

Kid Lit

Ford authors find their groove with books for children and young adults

Enhancing the Haverford Experience

An interview with Dean of the College
John F. McKnight Jr.

Matthew Stitt '09

Helping cities build equity into their budgets

HVERFORD

The Magazine of Haverford College

WINTER 2022



Celebrating
**FIRST
GEN
FORDS**



Winter 2022

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(clockwise, from top left) Junior Nguyen '22, Naraly Mayorquin '25, Santos Diaz '25, Sameenah Ahmad '25. Photos by Patrick Montero.

Back cover: Alumni Weekend 2017 on Founders Green. Photo by Monique Byars '21.

Main Lines



Haute Brings the Runway to Haverford

Haute, an entrepreneurial project nurtured by the Haverford Innovations Program, launched with a fashion show in the VCAM lounge.

When Class of 2023 classmates Eleanor Alix, Kayla Baquiran, and Madeline Webster teamed up for the Haverford Innovations Program's (HIP) Summer Incubator last year, their entrepreneurial project took aim at two problems they'd identified in the fashion industry: its exclusivity—which makes it particularly tough for young designers from underrepresented backgrounds to break in—and the difficulty of finding unique, high-quality, sustainable clothing.

With the help of mentors and speakers brought in by HIP Associate Program Director Shayna Nickel, the Haute team spent the summer learning about project management software,

human-centered design, trademarks, copyright law, and more. They went on a business trip to New York to visit stores and met with lots of young designers.

Finally, Alix, Baquiran, and Webster employed what they learned to create Haute, a web-based fashion marketplace dedicated to promoting sustainability and inclusivity that will also be a platform where designers can operate their own pages and sell directly to customers.

“With Haute, we want to recenter fashion around values and vision,” says Alix, a neuroscience major and economics and psychology double minor. “All artists of all backgrounds deserve to have their story heard and their vision seen.”

PHOTO: SABINE MEJIA '25 (HAUTE)

In December, the Haute team officially launched its website with a well-attended fashion show event in the VCAM lounge, at which they announced official partnerships with three emerging designers around the country.

The fashion show featured 16 student models wearing the creations of five young designers, including Haute partner Maxine Roeder, a Washington University student with an interest in “convertible” fashion; Namita Penugonda Reddy, whose company Samsara Sari uses upcycled saris in its creations; and Drexel University fashion design student Kasiah Harrison, whose punk-inspired brand, Delirium Dreaming, offers unisex clothing. Also on view was the work of two Drexel senior design students, Jaclyn Leila and Madelyn Lane (a student finalist for this year’s

Philly Circular Design Competition). The event also featured a video by designer and Haute partner Jillian Arzoomanian about her latest project, Sheetwear.

“We’re really hoping that we can use the platform to uplift up-and-coming fashion designers from more diverse backgrounds than those that are currently being featured in the fashion industry,” says Webster, a computer science major with an anthropology minor and peace, justice, and human rights concentration.

Added Alix, “We’re looking to allow designers to profit off their work, gain experience, and get exposure, and customers to get cool, unique, and really high-quality pieces.”

—Sally Pearson '21 and Jalen Martin '23

More information: shop-haute.com

Putting Scientists on a Pedestal

Being immortalized in the form of a statue has historically been reserved for men, particularly dead generals or politicians. But **Miriam Fuchs '13** made a very different kind of history when a life-size 3D-printed statue of her became part of *#IfThenSheCan-The Exhibit*. Billed as the largest collection of statues of women ever assembled, the 120 plastic figures depict a diverse group of contemporary women STEM innovators working in a variety of fields, from protecting wildlife to discovering galaxies to trying to cure cancer.

Fuchs herself is an astronomer and telescope systems specialist for the James Clerk Maxwell Telescope atop the 14,000-foot summit of Mauna Kea in Hawaii, where she is responsible for obtaining observational data for scientists interested in learning more about how stars and planets form.

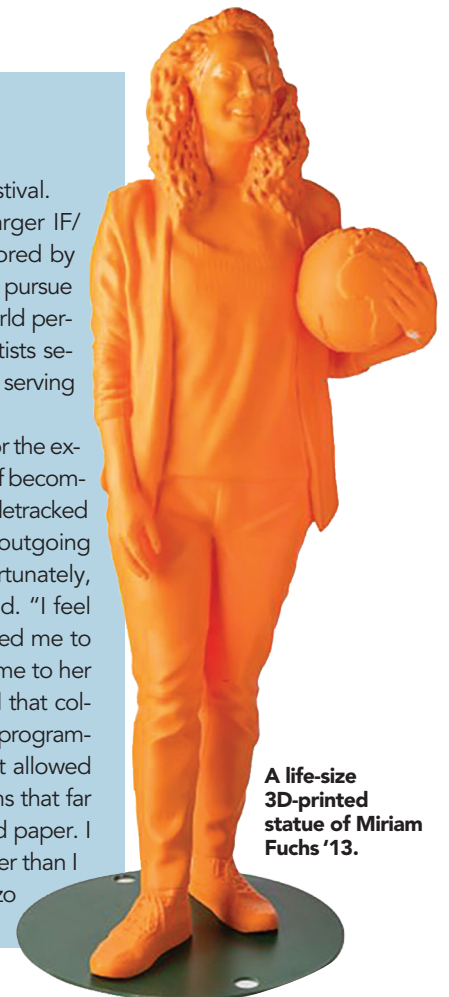
While her statue debuted as part of a small preview exhibit at Dallas Love Field that ran through May of last year, the full lineup of 120 figures was installed on and around the National Mall in Washington, D.C., throughout March. Hosted by the Smithsonian, the exhibit was part

of a month-long “Women’s Futures” festival.

That statue collection is part of a larger IF/THEN Initiative, a national effort sponsored by Lyda Hill Philanthropies to inspire girls to pursue STEM careers and help shift how the world perceives women in STEM. All of the scientists selected for the initiative are charged with serving as high-profile role models for girls.

In the personal statement she wrote for the exhibit, Fuchs discloses that she dreamed of becoming an astrophysicist as a child, but got sidetracked in high school, believing she was too outgoing and creative to enter a STEM field. Fortunately, her time at Haverford changed her mind. “I feel lucky that a mentor in college encouraged me to follow my childhood dream and invited me to her astronomy research lab, where I learned that collaboration is crucial to success and that programming was a language like any other that allowed me to express myself and solve problems that far exceeded answers found with pencil and paper. I realized my skill set might match up better than I thought.”

—Eils Lotozo



A life-size 3D-printed statue of Miriam Fuchs '13.

10 THINGS That Make Us Happy



Catching a glimpse of a painting by Professor of Fine Arts Ying Li in *And Just Like That ...*, the revival of the TV series *Sex and the City*. In Episode 1, Li's vibrant New York cityscape, "Writing the City #2," can be seen hanging on a wall in the apartment of Carrie Bradshaw (Sarah Jessica Parker) and "Mr. Big" (Chris Noth). As for how this came about, Li reports: "An HBO Max interior designer contacted me and asked me if I was interested in renting my painting for [the show]. She said, 'Your work packs a punch.'"

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THE BI-CO FALL STUDENT DANCE CONCERT, which celebrated the talents of dancers and choreographers performing a wide variety of styles, including hip-hop, classical Indian/contemporary fusion, and Latin. The showcase, held in Marshal Auditorium, featured six soloists and 12 dance groups, including Bounce, Mayuri (left), Choom Boom, /shift/, AJOYO, Rhythm N' Motion, Mei-Chinese Dance Club, Pulso Latino, Bollywood/contemporary dance group Afreen-Baarish, and HaverRitmo, a new Bi-Co hip-hop and Latin dance team that is part of Haverford's Latin Dance Club.

The lively Political Science

Department blog, which features student op-eds from individual classes. Recent student-penned posts include "Women as Violent Right-Wing Terrorist Actors in the United States," "Russian Troop Build-up and NATO Demands," and "Negotiating With Terrorists: When Is It Acceptable?" along with reflections on the Ku Klux Klan, Chinese Leader Deng Xiaoping, and the effect AIDS epidemic protests had on transforming patient rights. Read the blog at pols.sites.haverford.edu.



Haverford's first "Spoon Woman."

At a December event in New York for alumni, families, and friends of the College, hosts **Alex Robinson '96** and Board of Managers Chair **Charley Beever '74** honored President Wendy Raymond by presenting her with a large carved wooden spoon originally awarded to Alexander Harvey Scott, Class of 1886. The spoon, which had turned up on eBay, was part of a "Spoon Man" tradition that began in 1873 and stretched into the mid-20th century in which the most admired member of the senior class was awarded a giant wooden spoon by his classmates.



The 2021 Henry Dreyfus Teacher-Scholar Award

in chemistry that went to Assistant Professor of Biology Kristen Whalen. The award, which comes with a \$75,000 unrestricted research grant, recognizes outstanding faculty who are accomplished in both teaching undergraduates and conducting scholarly research with them in the chemical sciences. Whalen was also one of three sci-

entists chosen for this year's Integrated Research-Education Grants from the Charles E. Kaufman Foundation. She will receive \$100,000 over two years for her project "Elucidating the protective role of bacterial signals in algal host-virus dynamics," which seeks to understand how bacterial signals drive cross-kingdom interactions in marine systems.

The Mentor Award given to Assistant Professor of Psychology Laura Been by the organization Faculty for Undergraduate Neuroscience. Been was recognized for outstanding contributions guiding students in the field. Using rodent models, her lab conducts research on hormonal fluctuations during pregnancy and the postpartum period and how they can lead to changes in behavior and mood. Every year, Been supervises seniors—this year, eight of them—as they conduct their thesis research; since 2017, she has co-authored five peer-reviewed journal articles with her students.



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THE SPECTACULAR PERFORMANCE OF HAVERFORD STUDENTS

in this year's Putnam Mathematical Competition, which is administered by the Mathematical Association of America. Among the 427 colleges and universities participating, Haverford's team ranked 17th. (In the top 10 were teams from MIT, Harvard, Princeton, Stanford, Duke, and Berkeley.) Scoring among the top 211 (of 3,000 students participating) were Guilherme Zeus Dantas e Moura '24 and Lucas L. Nelson '23. Among the top scoring 328 students were João Pedro Mello de Carvalho '22 and Logan A. Post '23.



The plethora of intriguing student-created exhibits on campus. *Small Solitary Giants* in the VCAM featured photographs by Logan de Raspide Ross '23, who documented time spent with friends and family in the United States and Europe. In *The Art of Politics*, on the second floor of Lutnick Library, the photographs of Jack Weinstein '23 documented the murals and other street art that appeared in his hometown of Minneapolis after the killing of George Floyd by police. For *The Hundred Tongues of Rumour: Information, Misinformation, and Narratives in Times of Crisis*, in Lutnick Library's Rebecca and Rick White Gallery, student curator Nick Lasinsky '23 looked at the English Civil Wars of the 1600s; the French and Haitian Revolutions of the late 18th century; the 1793 Yellow Fever epidemic in Philadelphia; and the Vietnam War.



The Black History Month celebration on campus.

A collaboration of the Office of Multicultural Affairs and the Black Students' League, the schedule of events included a book giveaway; a step dance tutorial; an African fried bread-making workshop; a community sing-along featuring songs from *Lift Every Voice and Sing II, An African American Hymnal*; a community service project; and a March trip to the National Great Blacks in Wax Museum. Also part of the celebration: a presentation by photographer St. Clair Detrick-Jules that shared images and research from her forthcoming book, *My Beautiful Black Hair*; and the Black Quaker Lives Matter Film Festival, whose (virtual) screenings included a follow-up discussion facilitated by the festival's creator, **Harold D. Weaver '56**.



THE MUSLIM KINGS OF COMEDY SHOW organized by Assistant Professor of Religion Guangtian Ha and Philadelphia comedian Moses the Comic. Scheduled for March 24 at World Café Live in Philadelphia, the show is an outgrowth of a spring semester course Ha is teaching called "From Malcolm X to Dave Chappelle: Islam, Humor, and Comedy in America." Along with Moses the Comic, the lineup includes Preacher Moss, creator of the "Allah Made Me Funny" comedy tour; Omar Regan, founder of Muslim film production company Halalywood; and Azeem Muhammad from BET's Comic View.



Main Lines



Office Hour



Many a visitor to Lutnick Library has done a double take when passing the office of Lead Research and Instruction Librarian Margaret Schaus. Commanding the back wall and hard to miss is an enormous painting of St. Sebastian, pierced with arrows and wearing only a loincloth and a serene expression. Likely painted between the late 15th and early 16th century, the work (a 1942 gift to the College by the daughter of an alumnus) is fitting office décor for the creator of *Feminae: Medieval Women and Gender Index*. The open access database, sponsored by the libraries of Haverford College and the University of Iowa, currently has more than 44,000 records covering journal articles, book reviews, translations, images, and more, all related to women and gender from 400-1500 in Europe and the Middle East. Schaus keeps the database updated with the help of students.

Schaus, who earned a master's in medieval studies from the University of Toronto and a master's in library and information science from the University of California, Berkeley, started at the College in 1987. She's a familiar figure to many Fords who have relied on her for help over the years with research for their senior theses. "Every Haverford history thesis writer starts out with a summer meeting with me [before their senior year], and then another meeting in September," says Schaus. "Then there's contact back and forth through the year as they're working. I work with political science and classics majors as well. Particularly for history, what they need are primary sources. The availability of those really determines what you can do. Because you can go into it imagining that there's all kinds of material, but it is often complicated tracking down older texts and interpreting them. And that's what I help students do."

1 Painting of St. Sebastian: Before the library was renovated, this was on permanent display for many years and then it went off to storage. When construction was done, the idea was, "Let's bring things back." So I spoke up for Sebastian. This was painted for an altarpiece in Italy. At that point he was the saint invoked against plagues, the Black Death. So there's a connection with our current situation. The rays coming down indicate a divine grace. The painting is such a marvelous combination of ideas. There's the Renaissance depiction of the beauty of the body, and the greater knowledge of anatomy. St. Sebastian also held great interest for 20th-century artists like Yukio Mishima, who were intensely drawn to the eroticism and the idea of self-sacrifice. It really is a wonderful thing, and people walking by will often just come in and want to see it.

2 Poster for the Feminae Index: I started the website in 1996, and it represents the work of more than 70 students over time. I have one intern per semester, and then I have a research assistant who puts in time as well. They



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Feminae: Medieval Women and Gender Index

<http://inpress.lib.uiowa.edu/feminae>

Covers journal articles, essays, images, book reviews and translations. Open to students and scholars worldwide. Supported by Haverford College and the University of Iowa.



Detail from an early fresco

Diogenes: With his right hand to the right, the woman's eye was protected by the left as it held a scroll of text. The woman's head is turned to the right, looking at the viewer. The woman's head is turned to the right, looking at the viewer. The woman's head is turned to the right, looking at the viewer.

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Research in Women's and Gender Studies in recent decades has fueled a growing array of publications concerning the Middle Ages (c. 500-1500 CE). Identifying relevant work in this area of research is further complicated by the interdisciplinary nature of much of the scholarship. Feminae gathers publications from across different areas, describes the content, and makes the material available across all of the different genres. Users can search on full primary sources and images as well as recent scholarly articles and books on topics ranging from medieval literature to women's studies.

- Features of Feminae:**
- Over 65,000 records.
 - Publications from 1900 to the present.
 - Coverage of other sources and many thousands of essays in books.
 - Links to local library holdings.
 - Publications in English, French, German, Italian and Spanish.

Inspired by Sarah Mowbray Heath's *Harvard History class on medieval women*, librarian Margaret Schaus and a group of scholars began Feminae in 1996. The University of Iowa Library hosts the site and provides technical support. Haverford and Bryn Mawr students research and write major research.



Primo Lorenzetti, The Humidity Psyche (1338-1348, Florence, Italy)

This is a reproduction of the original manuscript page. The original page is made of parchment and is now in the collection of the University of Florence. The page is made of parchment and is now in the collection of the University of Florence.



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do a lot of the research and writing for the image records—there's over 500 of those. There's just a ton to keep up with, new books being published, new scholarly papers coming out. We have an "article of the month" feature tied to recent news. In December, we had one about a Viking tomb that was excavated in the 1880s and has always been held up as the model for what a warrior's tomb would contain. Well, a couple of years ago, a group tested the bones and discovered that the buried warrior was biologically female. Then, of course, it hit the fan, because there were scholars who could not accept that, who said, "It must be the wife who's being honored for what the husband did." But the people who did the testing have been pushing back, saying, "Two horses were sacrificed and are in there, and the woman is wearing military clothes."

3 Nursery rhyme pressed glass: [Professor Emeritus of History] Sue Stuard, who is my good friend, gave that to me. It's part of a set that shows three stories: Little Bo Beep, Tom the Piper's Son, and Puss in Boots. They date from the late 19th century. Pressed glass represents an expansion of consumer goods—these were mass pro-

duced and cheaper, and were made in many special shapes, all intended for children to play with.

4 Ushabti figurine: They're the helpers that are put in the tomb with Egyptians. I got this when I was 12 or 13 and I thought I was going to be an archaeologist—until my mentor explained to me that women couldn't do fieldwork. This was 1965. I was in a small town in Illinois, and Mr. Lockwood was the person who had gone to Israel and done archaeological digs. I took his word as gospel. So, I decided that the Middle Ages looked a lot better, because I could use manuscripts in a library.

5 Senior thesis by Meaghan Ryan '11: You can't go into a senior thesis project with your mind made up about what you're going to find. You have to be open, because sometimes the research takes you in a direction you weren't expecting. A great example is this thesis. Meaghan was interested in a female poet in Venice in the early modern period. I think it was probably November when she realized that art was really important and that the way Venice was represented in an allegory, as a female, was something

that she had to look at. She went to Venice with CPGC funds in January, saw artworks, and came back and incorporated them into her thesis. For a history person, who's always worked with texts, to take on images and art history was really amazing.

6 Family photos: (top row) That's my husband, and my daughter Amelia, who's now a Ph.D. student at Penn, working on the reception of *The Iliad* and *The Odyssey* in Greek tragedy, and in Hellenistic epic. On the right is my son, Anselm; his wife, Julie; and their little boy, Noah. They live in Tokyo. Anselm is a translator. And that's me (bottom right) in 1971, when I started college at the University of Illinois. The dog is Theseus, who passed away a year and a half ago. (All of our pets have had classical names.) The wedding photo is of my parents, who were married in 1946. There's a story there. My father received a Dear John letter when he was in India during the war. Somehow, a neighbor in Pittsburgh told a friend in Illinois, and my mother started writing to him. She was supposed to be an old maid and take care of her parents, but they surprised everyone and got married.

—E. L.

PHOTOS: PATRICK MONTERO

Main Lines

Forty-one Issues and Counting



Here are a few of *Haverford* editor Eils Lotozo's favorite covers among the 41 issues she has produced since 2008. What are yours? Drop us a note at hc-editor@haverford.edu.

This issue of *Haverford* prompts me to note that it is the 41st produced by editor Eils Lotozo. Since her arrival in 2008, she has been a driving force in ensuring that the magazine is as “un-putdownable” as possible. (Fortunately, given the subject matter, she has a major advantage in the competition for your valuable time and attention—insert smiley emoji here.)

That dedication to reader service and respect for audience is at the heart of her success. It characterized her work at *The Philadelphia Inquirer* (where we first worked together) and continues to inform every editorial decision she makes. Here's to Eils, with wishes for many more issues to come. Thank you for your fine work!

—Chris Mills '82, Associate Vice President, College Communications

P.S. Being a Ford myself, and having a long relationship with this publication, I was curious how Eils's 41-issue run compares with those of her many predecessors. Answer: She effectively laps every previous *Haverford* College magazine editor we could identify, with the second-place contender clocking in at 29 issues.

An Imaginary Landscape at the Airport

Weary travelers passing through Philadelphia Airport's Terminal C in recent months got an enlivening visual treat thanks to the talents of Professor of Fine Arts Hee Sook Kim. The painter and printmaker's vivid site-specific artwork “Everlasting Playground,” which was on view September through February, drew viewers into a tranquil spring scene replete with pink-flowering trees, rolling green hills, sparkly butterflies, soaring birds, and glittery fish swimming in a river. The monumental work—almost 6 feet tall and 20 feet wide—featured hand-applied rhinestones and used a Korean folk painting style inspired by the longevity paintings of the Joseon Dynasty. Its bright, cheerful colors and nature imagery were meant to calm stressed-out travelers and add a spark of joy to the monotony of air travel, said Kim, who has been a member of the Haverford College faculty for almost 20 years.

“I included actual places in the work, such as waterfalls and streams from the Wissahickon, Ridley Creek, and French Creek where I often hike, and peaks and fields from Hawk Mountain and Worlds End State Park,” she said. “Birds, like cardinals and hawks; ducks from our backyards and ponds; and fish, like trout, are found in this imaginary landscape.”

For Kim, whose artmaking had been af-

fectured by the solitude and stress of COVID-19 lockdowns and a life lived onscreen, nature has remained a reliable inspiration: “Nature is our steady hope no matter what.”

The piece was originally commissioned in September 2019 and had been scheduled to go up in March of 2021. However, like so many things, the pandemic postponed the project. When Leah Douglas, curator of exhibitions at the airport, reached out to restart the collaboration, Kim had only a few months to prepare the work for its debut.

She began by painting a smaller version of “Everlasting Playground.” That work was then scanned, enlarged, and printed on canvas fabric, and rhinestones were added by hand. Kim's students Shreya Singh '22 and **Sam Berg '21** worked with her over three days in a workshop at the airport to glue all the gems onto the reproduced image.

—Rebecca Raber





IN THE COLLECTION

Spotlighting the holdings of Quaker & Special Collections

The stack of worn leather volumes pictured above are just a handful of the 50 handwritten diaries in the Anna Spencer collection. Spencer, a local Quaker who belonged to Gwynedd Monthly Meeting, began keeping a daily diary as a young woman in 1855 and devotedly kept up the practice for 50 years until her death in 1905 at her home in Philadelphia's Germantown neighborhood. Spencer's brief, straightforward entries, written in a looping script, describe the weather, social calls, domestic duties, her health, family news, and note attendance at meetings, as well as births, deaths, and marriages within the Quaker community.

"It was very common for not just a Quaker woman, but for women in general, to keep diaries so diligently throughout this time period," says Curator of Quaker Collections Mary Crauderueff, who notes that the library has a number of such journals in its collection. Quaker minister Elizabeth Hudson Morris, for example, kept a diary between the years 1743 and 1778, writing about her travels throughout the British colonies in North

America, as well as to Ireland and Scotland. The diary of Margaret Hill Morris details her experiences during the early years of the American Revolutionary War, including her fears for her family and the movement through her town of various military groups, including "Tory Hunters," "Gondola Men," and Hessian soldiers. Morris also describes her treatment of the sick and injured at surrounding military camps. Rivaling Anna Spencer in quantity, the Elizabeth Drinker diaries (copies of which are housed in Quaker & Special Collections) comprise 24 volumes penned by a wealthy Quaker woman in Colonial Philadelphia. Along with details of domestic life, Drinker's entries describe military movements during the Revolutionary War and provide a record of smallpox and yellow fever outbreaks during her lifetime.

"These diaries are useful to scholars in many ways," says Crauderueff. "They're helpful in examining the daily lives of women, the lives of traveling women, and tracking topics such as women's rights, Quaker life, and more." —E. L.

FYI

INCOME FROM HAVERFORD'S ENDOWMENT provided \$26.3 million to support the College's generous financial aid policies, outstanding faculty and academic programs, and general operations during the 2020-21 fiscal year. This represented 24 percent of operating revenues, providing an important subsidy for every Ford. See the annual report and learn about the vital impact our endowment makes on current and future generations at haverford.edu/investment-office.

4 Questions

About *The Days of Afrekete*

The new novel by Associate Professor of English and Creative Writing Program Director Asali Solomon, *The Days of Afrekete*, centers on a dinner party hosted by Liselle, a Black woman married to a white politician who has just lost an election and who is being investigated by the FBI. Feeling increasingly estranged from her privileged life, before the party begins Liselle leaves a phone message for Selena, her lover when they were Bryn Mawr students two decades earlier. The story of their affair, the choices Liselle went on to make, and the very different path Selena's life has taken are at the center of a novel a *New York Times* review called "a reverie, a riff on *Mrs. Dalloway* and a love story," one whose central character, Liselle, "comes to the mind's eye in HD, with anxieties, jokes, memories, furies and survival instincts all present in prose as clear as water."

Why did you choose Bryn Mawr as the alma mater for the main characters in the book?

Asali Solomon: The answer is fairly pragmatic. I wanted to set those scenes at a women's college, and I also wanted to set them near Philadelphia. Bryn Mawr also offered itself as a place that I could easily imagine because I spend time there now. It's also somewhere that I believe had a pretty strong lesbian community in the years during which the novel is set.

Like your novel *Disgruntled* and your short story collection, this novel is also set in your hometown.



What about Philadelphia draws you to it as a setting?

AS: At first, I wrote about Philadelphia because the further and longer I strayed from it, the more I thought about it. I think it is not until you leave your home that you realize what is particular about it. But then, as I read the stories of Edward P. Jones, who writes about Washington, D.C., I began to think about how much I liked the idea of mythologizing Philadelphia. It makes me feel grounded in my writing and offers something special to people who are from Philadelphia. I think also, with the rapid progress of gentrification, the writing becomes a time capsule of a moment when a lot of big cities had much larger and varied Black populations than they may at some future moment.

Is there a through line that runs through your work? Are there ideas or issues that work their way into everything you write?

AS: When I began writing, I really wanted to depict scenes of Black life that I hadn't encountered in fiction before—particular scenes of intraracial dynamics, class difference, the riches of Black talk and habits, the awkwardness of youth (back then not often encountered in mainstream culture outside of [the *Family Matters* TV character] Steve Urkel). When I think about it, I guess all of that continues up to the moment. The other thing that I guess I'm always writing about is music and parties, even if I don't set out to do so. This likely comes from the fact that when I first began writing (as an adult, mind you), I was trying to exorcise demons from middle school dances at prep school.

In your recent piece in *Bookforum* you mentioned a reviewer calling your main characters "problematic." Do you need to like your characters to write about them?

AS: I don't think you have to like your characters! You don't have to even really root for them, and you certainly shouldn't try to keep them from harm. I think you have to understand them, and above all, you have to be interested in what happens to them. Otherwise, you won't make anything interesting happen. I feel neutral about Selena and Liselle in terms of like/dislike, but I'm deeply invested in them. I understand what animates them. But I love Chris the pastor, and I love Liselle's mother, Verity. That's the dinner party I'd go to.

New DEI Team

Dean of the College John McKnight Jr. has announced the formation of a new Diversity, Equity, and Inclusion (DEI) team that will work with Haverford campus communities to support students, promote campus-wide social justice education, and assist in animating Haverford's commitment to becoming an antiracist college.

The new DEI team is part of the recently restructured Dean's Division, under the leadership of McKnight. It includes the John P. Chesick Scholars Program, Marilou Allen Office of Service and Community Collaboration, Office of International Student Support, Office of Multicultural Affairs, Religious and Spiritual Life, Quaker Affairs, and the Center for Gender Resources and Sexual Education (GRASE), formerly known as the Women's Center. The student Community Outreach Multicultural Liaisons are also part of the team, which will be overseen by Associate Dean of the College for Student Diversity, Equity, and Inclusion Raquel Esteves-Joyce.

The DEI team will work in partnership with the Office of the Chief Diversity Officer (currently Norm Jones, in an interim capacity) to invigorate DEI initiatives at various levels of the institution, and also will continue the crucial work of THRIVE (Truth, Healing, Resiliency, Inclusion, and Equity), the campus-wide program implemented by former interim Dean of the College Joyce Bylander that focuses on racial healing and social justice at Haverford.

To view a progress report on diversity, equity, inclusion, and antiracism actions at Haverford, go to hav.to/8z7.

Associate Dean of the College for Student Diversity, Equity, and Inclusion Raquel Esteves-Joyce oversees the new DEI team.



PHOTOS: DAN Z. JOHNSON (SOLOMON); PATRICK MONTERO (ESTEVESES-JOYCE)



COOL CLASSES

Course Title: *"The Internet and Participatory Culture"*

Taught by: *Visiting Assistant Professor of the Writing Program Ana Hartman*

What Hartman has to say about the course: In this writing seminar, students learn to read and write, critically and purposefully, on what has become a new and highly populated public space: the internet. I created this course as a response to a pressing need: We all must adopt a critical awareness of the many facets and uses of the internet—of what it brings out in us, and what it tells us about ourselves as both its audience and its participants. In order to do so, we have to frame out smaller categories. In this class, students investigate three staples of web culture: cancel or call-out culture, meme culture, and the culture of web activism (also referred to as clicktivism or slacktivism). As we progress through the materials, students recognize that these categories tend to overlap and push a larger conversation as to how we negotiate the new participatory nature and culture of the internet. At the end of the term, students reflect and track how their attitudes toward a given facet of internet culture have developed and evolved over the time they have spent with it.

I have been incorporating materials that speak to the powerful tool that is the internet into my writing pedagogy for the past few years, and have found that students respond with a new kind of energy. It's exciting to look closely at this thing with which we are all so familiar, but at the same time not familiar at all.

Cool Classes is a recurring series on the Haverblog. For more, go to hav.to/coolclasses.

Learn more about other seminars offered by the Writing Program at hav.to/9av.

Main Lines

The Club Life @HAVERFORD

HAVERBEES

WHAT: The Haverbee Club supports pollinating populations within the Haverford community and surrounding areas; it educates students about the importance of bees in sustaining the Earth's natural environments, as well as the dangerous practices that are putting bees and biomes at risk. Club members work in partnership with the Haverfarm to take care of Haverford's domestic beehives and honey-making operations. Members also work in small groups on projects such as planting new pollinator gardens near the hives and on educational efforts such as hosting speakers on campus and spreading awareness through social media.

WHO: The club was cofounded by bee lovers Charlie Mamlin '23 and Blythe McWhirter '23. "My uncle, who studies ecology and species interactions, has spent a lot of time studying bees and their roles in the world's ecosystems, and inspired me to try and get the club up and running at Haverford," said Mamlin.



All students are welcome to join the club, regardless of whether they know anything about bees. "Even though we have club co-heads and other leadership positions, we emphasize a really collaborative environment (like bees)!" said Mamlin. "Everyone can find a way to help out."

WHY: "Nearly 90 percent of wild plants and 75 percent of the top global crops depend on animal pollination," said Mamlin. "Bees' impact on our global ecosystems also carry implications for our economies, food supplies—about one third of the total food we eat depends on pollinators—and overall way of life. There are more stresses on our honeybee populations today than there have ever been before, and, over time, the wide use of pesticides, the presence of pollutants, and diseases/pests within the honeybee population have made it more important than ever to support our bees in any way we can."

More information: Follow the club on Instagram, @hc_haverbees.
—Reporting by Jalen Martin '23

SCHOLARSHIPS AT WORK

With help from the Ira De Augustine Reid Scholarship and the Amy Sacks Scholarship, **Elliot Montaña '24** is thriving at Haverford.



“Without these scholarships, I would not have been able to attend Haverford, or perhaps any college, due to my family's financial difficulties.

This generosity is allowing me to become the first college-educated person in my family and to study the things I am passionate about—gifts I will cherish forever.”



To support current-use financial aid, visit haverford.edu/makeagift.
To learn about endowed scholarships, contact Deb Strecke at dstrecke@haverford.edu or (610) 896-1131.

Ford Games



Overcoming Obstacles on a Bicycle

Charlotte Lellman '15 embraces the quirky sport of cyclocross. **BY CHARLES CURTIS**



Charlotte Lellman races in a cyclocross event. Courses often feature mud, gravel, hills, and barriers to get around.

The goal of the bicycle sport known as cyclocross is simple: Finish the set number of laps around a circuit in the fastest time possible.

But the execution? That's the complicated part.

Cyclocross courses can include barriers or logs to get your bike over, trees to avoid, and gravel and mud that's super-tough to pedal through—not to mention tight turns, and barriers that might require riders to dismount and carry their bikes while running before hopping back on again. There are sometimes hills to contend with. And the sport requires strategy. Do you get off the bike and run with it, making an obstacle easier to handle, or do you pedal through it? Something else cyclocross requires: all-around full-body athleticism.

It's a sport that **Charlotte Lellman '15** has fallen hard for—and one in which she's already found success. In her first full year competing in cyclocross, she finished first in just her third event. (Lellman developed some of her winning athleticism at Haverford, running for the cross-country and track and field teams under head coach Fran Rizzo.) The Northampton, Mass., native, who works as an archivist at the Center for the History of Medicine at Harvard, spoke to *Haverford* magazine about the family connection that drew her to cyclocross and why it's become such a huge part of her life.

Ford Games

A Haverford coach provided some inspiration.

Coach “Riz,” as we call him, is so devoted to the team and created a culture of really caring about what we do. I took running really seriously and got so much joy out of it. I think a lot of what I missed after I lost running from my life, I rediscovered in cyclocross.

It’s a family affair. My dad is a cyclist and he and my younger brother were both racing cyclocross long before I got into it. When my dad started racing in the early 2000s, I would go to races and watch him. It was something I was familiar with, but never really interested in.

An injury changed everything. After graduating, I hurt my knee, and there were a couple of years of physical therapy and not being able to get back into running. I was home one weekend visiting my parents, and my dad said, “Come on, let’s go for a ride.” I took the bike back to Boston and eventually bought my own road bicycle.

The need to compete took over.

I later went to a cyclocross race where my dad was racing in my hometown of Northampton. I suddenly said, “I need to race, right now.” I had never done it before. I had only ridden on the road. My dad, to his credit, said he had a cyclocross bike in the garage that needed repair which he could work on, and maybe I could ride it the next weekend. And I did. After not running, training, or competing for a few years, I missed it so much and was grieving that. I was at a place where, sometimes, I watched a friend race at a track meet, and I’d start crying because I missed competing so much. Cyclocross, in addition to being a competitive sport, is just fun and wacky. Seeing these people race, it hit me: “I need to do that.”

It truly is a quirky sport. The courses are circuits that take about eight to 10 minutes to complete. The races are usually 45 minutes total. They feature a variety of surfaces—you might be riding on gravel, wood chips, or sand. There are fun technical features like barriers to hop your bike over, or run over carrying it, and steep

climbs that you need to walk up. So a lot of strategy is about managing the conditions.

She found success early, but there’s more work to do.

I spent a lot of the COVID-19 pandemic riding on roads and eventually trained with some elite cyclocross athletes in Boston who helped me out—they would take me to training courses in the woods with obstacles, and they’d give me tips, like which tires to use in certain race conditions. I actually won my third race, which was among a group of beginners. Depending on your cyclocross experience, you’re placed into a category, [from] 5 (beginner) to 1 (elite). So, the race I won was for Category 4 to 5 women.

I then started racing against Category 1, 2, and 3 competitors and finished ninth in each of the final two races of the season.

“
Cyclocross, in addition to being a competitive sport, is just fun and wacky.
”

Training includes a little bit of everything.

I don’t have a formal training plan. It’s fun to go to group rides on the road with other people, then there are cyclocross courses where you can practice barriers and hard turns sometimes. In the last race this season, there was a set of barriers, and the idea is to get on your bike as quick as possible and start pedaling after you get over them, but there was a tricky


turn after them. Technical skills like getting back on and pedaling immediately aren’t my strong suit, and the race announcer kept commenting on it: “Is that going to tire Lellman out?” But I’m pretty comfortable running, even with a bike. The sport really takes a toll on your whole body.

The draw? No two races are the same. It shares a lot about what I loved about running and cross country, in that it’s really all about pushing yourself as hard as you can, but since every course and race conditions are different, you can’t compare one time against another, not like in a 5K. You can focus on doing the best you can, compared to the other athletes you’re competing against. That felt really freeing to me.

Charles Curtis is a sportswriter for USA Today’s For the Win and an author of the Weirdo Academy series, published by Month9 Books. He lives in New York City with his wife and son. For more about Curtis’s Young Adult novels, see page 36.

Mixed Media




Bryan Halperin '95
and Johanna Bloss
Halperin BMC '94
in the Colonial
Theatre in Laconia,
N.H., where their
Powerhouse Theatre
Collaborative is the
resident company.

As co-producer of Powerhouse Theatre Collaborative, **Bryan Halperin '95** wants to show the 16,871 residents of Laconia, N.H., that theater can strengthen neighborly ties. That's one reason Powerhouse's first major production was Thornton Wilder's *Our Town*, the classic play focused on ordinary people in a fictional New Hampshire town.

But that's not the only reason.

"Theater can be intimidating to people who haven't done it before. Literally anyone can be in *Our Town*," says Halperin, who has been directing plays since his student days. "I can add bodies in the graveyard scene or expand the choir. During auditions, I told people, 'If you're curious about trying theater, this is the show for you.'"

At November's opening night in the newly renovated Colonial Theatre, 39 people ranging from ages 10 to 70-plus took the stage, experienced actors alongside curious first-timers.

"We wanted to use *Our Town* to show what [Powerhouse] is about, to showcase humanity and

art and entertainment while celebrating the restoration of the Colonial," Halperin says. "Bringing together people from all walks of life, getting people to take a chance on something new, that has an impact, that builds community."

He knows theater can change lives: He met Johanna Bloss Halperin BMC '94 during a Bi-Co production of *Fiddler on the Roof*. After graduation, the couple settled near Boston, where Halperin worked at a financial software firm. They welcomed two children and tag-teamed so one partner could be involved with community theater productions while the other stayed home.

Then in 2004, they left their jobs, sold their home, and moved to New Hampshire's Lakes Region to open the Winnepesaukee Playhouse with Halperin's sister and her husband.

"We just decided we wanted a different lifestyle that our kids could be involved in and we could do together," Halperin says.

The Playhouse, which offers professional, community, and educational productions, thrived. The

Mixed Media

Halperins stepped back from day-to-day operations after 2014 to run the drama programs at their children's schools.

Powerhouse Theatre Collaborative, founded in 2020, is the couple's latest project. It's the resident theater company for the Belknap Mill, a 200-year-old mill converted to a community center, and the Colonial Theatre, a century-plus-old building that recently underwent a \$14 million renovation after being shuttered for 20 years.

"Laconia's Main Street has long been fairly dormant, and the city hoped [the theater] would help reattract people to downtown, and so far, it's working very well," Halperin says. "There's excitement about downtown Laconia for the first time in a long time."

Our Town's opening marked the beginning of "Celebrate Our Town—Laconia," seven weeks of programming organized by Powerhouse and other nonprofits. The event ended in January with a work-

shop performance of *My Backyard*, a musical whose book was written by Halperin, with music by Krisanthi Pappas. The story follows a struggling musician as she returns to her childhood home and confronts her past.

"*My Backyard* hits upon a lot of the same themes of *Our Town*, including the reminder to appreciate the little things and the people in your life because our time on the planet is limited," Halperin says. "It's why I chose this workshop to bookend the 'Celebrate Our Town' event."

Halperin considers himself primarily a director, but has written a dozen plays and musicals, many of which he has shared with his community.

"It's crucial to humanity to be able to share stories," he says. "Communities thrive when they have affordable housing opportunities, good schools, and a strong arts community. We want to be part of Laconia's renaissance. We want to help the community grow and thrive."
—Natalie Pompilio

MUSIC

There are many influences in the solo piano work of **Bruce Leto Jr. '14**, but few have been as important and long-lasting as his relationship with Curt Cacioppo, professor emeritus of music. "He interviewed me for Haverford," says Leto, "and Curt was the reason I studied at Haverford."

What began as a teacher-student dynamic has evolved over the course of nearly a decade into an artistic kinship that elevates the work of both musicians: Cacioppo helped Leto develop his skill and musical point of view, and Leto's recording and performing career frequently showcases compositions by Cacioppo and his son Charles. Leto has won multiple competitions playing their works, including a special judges' recognition for The American Prize in 2021, and in the 2021 Virtuoso Artists Competition at the Seattle International Piano Festival.

"Curt and I dove deep into the intellectual side of music, from an academic and spiritual standpoint that included freedom of expression," says Leto, whose most recent recording, *Singing Style*, includes three of Curt's compositions and one by Charles; Leto's performance in February at Carnegie Hall as part of the Progressive Musicians Competition Winners Recital featured the live premiere of Curt's "Hal's Reprise."

Singing Style also includes collaborations with Leto's partner, Lauren Angelini, a vocalist who sings on two pieces by Debussy, and with teacher and pianist Scott Cohen, who joins Leto for a four-handed rendition of Ravel's "Ma mère l'Oye."

Leto, who runs Dynamic Wave Consulting, a provider of web design, marketing, and other digital services for Philadelphia-area companies, found himself both challenged and inspired when COVID-19 sent so many into isolation. "The pandemic has been an introspective time," says Leto, but he saw it as "an opportunity

to work on music I wouldn't have otherwise." He focused on European composers, linking the impacts of COVID on France and Italy with the music from those regions.

Leto's 2020 album *GOMITOLO!* is his "tribute to a COVID-stricken Europe." Its title, he says, is an Italian expression that loosely translates as "the incomprehensibility of human life." The album's often quiet and reflective playing both mirrors the pandemic moment and offers a balm to it.

As live music began coming back to concert halls, Leto focused on his Carnegie Hall performance and thinking about his ongoing evolution as a musician. "I want to put my own spin on new contemporary musical idioms," he says, "the melodies, harmonies, and themes of new and impressionistic pieces that will captivate the audience, make them feel something, and create poetry from the music."
—Brian Glaser

More information about Leto and his recordings is available at brucespianoworks.com.



PHOTO: PATRICK MONTERO

FILM

Of the many surprises that turned up as **Dan Greenstone '93** made *Far Out West*, a documentary about the Kerista Commune of the 1970s and '80s, the biggest wasn't the California utopian group's communal living, shared sexual partners, or countercultural ideals. It was the business savvy that made the commune a Silicon Valley success story.

"I didn't see that coming," says Greenstone, 50, who made the film with directing partner Travis Chandler. "It's actually one of the reasons the group fell apart by 1991. They were going to business meetings in suits, working long days—which is so different from other groups from that time."

Greenstone's interest in nonfiction storytelling springs from his job as a high school history teacher in Chicago, where he lives with his wife and two children. He came to the Kerista story via his work on *American Utopia*, a narrative podcast about the Oneida Community—which, at its peak in the mid-1800s, had more than 300 members in upstate New York—and *Last Believer*, a 2018 film Greenstone and Chandler made about House of David, an early 20th-century utopian religious sect whose dedication to celibacy inevitably doomed the group's existence.

Christian Goodwillie, the curator of special collections at Hamilton College, had given Greenstone and Chandler access to an archive of information on intentional communities as part of their research. "Christian suggested we look at the Kerista collections," says Greenstone. "They're like the Oneida Community, except they're alive and will talk to you."

Kerista was started in 1971 in San Francisco by John "Jud" Presmont as an intentional community modeled on '60s-era Bay Area communes. Members took three-letter names (e.g., Geo, Dau, Luv), decided things as a group, agreed to a "sleeping schedule" rotation of sexual partners, shared the responsibilities of childraising, and pooled the income that came from the group's business ventures, which ranged from a successful housecleaning service to Abacus Inc., an early seller of Apple Macintosh computers that brought in as much as \$25 million a year.

Despite its countercultural ideals and Jud's char-



ismatic influence on the group's younger members, Greenstone notes that *Far Out West* is not another documentary about a cult. "The word 'cult' is frowned upon in the world of intentional communities," he says. "It can be useful as a warning, but it's a judging word that can obscure more than it illuminates."

The clearest argument against Kerista being a cult comes from how many former members were happy to be interviewed for *Far Out West* and in general spoke positively about the experience. "No one was held against their will, there was no real abuse, and when you left they gave you money," says Greenstone, who adds that one member used the phrase "Clark Kent Cult—it had some features of a cult, but it was pretty benign." Several Keristans continue to live with or near each other, either as married couples or close neighbors.

Far Out West taps into a moment of interest in topics ranging from the Rajneeshpuram community in Netflix's *Wild Wild Country* to investigations of QAnon, NXIVM (whose founder was sentenced to 120 years in prison for sex trafficking and racketeering), and more.

"The Keristans were countercultural and had a critique of American society that rings pretty true," says Greenstone. "I think a lot of people are looking around and feeling discouraged, so a way out like Kerista is tantalizing." —B. G.

Far Out West is available for rental on Amazon, iTunes, Google Play, and Vudu, among other platforms.

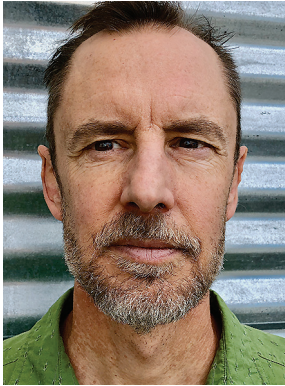


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Dan Greenstone's documentary focuses on a California commune that blended countercultural ideals with business savvy.

Mixed Media

BOOKS

Q&A: Andy Lee Roth '90



Andy Lee Roth has a few questions: *Who is producing the news you consume? Who (or what) might be filtering what you find online? How does this limit your ability to be informed and engaged, in your community or as a citizen?*

As a sociologist, Roth, who earned his Ph.D. at UCLA, came to appreciate the power of news to shape how we understand the world. As associate director of Project Censored, a nonprofit news watch organization

founded in 1976, Roth works to promote critical media literacy. He coordinates the Project's Campus Affiliates Program, which links several hundred students at colleges and universities across the country in a collaborative effort to identify and vet important news stories that establishment media has either marginalized or ignored.

The current Project Censored yearbook, State of the Free Press 2022, published in January, highlights the top 25 stories of 2020–21. This is the 12th edition of the yearbook Roth has co-edited.

Freelance journalist Natalie Pompilio talked to Roth about "junk food news," corporate news media, and the way that search engines can limit our access to news.

Natalie Pompilio: You say the establishment news media and independent news media are very different. How and why?

Andy Lee Roth: Corporate news media—which isn't "mainstream" because it does not actually represent the interests or needs of everyday Americans—by and large reflects corporate interests and perspectives. That stands in stark contrast to independent news media, which is characterized by more inclusive definitions of who and what count as newsworthy.

The most fundamental form of news bias is not red versus blue, conservative versus liberal. Instead, as a lot of research indicates, when it comes to corporate news a far more fundamental form of bias arises from journalists' and editors' almost exclusive reliance on official sources—government officials, corporate spokespersons, and so on—as the most newsworthy figures. This significantly limits what counts as "news."

NP: Project Censored wants to eliminate the amount of "junk food news" we are currently being served. What is that?

ALR: Junk food news is like a bag of chips: You eat one, then another, and when the bag is empty you have a stomachache—but you're still hungry!

Junk food news titillates us and makes us want more, but it doesn't nourish us as community members or citizens. It leaves us unfulfilled. Many forms of corporate media are designed to keep you coming back for more.

One of this year's top junk food stories was "Gorilla Glue Girl." She became famous on TikTok when she used Gorilla Glue to style her hair, ostensibly by mistake. The video of her expressing surprise, real or feigned, went viral. Many establishment news outlets treated this as news. While many U.S. news outlets were feeding their audiences the schadenfreude amusement of Gorilla Glue Girl, they were neglecting to cover the significant humanitarian crisis in Yemen—one that is at least partly a consequence of U.S. foreign policy.

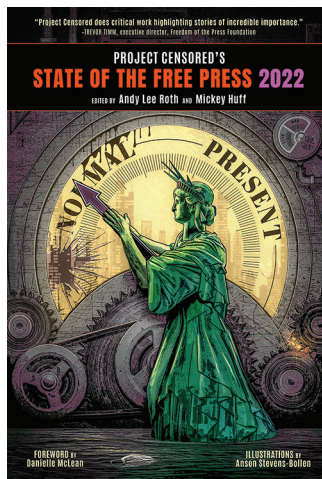
NP: One scene in *Project Censored the Movie*, the 2013 documentary, shows *Time* magazine covers from around the world. In Europe and Asia, a December 2011 issue featured revolution in the Middle East on the cover. The same week the cover story of the U.S. edition was "Why Anxiety Is Good for You." Are media outlets giving people what they want?

ALR: Many of the students I've taught tune out the news. When you ask them why they'll say, "I'm busy, I don't have the time." Or "The news is depressing. I can't deal with it." That's a real problem. Anyone concerned with maintaining journalism as a cornerstone of democracy needs to ask, "How do we make news palatable to people, engaging to people, without resorting to clickbait stories, fear mongering, or 24/7 'hot takes'?" How do we cultivate public demand for substantive news and real investigative reporting?

When students say "I don't follow the news," I say, "Maybe you're reading the wrong news. Perhaps you'd find solutions journalism, which focuses on real responses to social problems, more engaging." News outlets such as *YES! Magazine* and the Solutions Journalism Network are fantastic alternatives. They don't report fluffy "feel good" stories. Solutions journalism focuses on stories where communities are addressing long-standing, systemic problems. As the Project's annual story lists show, solutions journalism is often ignored or marginalized by corporate news outlets.

NP: Let's talk about tech. Does the average news consumer know that the information they're getting is shaped by how they access it?

ALR: That's a problem that Big Tech—Google, Meta, and such—are not interested in making people aware of. A lot of people don't appreciate that the search engines and social media apps they use are not neutral platforms. The results that Google's search engine returns are affected by the algorithm driving that search engine. We



lack direct access to those algorithms, but it's fairly easy to have people see for themselves: Do a search on Google News on a topic of interest and then do the same search on DuckDuckGo. In many cases, the results are dramatically different.

NP: You did that in 2020 for a research project that looked at one week of LGBTQ-related content from Google and DuckDuckGo, yes?

ALR: That's right. Avram Anderson, a librarian at Macalester College, and I found that the LGBTQ+ stories highlighted by Google News often originated from religious right-wing sources that featured homophobic or transphobic perspectives. The same search terms in the same time period on DuckDuckGo produced more varied and trustworthy articles.

This fit with patterns that other researchers have documented: The Google News platform is often a harbor for homophobic and transphobic content. But we can't open the black box of Google's proprietary algorithm to see why, meaning we don't know if the algorithm itself has been written to produce biased results, or whether it has been gamed by people with anti-LGBTQ+ agendas.

NP: Has Project Censored seen an issue featured in its yearbook subsequently receive prominence in the establishment press?

ALR: Looking back to 2011–2012, independent journalists and Project Censored covered the United States' weaponized drone program, and controversy over civilian casualties caused by it, months before the corporate news media widely covered that issue. The independent news coverage of this as an important news

topic in effect put pressure on bigger, corporate outlets to start covering it themselves.

Part of the lack of corporate news coverage of this topic is explained by the corporate media's reliance on government officials. At the time, almost every member of Congress was restricted from talking publicly about the drone program, due to security requirements. Independent reporters were talking to activist organizations and spokespeople, who had high-quality information, factual and verifiable information. Their perspectives were newsworthy. They just didn't fit the corporate media's profile of preferred sources.

NP: Is there hope for the future?

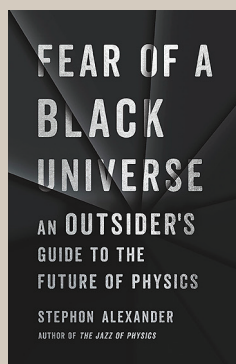
ALR: We live in an era with more outstanding independent journalism than ever before. The challenge for audiences is to find that news. The Project's founder Carl Jensen coined the term "news inflation" to express this challenge. We have more and more news, but it seems to be worth less and less, Jensen observed.

Project Censored attempts to counter news inflation by pointing people to independent news sources and stories that we've validated, which we've fact checked as trustworthy and vetted as significant. "This," the Project in effect says, "is a story worth the time it will take you to engage it."

Natalie Pompilio is a Philadelphia freelance writer. A former staff writer for the Times Picayune (New Orleans), The Philadelphia Inquirer, and Philadelphia Daily News, she is the author of This Used to Be Philadelphia, a collaboration with her photographer sister, published in 2021.

Fear of a Black Universe: An Outsider's Guide to the Future of Physics by Stephon Alexander '93

Cosmologist **Stephon Alexander '93** became known for his bold and original take on physics with his 2016 book, *The Jazz of Physics: The Secret Link Between Music and the Structure of the Universe*. Now the Brown University professor and jazz saxophonist is back with a new work that argues that in order to progress, physics must embrace the excluded and be unafraid of being wrong. *Fear of a Black Universe* (whose title is a reference to hip-hop group Public Enemy's seminal 1990 album, *Fear of a Black Planet*) relates Alexander's experience as a Black physicist brimming with ideas in a scientific milieu where Black persons "are often met with skepticism about their intellectual capabilities, their ability to 'think like a physicist.'" Aiming at a nonspecialist audience, Alexander also explores the state of physics today. "This is not just a book about what we know in physics," he writes, "but a book that explicates the frontiers of physics, a book about how physics is done."



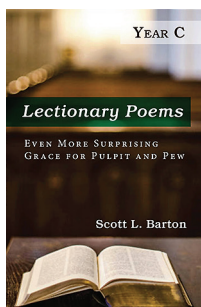
Here's an excerpt from the introduction. Regardless of our ability to create the most abstract mathematics and come to know truths beyond our five senses, as humans we are limited by our social and psychological conditioning. In this book, we will go beyond the current conceptual and scientific-sociological paradigm into uncharted and sometimes risky conceptual territories. What lurks beyond the black hole singularity in our galaxy and before time existed at the big bang? How did cosmic structure emerge from a chaotic and featureless evolving early universe? What is the role of dark energy and dark matter in the universe? Is there a hidden link between the emergence of life and the laws of physics? These are questions on the boundary of what we know; answering them may call into question the theories that constitute our knowledge. If we are to answer them, we must ask whether the scientific community is able

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Mixed Media

MORE ALUMNI TITLES

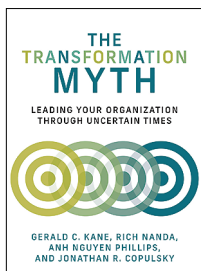
SCOTT L. BARTON '71: *Lectionary Poems, Year C: Even More Surprising Grace for Pulpit and Pews* (Wipf and Stock). This is the third book in Barton's series of poems based on texts from the *Revised Common*



Lectionary (a collection of readings from the Bible for use in Christian worship). Written in a variety of styles and rhythms, this volume features 150 poems arranged chronologically for

Church Year C, and includes an index of 147 biblical references. With titles like "The End of Going to Church," "Send in the Clowns," and "Comeuppance of a Blowhard," these poems aim to delight and inspire preachers, devotional readers, and study groups alike. Rev. Barton is a retired member of the Presbytery of Philadelphia.

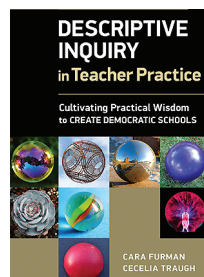
JONATHAN R. COPULSKY '76, Gerald C. Kane, Rich Nanda, and Anh Nguyen Phillips: *The Transformation Myth: Leading Your Organization Through Uncertain Times* (The MIT Press). Drawing on five years of research into digital disruption—including a series of interviews with business leaders conducted during the COVID-



19 crisis—this book shows that companies that use disruption as an opportunity

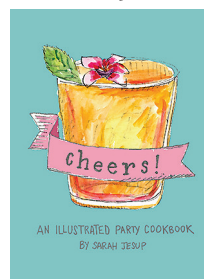
for innovation emerge from it stronger. The authors also offer a framework for understanding disruption and tools for navigating it. Copulsky teaches marketing at Northwestern University, where he is executive director of the Medill Spiegel Research Center. He is coauthor of a previous book, *The Technology Fallacy*.

CARA FURMAN '03: *Descriptive Inquiry in Teacher Practice: Cultivating Practical Wisdom to Create Democratic Schools* (Teachers College Press). This practical book shows how the leaders at four urban public schools used a process called Descriptive Inquiry to create democratic schools that promote and protect human dignity. Responding to the perennial question of how to cultivate teachers, they offer an approach that attends



to both ethical development and instructional methods, and provide a way forward for school leaders seeking to listen to and provide guidance for their staff.

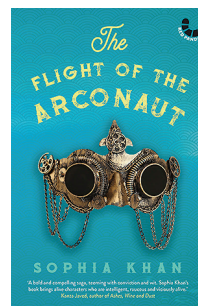
SARAH JESUP '20: *Cheers! An Illustrated Party Cookbook* (self-published). Jesup began working on this collection of whimsically illustrated recipes while



she was a student at Haverford, where she received support from the Hurford Center for the project. The book offers party planning tips and features recipes

(mushroom pate, curried pinwheels, Vidalia onion dip) gathered from various communities, including Jesup's church and neighborhood, as well as some old family recipes.

SOPHIA KHAN '08: *The Flight of the Arconaut* (Red Panda Books). In this first installment of a trilogy, it is 3,000 years after a catastrophic comet impact, the Earth's population is in continued decline, and two factions have risen from the ruins: the Atlantean Empire and the nomadic Barbarics. With war looming,



Nyx Cormorant spends her days toiling away in an underground laboratory on the isolated island capital of Atlantis and her nights testing her skills as an "arconaut,"

piloting a U-shaped hoverboard on the city streets. Then a mysterious man with a sinister past arrives in Atlantis with a secret mission of vengeance against her family, drawing Nyx into a quest to foil him. Khan, who is based in Islamabad, is the author of the novel *Dear Yasmeen*.

STEPHEN SACCHETTI '11 and Julia Rowny: *The Puzzler's Puzzlers* (self-published).

From crosswords to word searches and



beyond, this puzzle book contains word and picture puzzles to test even the most avid puzzlers. Sacchetti and his wife were inspired by Harvard

University's CS50 Puzzle Day to create this variety of games, which promise a healthy combination of challenge and reward.

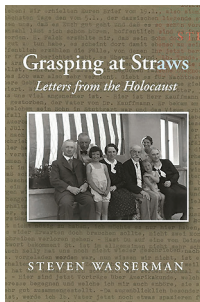
ANASTASIA WALKER '86: *The Girl Who Wasn't and Is* (bd-studios). In this series of poems and a closing autobiographical essay, Walker embraces her identity as a transgender woman through a harrowing, "wonder-full" journey from her childhood on the Maine coast to her post-transition life in Pittsburgh. Other poems illuminate the stories of friends



and community members, historical and mythological figures, and allies. From the death

in immigration detention of a Honduran asylum seeker, to the Stonewall riots, to the coming out of a friend's teen son, to the experiences of the poet's brother with Parkinson's disease, these poems' subjects create a broad sense of shared struggle and interconnection.

STEVEN WASSERMAN '76: *Grasping at Straws: Letters from the Holocaust* (Sola Hill Press). Focused on a close-knit Jewish family in Cologne whose roots in Germany went back generations, this



book chronicles their efforts to escape as the Nazis rose to power. The story of the Ichenhäuser family is told mainly through the letters they wrote before and during the war, as well as letters from family friends. These compelling, heart-rending documents are supplemented with hundreds of contemporaneous photographs and documents that vividly bring the events to life.

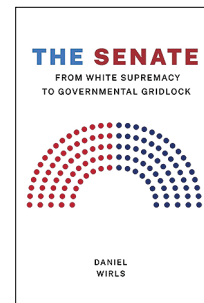
DAVID WESSEL '75: *Only the Rich Can Play: How Washington Works in the New*



Gilded Age (Public Affairs). *The New York Times* best-selling author tells the story of a provision in the 2017 Trump tax bill that created 8,764 tax havens across the United States called Opportunity Zones. Meant to spur development of blighted areas and help people out of poverty, this massive tax break instead ended up benefiting luxury hotels, the Las Vegas strip, the Mall of America, lucrative self-storage facilities, and many other places hardly in need of a handout. Exposing the dark underbelly of a system tilted in favor of the few, with the many left out in the cold, Wessel provides vivid portraits of the money-seekers looking to take advantage of this 21st-century bonanza. He looks at places for which Opportunity Zones were supposedly designed and how little money they've drawn. And he finds a couple of places where the zones are actually doing what they were supposed to—a lesson on how a better-designed program might have helped more left-behind places.

Gilded Age (Public Affairs). *The New York Times* best-selling author tells the story of a provision in the 2017 Trump tax bill that created 8,764 tax havens across the United States

DANIEL WIRLS '82: *The Senate: From White Supremacy to Government Gridlock* (The University of Virginia Press). In this lively analysis, Daniel Wirls examines the Senate and exposes the role of the “world’s greatest deliberative body” in undermining effective government and maintaining white supremacy in America. As Wirls argues, the Senate’s architecture, self-conception, and resulting behavior distort rather than complement democratic governance and explain the current



gridlock in Washington, D.C. If constitutional changes to our institutions are necessary for better governance, then how should the Senate be altered to be part of the solution rather than part of the problem? This book provides one answer.

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

BOOKS

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to incorporate into its activities non-traditional members, outsiders more likely to see beyond our current theoretical horizon; further, is the scientific community, as it is now structured, able to empower these outsiders to break new ground? ...

I want this book to serve as a source of inspiration and encouragement for individuals who feel disenfranchised and unwelcome in our scientific communities, people who are sometimes, or often, made to feel that they are not valued as contributors to the scientific endeavor. So as much as this is a book about my reflections on the state of physics, as theory, I also reflect on and analyze both the



Stephon Alexander '93

sociology of science and my own experiences to argue for the efficacy of outsiders' presence and perspectives in scientific communities and inquiry. The path to becoming a scientist poses challenges for everyone. In shedding new light on the social dynamics of science, and simply sharing our stories, we can see how some of the challenges outsiders face can inspire them to make significant scientific contributions. I hope to convince my readers that diversity in science is not simply a social justice concern, but that it enhances the quality of the science we accomplish.

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TELL US MORE

MATTHEW STITT '09

Building Equity Into City Budgets

After nearly five years as the chief financial officer to Philadelphia's City Council, for which he helped analyze and plan multibillion-dollar budgets, Matthew Stitt was not finished with his hometown. Still, driven to use his municipal finance and equity expertise to help other cities, he switched to the private sector and joined public finance firm PFM in October 2020.

As a PFM director and its first national lead for equitable recovery and strategic financial initiatives, the Northwest Philadelphia native counsels public sector clients on how to change budgets and institutions in equal service of all residents. His work especially seeks to confront the economic and social justice issues that the COVID-19 pandemic both laid

bare and worsened in cities throughout the country.

For Stitt—a Haverford anthropology major and basketball player who wrote his thesis on the use of “stop-and-frisk” by police—these processes require municipal leaders to swap reductive, all-or-nothing mindsets for more inclusive ones.

“Budgeting for equity is not anti-growth, it is not a zero-sum game,” he says about the framework, which has already informed Bloomberg Philanthropies-supported initiatives in New Orleans and Tampa. He also cofounded a center focusing on these strategies last year. “But certain foundational systems need to be reset if governments want a better chance at improving upon the outcome.”

Stitt, who holds executive MPA and MBA degrees from the

PHOTO: HOLDEN BLANCO '17

University of Pennsylvania and Temple University, respectively, shares his perspective with future public sector leaders as an adjunct lecturer and distinguished fellow at Penn's Fels Institute of Government, where he teaches the course "Critical Issues in Public Finance." He also recently joined Haverford's Board of Managers—the latest of several board appointments at Philadelphia-area institutions, such as the Greater Philadelphia YMCA, that have influenced his path.

Given your focus on public finance, why did you move into the private sector?

The chance to work with other governments around the country, on challenges they're trying to solve, was something I've always wanted to do. Philadelphia City Council passes annual budgets that also inform what the long-range plan should be, and it was my team's responsibility to advise and inform council members the best that we could. Over the years, we worked on many different initiatives that had to be aligned to meet the city's larger vision of growth—particularly inclusive and equitable growth—and make sure that city operations are administered as fairly as possible and accessed at proportional rates. Finding a place where I could continue to work with governments on specific things that they want to improve on really led me to make a career switch.

What steps must municipalities take to build equity into their growth and recovery plans?

You could view governments on a spectrum. On one end, it's governments starting to really figure out what equity means for them, which is a first, very critical step. Then you have governments who have figured that out and started changing their policies, practices, and procedures to more intentionally try to achieve those goals. What do I mean by that? I mean: What are your operating and capital budgeting practices? Who's making those decisions? How is program impact being measured? Who is

making resource allocation decisions? How do we know who is benefiting or not from certain programs? Are demographics proportionately benefiting or not from tax credit or burden? Before you set the goals, you've got to set the urgency. Whether through executive orders, ordinances, public hearings followed up by policy statements, protocols that trickle through the departments—the tone, through direction, is set early and strongly at the leadership level. But ultimately it's creating that plan, creating that framework, figuring out what practices need to change to align to this plan, and then figuring out the best way to measure and refine it over time.

Why have you anchored your career in Philadelphia, and how has the city impacted your journey?

I was born to a single mother who had me when she was 17. She made an incredible number of sacrifices to send me to a Catholic school when I was young, because the neighborhood school where we lived, at the time, just wasn't adequate. I played a lot of sports, and that's where I got a lot of citywide exposure: I went to a very privileged school that was mostly white and higher-income during the day, and played sports on teams that were mostly Black at night.

I was fortunate enough to get a scholarship to Germantown Friends School for high school, and obviously wanted to continue playing sports. Through sports, I continued to see disparities that exist even among people who just weren't born with a silver spoon. It wasn't that they weren't as dedicated or ambitious, they were just born with fewer resources to achieve their goals. That led me to think: How can I, with all of this fortune and privilege that I've been given, that many people from similar circumstances were not, use some of that stuff to give back?

How did your time at Haverford impact your professional and personal lives?

The peer network I gained at Haverford is strong. I still stay in close contact with lots of Haverfordians, and that stretches across generations. There's something about the way that Haverford teaches us how to think critically, and when I work with Haverfordians who are much older or younger than me, there's always a commonality in how we think. We don't always agree, but we think very similarly. Also, anthropology as a major really taught me how to be more intentional about removing biases and putting yourself in another person's shoes. That's incredibly valuable when working with clients and governments, and trying to teach them to think through a different lens.

What advice would you offer to a Haverford student or young alum inspired by your career?

We have an opportunity to do transformational work for governments and our communities, due to us living through a completely unprecedented pandemic that uprooted most of our lives. Lots of institutions are rethinking the way that they do things and want to recreate their processes to be better from a diversity, equity, and inclusion standpoint. The amazing skill set that Haverford teaches really preps students to enter this type of work, and I would highly encourage them to think about working not only for the public sector, but even for firms like PFM. Frankly, the more Haverfordians we can disperse around [equitable finance], the better I would feel about our chances of succeeding going forward.

—Sameer Rao '11

Sameer Rao is a legal industry reporter for Law360 and a former arts and culture journalist for The Baltimore Sun and Colorlines. His work has appeared in The Guardian US, The Village Voice, Philadelphia City Paper and WXPN's The Key, among other publications. He lives in Baltimore with his wife and their two cats.





PHOTOS: PATRICK MONTERO

HELPING STUDENTS CONNECT THE DOTS

*In a wide-ranging interview,
Dean of the College John F. McKnight Jr.
talks about trust, student agency, social change,
and enhancing the Haverford experience.*

BY LINI S. KADABA

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NEW DEAN OF THE COLLEGE

John F. McKnight Jr. has what he calls an “inspiration wall” of artwork above his L-shaped desk in Stokes Hall. In many ways, it serves as an apt metaphor for the way he plans to approach the work before him at Haverford.

A large, modern painting of energetic, colorful squiggles dominates the display. “This is a little bit of chaos here, which is what my mind often looks like,” McKnight, 40, says in his quiet-spoken way, and then laughs. Nearby, another piece features a Black boy sitting cross-legged, eyes closed in serene meditation. “This is what I’m striving for: a little bit more Zen, a little bit more calm.” Finally, there is a portrait of a young John Lewis emblazoned with the late civil rights icon and

Helping Students Connect the Dots

Georgia congressman's signature phrase: "Good Trouble." That piece was gifted by a colleague during McKnight's send-off from Connecticut College, where he was dean of institutional equity and inclusion. He allows he plans some "good trouble" at Haverford, then adds: "It's already here. I'm just joining in."

As Dean of the College, McKnight, who grew up in Gainesville, Fla., oversees all aspects of the student experience outside of class, covering residential life; health services; academic resources; athletics; equity, diversity, and inclusion, and more. A University of Florida graduate who has a doctorate in administration and leadership studies from Indiana University of Pennsylvania, McKnight boasts a 16-plus-year career in student affairs and diversity, including as dean of intercultural development at Lafayette College and director of multicultural affairs at Lehigh University.

From the get-go at Haverford, McKnight, who joined the staff in July 2021, has set out to enhance the Ford experience, making new hires and bringing new structures to day-to-day operations, especially after a year that saw a social justice reckoning and a global pandemic. Recently, he sat down with freelance journalist Lini S. Kadaba for a wide-ranging conversation that included discussion of challenges ahead, his plans to overcome them, and the unusual way he has organized his office bookshelf. Here is an edited excerpt.

Lini Kadaba: Your role as Dean of the College is truly vast, touching nearly every corner of Haverford. That must feel like an immense responsibility. What is your overall vision as dean?

John McKnight: That was the exact response my father had when I shared what I was going to be doing: "Is that the entire College?" There are times when it feels that way. But honestly, that's what's exciting about it. I think that the really important role that student life and student affairs play in an overall education, particularly a liberal arts education, can't be overstated. Haverford has such a strong academic reputation and such a history of excellence, in terms of the scholarly work and intellectual work that's happening here. It's wonderful to come in and develop a student life experience that is commensurate with the intellectual vitality of this campus.

Part of my vision is to be more intentional in thinking about the connections across the student experiences. What I mean by that is to operate from a shared language, shared set of educational outcomes that we want for students outside the classroom. What do we want our students to know? Who do we want them to be in the world when they graduate? And what is our role as a collective unit and as individual departments in helping them to get there?

LK: To get at those answers, new positions have been created and divisions have been restructured.

One major change involves student advising. How will that look?

JM: Some of that is work I inherited from a very, very smart interim dean, Joyce Bylander, who is a long-term student-affairs professional. She came in and engaged in one year—a COVID year no less—in some really visionary thinking on some restructuring that could help us.

I'll start off by saying one of the essential functions of student life is to help students connect the dots between academic experiences and their lived experiences, say in the residence halls or elsewhere on campus. A crucial way that work happens is in the advising and mentoring relationships they have with caring professional adults. Our advising deans, in the past, were serving multiple functions on campus. What we've tried to do is strip away some of those other parts of their work and have their central focus be on advising.

In the past, there was an advising dean who had all of the first years and then [when they became sophomores] passed them to another dean. The model we are using now is that students will be assigned a dean in their first year and remain with them for their four years. That depth of relationship is all part of what the Haverford experience really should be.

LK: Besides advising, what other areas are you reorganizing?

JM: We elevated both the Counseling Center and Health Services Center to being direct reports to the dean. If COVID has taught us anything, it certainly showed us the importance of thinking about the mental and physical health of our students and having that being really the foremost part of our work.

We've also promoted Raquel Esteves-Joyce—who has been at the College for a while in a variety of roles—into a newly created position as associate dean of the college, student diversity, equity, and inclusion (DEI). This role is bringing together a bunch of offices that are focused on DEI. This move feels already like a right one. These offices are truly operating as a single unit, thinking of their programming and support services as tied to each other. *[For more on that, see p. 11.]*

LK: You also are renaming some programs. Residential Life, for one, is now Residential Education. Why the change?

JM: It should signal to the community that there is an education to be had through the residential experience. It's not just about keeping people cozy and safe and warm, although that is essential. It also is about what can we learn by living in community with others, right? How do we negotiate and resolve conflict? I think the assumption that exists at places like Haverford is just because you have an Honor Code, that will all work itself out naturally. And that's not the case. There are really complicated residential situations that present them-

selves, and you need to have an educational approach to how to facilitate that learning.

LK: Like many college campuses, the Haverford community grappled with the reckoning over issues of socioeconomic and racial injustice in 2020. Student activists demanded change and held a 14-day strike. The administration has taken numerous actions to address concerns. Still, trust between many students of color and the administration has been tenuous at times. Is trust an ongoing issue? And if so, what role can the Dean's Office play in addressing that?

JM: I think trust is at the core of student life work, and I do think it has to be rebuilt here between students and the administration. It's not automatically given to a new dean, not even to me. I think some people assume that me being a man of color, it would be extended automatically. No. It has to be earned. I think about rebuilding trust in this moment almost daily. How do we do that? I think we have to do it one person at a time. I think we have to be in spaces with the students who don't trust us and hear from them and learn from them and work alongside them to build that trust.

I'm a very relationship-driven leader. A couple of my earliest interactions with students who were upset about something came in the form of angry emails or angry letters, because that's been the methodology for the last year, 18 months. That's how you communicate. One of the things I often say: "Thank you for this impassioned letter. I take it very seriously. I want you to know that you can also just reach out and ask [to meet] for coffee." Sometimes I think we can get further with a conversation over coffee.

I also completely understand where they are. I feel the same urgency around injustice and systemic change. I've felt it my whole life. But I also have the perspective of a slightly older person and someone who is trying very hard to work within systems to bring about systemic change.

I really believe there are multiple ways to bring about social change. We don't have to all agree upon exactly what the best path is. And all of it might be important.

LK: What do you think of the administration's efforts to create an antiracist institution?

JM: I think we're getting there. The College absolutely has made clear its commitments and investments in DEI. No question. There's a lot of progress well documented and described. I think what's challenging is getting the community to actually see and recognize that work, particularly getting students to trust that it's not just for show.

LK: From your perspective, what else, if anything, should the administration do regarding DEI goals?



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JM: There is a lot of work underway. There are some important conversations happening right now that I've been a part of around racial healing in the community, and not just the Haverford community but our immediate neighbors surrounding us in Ardmore and Haverford Township, thinking about the histories there.

Generally speaking, it's about making sure all the systems we have, all the practices we have, are equally accessible to and working out for people of color in the same ways they are for other students. It's assessment and evaluation, which is boring, but those are things we have to do.

I think we're headed in the right direction.

LK: Haverford really prides itself on the notion of student agency. What does that phrase mean to you?

JM: I have given this a lot of thought. It is both one of the things that drew me here and one of the things I find most

Helping Students Connect the Dots

challenging about the place. I do think people have different definitions about what we mean by agency. For me, when we talk about student agency, it's about this concept of claiming an education for oneself, deciding for oneself what you're interested in, the questions you want to explore and how to create experiences that will contextualize the learning.

The way I think about student agency is that there should be many, many compelling opportunities for students in an academic environment to decide what they're interested in and to explore and experiment and do that in a safe environment—and to have caring, supportive adults as professionals to help guide them through that process. That last little piece is what I think is left out of a lot of people's definitions of student agency: "We should be able to do any and every thing we want to do." I don't necessarily agree with that. I think there is wisdom in having intergenerational exchange and dialogue, people who have gone before who sometimes can pose a question in a way that causes you, the student, to reflect differently about what you are thinking. Not that they're prescribing what you should do or the decisions you should make, but they're helping you to reflect along the way, helping you to think about your next steps and all the possible different paths that are open to you. To me, that's student agency in a Haverford context.

LK: You come from a family of educators, right?

JM: My father was a higher-ed administrator. He's retired now. My mother retired this past year as manager of the Head Start program in Florida. My sister is also in higher education. She's just become vice president of human resources at a college in Florida. My wife [Katrina] is in education. She's a school psychologist in Philly.

LK: Your doctoral thesis—*Brothers in the Struggle: A Phenomenological Study of White Male College Student Development as Social Justice Allies*—involved interviewing Haverford College students. Tell me about the project.

JM: My study was about white male college students who were connected with various social justice initiatives on their respective campuses. There is often an assumption that people who promote equity and social justice are choosing to do so because of some sort of lived experience of marginalization in one or more of their social identities. Since it is widely known among scholars that white men as a collective entity have a privileged status in society, I wanted to better understand what might compel some of these young men to voluntarily participate as allies in various social movements on their campuses. The thought behind this was that if we could understand something about the precipitating factors or conditions that led to their social justice orientation and commitments, we could try to replicate those conditions for others in order to expand white male participation in these

efforts. Haverford was one of four institutions I included in the study because I knew I could find a population of students here who would meet the criteria and who might be willing to talk with me about it. And, of course, that turned out to be true. I enjoyed getting to learn about this campus through their eyes and hearing how much their Haverford experiences were fueling their passions in this area. I hope to expand this study someday, perhaps even with some of the same participants.

LK: As we've been speaking, I couldn't help but notice your bookshelf. The books are stacked on their sides, spines facing out, in piles of four or five. Is there a method to the arrangement?

JM: I'm trying to put books in conversation with each other.

It's sad we just lost bell hooks. She put herself in conversation with others about education as liberation. [He points out the late author's *Teaching to Transgress*, stacked with *Pedagogy of the Oppressed* by Paulo Freire, *The Agony of Education* by Joe Feagin, and *Education for Social Change* by John Rury.]

Honestly, I approach this as an opportunity to loan out books to other people when they come in and are interested.

LK: In your LinkedIn profile, you mention that your work in student affairs is an art and a science. What do you mean by that?

JM: I think there are certain formulaic approaches we have in student life because we know from decades of research what works well in supporting student development. I can be pretty nerdy about the theoretical aspects of my work and rely heavily upon them in practice. But it's also essential to know that we work with human beings, who, in addition to their big impressive brains, have hearts, souls, and bodies. They have unique dreams, goals, and ambitions, and often they're carrying around particular life experiences, including traumatic ones, that might require us as practitioners to adapt our approaches. In other words, the formulas may or may not work equally well across the board. We have to make space for intuition and creativity in this work.

LK: One last question. What do you love about your job?

JM: This one is really simple, and my answer may seem a little bit cliché, but I absolutely love working with college students. We all understand that being a young person is crazy hard—and it's especially tough in these challenging times. I just love being able to support young people wherever they are and helping them envision and move toward the lives they want for themselves.... And I especially love working in contexts like the one Haverford provides, where there are equal measures of intellectual stimulation and community care.

Frequent contributor Lini S. Kadaba is a journalist based in Newtown Square, Pa.

Equity. Access. Success.

Now celebrating its 10th year, the John P. Chesick Scholars Program offers first-generation, low-income students a strong sense of belonging and the resources they need.

BY DEBBIE GOLDBERG // PHOTOS BY PATRICK MONTERO

When Naraly Mayorquin '25

was in high school, she learned from a TikTok video about QuestBridge, a national program to help talented, low-income students attend selective colleges. Later, as a finalist in the program, Mayorquin struggled to complete the all-important FAFSA financial aid application on her own.

"I worried, did I fill it out wrong, am I committing tax fraud?" she recalls.

Now midway through her first year, Mayorquin has found that such challenges are not uncommon for students who are the first in their families to attend college. Like many first-generation students, she had her parents' full support in her goal

of going to college, but they weren't knowledgeable enough to help her through the process.

When she found out she was accepted to Haverford through the QuestBridge program, Mayorquin says, "It wasn't only my success, it was my family's success as well."

This year, Mayorquin is one of 92 first-year Fords who are also

first-generation and/or low-income (FLI) students, according to Christina Rose, director of the John P. Chesick Scholars Program, which provides resources and mentoring to help these students transition to and succeed at

Haverford. All 315 FLI students on campus are considered Chesick Scholars and, of those, 136 are first-generation students, many of them also low-income.

"There has been a growing focus on first-generation, low-income students over the past 10-15 years," Rose says. Although

CHRISTINA ROSE

*director of the
John P. Chesick Scholars
Program*





Junior Nguyen '22 PHILADELPHIA // BIOLOGY

My parents emigrated from Vietnam after the war. Growing up in the Kensington neighborhood of Philadelphia, my older siblings were not able to complete high school or college. My parents weren't sure how to help their kids accomplish their dreams.

I was able to come to Haverford when all hope seemed to be lost for my education journey. As a first-year, a jump-start to sharing my gifts with the world began with the [pre-Customs] Horizons five-day program. I shared my story within that small community, and I felt listened to—and to just simply be listened to made me grateful. I feel that many challenges that first year were mitigated by the Chesick Program.

At times, I worry about my financial stability. Unfortunately, I don't have parents to rely on for help; my father died during my third year of college, and my mother was incarcerated at the same time. It's been a difficult journey, but I have always stayed resilient, asked for help, and forged ahead. The Chesick Program has been positively impactful for me, allowing me to shine and give back when I can. As a student leader for the incoming first-years, I was given a space, once again, to share my story with the younger students, to try to inspire them to persist and forge ahead, too.

My long-term goal is to become a biology professor like Robert Fairman, who has mentored me and helped me through my academic and personal issues. I met him through Horizons, and he has done so much good for me. My own father never saw me obtain a driver's license, but Rob, channeling my father's spirit, helped me accomplish that goal! I want to be a great, kind, loving professor and advisor, as Rob has been to me.

as academically qualified as their peers, she says, these students “may hit obstacles other students typically do not, and we want to create more equity and more access for success.”

The Chesick Scholars Program, originally funded in 2012 by a pilot grant from the San Francisco Foundation, tries to level the playing field by addressing four main areas: Belonging and Empowerment, Thriving Academically, Transforming Haverford, and Preparing for Post-Haverford Life.

To support these goals, the program offers pre-orientation options

“These are incredible

young people, many of them are running their families, helping siblings, filing taxes; I've had students who are talking to their younger brother's teacher at school.”

such as First In, which takes place via Zoom over the summer before first-year students matriculate and introduces them to the nuts and bolts of academic and campus life; monthly on-campus FLL-ing Squirrel Dinners during the academic year on topics such as managing family expectations, fellowship opportunities, and preparing for final exams; and social events that have included a Halloween trip to Eastern State Penitentiary in Philadelphia and karaoke and bowling outings.

And last August, 42 first-year Chesick Scholars participated in Horizons, a five-day, pre-Customs





Naraly Mayorquin '25

NEW JERSEY // PSYCHOLOGY

I approached the college application process looking at which school was going to give me the greatest opportunity to set myself up for success.

A classmate and I were the first in our school history to get into college through QuestBridge. When I logged into the website to check the results, I saw the squirrel confetti and the message, "You have been matched with Haverford College." I ran into the living room to my grandparents, screaming "I'm going to college!" My parents came home from work and had a cake that said "Haverford" on it.

I loved Horizons; it made the transition from home to college really smooth, and I met some of my best friends. If I don't know the answer to something, I can go to the Chesick Program and not feel out of place asking questions. Other students might ask their parents for help.

A lot of people come to this country for a better future. My parents did the first part, traveling here from Nicaragua, but no one in my family had done the second part, going to college. Getting into Haverford meant a lot to everyone in my family.

I have two younger sisters, 10 and 5. It's a really sweet experience for them to have the older sibling I wish I had to guide them. I want them to go to college, and having me be the first person in the family to go after this dream will be good for them.



Sameenah Ahmad '25

PHILADELPHIA //
(CONSIDERING PRE-HEALTH)

I will be the first in my family to get a B.A. degree. My older brothers went to work or trade school after high school. My genuine love for school helped me get to magnet schools and places where I was heard and seen. It gave me an obvious advantage.

Now I have an opportunity to make it easier for my younger siblings. I take pride in that, but it's also an added responsibility.

I attended summer science and writing seminars at Haverford in seventh, eighth, and ninth grades. Every Saturday in late winter and spring, I got on the train from North Philly with my friends. We had student mentors, and I got their insights on the college experience. I loved Haverford and always felt welcome.

Philadelphia Futures [a program that helps first-generation, low-income students navigate college admissions] helped me figure out how to apply to colleges. Without that I would have been lost, like so many first-generation students.

When I first got to Haverford, I thought I'd have to do everything myself—everyone describes college as the first step into the real world. The Chesick Scholars Program says, "That's not the case. The way you make your way in the world is to get help." We had seminars and Zoom meetings during the summer to explain what to expect, how to apply for certain things, how to get help when we were confused. Some of it is basic questions that if you don't know anybody, you wouldn't know who to ask. You're not going to email the dean to ask what to bring to school.

I feel like Horizons [pre-Customs program] was very necessary, it eased me into the college experience. The first people you talk to are other first-gen students, and it made me feel not as disadvantaged. The Chesick Program makes me feel I'm as much a Haverford student as anyone else.





Shiza Ranamagar '24 NEW YORK // SOCIOLOGY

My parents immigrated to the United States when I was five; I stayed in Nepal with relatives for two more years. My parents were not involved in the college process at all.

Horizons [which is part of the Chesick Scholars Program] has been the best thing at Haverford for me. I met other people who came from first-generation, low-income families, and we could talk about our struggles to get good grades, and not having families to rely on for financial help. These students are still my closest friends on campus.

I took a leave freshman year. It was a huge culture shock coming from Queens to a predominantly white school like Haverford. I was not ready to be in college at the time. I had a lot of impostor syndrome; I felt like I didn't belong. I needed to figure out who I was and what I wanted as my college experience.

This past summer, I was a student leader for Horizons. One of the things I talk about with my first-year students is the pressure of having to work while in school. Not a lot of peers have to worry about earning money to sustain themselves and their families. Horizons creates such a strong community. It's a sort of safety net. Even when you meet people and move outside the Horizons community, it's always there to fall back on, which is reassuring for me.

My parents work a lot, and I was a caretaker for my brother through high school. When I came to Haverford, it was hard to be away from him, I thought I was not being the best sister. But I realized the best way I can be a sister now is to show him the possibilities out here in the world. Growing up, I could never dream big. Now I see how much opportunity is out there, and he'll see he can do it, too.



program with workshops and information sessions to help them more easily navigate campus life and meet other students who may have faced similar challenges. In addition, students are paired with faculty mentors for additional advising and support that goes beyond academics.

"Horizons helped so much," says Kelly Zukowski '25. "It introduced me to campus, taught me how you contact professors and where to find help if you need it." The program also helped her to quickly create a pod of friends and mentors, she says, making her first few weeks on campus "a less lonely experience."

"A lot of people come

to this country for a better future. My parents did the first part, traveling here from Nicaragua, but no one in my family had done the second part, going to college."

For students like Zukowski, having the additional support and resources of the Chesick Scholars Program helps to bridge the gaps in her own background. "I feel like other students have parents or relatives who have gone through this experience and know the process," she says. "It's a lot of trial and error for me."

The Chesick Scholars Program, named in honor of Professor of Chemistry John Chesick, who taught at the College from 1962–1999, started in 2012 as a five-week, on-campus program for 15 FLI students. It is now open to all first-generation and low-income



Santos Diaz '25

NEW JERSEY // POLITICAL SCIENCE

I'm pre-law with a concentration in peace, justice and human rights. I want to be an immigration lawyer and practice law to help people.

My grandparents came from Puerto Rico, and my parents were 19 when I was born. My mom had dropped out of high school, and I'm not sure if my dad graduated. My mom raised me to aspire to college and get a good career and not to have to live as hard a life as she lived.

I had a lot of stress when I first got to Haverford. I was not used to the workload and the new freedom I had. Balancing everything was difficult for me. I've relied a lot on different forms of help from Chesick. My mentor [Professor Nimisha Ladva] has been a huge help. One of my biggest issues was time management, and she'd make sure I stayed on task.

Horizons helped me with things like how to register for classes and apply early to get a job on campus. The upperclassmen in the program helped us be prepared; I felt like I had a jump-start on things. Growing up I was used to doing it all by myself. I wasn't aware of the resources and was afraid to use them. Being in Chesick, I realized I wasn't the only one seeking help.

My maternal grandmother is the proudest of me. I have 21 first cousins on my mother's side, and I'm the second one to go to college. The first dropped out. I feel like my grandmother looks to me to be that shining achievement in the family.

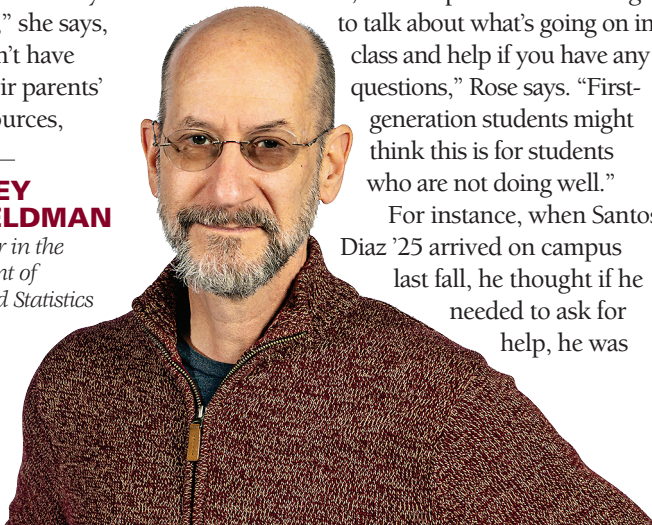


students on campus. To encourage participation, next fall students who attend Horizons will receive \$500 in start-up funds for such things as buying comforters and curtains for their dorm rooms or purchasing computers and books.

Rose says her office is working to ramp up programming through all four years, noting that the first and last years of college often present the most challenges for first-generation students. First-years "may feel like impostors, that they don't belong because it seems like everyone else knows the ropes," she says, while seniors don't have the benefit of their parents' experiences, resources,

JEFFREY TECOSKY-FELDMAN

senior lecturer in the Department of Mathematics and Statistics



or connections as they prepare for life after college. To offset this, the Chesick Scholars Program helps students find paid internships and connects students with alumni who can provide guidance on careers, fellowships, and graduate school.

Sometimes, however, it's the less obvious things that impact FLI students—for instance, a reluctance to meet with professors or visit the Writing Center because they don't want to appear to be struggling academically. "We talk about office hours, that the professor is waiting to talk about what's going on in class and help if you have any questions," Rose says. "First-generation students might think this is for students who are not doing well."

For instance, when Santos Diaz '25 arrived on campus last fall, he thought if he needed to ask for help, he was

less capable than other students. After going through the Horizons program, however, he "realized I wasn't the only one seeking help, and it didn't make me any less than a good student, it made me a better student because I was able to say I needed help."

Jeffrey Tecosky-Feldman, a senior lecturer in the Department of Mathematics and Statistics, has seen both the challenges faced as well as the resilience of many first-generation students. Over the past 15 or so years, he's served as director of the Multicultural Scholars Program, the Summer Institute, and the Horizons Leadership Institute, facets of which have been incorporated into the Chesick Scholars Program.

As a faculty mentor, he has learned that the lessons go both ways. "These are incredible young people, many of them are running their families, helping siblings, filing taxes; I've had students who are talking to their younger brother's teacher at school,"

Equity. Access. Success.

Tecosky-Feldman says. “They have incredible strength and talent, and it’s inspiring working with them.”

Indeed, many first-generation students share a feeling of responsibility to improve not just their own lives, but the lives of their family members. “So much is riding on that person who has the opportunity to go to college,” says Nimisha Ladva, a visiting assistant professor of writing and faculty mentor for Santos Diaz and others in the Chesick Scholars Program.

As a first-generation student herself, Ladva says she would have benefited from the additional resources and support now available to Haverford’s students; instead, at the time, she didn’t even have the words to describe why she felt the way she

“When I first got to

Haverford, I thought I’d

have to do everything myself.

The Chesick Scholars Program

says, “That’s not the case. The

way you make your way in

the world is to get help.”

did. “Just having language for that experience helps you understand it and make connections with other people who share that experience,” she says.

Now, as a mentor for a younger generation of students, Ladva says, “I want to be able to say the things I wish someone had told me, and I want to share the resources I wish someone had shared with me. And, mostly, I want these students to know that since they are here, they already belong.”

Debbie Goldberg is a Philadelphia-based writer and former national reporter for The Washington Post. Her stories for Haverford magazine include “Fixing Our Broken Election System” in the spring 2021 issue.



 **Bilikisu Hanidu '23**
MARYLAND // NEUROSCIENCE

I’m the oldest of six kids. I was born here, but raised on a chicken farm in Nigeria by my grandmother. Getting accepted to Haverford has changed my life trajectory.

Students who are first-generation or low-income don’t have that same support system as other students. My parents can’t help in the way they wish because they don’t have the experience. It can feel overwhelming to have so many new changes, and it can be really lonely being away from family and everything that feels normal.

Many first-generation students face impostor syndrome, and since we had a name for it, I knew I wasn’t alone. Through programs like Chesick and Quest-Bridge, I met students in similar positions that I can relate to, share experiences with, and navigate this new labyrinth together. We are cheerleaders for each other and support each other’s journeys through Haverford.

Chesick taught us what’s needed to be successful, classes, exams, papers, office hours. My mentor was a minority professor; she overcame some of the same things I was dealing with. It’s an incredible resource to have someone to look up to and guide me through some difficult transitions.

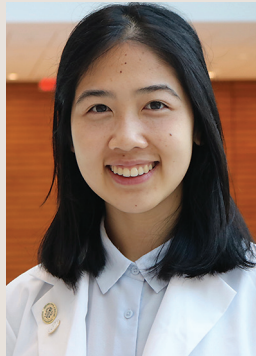
I think being first-generation, low-income increases my drive; there’s more at stake for me. This opportunity is not something I take lightly. It increases my motivation to make the most of Haverford, to build my resume and my network, and to pull other people up with me. Failure is not an option.

Cecilia Zhou '19: SUPPORTING FIRST-GEN MED STUDENTS

When Cecilia Zhou '19 arrived at Haverford, she was the first in her family to attend college. Now a third-year student at the University of Pennsylvania Perelman School of Medicine, Zhou and several classmates are trying to ease the path through medical school for other first-generation students.

As a cohost of the *Med Legs* podcast, which was launched in 2020, Zhou provides resources, guidance, and tips for first-generation students who are in medical school, or considering going. "The challenges and experiences of first-generation, low-income students in medicine are not often voiced," she says. "This podcast is a space for students to identify with and hear experiences that resonate with them."

Zhou says being first-generation, low-income is a huge part of her identity. She and her mother emigrated from China in 2003, and then lived in San Francisco. She attended private schools on scholarship starting in middle school, which meant she was often in environments where she was much less privileged compared to the other students. As an undergraduate, she says, she had "money on my mind all the time," juggling work-study jobs to contribute to college costs and seeking summer internships that paid. All of



these experiences, she says, "shaped how I'm able to advocate for myself and find resources and opportunities to get the support I need. Having the resilience and perseverance to face these challenges is a source of strength."

For first-generation students in medical school, money is often a challenge, Zhou says. "There are so many expenses no one tells you about: money to take certain board exams; gadgets like tuning forks, reflex hammers, compression socks that you have to get. Our goal [with the *Med Legs* podcast] is to find resources to help and point them out to others."

The hosts, who aim to air new episodes monthly, have gotten encouraging feedback from physicians who have told them that when they were training, no one talked about the challenges of being a first-generation or low-income medical student. Without open discussion, Zhou says, "we assume everyone in medical school had the financial resources to go through this. I hope my co-hosts and I can be an inspiration for younger students."

You can find *Med Legs* on Spotify, Apple Music, Google podcasts, and anywhere you get podcasts online. Get news about the show on Instagram (@medlegs), Twitter (@medlegs), and Facebook (Med Legs Podcast). —D.G.



Gifts at Work

Key programs that make a Haverford education accessible for first generation/low-income students depend on philanthropy.

The Chesick Scholars Program was launched in 2012 with a pilot grant from the San Francisco Foundation and has been supported by donors—including young Chesick graduates—ever since.

Financial aid is critical to low-income students. Haverford meets the full demonstrated need of every admitted student and our aid packages aim to minimize the debt burden of students and their families.

LITFAR (Low-Income and First-in-Their-Family Assistance and Resources) meets exceptional needs that fall outside of Haverford's generous financial aid policies. LITFAR grants help remove hidden economic barriers for travel, technology, and health care that can cause vulnerable students to struggle.

Both current-use and endowed gifts are vital to programs that will help students of all backgrounds succeed—today and in the future.

For more information, contact Deb Strecker at (610) 896-1129 or dstrecker@haverford.edu.

Kid



Inspired by personal experiences, the needs of kids, and their own vivid imaginations, Ford authors are penning books for children and young adults.

Lit



BY ANNE STEIN

With thousands of books for children and youth published each year in more than a half-dozen categories, it's no surprise that there's a contingent of creative Fords among the authors of those volumes. Some are full-time writers and illustrators, while others work in different fields but write an occasional book or two for children. And nearly all convey messages about everyday emotions and life situations that both kids and adults encounter.

"I find kids to be delightful—there's a certain optimism in them that's less present in adults, and I see that in the writing that's produced for them,"

says author **Katie Quirk '98**. "Young adult and middle grade fiction can deal with some super-gritty topics these days, but there's always this element of hope at the end that I don't always find present in adult books."

While there may not be a specific set of qualities needed to write children's books, says author **MacKenzie Cadenhead '98**, "the main things I find essential are having a big imagination that I'm willing to follow to unexpected places, a sense of wonder—my family teases me about how often I gasp when watching a show or reading a book—and an interest in and awareness of what actual children are like. A basic understanding of child development also doesn't hurt."

Teachers and former teachers who write

More than a few Haverford kids' book authors are teachers and former teachers who have been inspired by their experiences with students.

Quirk, for example, taught for two years in Tanzania after graduating from Haverford. She returned to the United States, earned a master's in creative non-fiction, then wrote a middle school novel set in postcolonial Tanzania, *A Girl Called Problem*, about a 13-year-old who saves the day. "I see that optimism about the world and what they can accomplish in young people," says Quirk, who also taught in India and Costa Rica.

"I didn't set out to teach something in particular, although the book does provide an opportunity to learn for the reader," says Quirk, who lives in Maine and teaches middle and high school English and



KATIE QUIRK '98

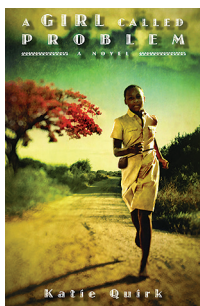


writing. Her essays on kids and family have appeared in the *The Washington Post*, *The Christian Science Monitor*, *Los Angeles Times*, and other publications.

"[The book] was more about my own interests and wanting to know about that time period," says Quirk. "I wanted the story to feel authentic. Writing's always an excuse to do more research and learn more."

Melanie Ellsworth '95 grew up surrounded by books, and in her early 20s took a class on writing picture books. But it was her experience teaching English to speakers of other languages, and then working as a high school literacy specialist, that's been the Maine-based author's biggest influence.

"[That] helped me think about structure and the sound of our language and making a book more lyrical," says Ellsworth. "And teaching students from other cultures helped me see that we need to



MELANIE ELLSWORTH '95



see the world from others' perspectives."

Her picture book *Clarinet & Trumpet* is about friendship from the instruments' point of view. "The book deals with how you express your individuality and yet belong to a bigger group for a bigger purpose." *Hip, Hip... Beret!* is a read-aloud story and exploration of wordplay, while *Battle of the Books* was inspired by her daughter. "It's from the book's point of view, saying 'Read me, read me.' It's a book about the power of books."

"Themes of empathy and understanding are important to me," she says, "to teach kids about being yourself, but understanding that your perspective is framed by where you are and being open to other experiences."

There's a time or an age that most of us relate to best. For **Laurie Morrison '03**, that age is 13. "I taught that age group for 10 years," says Morrison, who left the classroom four years ago to focus on writing and on her own kids. "I write for the 13-year-olds I knew well and the 13-year-old I was and remember. A writing teacher told me that we tend to have an age that really sticks with us. We can close our eyes and picture ourselves and feel tied to that version of ourselves. For me it's my 13-year-old self."

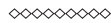


Laurie Morrison '03

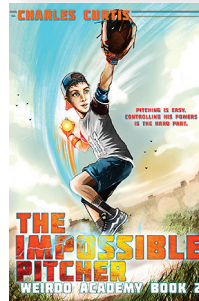
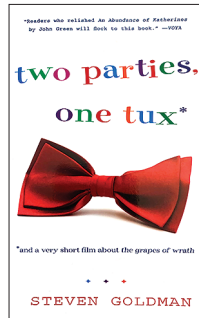




STEVEN GOLDMAN '86



Her three published middle grade books—*Saint Ivy*, *Up for Air*, *Every Shiny Thing*—are realistic and character-driven. “I tend to write about complicated emotions and family dynamics and friendships,” says Morrison, whose fourth book, *Coming Up Short*, will be published in June. “I’m really interested in all the shifts that happen around that age.”



“Growing up, books were huge because I could see these characters who messed up, but were still good and lovable. That’s the kind of story I always write.”

Steven Goldman '86 has written for adults, including essays and a book on teaching. But after working in elementary and middle schools, he took a course on writing the young adult, or YA, novel. An assignment eventually turned into his teen novel, *Two Parties, One Tux*, and a *Very Short Film About the Grapes of Wrath*.

“I had a friend who came out, so it’s about the relationship between a straight high schooler and his gay friend,” says Goldman, who’s math coordinator for middle grade students at a Boston-area private school. “Now it reads like an artifact of its time (it was published in 2008) ... but it’s still a question for kids.”

Goldman hopes to have a second middle grade book published this spring, about a young girl who’s so busy that she doesn’t notice her parents have been stolen by squirrels.

“Everything comes out of your own experience,” says Goldman. “My own kids, and most of the kids I teach, have really busy lives as 10-year-olds. I look at how that plays out and the consequences of that. I also look at friendships, relationships, being that age and not having a sense of who we are.”

Superheroes and superpowers

Some kids are drawn to fantasy, and some authors enjoy inventing those fantastic worlds. **Charles Curtis '04** is assistant managing editor at For The Win, a blog at *USA Today Sports Media Group*, and the author of two middle grade books in the *Weirdo*



CHARLES CURTIS '04



BOOK CATEGORIES

Book categories for children and teens are constantly evolving, but here are some broadly accepted definitions.

Board books: Ages birth to 4. Thick construction, very simple language and plot. Filled with pictures/illustrations.

Picture books: Ages 3-8. Themes can be more complex, filled with pictures/illustrations.

Early readers: Ages 5-7. Simple, repetitive language that children can read themselves or read along with an adult, with lots of illustrations/pictures.

Chapter books: Ages 6-10. Themes include fitting in, friendship, and other early school-age challenges.

Middle grade: Ages 8-12. More complex plots and characters.

Upper middle grade: Ages 10-14. Even more complex plots, themes, and language.

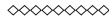
Young Adult: Younger YA, ages 13-16; older YA, ages 15 and up. Older protagonists, more mature content, complex themes and characters.

Graphic novels: Using art to tell a story, often comic book style, these appeal to a range of ages and include fiction and nonfiction.

—A.S.



BRYAN SNYDER '95



Academy Series: *The Accidental Quarterback* and *The Impossible Pitcher*. Both feature average middle school boys who gain superpowers that make them outstanding athletes.

“I collected comic books obsessively growing up, and I love sports,” says Curtis, who’s based in New York City. His mom (an author) and his dad (a literary agent) kept pitching book ideas to Curtis, who figured out a way to combine his two interests.

The books are about kids who discover they have superpowers—one can throw a football like a pro, for example, while the other can fly in the air and catch a ball 20 feet up—but find that those powers create internal struggles. Is it morally right to have these powers? Should you use them for a more noble purpose? Says Curtis, “I want kids to grapple with the moral complexity of cheating in sports in general. If everyone is doing it, is it OK?”

“I hope I’ve painted a picture in my books where the characters and situations aren’t 100 percent right or wrong, and there’s a place to have that discussion.”

Outdoors enthusiast and guide **Bryan Snyder '95** has taught environmental education and written a series of adventure books for adults called *Off the Map*. In 2020, however, the Santa Barbara-based Snyder wrote the first installment of his upper middle grade adventure-fantasy series, *The Ghost and the Greyhound*.

The goal of the series is to establish empathy for alternative perspectives.

“It helps to remember that our species is just one of many on the planet with their own perspectives and values,” Snyder says.

With diversity in mind, he created a world with ghosts, bickering animals, a young boy dealing with bullies, and a talking greyhound, among other characters. “I’ve spent most of my life engaging with the mountains and the animals that live there,” says Snyder. “I think it’s valuable to see outside the realm of human creation. It’s humbling, and it’s also magical and a perspective that makes life more fun and healthy and creative.”

When MacKenzie Cadenhead was looking for steadier work after earning a master’s in dramaturgy, a friend at DC Comics gave her a stack of the com-

PHOTO: ALISON SHEEHY (CADENHEAD)



Nick Bruel '87: Bad Kitty Carries On



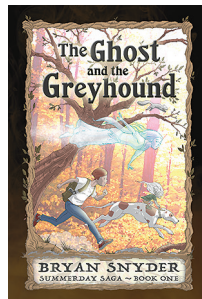
In the Bad Kitty series written and illustrated by *New York Times* best-selling author Nick Bruel, the protagonist kitty confronts everyday situations, from getting a cell phone to taking a bath. So when the pandemic hit the United States, Bad Kitty confronted that in two more books: *Bad Kitty Wash Your Paws* and *Bad Kitty Gets a Shot*.



The first pandemic book “was a chance to explain pathogens and bacteria,” Bruel says. “That’s back when we didn’t know the nature of the virus.” The second was released in December 2021, around the time 5-to-12-year-olds became eligible for the vaccination. “It can help kids who are needle-hesitant, and parents, teachers, doctors, and nurses can share it with kids to ease their anxiety.”

Both books can be printed out and downloaded for free, and both are designed in black and white line art that kids can color. With an estimated 14 million Bad Kitty books in print, the two new additions join nearly two dozen picture and chapter books in the Bad Kitty series, which have been translated into 10 languages.

“I was trying to contribute what I could to this situation we’re all in,” Bruel says. “If it was the 1940s, the book would be *Bad Kitty Has a Victory Garden*.” —A.S.



MACKENZIE CADENHEAD '98



pany’s publications with a suggestion that she look into the world of comic books.

Cadenhead fell in love with bringing text and drawings together, and ended up working as a Marvel Comics editor for three years. She went on

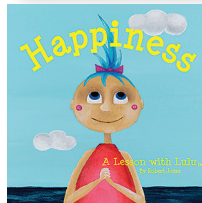
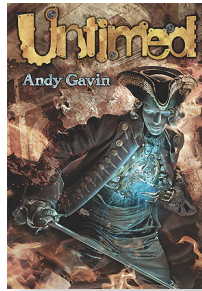
Kid Lit

to another comic book company, left to raise three young kids, and now writes full-time, focusing on fantasy fiction, early chapter books.

“For me, sci-fi and superheroes create some distance to explore real challenges that these age groups face, and maybe that I still face,” says Cadenhead, who’s written four Marvel Super Heroes Adventures chapter books and two fiction books for a slightly older audience: *Sally’s Bones*, about a girl who befriends the ghost of a dead dog, and the YA novel *Sleeper*, about a girl who gains new abilities as the result of an experimental drug trial.

“There’s a lot of fun creating a world that’s different from my own. I love being able to take all those exaggerated elements and still ground the story in relatable problems for characters.”

With every story, she says, “I’m showing how



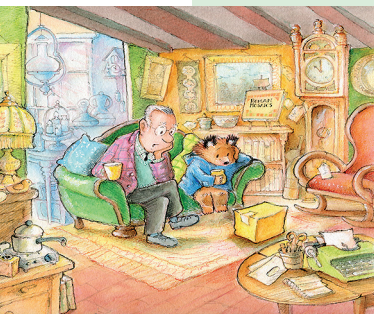
characters can grow and change. They always feel a little out of step, and the stories are very much about their journey to find internal understanding of what’s been off, making peace with, and finding strength in who they are.”

Los Angeles-based video game entrepreneur **Andy Gavin '92**, a longtime history buff, loves creating mysterious worlds. “I’m obsessed with the assumption that if you study enough history, you’ll understand where people come from and why they do what they do, but that’s impossible, of course.”

His two self-described “dark, historic fantasy” novels for young adults are grounded in history. *The Darkening Dream* is set in 1913 Salem, Mass., where the book’s teenage heroine has an ominous vision and is propelled on a quest that sends her into the town’s brutal factory workrooms and to Solomon’s Temple. For *Untimed*, about a boy who travels from modern-day Philadelphia to 1725 London and eventually into the future, Gavin spent months reading about Ben Franklin and 18th-century life in London. But he combines that history with plenty of supernatural elements. “My style’s dark and humorous and at the same time, realistic and fantasy. I like contrast. There’s a lot of weird stuff going on, from Byzantine Vampires to killer clockwork robots, but I try to ground them with a gritty realism and historical themes.”



R.W. (Bob) Alley '79: Paddington Bear and Beyond



Award-winning author and illustrator R.W. (Bob) Alley wrote his first children’s book, *The Ghost in Dobbs Diner*, soon after graduating from Haverford. Since then, Alley has illustrated more than 150 books, and he’s both written and illustrated 15 more, including *Gretchen Over the Beach* and *Mitchell On the Moon*. Alley is best known, however, for illustrating the beloved children’s book series about Paddington Bear.

For the past few years, Alley has continued his Paddington work and has been writing and illustrating his own series of picture books. “They’re a combination of fiction

and nonfiction, sort of explaining to kids how things work,” says the Rhode Island-based Alley. “The main character is an animal who’s a writer. He’s trying to write a comic book about heroes and through a series of mishaps, gets involved in a sea, air, and fire rescue squad.”

Alley likes using animals to stand in for humans, he says. “Because people make so many suppositions about human characters, that can get in the way of a story being accessible to as wide a range of [readers] as possible.”

Alley’s approach to writing and drawing is meticulous. “There are so many sketches and so much writing that never see the light of day because you have to teach yourself about the characters, plot, and landscape you’re working on. You have to know so much more than you’re ever able to convey in the book.”

—A.S.

Parents who write with a message in mind

In the daytime, **Robert Jones '04** is an operations manager for a warehousing and distribution company near Atlanta. But at night, the father of three is a storyteller to his children, ages 9, 7, and 1.

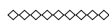
Several years ago, his oldest child challenged him to write his stories down, insisting they weren’t real unless she could see the stories in a book that she could hold in her hands.

The result is *Happiness: A Lesson with Lulu*, a picture book “about a little girl who wakes up sad and goes on an exploration with her dad to find out what is happiness,” Jones explains.

“I was a philosophy major, and I’ve always been interested in helping point kids in the direction of larger questions that don’t have clear answers.” His second children’s book, *The Light*, also explores life’s big questions. “I think every parent is a storyteller in some way, but not every parent has a child who challenges them to turn those stories into something they can hold in their hands.”



VICKIE REMOE '06



When **Vickie Remoe '06** moved back to Sierra Leone at age 22 after a 10-year absence, she dove into media. Armed with a master's in journalism, Remoe eventually started a marketing firm, began writing and reporting for her own news site, and hosting a TV show.

When her son was born six years ago, she read to him, but by age two he complained that his board books didn't make sense. "If you're growing up in West Africa, the content didn't connect," she explains. "He doesn't play baseball, and he doesn't have a friend named Peg."

Remoe began writing stories with vowel sounds and words that were Sierra Leonean inspired. She shared them with her sister-in-law, a Harlem kindergarten teacher, and a friend who taught in Brooklyn. "They said it was really great content, especially when we don't have early readers with African themes."

In the past two years, Remoe has published two early readers aimed at helping children with short vowel sounds. *Adama Loves Akara* is about a father and daughter who read together and enjoy akara (a banana fritter). *A Print for Ami* is about a young girl who visits a seamstress for her first traditional dress.

"Both books celebrate everyday life, especially for people in the diaspora," Remoe says. "I also wanted to write the stories for my son to share his culture and to see himself represented." Her next book will be an alphabet book representing local life and culture. "A is for akara, Y is for yam. So if you're a child growing up in rural Sierra Leone, these are things a child who's learning English and a parent who's teaching them will see every day."

Soon after the first of their three daughters was born, **Kendra Ocampo '04** and her wife Claire-Voe Ocampo started reading to her. "We'd go to the library and bring books home, and the major-

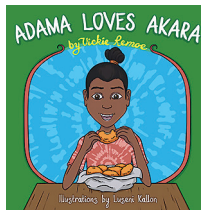


ADVICE FROM HAVERFORD AUTHORS

on writing for children and teens

- * **Be brave and write.** Don't worry if you think no one else will care or that your work will potentially offend someone.
- * **Learn about the industry,** go to conferences, and join the Society of Children's Book Writers and Illustrators.
- * **Don't be afraid to write about your own culture and truth.** It brings more humanity and representation to the world.
- * **Let go of your inner editor,** the voice that says, "That's not a good idea."
- * **Having writing partners or a group can be really wonderful.** It holds you accountable, and you feel like you're not writing into a void.
- * **Read a lot, and widely, and read recently published books.** If you want to be traditionally (rather than self-) published, you need to have a sense of what's being acquired and sold right now.
- * **Analyze the books you love.** Look at the length of sentences and chapters, the symbolism, and figure out what makes this resonate for you so you can do the same kind of things.

—A.S.



KENDRA OCAMPO '04

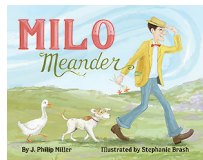


ity featured a traditional family structure of mom, dad, and child," explains Kendra. "At first we'd say, 'Oh, there's the mom and the mommy.' She was so young she thought the family in the book reflected our family. But we realized that wouldn't last long, and she'd start asking questions."

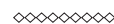
Kid Lit

The couple found books aimed at LGBTQ families but “there was always a conflict involved with having two moms or two dads. The other types of books had animals portraying two moms or two dads. We felt what was missing was an LGBTQ family that’s like other families, with the love, craziness, joy, and dynamics.”

So Kendra, a consumer researcher, and Claire, an events planner, wrote a story, hired an illustrator, and published *Mighty May Won’t Cry Today*. The picture book features a child with two supportive moms and a typical kid issue: whether it’s OK to cry.



J. PHILIP MILLER '59



“We looked around to see what was out there in other picture books and LGBTQ books and found this was a newer theme to tell.” And yes, May cries—and her moms tell her it’s all right.

J. Philip Miller '59 has a long resume in children’s television, producing and directing several children’s shows, receiving Emmy and Peabody awards for his work, and writing a song for *Sesame Street*. He also has extensive experience teaching, from the elementary to college level.

But it wasn’t until retirement that Miller wrote his first children’s book, *Milo Meander*. “I’d been living in Cambridge, and I used to walk around the neighborhood and say hello to people, and I got very limited responses from my neighbors. That stuck in my mind,” says Miller, who splits his time between Cambridge and an island in Maine. “One morning I woke up with six characters in my head that rhymed. I went to my computer and started writing.”

As Milo Meander walks down the streets, / He gets the cold shoulder from each neighbor he meets. / Sam Snoozle, Sir Schlupp, and Miss Macy Bly, / Fred Frigate, Gumby, and Pudge pass him by. / But Milo learns how to break through the ice, / To discover his neighbors are really quite nice.

Miller is currently working on his next book, about a child’s narrative memory of a grandfather.

The Super-specialists

Some authors write children’s books based on their academic expertise. Early in her career as a Boston-based pediatrician, **Anne Light '00** became interested in children’s learning and brain development. “I was learning about reading and how it sets up kids for success, and how it’s so critically important to young



SELF-PUBLISHED VERSUS TRADITIONALLY PUBLISHED: TWO STORIES

Some writers self-publish, which is easier these days with myriad online resources to help. Others find an agent who shops the book to publishers, or they go directly to publishers themselves. The pluses and minuses of each are explained by two Haverford authors:

Charles Curtis '04, author of *The Accidental Quarterback* and *The Impossible Pitcher*

I used a publisher. My agent sold my book to a small children’s/YA publisher with a middle-grade imprint. The pros there were experts in editing and marketing those books, and knew how to shape the book and sell it. The con of self-publishing for me was the idea of hustling to be my own editor/marketer/seller/social media manager, and the fact that I had a full-time job to do beyond the books was daunting.

Vickie Remoe '06, author of *Adama Loves Akara* and the forthcoming *A Print for Ami*

I think the pros of self-publishing are that for stories like mine, which are about my culture, I don’t have to seek approval or validation from anyone to put them out into the world. Traditional publishing, especially in the United States, isn’t the most diverse. Publishers don’t always have people on their team who understand the global Black diaspora.

I learned how to self-publish on my own, learned how to find an illustrator, and did it all remotely. Within three months of self-publishing I landed an interview on *BBC Focus on Africa*.

We can’t let not having a publisher stop us from getting our stories out there. Whether it’s a children’s book or a film, if you have a story to tell, especially if it’s about a culture or community or way of life that’s underrepresented in the mainstream, you must get it out. —A.S.

brains,” says Light, who today is medical director of the Orange County, Calif., Social Services Agency.

Studies show that when caregivers read to children from a very young age, they expose kids to language-rich interactions that encourage brain development. Those interactions also help build more stable and nurturing relationships that promote healthier, more resilient children.

But how you read books to kids is important, says Light, who in 2010 wrote *Sundays Are Rainbow Days*, based on dialogic reading, which increases early language development by teaching parents how to have simple conversations with children on every page of a book. (Light includes questions for parents in her book.)


If there’s a picture of a red ball, for example, adults can ask what other things are the same size or color, and what you do with them. “You are building the ability to contextualize ideas in your child’s brain, which drives language development and cognitive development,” she says. “And you’re sitting quietly and cuddling.”

When Baltimore-based school psychologist **Shira Levy '04** earned a second master’s degree in 2014—her first was in psychology, her second in applied positive psychology—she adapted a different approach to children’s mental health. The result of her master’s research was her co-authored book aimed at 8-to-15-year-olds, *Stan and the Four Fantastic Powers: The First Ever Appreciative Inquiry Book for Kids*.


“Appreciative Inquiry (AI) is the science behind how people can thrive in life, of what makes us live meaningful lives,” explains Levy. “It works in conjunction with traditional psychology, which tends to focus on identifying disabilities, and is more of a problem-solving model. I found I could get further with my students at school if I helped



SHIRA LEVY '04

Sara Levine '89: A Picture Book Approach to Science

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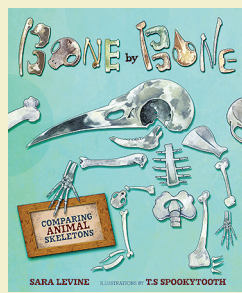
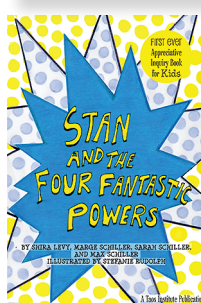
When author Sara Levine shows up for story time, the veterinarian and biology professor carries animal teeth, bones, and even a human skeleton to bring alive her science books for young children.

“It’s almost a gift to introduce someone to a concept for the first time,” says Levine, who writes mainly for kindergarten through third graders. “My books are attempts to teach science topics that haven’t been shared in a picture book level in new and interesting ways,” she says.

Levine has always had dual interests. She’s taught science and nature courses to kids, earned her veterinary medicine degree, then earned a master’s in creative writing. She also taught science to future elementary school teachers before writing full-time.

Her first picture book, *Bone by Bone: Comparing Animal Skeletons*, came out in 2013. It was followed by *Tooth by Tooth: Comparing Fangs, Tusks, and Chompers*; *Fossil by Fossil: Comparing Dinosaur Bones*; and *Eye by Eye: Comparing How Animals See*.

Levine has eight published books and another four coming out. Her agent is also shopping a middle grade graphic novel about the carbon cycle and its relationship to climate change. “We need to get that information to that generation if we want to make changes,” Levine says. —A.S.

them understand their meaning and purpose, as opposed to focusing on their problems.”

Although AI is often used in business, Levy’s book is about a kid named Stan and his friends, who focus on imagination, teamwork, and goal-setting as they design a new school playground. “My real goal with the book was to help kids understand their strengths and know how to use them, so they can improve their well-being and future outcomes.”

Anne Stein is a Chicago-based journalist and regular contributor to Haverford magazine. Her features have appeared in the Chicago Tribune, The Christian Science Monitor, the Los Angeles Times and ESPN, among other places. Favorite books from her childhood include Winnie the Pooh, Harry the Dirty Dog, and A Wrinkle in Time.

HAVERFORD IN SEASON



Class News

The Chamber Singers winter concert in the Jaharis Recital Hall.



HVERFORD COLLEGE

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

Alumni Obituaries

45 Thomas Cartier died Dec. 12. He was born in Scranton, Pa., and grew up in Pennsylvania. After his freshman year at Haverford, he went to work as a shipfitter in Philadelphia. Then, though he was drafted into the Navy in 1943, Cartier returned to the College when the war ended and completed his degree. Cartier served as head of market development at Quaker Chemical, then as research director at the A.M. Collins Division of International Paper Company, where he designed, built and staffed the research department from the ground up. In 1961 he founded Keystone Filter Media Co. in Hatfield, Pa. He sold the business 13 years later, and started another, The Maine Shipping Room, which distributed shipping and packaging supplies. He enjoyed his work, especially traveling throughout the state of Maine, where he moved in 1974, and developing relationships with his customers. The variety of positions he held and his “bumpy” career path led Cartier to call himself a “jack of all-trades and master of none.” He retired in 1988. Cartier was predeceased by his wife of 70 years, Constance; his sister, Suzanne, and his brother, Phillip. He is survived by his children, George Thomas Cartier III and Constance Dube, two grandchildren, and three great-grandchildren.

47 Ian Huebsch died Nov. 20 at age 94. Huebsch served in the military, stationed in Japan. Then he joined the U.S. Naval Radiological Defense Laboratory and worked in nuclear physics. He earned his master’s in mechanical engineering from the University of California Berkeley and went on to found a consulting business called Euclid Research Group. In retirement, Huebsch began practicing martial arts. He earned his black belt in karate and taught Tai Chi into old age. Huebsch is survived by many friends.

50 Everett Cooper died Oct. 1. Cooper graduated from Temple University Medical School, then joined the army in 1955 and spent two years in Germany as a general medical officer. Cooper came back to the U.S. for his residency in internal medicine at Walter Reed Army Hospital. He continued his military service and was promoted to Colonel in 1973. During his service, Cooper was recognized for his outstanding work and received two Commendation medals, as well as the Legion of Merit Medal for outstanding service to the country upon his retirement in 1976. Cooper then became the chief of medicine and program director for internal medicine at Saint Vincent’s Medical Center in Bridgeport, Conn. He was also a clinical associate professor of medicine for Yale and Columbia universities. He received a Laureate Award from the American College of Physicians’ Connecticut chapter, which recognized him for excellence in teaching. Even after retirement, Cooper continued to read medical journals and was always game to discuss and teach medicine. He was a role model for not only his students, but for his children and grandchildren. Cooper is survived by his wife, Karen, sons **Everett Cooper Jr. ’78** and Carl, daughters Lynn and Ellen, seven grandchildren, and one great-granddaughter.

51 Donald Sears died Nov. 13. Sears was ordained by the Presbyterian Church in 1954 in Pennsylvania. He served as a U.S. Navy chaplain with U.S. Marine Corps air units in Japan, then with Presbyterian Churches in Kansas and Missouri. Sears worked for the Johnson County Senior Nutrition Program in Kansas for more than a decade. He also volunteered at the American Stroke Foundation and Heartland Presbyterian Center, which brought him immense joy. He was predeceased by his first wife, Joan Waters Sears. He is survived by his wife, Janet W. Sears; his children, Christopher, Andrew, William, Kathryn Roberts, and Rebecca Drumheller; 11 grandchildren, 11 great-grandchildren, three step-children, nine step-grandchildren, and seven step great-grandchildren.

53 Robert Sechrest died Dec. 2 after a brief illness. He was 91. He attended Worcester Polytechnic Institute, then served in the army during the Korean War. Sechrest built his career in construction management and consulting, and home inspection. He was a lifelong resident of Wellesley, Mass., and stayed active in town affairs and community service. He was on the permanent building committee and the planning board, and he was a town meeting member for over 40 years. Sechrest also enjoyed attending Wellesley Club and Kiwanis meetings. As an active member of the Wellesley Hills Congregational Church, Sechrest helped with various construction projects over the years. He had a passion for barns, maps, maple syrup, and New England. Sechrest is survived by his wife Bettina; his daughters, Anne Dowell, Susan Sandberg, and Holly; and two grandsons.

54 Bruce Grove died late last year. He attended law school at American University and went on to practice law in Pennsylvania. Grove also served in the U.S. Army. He was predeceased by his wife Nancy. He is survived by his sons, Bruce Grove III and Jeffrey Grove.

Steve Sachs died Jan. 12 at age 87. Sachs had a long legal career and is perhaps best known for prosecuting the Catonsville Nine anti-Vietnam War protesters. He served in the army from 1955 to 1957. Sachs won a Fulbright scholarship to Oxford University, and eventually attended Yale Law School. In 1967, President Lyndon B. Johnson appointed him U.S. attorney for Maryland. Sachs specialized in the prosecution of cases involving white-collar crime and public corruption. He later served as Maryland Attorney General, from 1979 to 1987. Fellow alum **Norman Hill ’55** remembers Sachs fondly. As a freshman, Hill once went to the barber on campus. “He refused to cut my hair because I’m Black,” says Hill. It just so happened that Sachs witnessed the interaction. He helped Hill get the college president involved and get service at the barber shop. Sachs was predeceased by his wife, Sheila Kleinman. He is survived by his children, **Elizabeth Sachs ’87** and **Leon Sachs ’89**, and three grandchildren.



PLEASE SEND ALUMNI OBITUARIES

to: alumni@haverford.edu.

Or, mail them to: Haverford College,
c/o Alumni and Parent Relations,
370 Lancaster Ave., Haverford, PA 19041

I N M E M O R I A M

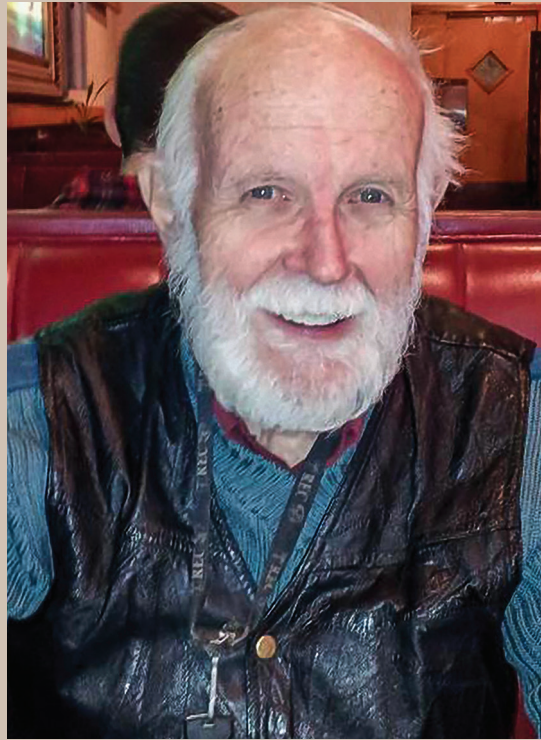
DANIEL GILLIS

Daniel Gillis, a member of the classics faculty for almost 40 years, died Dec. 3. He was 86. Gillis earned his B.A. from Harvard University and his M.A. and Ph.D. from Cornell University before joining the Haverford faculty in September 1966. He was promoted to associate professor of classics in 1968 and full professor in 1976.

He taught classes on Latin language and literature, Roman social history, and other courses outside the Department of Classics, such as "Fiction of the Holocaust."

Gillis published numerous books, including two volumes on German composer and conductor Wilhelm Furtwängler—*Furtwängler Recalled* (1965) and *Furtwängler and America* (1970)—and a collection of largely autobiographical poems, *Vita* (1979). His other books included *Collaboration With the Persians* (1979), *Measure of a Man* (1982), and *Eros and Death in the Aeneid* (1983). In 1992, he was elected a Fellow of the Society of Antiquaries of Scotland in recognition of his establishment of an institute for Scottish Highland Studies on Prince Edward Island.

Gillis, along with late professors Mel Santer and Seth Brody, founded the College's annual Yiddish Culture Festival roughly



a quarter of a century ago. "They wanted to get students interested in Yiddish culture, so they invited poets, and translators, and people who knew things about Eastern European culture to come and give lectures," said Senior Lecturer of Mathematics and Statistics Jeff Tecosky-Feldman in a 2018 issue of *Haverford* magazine.

"Dan Gillis touched his friends and colleagues with his deep moral conviction," said Tecosky-Feldman, who continues to organize the Yiddish Culture Festival to this day. "He was an inspiring teacher to his students."

Gillis retired from Haverford College in December 2005, after 39 years. Since then, he worked promoting Yiddish and Jewish culture in Philadelphia and New York, including by supporting Yiddish Farm, an outdoor education center

for Yiddish-speaking children that produces kosher, organic produce. He also supported students at St. Francis Xavier University and promoted Gaelic culture on Prince Edward Island.

On Dec. 19, Gillis's friends and family celebrated his life in a Zoom memorial service organized by **Dan Price '77** and **Joe Price '78**.

57 **The Rev. Lawrence Cooley Ferguson Jr.** died June 27 in Prineville, Ore. He was 86. Ferguson pursued an M.Div. at Episcopal Theological School in Cambridge, Mass. He moved across the country and served as rector of St. Mark's Episcopal Church in Madras, Ore. and St. Albans Episcopal Church in Redmond, Ore. In 1968, Ferguson and his family moved to Hood River, Ore., where he served as rector of St. Mark the Evangelist Episcopal Church until 1986. He then served as Rector of St. Andrews Episcopal Church of Prineville from 1986 until his retirement. Ferguson was involved with Mid-Columbia Mental

Health, Central Oregon Mental Health, and State of Oregon Mental Health. He was known in the Hood River community for his welcoming personality and generous pastoral advice. Ferguson was preceded in death by his wife, Anna. He is survived by his three adult children, Elizabeth, Lawrence Cooley Ferguson III, and Ruth Walker; four grandchildren; and one great-grandchild.

Peter Zavitz died Aug. 11 from complications of Parkinson's Disease. He spent his career as a math teacher and administrator in independent schools. Zavitz is survived by his wife, Pamela; his children, Lisa Beckwith and Andrea

Mangels; two granddaughters; and many more family and friends.

61 **Bo Schambelan** died Oct. 4 at the age of 81. He is survived by his children, Noah and Elizabeth, and two grandchildren.

63 **Mike Spring** died at the age of 80 on Nov. 27, after a long struggle with Parkinson's Disease. Spring earned an M.A. in English literature from Columbia University, then spent many years at Scholastic, Inc., as editor of *Literary Cavalcade*, a monthly magazine of contemporary literature for college-

Alumni Obituaries

bound high school students. After that, he worked in travel guidebook publishing as editorial director of Fodor's, then publisher of Frommer's. He said he wanted to make "our country's leading guidebooks honest—removing the hyperbole, the promotional garbage, so that travelers could make informed decisions based on real needs and expectations." Spring wrote freelance travel articles, two travel books—*The Great Weekend Escape Book* and *Great European Itineraries*—and a historical novel, *Sacred Bones*. He also edited an educational series, *Barron's Book Notes*, and the anthologies *The American Way of Working* and *Dream Vacations*. In addition, he and his wife wrote three books together. Spring is survived by his wife, Janis, and her two sons; his sons, Declan and Evan; and eight grandchildren.

68 Norman Miller, Jr. died Aug. 1, 2020 at age 73. A resident of Pittsburgh, Pa., Miller devoted his life to community service. He was an Eagle Scoutmaster for many years and a member of the Bridgeville-South Fayette Rotary Club, serving as president for three terms. He is survived by many friends.

Sam Porrecca died Nov. 16. Porrecca worked in the computer consulting field. He began his career at Penn Mutual and by the time of his retirement, he worked at Cigna. Porrecca enjoyed sports, music, reading, computer games, traveling, and spending time with his family—especially his grandchildren. He is survived by his wife, Cynthia; his son, Stephen; his daughters, Lynn Krupa and Kristi Gudbrandsen; and 5 grandchildren.

70 Geoffrey Wilson died Dec. 5 at age 73. Wilson graduated from the Wharton School of the University of Pennsylvania with an M.B.A. in finance. He enjoyed a long career in banking and finance with M and T Bank in Buffalo, N.Y., and U. S. Bancorp in Reno, Nev. He worked in the casino industry and for the U. S. Bankruptcy Court. He retired in South Carolina, where he was involved with his church, Christ the Servant Lutheran Church in Conway. Wilson held leadership positions there and became the

pastoral assistant. He also loved physics, astronomy, Civil War history, chess, golf, wine, and reading. Wilson is survived by his daughters, Kate Procyshyn and Christine; his former wife, Deborah; and his brother, **David Wilson '67**.

74 David Walton died Dec. 11. He was 69 years old. While he was suffering from dementia, his death was unexpected. Walton loved the performing arts, and his early work in theaters evolved into a career as a software developer, using computers to handle box office ticketing systems. Walton also liked to perform himself, and to draw, cook, and ride his bike. He was a natural storyteller and loved to tell his children, and others, imaginative tales. He is survived by his children, Alice, Peter, and Cooper.

76 Brad Prozeller died Oct. 26 of cancer. He attended NYU Law School and began his legal career in New York City, working at a large Wall Street firm, then at a smaller Rockefeller Center law firm. Prozeller represented international banks in complex commercial transactions. He moved to Geneva, N.Y., in 1986, where he represented several local financial institutions, and eventually built his own practice. When he wasn't working, Prozeller loved to canoe, and especially enjoyed whitewater canoeing. He was a regular slalom canoe racer in the Hudson River Whitewater Derby for over 50 years and raced in the Wild Water Derby on Canandaigua Outlet. Together with some old canoeing buddies and their wives, he and his wife acquired a rundown lakeside Adirondack Camp built in the 1900s and spent thirty years restoring it. Prozeller was known for his quick wit, fine mind, and generous heart. He enjoyed good food, intellectual discussions, and keeping his friends and family laughing. He is survived by his wife, Alaine; her two daughters and their spouses; their four children; as well as many dear friends.

80 John Hawley died of cancer at age 63 on Dec. 12. Hawley received his Ph.D. in astronomy from the University of Illinois at Urbana-Champaign, and then

was a Bantrell Fellow at the California Institute of Technology. In 1987, he started his career as an assistant professor of astronomy at the University of Virginia, where Hawley's research focused on the physics of accretion disks around black holes. In 2013, this work won the Shaw Prize in Astronomy for Hawley and his former UVA colleague Steven Balbus. Most recently, Hawley was the John Dowman Hamilton Professor of Astronomy and senior associate dean for academic affairs in the College and Graduate School of Arts and Sciences of the University of Virginia. He was a member of the UVA faculty for over 30 years. Hawley's colleagues knew him for his sense of humor and razor-sharp wit. Hawley enjoyed hiking and—when he was younger—camping. He was passionate about music, especially enjoying the work of Mahler, and played the bassoon. Hawley is survived by his wife, Katherine Holcomb, with whom he wrote the textbook *Foundations of Modern Cosmology*.

02 Valerie Zukin died Sept. 25 of metastatic breast cancer. Zukin earned her J.D. from Tulane Law School, and went on to build her career in immigration law. She dedicated her life to pursuing justice for immigrants who were the most vulnerable, especially those who were detained. Zukin was also devoted to mentorship and to training new immigration advocates. In 2017, she was the founding lead attorney for the Northern California Collaborative for Immigrant Justice at the Justice & Diversity Center of the Bar Association of San Francisco. Zukin continued to work with the organization as it evolved into the nonprofit California Collaborative for Immigrant Justice, for which she was a founding board member. Starting in 2020, Zukin served as special projects attorney at Immigrant Legal Resource Center, where she led training for the first cohort of the California Immigrant Justice Fellowship. Her family and friends remember her as selfless, committed, and fearless. She is survived by her husband, Josh Rosenthal; her father, **Stephen Zukin '70**; her mother, R. Suzanne Zukin BMC '70, and many more loved ones.

This 1955 photo shows students clearing felled trees as part of what was known as "Campus Clean-up." The annual work day (now discontinued) was initiated by President Gilbert White soon after his arrival in 1946 and enlisted students in sprucing up the campus, including erecting fences, painting grandstands, raking leaves, and planting trees. In 1982, an article in the student newspaper reported that 500 students participated in two work days whose accomplishments included removing wild grape vines from trees and cleaning up along the Nature Trail. "The Duck Pond, as always," said the article, "was relieved of trash and curiosities (which included a ten-speed bike this year)."



THEN AND NOW

During a September Volunteer Day at the Haverfarm that was open to students and campus neighbors, workers weeded, harvested collards, and did some seed saving. "We have big volunteer days almost every other weekend during the growing season, [which runs April to November]," says Haverfarm Manager Madison Tillman '18. "And every Tuesday during the academic year, students are welcome to come visit, volunteer, or just hang out on the farm. Lately, we've been working in the high tunnel, seeding in the greenhouse, and getting the plot ready for the season."



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