start to pay regular attention to your breath: You start to pay more attention to *everything*. First, maybe it's to things like how to place your feet in Downward Facing Dog in class. But then it starts to get interesting. You start paying attention to what you say and how you act off the mat, seeing yourself in others and

others in you. And that means Gwyneth and Sting and famous yogis, but also your completely unspiritual next-door neighbor and the mat toter you see on the street, and then the untold millions, yogis or not, the whole planet over, lions and tigers and bears, too. By paying attention to how we are in the world, we connect, and realize in a very real way that we are part of something larger than ourselves: a community.

As I boiled yoga down to this one idea, it became clear that Haverford and the Honor Code by which we were each asked to live are in essence driven by the same thing. Haverford, too, asked that we pay attention—to our actions, to our speech; that we see ourselves in each other and, in so doing, connect into a community. That Haverford encouraged such mindfulness and cultivated community, valuing it above all else, was an incredibly important part of my time there. That I was practicing yoga without even knowing it is pretty interesting.

I sometimes think it might have been comforting to have been exposed to the mindful-breathing part of yoga back in college. That breathing can get one through a lot, let me tell you. And while I'm not much for "woulda, coulda, shoulda" and truly believe that changing one frame of the life movie changes it in total, it seems I'd be teaching this sweet, sweet practice no matter what. For that, I'm grateful and glad.

Dana Miller works as dean of students at Gotham Writers' Workshop in New York from 9 to 5. She teaches yoga privately during her off hours and recently started two group classes, one for adults and one for teenage girls. Learn more about her at www.stayatom.com and follow her attempt to wed yoga with writing at beautifullyogagirls.blogspot.com.

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

giving back



Julie Min Chayet '91: "I Want My Passion for Haverford to be Infectious"

This summer, Julie Min Chayet '91 succeeded Bradley Mayer '92 as president of the Alumni Association Executive Committee, a post she will hold through June 2012. Brad told Haverford, "Julie is the epitome of Haverford alumni volunteerism." In the following piece, Julie introduces herself to the greater College community and talks about her role as a volunteer since graduating and her plans as AAEC president.

I am the youngest child of Korean immigrants. My parents are both physicians—my father came first and was reunited six months later with my mother and brothers in Chicago. They finally settled on the South Shore of Long Island, where I was born and raised. Today, I work as trust counsel for Fiduciary Trust Company International

in their New York office. I live in Weston, Conn. with my husband, Michael, our children Max (10) and Hannah (9), my mother-in-law and our Portuguese water dog, Surf. We are like the Obama family, except we were the trendsetters!

My family did a major college tour for the benefit of my brothers in the summer of 1980. I was only 11 years old, but

it made an impact, and I ended up following them to the Philadelphia area. My brother William graduated from the University of Pennsylvania in 1985 and my brother Robert from Haverford in 1986, where I enrolled the following year. I was initially attracted to the College for its science program, thinking I would be pre-med, but my interests changed after freshman year. I studied comparative politics (with Professor Harvey Glickman, who was a great mentor), East Asian studies, and took classes at Bryn Mawr and Penn.

I loved campus life and immersed myself in Student Council, women's tennis and squash, Bi-Co News, co-hosting a morning radio show on WHRC, Multicultural Affairs and Diversity, Asian Students Association and the Tri-College Committee. It was no secret that I coordinated major social events on campus such as Snowball and the Suitcase Party and worked in the Lunt Café. The two activities that influenced my college experience the most were Founders Club, the student-alumni organization, and working in the Office of Admission. My work there was incredibly important because I wanted to be a face and voice to connect the current students to prospective students.

After graduation, I worked in New York, pursued my master's degree in public policy administration from Columbia and later my law degree at Fordham. But I always stayed connected to Haverford. I regard my four years spent at Haverford as the stepping stones to the second half of my life. The Honor Code and Quaker philosophy, especially consensus-building, have guided me through the choices I make professionally and enabled me to be a better leader in my industry and in my community. I have been awestruck by the accomplishments of our alums, such as John

Whitehead, my brother Robert and my friend Daniel Dae Kim. In the company of a great statesman, a physician and an actor, I am humble and proud to share my Haverford heritage and to give back to the College as a volunteer.

Right now I serve as a class volunteer for annual giving, have served on the Alumni Association Executive Committee (AAEC) for eight years, co-chaired the New York Young Alumni Society, contributed to the New York Regional Society events, and chaired the Nominations Committee and the Alumni Awards Committee. I also work with the Career Development Office. I sponsor students during winter and spring breaks so they can shadow me and meet my colleagues. I review résumés, serve as a mentor and come back to campus to conduct mock interviews for seniors.

I want my passion for Haverford to

be infectious. As AAEC president, I plan to spread the word about how the AAEC plays an instrumental role in nurturing lifelong relationships between alumni, the College faculty and administration and the current students. There are 24 dedicated AAEC representatives serving in a variety of volunteer functions spanning nine regions. We promote the general welfare of the College through our unmatched commitment, measured not simply through financial contributions, but through our service as advocates for sustaining Haverford's legacy. Together with Vice President Elliot Gordon '78, we hope to implement programs in such areas as admission, annual giving, alumni awards, career development, multicultural affairs, communications and technology, Scarlet Sages, athletics, reunions and young alumni.

There are so many opportunities to participate. I challenge my fellow alumni

to set a goal of dedicating as much as you can afford (money or time) to Haverford and hope that you'll contact me or another member of the AAEC if you have questions, concerns or fresh ideas. I hope that sharing my stories about my own Haverford connections has inspired Fords to renew their commitment to the College. I sincerely believe in the motto "To whom much is given, much is expected."

I recently attended an awards dinner where the speaker made reference to an old country tale which described a family walking along a dirt road that was surprised to encounter a turtle basking in the sun atop a fence post. The child asked his mother, "How did the turtle get to the top?" The mother simply replied, "He had friends who helped him." Indeed, we have a lot of work ahead of us, but I hope you will join me in our journey to the top! 🐢

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2010 Volunteer Leadership Awards

Josephine Rainey Tisdale '94

The Kaye Award is given for exemplary service to the College in career development. The award honors William Kaye '54, Past President of the Alumni Association and advocate for career development resources for alumni and students. As a dedicated volunteer with the Career Development Office, Rainey has been a Career Development Representative Co-Chair for Boston and an Extern Sponsor. She has assisted many students and alumni over the years, going over and beyond expectations. Since graduating from Haverford, Rainey has pursued a career in the museum field. After 15 years in collections management and curation, mostly for Boston's Historical Society, she now specializes in urban history. She recently researched European city museums in Helsinki on a Fulbright Fellowship. CityStories, Rainey's blog, can be read at raineytisdale.wordpress.com.

James P. Venezia '92

The Archibald Macintosh Award honors the late "Mac" MacIntosh '21, Haverford's first Director of Admission, and is awarded to an outstanding Admission Volunteer. James is an alumni interviewer in the People's Republic of China, where interest in Haverford is growing. He is a wonderful ambassador for the College, and his thoughtful write-ups show a nuanced understanding of how students would contribute to Haverford's academic life and community. James teaches in China and is writing a textbook series for Chinese college students based on the liberal arts concept of the "Great Debate." He is founder and president of The Shanghai Initiative for Advanced Studies, based in Suffern, New York.

Charles G. Beever '74 and Alan B. Colsey '74

The Charles Perry Award is given for exemplary service to the College in fundraising. The award honors Chuck Perry '36, who served as Associate Director of Development from 1954-58 and as the Director of Annual Giving for the next 21 years. Charley and Alan have made great strides in fundraising for the Class of 1974 as Class and Reunion Volunteers. Charley currently serves on the Board of Managers, Investment Advisory Council, and as an Admission Volunteer. In addition to being an active volunteer in Haverford's last campaign, he and his wife created the Charles & Barbara Beever Scholarship Fund. Charley is a Partner and Vice President with Booz & Company in New York. Alan serves on Haverford's Annual Fund Executive Committee and has served as an Admission Volunteer and Class Volunteer since 1974 and 1978, respectively. Currently, Alan is President of AVSTAR Corporation and a faculty member and MBA Director at Saint Thomas Aquinas College, where he earned his own MBA in Marketing and Management. Alan



Volunteer Award winners (left to right) Daniel Fascione '53, Charley Beever '74, Josephine Rainey Tisdale '94 and Leah Gordon Schutzman P'06 in Founders Great Hall for the October 1 awards presentation that was held during Volunteer Leadership Weekend.

has also been a chief of police, and a consultant for the Dow Jones Indexes, and earned his chef's hat from the Culinary Institute of America.

Daniel R. Fascione '53

The William E. Sheppard Award, honoring the late Director of Alumni Relations, Bill Sheppard '36, is given for exemplary service to the College in alumni activities. Dan is President of and a very active volunteer with the Scarlet Sages Society [see page 56]. He chaired his 50th Reunion Committee and is an active member of PHAN (Philadelphia Haverford Alumni Network). Dan has also helped to strengthen Tri-College relations through his volunteer efforts. Dan earned a Masters in Social Psychology from Columbia and his career has involved major reform efforts across all branches of government addressing issues of welfare, social services and child support enforcement. Dan currently teaches undergraduate and graduate sociology, cultural anthropology, urban issues and business administration.

Leah Gordon Schutzman P'06

The Friend of Haverford College Award is awarded to a member of the greater Haverford community who has demonstrated especially loyal and active support for the mission of the College. In 2003, Leah proposed creating a hosting program for students who remain on campus during holiday and vacation periods, and Home for the Holidays began that Thanksgiving. The program matches students with families who provide a "home away from home," sharing holiday observances and home-cooked meals. Leah currently serves on the board of advisors of a scholarship trust fund and is actively involved in the animal welfare and rescue community. Leah lives in Newton Square, Pa., with her husband, David L. Schutzman '74, and daughter Abby Schutzman '06. 🐾

Volunteering for Haverford

Nearly 1,000 alumni volunteer for Haverford. Here's how you can get involved:

The Alumni Association Executive Committee provides leadership and direction regarding alumni affairs. *Contact: alumni@haverford.edu or 610-896-1004.*

The Annual Fund Executive Committee advises the College's Annual Giving staff, trains Class Chairs and staffs regional Annual Giving meetings. *Contact: alumni@haverford.edu or 610-896-1131.*

Reunion Volunteers work with Alumni Relations and Annual Giving to plan a memorable celebration for their class. Committees are forming now for Alumni Weekend 2011. *Contact: alumni@haverford.edu or 610-896-1004.*

Regional Volunteers host and help plan regional events such as happy hours, faculty talks, alumni panels, receptions and service activities. *Contact: alumni@haverford.edu or 610-896-1004.*

Class Volunteers support Alumni Relations and Annual Giving by engaging, cultivating, soliciting and stewarding classmates. The Class of 2010 committee is being formed now. *Contact: alumni@haverford.edu or 610-896-1131.*

Admission Volunteers attend college fairs, interview prospective students and contact admitted students in the spring. *Contact: aselinge@haverford.edu or 610-896-1061.*

CDO Volunteers sponsor externs, assist with regional networking receptions, speak with students about careers and host office site visits. *Contact: afeifer@haverford.edu or 610-896-1181.*

PARENTS CAN VOLUNTEER TOO!

The Home for the Holidays program is seeking host families that live within 40 minutes of the Haverford campus. The program provides a "home away from home" to students unable to go home during holidays and breaks (Rosh Hashanah, Yom Kippur, Thanksgiving, Chinese New Year, Passover, Easter, and Fall, Winter and Spring breaks.) *For more information about becoming a host parent, contact hc-homefortheholidays@haverford.edu.*



Alumni Weekend 2010

Last Memorial Day weekend, the Haverford community celebrated Alumni Weekend by welcoming more than 1,000 alumni and friends to campus. Attendees represented 35 states, India, Japan, Nova Scotia, Sweden, Switzerland and the United Kingdom. Also in attendance were many recent graduates from the Class of 2010.

Saturday morning started out with our traditional Alumni Celebration Ceremony held in the Gooding Arena, where we celebrated Haverford's Alumni Award winners [see page 54]. Accolades also went to the Class of 1985, celebrating its 25th Reunion, which had the largest increase in percentage of class giving participation (from 42% to 57%), and to the Class of 2005 for highest participation for a Young Alumni class (54%). The classes of 1975, 1980 and 1985 also celebrated successful Reunion Class giving challenges, sponsored by leadership donors within each group.

Following the ceremony, a Quaker Meeting was held to celebrate the life of Greg Kanerstein '63, a friend, mentor, colleague and classmate to so many members of the community. Those who were there took comfort in sharing stories, memories and testimonials of how Greg's dedication to Haverfordian values had inspired them to lead their lives.

A very special highlight of the weekend was a cocktail reception hosted by Provost Linda Bell, where alumni were able to connect with faculty members and reminisce. Sunday morning was packed with programming as well, featuring a panel of alumni from the 1940s commemorating the anniversary of the end of World War II and a discussion of the meaning of "service" during wartime.





giving back




SAVE THE DATE FOR NEXT YEAR'S ALUMNI WEEKEND: MAY 27-29, 2011 (MEMORIAL DAY WEEKEND).

All classes ending in a 1 or a 6 will be celebrating a reunion; however, we welcome all alumni back to campus. Alumni Weekend updates will be available at fords.haverford.edu. Reunion Planning Committees are being formed now.

To learn more or get involved, contact alumni@haverford.edu or 610-896-1004.



Check out photos from Alumni Weekend 2010 at Flickr.com (accounts are free). Don't forget to "tag" fellow alumni! Then join the Haverford Flickr group and share your photos with the rest of the alumni community.

2010 Alumni Achievement Awards

The 2010 Alumni Achievement Awards were presented at Alumni Weekend on Saturday, May 29, to the following Haverfordians:

Robert M. Eisinger '87

The **Kannerstein Award**, named to honor the legacy and memory of Greg Kannerstein '63, recognizes an individual who, like Greg, has provided sustained service to Haverford. Rob has served Haverford very generously for a number of years as a member of the Alumni Association Executive Committee (AAEC) and the Annual Fund Executive Committee (AFEC). He most recently served as the Chair of the AFEC/Chair of the Annual Fund. Rob has time and again gone above and beyond the call of duty to serve the Advancement Office, willing to do the hands-on work that was required in his role. He also spent time working to re-engage leadership-level donors. Rob is the dean of the School of Liberal Arts at the Savannah College of Art and Design. His current research concerns newspaper photographs of scandalized politicians, and he is also working on a novel, tentatively titled *Higher Ed*.

Dr. Joseph Torg '57

The **Haverford College Alumni Distinguished Achievement Award** recognizes an individual who has achieved personal success, made an outstanding contribution to his/her chosen field, achieved recognition by colleagues and brought honor to themselves and to Haverford College through distinguished achievements. Dr. Torg has made life altering changes to the world of sports medicine, including leading the research that led to the banning of "spearing" in football—hitting an opponent with the crown of the helmet—a rule that has saved untold thousands from spinal-cord injury. Dr. Torg is an award-winning educator and mentor, has co-authored three



(Left to right) Seth Phillips '85, Robert M. Eisinger '87, Steve Emerson '74, Andrew Garza '08 and Dr. Joseph Torg '57, at the Alumni Achievement Awards ceremony.

textbooks, and co-founded the country's first university-based sports medicine center at Temple in 1974, where he continues to work today as the clinical professor of orthopaedic surgery and sports medicine.

Seth Phillips '85

The **Haverford Award** honors alumni who best reflect Haverford's concern with the uses to which they put their knowledge, humanity, initiative, and individuality. After many years as a classroom teacher, teacher mentor and assistant principal Seth was asked to take over the troubled P.S. 8 in Brooklyn in 2001. His mandate was to turn the school around, or it would be closed. Drawing on his Quaker values, Seth worked to develop the moral compass of his students through a strong sense of community commitment. Now in his seventh year as principal, the school has grown from 250 to 540 students with more on the waiting list, and P.S. 8 was

hailed by Mayor Bloomberg as one of the best public schools in New York City.

Andrew Garza '08

The **Haverford College Young Alumni Award** recognizes established and future leaders among the College's young alumni (within 15 years of graduation) who have shown promise and accomplishment in their profession and/or community, public or humanitarian service. While attending Haverford, Andrew helped to initiate the Rufus M. Jones Institute for Leadership. In 2006, after completing a microfinance internship in northern Ghana, Andrew became determined to improve early-educational opportunities in northern Ghana. He co-founded Titagya Schools, a nonprofit devoted to the construction and operation of preschools in northern Ghana. He currently oversees operations and partnership outreach for Titagya in the U.S. and helps to set strategic direction. 🐘



HVERFORD

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.

alumni obituaries

41 George Ralph Strohl Jr. died May 28 in Annapolis, Md. He was 91. He received an A.M. in mathematics from the University of Pennsylvania in 1947 and a Ph.D. from the University of Maryland in 1954. From 1947 to 1985, he worked in the Department of Mathematics at the U.S. Naval Academy. He was Chairman of the Department—its first civilian chairman—from 1970 to 1976. He retired at the rank of Lt. Commander in the U.S. Navy. He is survived by wife Elizabeth; children Jane and **George III '70**; brother **Frederick '50**; and three grandchildren.

Harry Stuart, 91, died May 9 in Orlando, Fla. As an undergraduate, he was recruited out of college into the Navy's officer program, and became a lieutenant commander during World War II, stationed on Midway Island during the Battle of Midway. After the war, he used the G.I. Bill to fulfill his dream of becoming a commercial airline pilot. He worked for American Airlines his entire career, flying out of LaGuardia and John F. Kennedy international airports. He also helped start a Haitian Mission in Sanford, N.Y., and the Graffiti Baptist Mission in New York City. He is survived by children Kathryn, Harry and Sarah and four grandchildren.

42 George Campbell Lewis, Jr., died April 3 in Bryn Mawr, Pa. He was 91. He received a medical degree from the University of Pennsylvania School of Medicine and served in the Army Medical Corps in occupied Europe during World War II. He joined Hahnemann University Hospital in 1962, where he became chairman of the department of obstetrics and gynecology, a position he held for 11 years. He then taught at Thomas Jefferson University until 2000. Dr. Lewis spent years lobbying the National Institutes of Health for research funding for women's reproductive diseases, and in 1968 he founded and became president of the Society of Gynecologic Oncologists. He was also past president of the Philadelphia chapter of the American Cancer Society and a recipient of its Outstanding Service Awards. He is survived by children James, Betsy, George III, Carol, Anne, and Patricia; seven grandchildren; and three great-grandchildren.

44 John Talcott Hough died May 16 at the age of 87 in Falmouth, Mass. After graduating from Haverford he became a lieutenant in the Marines, and in 1945 he was sent to the Pacific island of Okinawa to serve with the Marine Air Defense Command. After being discharged in 1946, he worked as a reporter for the *York Gazette and Daily* in York, Pa. In 1951 he moved to Falmouth and became a reporter for the *Falmouth Enterprise*, which his father published. After his father's death in 1976, he became publisher of the paper, a position he held until his semi-retirement in 1991. He is survived by his children, **John Jr. '68**, Mary, and Julia; and seven grandchildren.

Arnold Rae Post died April 9 in Sandy Spring, Md. He was 87. He grew up on Haverford's campus, where his father, **L.A. Post, Class of 1911**, was a professor of classics. He served as a Second Lieutenant in the U.S. Air Force during World War II. After receiving his bachelor's degree, he went on to earn an M.B.A. from the University of Pennsylvania Wharton School in 1949. The following year, he joined the staff of the Fels Institute of Local and State Government as a city planner. He was an amateur pianist, painter and gardener, and enjoyed playing soccer, cricket and tennis. He is survived by wife Anna; children Karin, Alex, **Evan '81** and Cynthia; and seven grandchildren.

Howard Page Wood, a member of the Corporation of Haverford College since 2002, died June 20 at the Quadrangle in Haverford. He was 86. A Philadelphia native, Wood joined the Army shortly after graduating from the College and was sent to basic training for medics and then to the University of Pennsylvania in the Army Specialized Training Program. He received his M.D. from Penn's School of Medicine in 1947. He entered a psychiatric residency at the Pennsylvania Hospital in 1949. During the Korean War, he served as an army psychiatrist at what is now Fort Campbell in Kentucky. He became certified in psychiatry in 1954 and established a practice at Lankenau Hospital in Wynnewood, Pa. He retired as Lankenau's Chief of Adult Psychiatry in 1989. Since the 1950s, Wood passionately pursued two hobbies: ice dancing and orchid growing. His book *The*

Dendrobiums, a treatise on this orchid genus, won the 2006 Engler Silver Medal, awarded by the International Association for Plant Taxonomy. Wood's own rare orchid collection has been donated to the Smithsonian Museum. He is survived by wife Anne; children Julia, Howard Jr., George and Morris; and 10 grandchildren.

45 Fay Calkins Ala'ilima (M.A.) died August 1 in Honolulu, Hawaii, at the age of 88. She received her bachelor's degree from Oberlin College and her Ph.D. in political science from the University of Chicago. In the mid-1940s, she joined the United Nations relief and rehabilitation team relocating Jewish inmates from German concentration camps. In 1947, she became an organizer for the Textile Union Workers of America, which would lead to her dissertation and first book, *The CIO and the Democratic Party*. In 1952 she married Vaiao John Ala'ilima and returned with him to his native Samoa, where they created Lafulemu, one of the country's top producing banana plantations. Following the country's independence in 1962, Fay Ala'ilima helped establish the U.S. Peace Corps in Samoa and was appointed a Senior Scholar at the University of Hawaii's East West Center. She received the Haverford Award in 1973. She is survived by her husband, seven children, 22 grandchildren and 18 great-grandchildren.

John Allen Dyer, 86, died April 6 in Morgantown, N.C. He received his medical degree from the University of Pennsylvania School of Medicine. He was a flight surgeon in the Medical Corps of the United States Air Force from 1951-1953. Later, he moved to Rochester, Minn., as a fellow in ophthalmology at the Mayo Clinic, and received a master's degree in ophthalmology from the University of Minnesota Graduate School of Medicine. He joined the staff at Mayo in 1956 as a consultant of ophthalmology and became a professor in Mayo Medical School. He was the author of more than 60 publications in ophthalmic journals and wrote a textbook, *Atlas of Extraocular Muscle Surgery*. He retired from active practice in 1998 after 42 years as a staff physician in ophthalmology. He is survived by wife Rena; children David and Carolyn; and three grandchildren.

I N M E M O R I A M

Rufus "Rudy" C. Rudisill III '50

Rudy Rudisill III, 82, formerly of Haverford, died of liver disease July 25, 2010, at Dunwoody Village in Newtown Square, Pa.

For more than 20 years—until retiring in his 70s—Rudy was employed by National Software Testing Laboratories in Conshohocken. Previously he held management positions for 15 years with Food Fair Corp. in Newark, N.J., Miami, Baltimore, and Philadelphia.

Rudy graduated from Abington High School and enlisted in the Navy at the end of World War II. He attended radar school in Chicago.

Rudy earned a bachelor's degree in economics from Haverford, where he competed on the track team. His lengthy volunteer service for Haverford was marked by his charisma, charm and a deep commitment to the College and spanned many decades. He was a key volunteer on 1950's class reunions. He later joined the Alumni Association Executive Committee, and went on to become president of the Haverford College Alumni Association. In 2000 he received Haverford's Sheppard Award for his volunteer service.

What many might not know (Rudy was a very modest person) was that Rudy was a visionary. He was one of a handful of alumni who understood, in the early 1990s, the value of email and what it would evolve into, and the nascent importance of the World Wide Web. He volunteered to help create the



first College website, and worked closely with College staff to develop the site. All this was done on a volunteer basis.

Rudy also enjoyed dancing, quoting literature, attending study groups, playing tennis at Germantown Cricket Club, and socializing

with the College's Scarlet Sages.

In addition to his service to Haverford, he tutored youngsters for many years. Also, to assist his longtime companion, Patricia Gibbons (who died in 2006), and others who had failing eyesight, he organized a macular degeneration support group.

Rudy is survived by his brother, Brantly, three nephews, and two nieces.

—Diane Wilder, Assistant Vice President for Institutional Advancement

Russell Garrett

Russell Garrett, a visiting assistant professor of biology at Haverford, died July 15 in a bicycle accident. He was 34.

Born at Barksdale Air Force Base in Lafayette, La., Garrett received his bachelor's degree in biology from the University of Southwestern Louisiana in 1997. He went on to earn a Ph.D. in toxicology from the University of Rochester in 2005, and was



an adjunct professor of biology at Philadelphia University from 2005-08. Later, he completed a postdoctoral residency in hematology-oncology at the University of Pennsylvania.

At Haverford, Garrett worked closely with President Stephen G. Emerson '74 on a project concerning hematopoietic stem cells, which give rise to all blood cell types, and progenitor cells of the bone marrow and thymus. They were studying the cells' response to interferons, proteins released in the presence of pathogens like viruses or bacteria.

"Russell was a deep but gentle soul, a man whose intellect was as generous as it was intense," says Emerson. "He was an extremely promising scientist whose work showed real brilliance. He also was able to simultaneously inspire and encourage his students, to bring out their best while showing them how to enjoy the ride."

"Russell's science was exciting because people could tell he was meticulous, thoughtful, demanding that every figure and

every shift be clear and significant, that it mean something," says Harper Hubbeling '11, a student in Garrett's superlab. "[He] was discovering new things about how life works, which is the dream for all of us biologists."

Garrett is survived by parents Peggy and Rodney and brothers Rodney and Scott.

John W. Pierson, Jr. died August 16 at the age of 87 in Towson, Md. Before graduating from Haverford, he served three years stateside in the U.S. Navy, and was discharged as a lieutenant. He went on to work for Baltimore Life Insurance Co., Confederation Life and Provident Mutual. He enjoyed sailing on the Chesapeake Bay, and was a member of the Chesapeake Bay Foundation. He was also a fan of jazz and the Big Band music of Benny Goodman and Tommy Dorsey. He is survived by wife Margaret; daughter Jeremy; three stepsons; two grandchildren; and five step-grandchildren.

Stacey H. Widdicombe, Jr. died February 27 in Sandy Spring, Md. He was 85. He spent his last year of college at Swarthmore College in the U.S. Navy V-12 Program and later graduated from the U.S. Navy Midshipman College at Columbia University. He served as an officer in the U.S. Navy during and after World War II in the Caribbean and as a Navy aide to General MacArthur in Japan. He graduated from Harvard Business School in 1948, and went on to receive a Ph.D. in international economics and development from New York University in 1970. He worked at the Ford Foundation in New York City and abroad

in the 1950s and 60s, and at the Inter-American Development Bank in Washington, D.C., in the 70s and 80s. He retired in 1989. He is survived by his partner, Peg McMahon; children Toby, Elizabeth and Gerry; and three grandchildren.

51 James D. Brown, Jr., 80, died April 19 at his home in Syosset, N.Y. He worked as a sales rep for Brinkmann Instruments in Pennsylvania and Texas before moving to Syosset in 1963. That year, he became vice president of Brinkmann, a position he would hold until his retirement in 1994. Having been raised in Hawaii,

Brown also had a love of water and sailing, and became active in many local yacht races; he was the overall winner of the 1979 Halifax Race. He also loved literature (he named his boat *Sonnet*) and Broadway musicals, and was an avid bridge player. He is survived by sons **James III '74**, Charles, **Douglas Woodbrowm '78** and **Stuart '88**, and eight grandchildren, including **Emily '13**.

54 John C. Burton died May 16 in New York City. He was 77. He earned his M.B.A. and Ph.D. in economics from Columbia University, and joined the school's faculty in 1962. He taught corporate finance, security analysis and accounting. From 1972 to 1977, he served first as the chief accountant of the Securities and Exchange Commission in Washington and then as New York City's deputy mayor for finance, where he helped the city adopt generally accepted accounting principles and refinance its short-term debt. He later returned to Columbia and was dean of the university's business school from 1982 to 1988. He retired from teaching in 2002. A lifelong sports fan, Burton also worked as a statistician for the Brooklyn Dodgers in the 1950s. He is survived by his wife Jane; children **Bruce '82** and Eve; six grandchildren; two foster grandchildren; and two great-grandchildren.

Sterling John Eagleton died June 4 at age 78 at his home in Kentfield, Calif. He received a master's degree in public administration from Syracuse University and went on to serve as a Naval Air Intelligence Officer aboard the *U.S.S. Hancock*, and then as commander of the fleet air intelligence center at Moffett Field, Calif. He worked at IBM for 30 years, spending four of them in Asia serving Asian banking customers, and was the IBM international account manager to Bank of America. After retiring in 1990, he started his own business, Larkspur Bay Tours, designing and conducting tours for seniors in residential communities in Northern California. He is survived by his wife Anita, children Stephen and Maya, and two grandchildren.

56 Frederick M. Burelbach Jr. died June 25 at his home in Fredonia, N.Y. He was 76. He earned his master's degree in English from the University of Michigan and his doctorate from Harvard University. He taught at Vanderbilt University and California's San Luis Obispo before joining the English department of

SUNY Brockport, where he taught until his retirement in 1996. In 1993, he received a Fulbright scholar award to Nanjing University in The People's Republic of China. He is co-author of *Names in Literature: Essays in Literary Onomastics* and founding editor of the *Modern Language Review*. He is survived by wife Carol.

58 Norman Klinman died May 4 at the age of 73. He received an M.D. from Jefferson Medical College and a Ph.D. from the University of Pennsylvania, where he later became professor in the School of Medicine. In 1978 Klinman became a professor at California's Scripps Research Institute, as well as adjunct professor at the University of California, San Diego. He focused his research on understanding the human immune system in health and disease, and authored nearly 200 scientific publications throughout his career. He also served as Board President of KIT (Kids Included Together), an organization that provides enrichment programs to children with and without disabilities. He is survived by his wife and Scripps colleague Linda Sherman; sons Andrew, Douglas, Theodore, and **Matthew '08**; and three grandchildren.

61 Kenneth K. Trabert died October 18, 2008, in Lakewood, N.J. He was 68. After graduating from Haverford, he earned an M.D. and a Ph.D. in physics from the University of Pennsylvania. After traveling to Israel for a physicists' convention, he converted to Judaism and dedicated himself to the study of the Torah. He eventually moved permanently to the Orthodox Lakewood Yeshiva (Rabbinical Academy), the largest Talmudical Academy in the United States. As a family practitioner, he often treated students at the Yeshiva with medical issues. He is survived by daughter Shelley and three grandchildren.

72 Michael Bruce Bongiovanni died August 21 in Harrisburg, Pa. He received his medical degree in 1976 from the University of Pennsylvania, where he went on to serve a four-year residency in pathology. After two years at the Hospital of the University of Pennsylvania, he joined the faculty of Penn State Hershey Medical Center in 1982. In 1990, he became chief of the division of clinical pathology and director of clinical laboratories. He was a member of numerous societies, including the American Association for the Advancement of Science, and published 20 original papers. He is survived by his wife, Sherri L. Line, and by children Jason and Emily.

88 Elizabeth Friedman Leblanc died April 30 in Rochester, N.Y., at the age of 43. She received her bachelor's degree in English and spent a few years in the publishing business before entering Dartmouth Medical School, from which she earned her M.D. in 1997. She went on to train in internal medicine at the University of Massachusetts, and took a two-year fellowship in allergy and immunology at Washington University in St. Louis. After moving to Rochester, she began her practice at the Genesee Health Service, where she worked until January of this year. She was also a skilled violist and an avid knitter, gardener and cook. She is survived by her husband Alain; sons Samuel and Adam; and parents **Harold '56** and Frances Friedman.

09 Dylan Isaac Ravenfox died August 7 at the age of 24 in Santa Fe, N.M. He was a passionate activist for animal rights, as well as a talented potter and writer. He won several national awards for his writing, as well as awards for academic excellence at Haverford and at his high school, Santa Fe Prep. He is survived by his mother Caroline and his brother Rees. Contributions can be made in his name to the Farm Sanctuary (www.farmsanctuary.org) and the Humane League of Philadelphia (www.thehumaneleague.com).

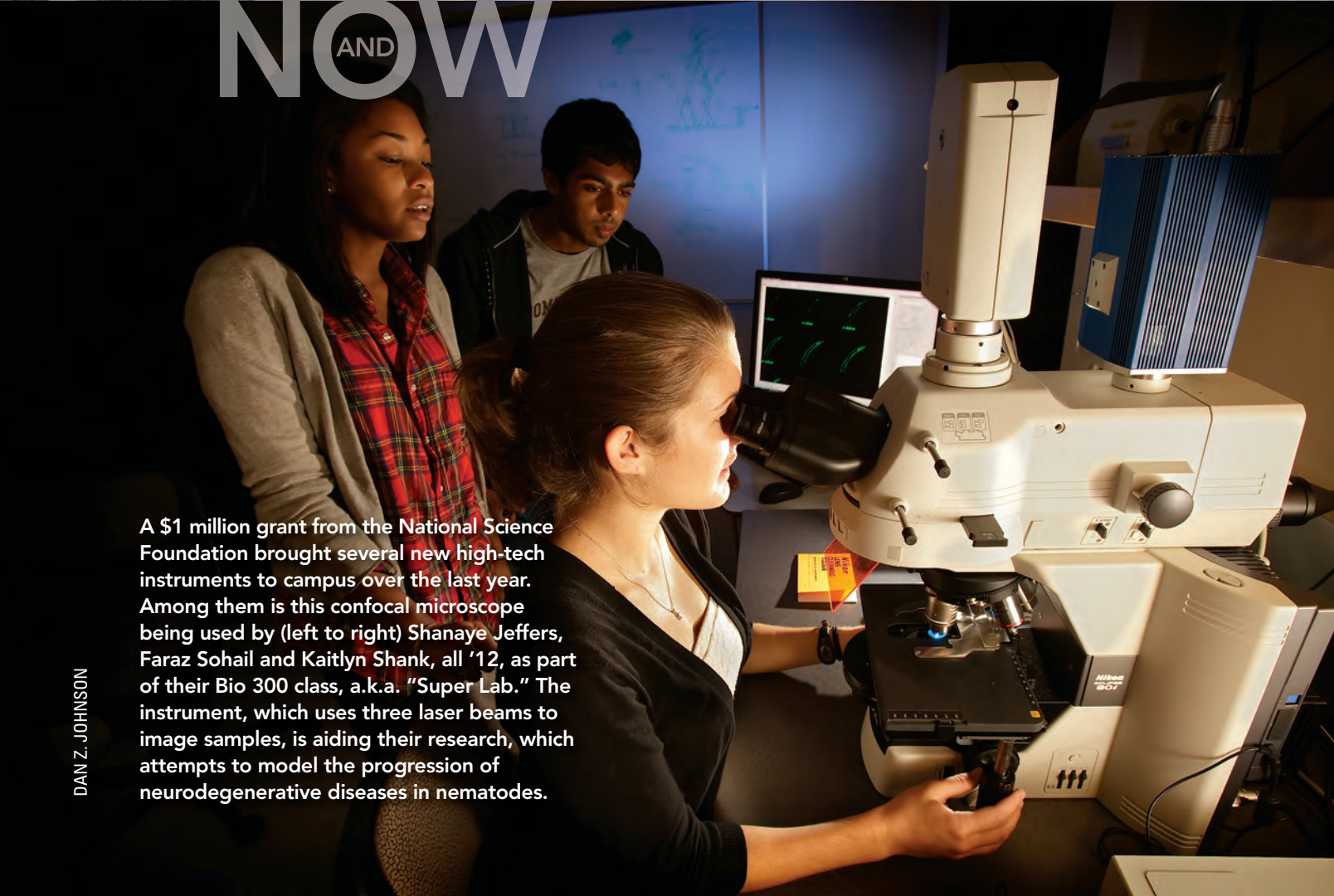
FRIEND OF THE COLLEGE

Richard Gordon Luman, 79, a professor of religion at Haverford from 1969 to 1995, died May 21 in his hometown of Ottumwa, Iowa. He earned his B.A. and M.A. in religion and his Ph.D. in history at the University of Iowa. He taught at the University of Chicago Divinity School from 1961 to 1968, and served as an associate editor with *Encyclopedia Britannica*. He had also been a visiting professor at Princeton Theological Seminary, St. Joseph's University, Columbia University, and Elizabethtown College. Though his academic studies focused on medieval church history, the courses he taught at Haverford covered such topics as Victorian and Edwardian detective novels, and Icelandic sagas. In 1987, he won the Lindback Foundation Award for Distinguished Teaching. An avid scholar of Arthur Conan Doyle's Sherlock Holmes stories, Luman won the Morley-Montgomery Prize in 1978 for the best article published that year in the *Baker Street Journal*; the article was subsequently anthologized in 1989 in *Sherlock Holmes in Gas Light: Highlights from the First Four Decades of the Baker Street Journal*.



Exactly when Haverford got its first microscope no one knows, but by the mid-1880s scientific labs were crowding out space in Founders once reserved for natural-history museum specimens. In 1919, the opening of Sharpless Hall brought what were then state-of-the-art science facilities to the College, illustrated in this circa 1925 photo titled "Students at their microscopes."

THEN AND NOW



A \$1 million grant from the National Science Foundation brought several new high-tech instruments to campus over the last year. Among them is this confocal microscope being used by (left to right) Shanaye Jeffers, Faraz Sohail and Kaitlyn Shank, all '12, as part of their Bio 300 class, a.k.a. "Super Lab." The instrument, which uses three laser beams to image samples, is aiding their research, which attempts to model the progression of neurodegenerative diseases in nematodes.

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