

HAVERFORD

The Magazine of Haverford College

WINTER 2010

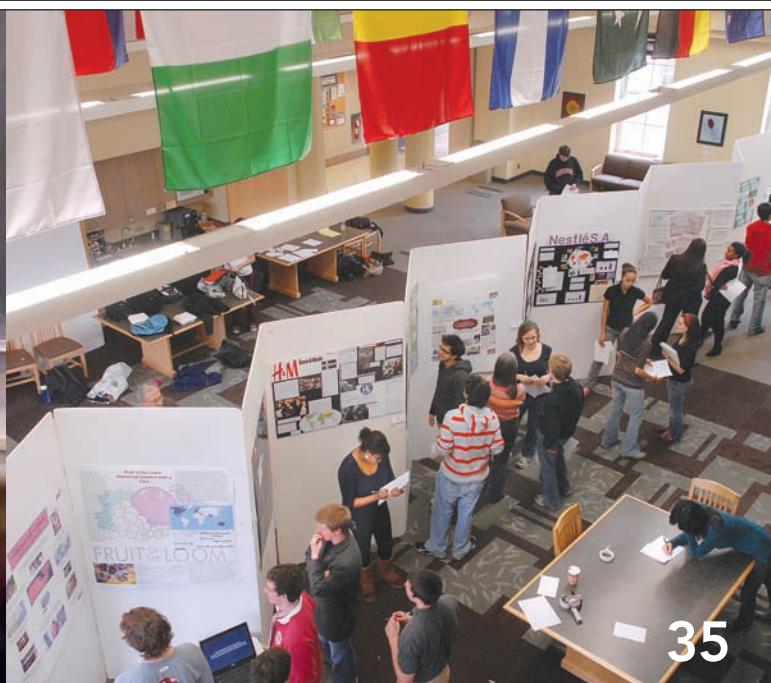


Greg
Kannerstein

1941 - 2009



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By Robert Strauss

"Greg Kannerstein embodied so much of what we have come to know as 'Haverfordian' that his five-decade presence here led many of us to believe that he would *always* be here."

by Stephen G. Emerson '74

view from founders

If you were shocked by the news on our cover, you have plenty of company. Greg Kannerstein embodied so much of what we have come to know as "Haverfordian" that his five-decade presence here led many of us to believe that he would *always* be here. And while Greg took great joy in his role as mentor, confidant and coach, it is now up to us—the many he inspired by his example—to see that he truly does become 'the eternal Haverfordian': by living his ideals of truth and dignity, we enable those who will never meet him to know him nonetheless. I hope our tribute in this issue does him justice and I invite you to follow the links at the end of the article for information about a campus memorial service and an online space for you to share your memories of Greg.

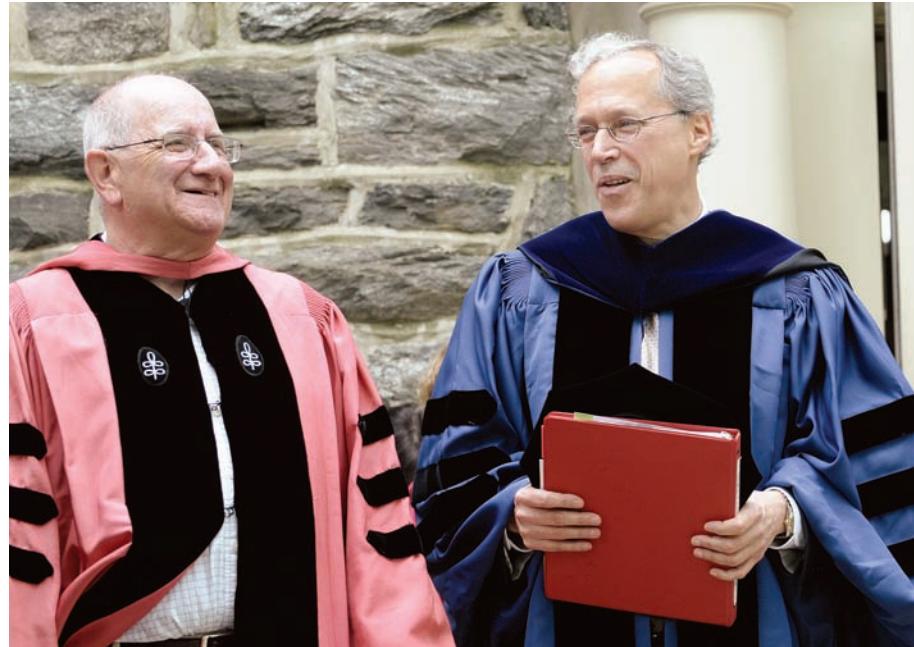
Having completed a three-year appointment as Dean of the College, Greg became ill just as he had begun planning a class he was going to teach next semester—a reminder that at Haverford there's really no retirement from learning. Similarly, learning at Haverford extends beyond the classroom proper to the very institution itself as the College refines and redefines its mission in ways that are guided by the past and informed by a sense of the ways in which our graduates will be challenged in the future.

This academic year such self-study is fueled by two separate but related processes that call for us to take stock of ourselves as an institution and consider how best to move forward.

Every ten years, the Middle States Association of Colleges and Schools reviews our accreditation status to ensure that we are continuing to deliver educational excellence that is consistent with our mission. In preparation for this process, the entire Haverford community has been engaged in a series of interconnected self-study conversations that, in many ways, formalize the process of examination and introspection in which we endeavor to engage on an ongoing basis, regardless of where we may be in the review cycle.

Ultimately, Middle States Self-Study and Reaccreditation ("Middle States," for short) fosters a process that helps ensure that we are positioned to grow in response to changes that have taken place, while we consider where and how to grow and develop in the future. Of particular importance throughout the self-study was our vision of Haverford College as an institution committed to educating young women and men to lives of intellectual independence and community participation and leadership. We considered the implications of this vision in a variety of different ways. What came out of this process was a set of recommendations that focused on the four themes below:

- **Academics and our plan to expand and enrich our curriculum.** What can we do to best achieve our goals of enhancing faculty-student research collaboration, given its centrality in instilling the values of the liberal arts experience?
- **An ever more diverse student body.** What new opportunities and challenges are presented by a student population that is more diverse, across more measures, than ever before?
- **Organizational structure.** With more students, more faculty members, more staff and more programs, have we configured our operational structure in ways that maximize our effectiveness?



- **Assessment and information management.** Do we have in place the means and mechanisms to evaluate the success of our approach and to memorialize, for the benefit of those who will follow, the steps we take and why? What tools, data and procedures will be required?

The Middle States Association expects to issue a decision on our reaccreditation status in June.

The second process of self-study involves preparations we are making for our next comprehensive fundraising campaign. At this stage, we're examining needs and strengths in order to identify priorities that both resonate with our core values and directly support our institutional vision and mis-

sions. In short, we are asking ourselves, "What makes sense in terms of our unique place in higher education and, in turn, how does that positioning enable us to best prepare students for the challenges that will be confronting the members and leaders of their generation?"

As we build our case, a cornerstone is our recent *A Blueprint for Haverford's Future* which was developed

by our faculty over several years and endorsed by the Board of Managers. Essentially, it calls for us to expand into new areas of study while infusing all levels of study with collaborative student-faculty learning—which is our signature academic element and best represented by our Senior Thesis program. This, without significantly increasing the size of the student body (thereby preserving the small college approach marked by mentored learning) and maximizing the number of tenure line faculty (in order to increase the likelihood that Fords will still be able to study under professors who devote their working lives to teaching here).

I believe it's fair to say that a Haverfordian from any generation, stretching back to the founding days, would recognize the value and relevance of such an approach. But just as—if not more—importantly, for current students and faculty it also fits perfectly as a next step following the creation of our three Centers for interdisciplinary learning. We've seen how the Centers (centerpieces of the *Educating to Lead, Educating to Serve* campaign) facilitate cross- and extracurricular learning. We now seek to more extensively integrate

them with the core academic experience, thereby providing additional means and methods for the expansion of intellectual development and discovery across all four years of study.

And that's just the academic end of things. We're also looking closely at the campus itself. As you've probably heard, Steve Jaharis '82, through the Jaharis Family Foundation, has made a challenge gift of \$10 million in connection with construction of a new dormitory (see our story in Main Lines). This has prompted a lively discussion about the physical meaning of 'community' and how living spaces can enhance what we know to be true about Haverford, mindful that it has been 40+ years since we built a new dorm. Some needs are timeless; others have emerged. What does all of this mean in terms of bricks, mortar and living room bull sessions?

We are just beginning our detailed campaign planning and expect to report to the Board next summer and fall. Going forward, we'll be implementing the Middle States recommendations over the coming years in parallel with the rollout of our case for fundraising support. I'm confident that these mutually reinforcing inquiries will enable us to take Haverford to the next levels of academic achievement and social awareness, while ensuring that we remain true to the principles on which the College was founded, and that it exemplifies to this day.

All the best,



Stephen G. Emerson, '74
President

main lines

Exploring Comics' Social Impact

"Drawing the Line: Comics and the Art of Social Transformation," brought a series of master classes, workshops, lectures and panel discussions to campus in October. The symposium was organized by Professor of English Theresa Tensuan, who teaches a course on the subject of comics and graphic novels as agents of social and political change.

The keynote address was given by Eric Drooker, the American Book Award-winning author of *Flood: A Novel in Pictures*, *Blood Song: A Silent Ballad*, and *Illuminated Poems*, a collaboration with beat poet Allen Ginsberg. Drooker's works have appeared in

The Village Voice, the *Nation*, the *New Yorker*, the *New York Times*, and *Newsweek*, and have been used by anti-war and economic justice activists.

During his presentation, entitled "Street Art and Graphic Novels," Drooker showed slides from his books, accompanied by pre-recorded music, and provided live entertainment with a banjo and harmonica. He recited poems by Ginsberg, who had been his neighbor in Manhattan's Lower East Side, and displayed photos of his recent trip to Gaza and the West Bank. During his stay at Haverford Drooker also taught a master class for students.

Another highlight of the



Author and artist Lynda Barry.

symposium was a talk by playwright/novelist/cartoonist Lynda Barry, author of *One! Hundred! Demons!*, *The Good Times are Killing Me*, and *What It Is* (also the title of her lecture). Barry also ran one of her "Writing the Unthinkable" workshops for members of the Haverford community. The central message of Barry's workshop was

that everyone has a reservoir of images in their minds from which they can draw in order to create. "By the time we're eight, we think we're already too old to start a life-long creative venture." But the creative process is open to all, Barry said, not just the "best" in the class.

—Brenna McBride

Haverford College Receives \$10 Million Challenge Gift

The Board of Managers of Haverford College together with President Stephen G. Emerson '74 are pleased to announce a leadership gift challenge in the amount of \$10 million from The Jaharis Family Foundation Inc. for construction of a new student dormitory.

"This comes at a critical moment in the history of Haverford College," said Emerson in announcing the gift. "We are grateful to the Jaharis Family Foundation for appreciating the vision expressed in our Campus Master Plan, which is the physical blueprint for ensuring that our

students continue to enjoy an undergraduate experience long noted for both its academic excellence and commitment to social values. Nearly all of our 1,200 students live on campus, and dorm life is the forge in which our students first test – and strengthen – their sense of what it means to be part of a community, both here and, when they graduate, in the world at large."

The "Jaharis Leadership Challenge" has two major elements. It is fundamentally a multi-year pledge of \$10 million from the Jaharis Family Foundation to build the first new dormitory at

Haverford since 1968. The dorm, to be located on Orchard Green adjacent to the Whitehead Student Center, will be named in honor of Tom Tritton, Haverford's 12th president and Steve Emerson's immediate predecessor.

Secondly, in accordance with the agreement with the Jaharis Family Foundation, the Challenge must leverage other gifts in support of the College. Indeed, the gift will only be paid if and when the College secures one or more additional major gift(s) totaling \$10 million in support of one of the College's key fundraising priorities: academic enrichment; financial

aid; or buildings identified by the Campus Master Plan.

The gift challenge emerged in conversations with **Steven M. Jaharis, M.D.**, who graduated Haverford in 1982, is a family medical practitioner in Chicago and sits on the Jaharis Family Foundation's Board of Directors. He is also a member of Haverford's Board of Managers, and has long supported the College philanthropically through programs such as one that enables pre-med students to provide medical care to underserved populations. Steven Jaharis says that his participation in the Campus Master Plan Steering Committee enabled him to see the importance of new dormitory space as a vital next step for the College.

"I am quite grateful to my family, who are the directors of the

"My Creed is Love and you are its only tenet..."

Look for Haverford College in the closing credits of the recent Jane Campion film *Bright Star*, about poet John Keats' secret love affair with Fanny Brawne. Haverford gets a special thank you for providing access to an 1819 love letter written by Keats that is part of Special Collections at Magill Library.

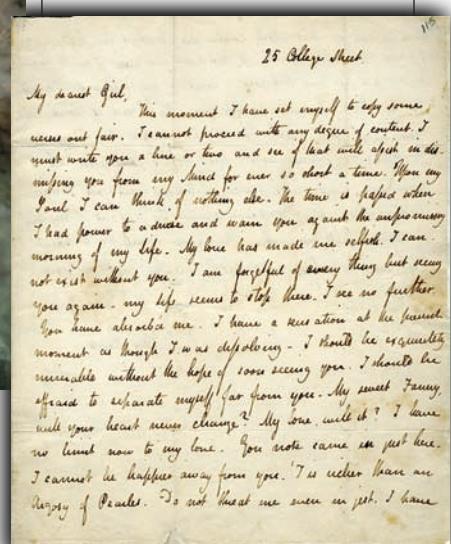
The romantic missive came to Haverford as part of a collection of autograph letters that Charles Roberts (Class of 1864) began amassing while he was a student here. After his death in 1902, his widow gave the collection to the College along with the funds to build Roberts Hall, which was originally erected as an "assembly hall" to house her husband's epistolary treasures.



A poster from the movie *Bright Star*

For more on the collection, to read a transcription of the letter, and to view a "poetic animation" of Keats reading it (from YouTube) go to the Magill Library Special Collections blog

on the Haverford website:
news.haverford.edu/blogs/special/2009/10/01/shall-i-give-you-miss-brawne/.



This love letter written by John Keats, part of Special Collections, inspired dialogue in *Bright Star*.

Jaharis Family Foundation Inc., for authorizing this gift to a very special college," said Dr. Jaharis. "It is our hope that the challenge will inspire others to contribute to this worthy institution."

Terms of the Challenge require the College to secure written pledges totaling \$10 million from

other benefactors by December 31, 2012.

"Investment in a new dorm is literally the leading edge of the entire master plan," said Emerson, pointing out that it will create social space in other dorms that have seen living rooms become bedrooms as the College has

slowly expanded over the years. It will also allow the College to increase the number of freshmen living at the core of the campus by moving them up from the Haverford College Apartments, located toward the south end of campus. "This is a critical gift from someone who understands and feels in their heart the ambitions of the College. We could not be more pleased by this gift, particularly given Steve's longstanding support for programs that resonate with Haverford's core Quaker values of service for the common good. You could say this is a 'bricks and mortar' expression of the same philanthropic intent."

"This gift is remarkable for another reason," added Michael Kiefer, Haverford's Vice President for Institutional Advancement. "At a time of great economic uncertainty, it sends a signal.

People are still giving to those organizations and institutions that matter to them, and for Steve Jaharis the promise of Haverford's mission is enduring. Steve and his family know that the strength and resilience of Haverford, like all of higher education, depends on philanthropic support."

"This is a thrilling day for the Haverford family," concluded Emerson, "and we thank the Jaharis Family Foundation for making their support quite visible for our upcoming comprehensive campaign at this important first stage of the process."



Orchard Lot, across from Whitehead Center, will be the site of a new student dormitory.

New Campus Culinary Group Cooks Up Some Tasty Ideas

The 11 members of Culinary House, located in the Haverford College Apartments, kicked off the year with a salsa making working shop and an ambitious agenda.

According to the Culinary House mission statement, the new group wants to "offer an outlet where once a week or once every other week students can gather and indulge in culinary bravado, whether it be a simple appetizer, a delectable dessert, or a multi-course meal. We want to inspire the chef within each student, and we want to show the community how easy simple, proper cooking can be."

"We started Culinary House to help encourage cooking on campus," says Patrick Phelan '11. "We think the HCA kitchens are a highly unused resource, and we

think cooking is one of the best life skills to have."

In October, Culinary House members hosted the first in a series of community dinners they plan to offer throughout the year. That dinner, which had an Italian theme and included dishes such as fresh-baked flatbread, eggplant parmesan, and tiramisu, was a big success, drawing over 60 members of the Haverford community despite short notice and a lack of advertising.

At press time, the group was planning a second dinner, for which each house member will prepare a favorite comfort food.

As a corollary to these dinners Culinary House members want to combine efforts with Dining Services Director John Francone and the Dining Center at some point. "Whether we set up a few



Members of Culinary House conduct a salsa making workshop.

stands in the Sunken Lounge or actually plan and cook an entire dinner one night, I think it's really important to spread the word and get people excited about what we're doing," said Phelan.

The Culinary House group also

hopes to revive the HCA garden so that Haverford students can play an active role in not just the preparation and consumption of their food, but in growing it as well. In addition, the group plans to volunteer some time and resources to Philadelphia food drives and soup kitchens as a way of giving back to the community that goes beyond the Haverford campus. Finally, each member of Culinary House plans to teach at least one tutorial in a planned semi-weekly series of cooking classes. (One early fall session focused on baking an apple pie.)

Recipes from group dinners and workshops can be found at the house's new blog: culinaryhouse.wordpress.com.

—Cameron Scherer '11

Visitors' Corner

In October: "Politics, Africa, and Performance" featured five prominent Kenyan panelists—singer-songwriter **Eric Wainaina**; guitarist **Isaac Mugunda**

Omamu; activist, performer, and producer **Mumbi Kaigwa**;

Martin Kimani, Associate Fellow at the Conflict, Security and Development Group at King's College, London; and writer

Binyavanga Wainaina—in a two-day discussion focusing on the ways in which the visual and performing arts provide crucial links between lived experience and political power. A symposium called "Economic Perspectives on Health Care Reform" brought to campus **Gerard Anderson '73**, professor of health policy and management and professor of international health at the Johns Hopkins University Bloomberg



October's "Politics, Africa, and Performance" symposium brought the Kenyan musical theater piece MoFaya! to campus.

School of Public Health; and **Timothy Taylor '82**, managing editor of the *Journal of Economic Perspectives*.

In November: Critically acclaimed Indian documentary

filmmaker **Sanjay Kak** screened his film "Words on Water," a story of the anti-dam movement in the Narmada Valley in Central India.

Frances Fox Piven,

Distinguished Professor of Sociology and Political Science at City University of New York and past president of the American Sociological Association, spoke about labor relations in a talk called "Can the Decline of Labor in the U.S. be Reversed?" The physics department welcomed Nobel Prize-winning physicist **William Phillips**, who won for his work on a technique called laser cooling. **Peter Brown '61**, Professor of Geography and Natural Resource Sciences at McGill University's School of Environment, gave a talk titled "Economics without Ecocide: Building a Whole Earth Economy."

Faye Hirsch, art critic and senior editor at the monthly magazine *Art in America*, spoke about the state of gallery art and the public's engagement with it.

In December: Award-winning author **Mark Doty** read from his 1997 memoir *Heaven's Coast* and spoke about the impact of AIDS on his life.

Throughout the fall, the anthropology department's Filmmaker Guests series welcomed award-winning artist **Mike Hazard**, Pew Fellowship recipient **Margie Strosser**, and Howard University's Assistant Professor of Radio Television & Film **Tina Morton** for screenings of their work.

Bi-co Students Present at Asian Studies Conference

Four bi-co students were among the few undergraduates ever to present papers at a prestigious Asian studies conference.

The students, who wrote their papers for Professor of History Paul Jakov Smith's research seminar "West Meets East" last spring, participated in the 2009 Annual Meeting of the Mid-Atlantic Region Association for Asian Studies, which was held at Villanova University October 30-November 1. They were part of a panel called "Local Resources for the Study of East Asian/American Cultural Interactions."

The presenters were Andrew McNeal '10, Elisa Hernandez BMC '10, Patrick Lozada '11, and Christina Wagner BMC '11. Also part of the panel was **Jason Oaks '09**, a graduate student in

Chinese political science at Cornell who worked as Smith's research assistant in 2008.

The goal of his "West Meets East" seminar, says Smith, is to "look at interactions between the West and East Asia, read studies on the general nature of these interactions, and sample primary sources available in English." In designing the course, Smith worked with Manuscripts Librarian and College Archivist Diana Franzusoff Peterson to provide students with access to materials on China, Japan and Korea in the 19th and 20th centuries; these included missionary reports and Quaker documents. "They provide good views of the China/Japan social world," says Smith.

He also hired Jason Oaks as a research assistant with help from



(clockwise from top left) Andrew McNeal '10, Patrick Lozada '11, Christina Wagner BMC '11 and Elisa Hernandez BMC '10

the Chen Family Fund, created by Francis Chen '42, who gave \$1 million in support of East Asian studies at Haverford. Oaks searched archives in the Philadelphia area and created a website for the class (www.haverford.edu/library/eastasian/index.html) guiding students to unique primary sources in the area.

"It's rare to have undergraduates present at a professional association meeting," Smith says. "It's a plum for the program, a testament to what we and the Chen Family Fund have accomplished and the work the students have done."

—Brenna McBride

The Truth About Hitler's Skull?

Cinematographer **Jonathan Miller '01** was in Berlin with a production crew in April shooting an episode of the series *Mystery Quest* about the doubt and speculation that has swirled around accounts of Hitler's suicide during the Russian bombardment of 1945. Upping the bi-co connection, also part of the crew was Joanna Chejade-Bloom, BMC '02, the segment's producer, who hired

Miller for the shoot. On the team's list of tantalizing clues to examine for the show were skull and jawbone fragments, purportedly from Hitler's skull, that were housed in Moscow's State Archive. It wasn't clear, though, if they would be allowed in to see the bones. But the team got lucky. "At the last minute, one of our historian contacts in Russia said he could get access to the skull," says Miller.



Jonathan Miller '01 (right) shooting an episode of *Mystery Quest* in Genoa, Italy.

After a last minute scramble for visas, Miller and Chejade-Bloom traveled to Moscow with University of Connecticut archaeologist and bone expert Nick Bellantoni, who performed a DNA test on the skull. The results of the investigation aired in an episode titled "Hitler's Escape" on September 16 in a dramatic "reveal" at the show's end. According to Bellantoni and a team of fellow forensic experts, the skull belonged not to Hitler, but to a woman between 20 and 40 years old.

The finding made big news. A miffed Russian government disputed that the *Mystery Quest* crew ever even visited the facility, while the History Channel rebutted with evidence of contracts and receipts for a location fee. David Letterman worked a few jokes about the controversy into one of his late-night monologues.

"I wasn't even sure the DNA test would work," says Miller, who shot footage for the show of Bellantoni handling the skull fragment. (The scientist also got to examine the blood-stained couch on which Hitler supposedly shot himself after swallowing a cyanide pill.) "The condition of the skull was terrible and it could have been contaminated. That they actually got something was pretty amazing."

Miller, who has also shot a *Mystery Quest* show on the Amityville horror and another about the organization Odessa which smuggled Nazis out of Germany after the war, says the revelations about the skull and the furor that ensued were a major surprise. Says Miller, "It's been a pretty crazy adventure."

—Eils Lotozo

The Business of Doing Good

Is it possible to create a successful business based on helping and improving charitable giving? **Bill Strathmann '89, Katya Andresen '89**, Kate Olsen BMC '00, and **Benesha Bobo '03** not only think so, they're proving it.

The four bi-co alumni work at Network for Good (www.networkforgood.org), a nonprofit founded in 2001 by Yahoo!, Cisco, and AOL. Headquartered in Bethesda, Md., with offices in San Francisco, the 40-employee organization is focused on making it as easy to volunteer and donate online as it is

to shop. Since its launch, the nonprofit has sent more than \$300 million to 50,000 charities and recruited thousands of volunteers through its website, the "Causes" Facebook application, and other partnerships.

Strathmann became interested in philanthropy after his mother died of cancer at age 54 and he began running marathons to honor her. He built a website to allow friends and family to sponsor him and donate to the American Cancer Society, and that made him realize how much more effective small charities could be if only they



The Network for Good staff includes (left to right) Kate Olsen BMC '00, CEO Bill Strathmann '89, Benesha Bobo '03, and COO Katya Andresen '89.

had a way of reaching potential supporters online.

When Strathmann joined Network for Good as its CEO in 2004, after a career in business consulting, the organization was heavily dependent on funding from philanthropies. He introduced an entrepreneurial approach, turning the nonprofit into a social enterprise by developing low-cost fundraising software and web tools to sell to other nonprofits, creating a revenue stream that now covers 90 percent of Network for Good's operating expenses.

Andresen joined Network for Good after she interviewed Strathmann for her book *Robin Hood Marketing: Stealing Corporate Savvy to Sell Just Causes*. In the midst of that interview, the two switched roles and Strathmann started interviewing Andresen—for a job. As COO, Andresen has put her marketing experience to work by expanding the number of partnerships and charities using

the organization's donation platform (including an initiative with actor Kevin Bacon called SixDegrees.org), and enhancing training for nonprofits to help them become better fundraisers.

Olsen and Bobo are both recent arrivals at Network for Good. Olsen, who holds M.S.W. and M.B.A. degrees, met Andresen when the COO guest taught a class in social enterprise at Georgetown University's business school. Olsen now works to attract new corporate partners. Bobo calls upon her philosophy and divinity degrees and experience in the nonprofit arts sector as she advises nonprofits on the best mix of online tools to meet their donation needs.

Network for Good levels the digital playing field, says Andresen, making it easy and affordable for smaller nonprofits to find donors and volunteers. "The Internet makes a fragmented nonprofit market accessible anywhere online."

—Andrew Thompson '12

Major Grants Aid Scientific Research

The Koshland Integrated Natural Sciences Center (KINSC)—and two of its professors—have been recognized for their research and initiatives this fall with substantial grants from the National Science Foundation (NSF) and the National Institutes of Health (NIH).

Haverford's departments of biology and physics have received a \$1 million grant from the NSF to purchase four new high-tech imaging instruments that will enhance research capabilities for faculty and students. The instruments include a transmission electron microscope, a scanning electron microscope, a confocal light microscope and a

fluorescence-activated cell sorting system (FACS).

The transmission and scanning electron microscopes use electrons instead of light as sources of energy, and will allow users to view images at atomic-level resolutions, while the confocal microscope will create three-dimensional reconstructions of objects. The FACS is vital to faculty and students who study different types of stem cells and blood cells; it allows them to analyze up to nine different features of individual cells in a mixed population, and then "sort" or collect those cells that have the necessary features.

Assistant Professor of

Chemistry Casey Londergan has received an AREA (Academic Research Enhancement Award) from the National Institute of General Medical Sciences—the basic research arm of NIH—for a project focusing on the structure and binding of proteins. The award provides Londergan with \$202,355 for two years of work, and will also allow Haverford students to travel to the laboratories of international collaborators in France and Sweden.

Londergan's research has public health implications: His new approach to studying proteins may make it possible to understand the molecular basis of diseases associated with disordered

proteins, such as Alzheimer's and Parkinson's.

Assistant Professor of Astronomy and Physics Beth Willman received \$422,000 in NSF grants to support her work on ultra-faint galaxies. She will use the funds in her efforts to find nearly-invisible galaxies that orbit the Milky Way and to create computer simulations of the Milky Way's formation.

Six Haverford students are working with Willman on her research: Gail Gutowski, Dylan Hatt, Alex Warres (all '10); Jennifer Campbell '11; and Andrew Sturmer and Kathryn Meehan (both '12).

—Brenna McBride

Portrait Artist

Among Chris Jordan's photographic images of American contemporary culture are a picture of 2.3 million folded prison uniforms (the number of Americans incarcerated in 2005), an image of 426,000 cell phones (the number "retired" every day), and a picture of 38,000 shipping containers (the number that passes through U.S. ports every 12 hours). Jordan's arresting, large-scale photographs, created using Photoshop, have also utilized cigarette packs (to illustrate



200,000 smoking related deaths every six months) and hundred dollar bills (125,000 of them—the amount spent per hour on the War in Iraq from 2003-2008.). His art-as-activism efforts to translate the numbing statistics of modern life into what he has called "a visual language that might allow for more

feeling," has garnered critical praise and gotten him booked on *The Colbert Report* and *Bill Moyers Journal*. Now Haverford will get a chance to see Jordan's work when the Cantor Fitzgerald Gallery hosts the East Coast premiere of the traveling exhibition *Chris Jordan: Running*

the Numbers. The show, organized and distributed by the Museum of Art/Washington State University, opens January 22 and runs through March 5. Jordan will come to campus to give a public talk on January 28 and attend an artist reception on the 29th.

—Eils Lotozo



Plastic Bottles, 2007. Photograph, 60 X 20 (above), and detail (left). Depicts two million plastic beverage bottles, the number used in the U.S. every five minutes. ©Chris Jordan.

Revamp for OMA

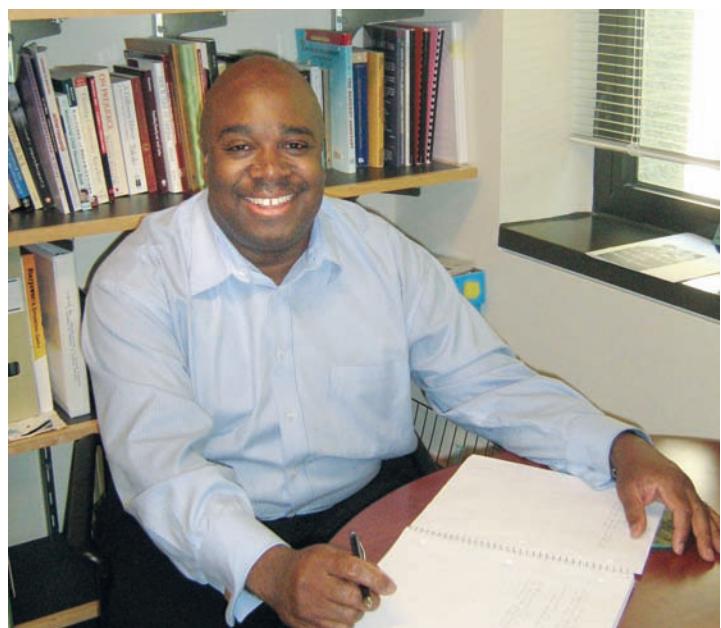
Haverford welcomed Frederic MacDonald-Dennis this fall as the College's Interim Director of the Office of Multicultural Affairs (OMA). MacDonald-Dennis takes over the position that had been held for a decade by Dean Sunni Tolbert, who retired in March.

MacDonald-Dennis brings considerable experience to the job. He has worked in administration at several colleges and served as Director of LGBT Affairs at the University of Michigan. More recently, he was Director of Life Residence at the Art Institute of Philadelphia. In his role as interim director, he has been charged with the task of working with the Haverford

community to reexamine and restructure the role of the OMA and to help the College find a new Dean of Multicultural Affairs.

"The charge is really to talk with various constituencies, folks who have already indicated an interest, as well as folks who have not come forward, about what they would like to see in the OMA," says Dean of the College Martha Denney. "The idea is to cast a wide net."

"My kind of multiculturalism is very, very inclusive of many groups," says MacDonald Dennis, who is the partner of Bryn Mawr's Dean of Intercultural Affairs, Chris MacDonald-Dennis. "I will be interested to speak to



Frederic MacDonald-Dennis is the new Interim Director of the Office of Multicultural Affairs.

individuals in the community about who they feel is left out. I hope to hear from everyone about

what needs to be done."

—Reporting by Will Stone '12

A New Way to Read Children's Books

When Lynette (Karpoff) Mattke '91 first encountered audio children's books on her husband's iPhone, she realized something was missing: illustrations. "You could hear about Curious George riding a bike, but you couldn't see him," she says.

That's why Mattke, a former English major with training as an elementary school teacher and, she says, a "real love of literature," came up with the idea for the iPhone application PicPocket Books. PicPocket

recreates the experience of reading a printed children's book aloud, complete with audio, color illustrations, and automatic page-turning.

In the spring of 2009 Mattke teamed up with her computer-savvy husband, Manuel Mattke '90, and another partner to develop a prototype of software that would enable books to be published on the iPhone. Then the Silver Spring, Md.-based team approached a local publisher, Woodbine House in Bethesda, and secured PicPocket's first title, Eliza

Woloson's *My Friend Isabelle*, about a girl with special needs.

Today, PicPocket offers 17 titles, with four more in production. Each title can be downloaded as a separate application that costs anywhere from \$.99 to \$3.99, and publishers receive a share of the revenue. "Publishers are interested because they're curious about the new market," says Mattke. "And the production time is much reduced from what it takes to put out a print book, so we can reach a global market overnight." Mattke has also



Lynette Mattke '91

STATE OF THE COLLEGE ADMISSION

With this issue we begin a new way of presenting annually updated information about the College. Instead of a once-yearly, multipage "State of the College" report, we will feature individual updates throughout the year from the Provost's Office, Institutional Advancement, Finance, Admission, and other key departments.

In the wake of last year's economic turmoil, the college admission world was rife with concern over how the crisis would impact students as they approached the admission process. As retirement and educational savings, investments, and other resources shrank or dried up, we wondered if families would pull away from seeing private education as a viable option. Admission deans across the country wrung their hands and tried preparing their institutions for worst-case scenarios. But in the end it was the other side of the coin—in times of economic uncertainty the value of higher education is embraced more than

ever—that proved to be true, and we experienced one of our most stable, strong years in admission at Haverford.



We were excited to begin the admission process for the Class of 2013 with our first year of participation in the QuestBridge scholars program. QuestBridge is a national organization reaching out to academically talented low-income students, connecting them with a number of private, highly-selective colleges and universities. The first stage of the process with QuestBridge is an early decision-

like matching program; through this we admitted eight absolutely fantastic students—six from high schools from which we had never enrolled a student, and five from schools from which we had never even received an application! Most QuestBridge students do not match through this initial process, but are then able to apply to us through early and regular decision. In the end, our cooperation with QuestBridge brought 17 incredible students to Haverford, most of whom likely would not have looked our way otherwise.

We saw application increases in both the early decision and regular decision processes, and were able to admit and enroll an extraordinarily talented, interesting, diverse group of students. Remarkable in light of our concerns, we saw no drop in our yield (the number of students who accept our offer of admission) and we went to our waiting list for only a small number of students. Many families certainly expressed anxiety about the cost of higher education. But our long-standing



commitment to meeting demonstrated financial need proved deeply meaningful, and the absence of loans was crucial for many in the decision to attend Haverford. Despite uncertainty and our initial fears, it seems clear that the value of higher education and of the Haverford experience were understood and embraced more than ever—a fact for which we are very grateful.

And while we continue to be concerned about the lingering effects of the economy on this year's process, our work to enroll the Class of 2014 has started out extremely well. In our second year of participation with QuestBridge, we matched with nine more amazing students, and we concluded the Early Decision process by admitting 127 equally wonderful students. We are currently at the beginning of the regular decision process, eager and excited to continue building the Class of 2014.

—Jess Lord, Dean of Admission & Financial Aid



My Friend Isabelle was the first title made available through PicPocket Books.

received inquiries from children's authors whose books are out of print.

The PicPocket technology is simple to use for children who have access to their parents' phones or iPods. Along with audio and video, the application includes

a highlighting feature that helps toddlers learn to read by emphasizing the connection between the written and spoken word: "It's like moving your finger along with the sentence," says Mattke. A soon-to-be added component will allow adults to record their own voices reading the stories with a built-in microphone.

"If you're visiting your grandmother, she can read a story and record the vocal track, so back at home you can listen to Grandma's voice read your

favorite book," explains Mattke.

Mattke sees PicPocket Books as a healthy alternative to video games. "You get the same educational benefits as reading a paper book, and children increase their focus and vocabulary." One satisfied parent told her, "It's the first time I haven't felt guilty about handing my iPhone to my kid."

Mattke's family has been overwhelmingly supportive of her entrepreneurial endeavor. Husband Manuel, with his tech background, has been helpful in creating software platforms and

business presentations. Her two daughters, ages 15 and 13, approve of her use of Twitter and Facebook to promote the applications. And her nine-year-old son reports that his favorite way to unwind after school is to pick up the iPhone and scroll through the books.

As for Mattke herself, she's loving her leap back into the professional world. "I've taught myself a lot about social networking and marketing," she says. "I'm a total convert!"

—Brenna McBride

Turning Poetry into Song

When Heidi Jacob first became a fan of acclaimed poet and novelist Julia Alvarez (*In the Time of the Butterflies*, *How the Garcia Girls Lost Their Accents*), she never imagined that she would someday compose original music for the words she so admired.

However, two years ago, the chamber music trio L'Ensemble commissioned Associate Professor of Music Jacob to write a song cycle for Alvarez's poems. In December, the trio (for whom Jacob's husband Charles Abramovic plays piano) performed Jacob's compositions at an event co-presented by



The poems of Julia Alvarez (left) were set to music by Haverford professor Heidi Jacob (right).

Haverford and Bryn Mawr Colleges called "Julia Alvarez—Words and Music," which also featured a reading by the writer herself.

Jacob—a cellist as well as a composer, who also directs the Haverford-Bryn Mawr Orchestra—selected four of Alvarez's poems to score. The first one she approached, "Beginning Again," relates Alvarez's process of assimilation in the United States as a young immigrant from the Dominican Republic. "I felt it spoke the most about her life," says Jacob, "and crystallized the events described in her books." This work was premiered by L'Ensemble in Italy in 2007.

"Gladys Singing," about a maid in Alvarez's childhood household, appealed to Jacob because of its musical theme; she used the traditional song "Cielito Lindo" to structure her composition's piano introduction. "Folding My Clothes" frames Alvarez's mother's crisp folding of her daughter's laundry as a futile method of control: "The music, however, is interpreted as uncontrolled, with jazz elements

bursting out," says Jacob. And "Are we all ill with acute loneliness" is, Jacob says, a "20th-century woman's poem," revealing the American that Alvarez had become.

Alvarez was intrigued by the idea of hearing her poems set to music.

The composing process was challenging for Jacob, who sometimes found it difficult, she says, to get "inside" of the poems. "The musical narrative must illuminate the text, but must also work on its own," she says. Jacob also used a technique she calls "word painting." For example, at one point in "Gladys Singing," the piano mirrors the sound of Alvarez's mother's clicking heels.

Jacob partnered with Karl Kirchwey, Associate Director of Bryn Mawr's Creative Writing Program, to plan the "Words and Music" event. Alvarez was intrigued by the idea of hearing

her poems set to music; she had already been sent a recording of L'Ensemble's Italian performance of "Beginning Again." Jacob reports that Alvarez "had tears in her eyes" while listening to the December concert. "She said it 'unfolded her ideas,' and brought her back to specific times in her life."

During Alvarez's December visit, she and Jacob also visited several bi-college classes, including Haverford Professor of English Theresa Tensuan's "Contemporary Women Writers," in which Alvarez's works are taught.

Alvarez was so impressed with Jacob's work that she hopes to arrange more public performances of the song cycle in the near future. Meanwhile, Jacob is writing music for more of Alvarez's poems, keeping in mind lessons learned from her previous experience.

"You have to have fidelity to the text and the meaning of the poem," she says. "But there's also my interpretation of what I see in the poem."

—Brenna McBride

Speaking Out on World Hunger

Ruth Messinger, president of American Jewish World Service (AJWS), a faith-based organization working to relieve poverty, hunger and disease in developing nations, spent four days on campus in October as a Woodrow Wilson Visiting Fellow. Her visit was part of the President's Social Justice Speaker Series, and was co-sponsored by the Office of the Provost and the

Center for Peace and Global Citizenship. Before she joined AJWS, Messinger, who was trained as a social worker, spent 20 years in public service in New York City and was a candidate for mayor in 1997. During her visit to Haverford, Messinger addressed classes, met with students, and delivered a public talk called "Fighting Global Hunger in a World of Plenty: A Grassroots Approach."

Messinger spoke about AJWS' "Fighting Hunger From the Ground Up" campaign, an effort to raise awareness in the Jewish community about the political underpinnings of world hunger. "Every six seconds a child dies from starvation or a hunger-related cause," said Messinger, who revealed that, contrary to news media reports, there is not an enormous global food shortage.

"The problem," she said, "is that not enough of the food is being produced in the right places, for the right reasons, by the right people."

In the U.S., she said, when there is a surplus of food grown by farming conglomerates, it is shipped to the poorest countries, and much of it is sold to merchants below cost or given in-kind to governments. "By the time much

faculty news

Studying the War on Terrorism

It was a busy year for Assistant Professor of Political Science Barak Mendelsohn. In August, his article "Al-Qaeda's Palestinian Problem" appeared in *Survival*, the publication of the International Institute for Strategic Studies, a prominent London-based think tank. In September, *Foreign Affairs* magazine, put out by the Council on Foreign Relations, ran his analysis, "Hamas and Its Discontents: The Battle Over Islamic Rule in Gaza."

Also appearing in the fall, from the University of Chicago Press, was Mendelsohn's first book, *Combating Jihadism: American Hegemony and Interstate Cooperation in the War on Terrorism*. [see our review p. 16] And, in December, *International Studies Review* published his article "Bolstering the State: A Different Perspective on the War on Terrorism."

Aiding Mendelsohn in his research for all of these works: an online database he and his Haverford students created.

Mendelsohn and his students developed the Global Terrorism Resource

Database (people.haverford.edu/bmendels/) in support of several of the courses he teaches, including "The War on Terrorism," "Introduction to Terrorism Studies" and "The Evolution of the Jihadi Movement."

"What we have is a master list of sources," says Mendelsohn, who credits Nicholas Lotito '10 with completing the project. "We have links to public opinion sources and to data bases of terrorist acts." In addition to providing links to the websites of major terrorism research centers and the articles and reports they produce, the database also includes links to datasets, document collections, maps, country-specific lists and more. "It is a tremendous achievement and it is the work of our students," says Mendelsohn.

He is particularly proud of the Al Qaeda Index created by Nick Sher '10 and subsequently updated by Katie Drooyan '11 and Harrison Jones '12, which has over 200 statements by Al-Qaeda leaders that can be searched by key word. "This index proved particularly useful in writing the article about Al-Qaeda," he says. "If I need something on Al-Qaeda's attitude toward Hamas, for example, everything that Al-Qaeda has said about Hamas I can locate in the database." Recently, Mendelsohn received funding from the Provost's Office to maintain the index and make it even more user friendly. For that purpose, Rose Mendenhall '10 recently joined the crew. "Now we will be able to update these resources regularly," he says.

"The database and the index are helpful in my own work, for my students' work and in my classes," says Mendelsohn. "If I ask students in a 200-level class to write a 20-page paper, I'm glad I can offer them these tools to help them in their research."

The Global Terrorism Resource Database is also finding users beyond Haverford. Says Mendelsohn, "I went to an American Political Science Association conference during the summer and I found out that people from many other schools are familiar with it and are using it. Even staff members with the Congressional Research Service are familiar with our work. I am very proud of these tools and the students who created them."

—Eils Lotozo



Barak Mendelsohn (right) at a public debate on international politics with fellow political science professor Craig Borowiak in September.



Ruth Messinger

of this surplus food travels around the world and reaches store shelves, it is still out of reach for a family surviving on a dollar or two a day," she said. Small-and-medium-scale farmers, she added, can no longer compete with the huge American corporations who overwhelm the market with underpriced products.

The approach of AJWS, said Messinger, is to support grass-

roots projects aimed at increasing farming capacity, and advocating for policies that empower communities. The group provides smaller organizations with financial aid, technical assistance, and volunteers.

"Our actions have consequences for those around us and for those who will inherit the planet from us," Messinger concluded. "And when we take heed of that

fact, when we use our collective influence and affluence, when we take action to repair the world—that is how we honor the good fortune we have to be living in the United States in the 21st century with food on our own tables."

—Brenna McBride

The Visual Culture of America's Wars

John Muse, Assistant Professor of Fine Arts at Haverford, and his artistic collaborator Jeanne C. Finley, a California College of Arts professor, explored the visual culture of America's contemporary wars through three video works exhibited in the Cantor Fitzgerald Gallery this fall.

Imaginative Feats Literally Presented/Three Fables for Projection: Guarded, Flat Land, Lost, which ran from October 23–December 11, peered through the imaginative gloss of words, photographs, and video

cutouts of soldiers used by families with young children to help them stay connected to their absent parent; and "Flat Stanleys," small cutouts of a cartoon boy sent on worldwide adventures by American schoolchildren. *Lost* paired an Army chaplain's audio diary entry with a single revolving shot of a former military base. Original video footage reframed the moral ambiguities of the diary segment, which chronicles the shooting of an Iraqi during a house raid by American soldiers and their efforts to assist the man's widow.



LISA BOUGHTER



LISA BOUGHTER

Flat Land, part of the sound/media installation *Imaginative Feats Literally Presented* at the Cantor Fitzgerald Gallery this fall, featured two video streams projected onto either side of a single screen.

images Americans have used to prepare themselves for the wars on terror and in Iraq, presenting the lives of those who participate—either willingly or not.

In the sound/media installation *Guarded*, two video projectors, two DVD decks, and stereo speakers threw images that followed each other around the opposing walls of the gallery; pieces of text, adapted from a Red Cross pamphlet entitled "Preparing for the Unexpected," ran through these images of daily life. *Flat Land* explored the visual culture of men and women at war by looking at publicly available images of "Flat Daddies,"

"We hope the title of the show, *Imaginative Feats Literally Presented*, guided our visitors' approach to the work," says John Muse. "The pieces—which utilize original and found materials, including words and images from public sources—call upon us to imagine that everyone and everything will be OK, that we will protect ourselves, our loved ones, that we can justify our actions and measure our losses. We wanted viewers to hear this call yet refrain from heeding it; hear it but reflect on how it would recruit them to join in, consent, believe, cheer, and empathize."

—Brenna McBride

Haverford Welcomes New Faculty

Haverford's new assistant professor of philosophy **Jill Stauffer** just started work in September, but to many on campus she was already a familiar face. That's because Stauffer, who received her Ph.D. from the University of California at Berkeley in 2003, spent four semesters here (2005-2007) as a Mellon Post-Doctoral Fellow with the Hurford Humanities Center. During that first sojourn at Haverford, Stauffer taught philosophy courses, participated in a faculty seminar on Representations of Political Violence and Terrorism, and organized a symposium titled "Seeing Justice Done: Interrogating the Margins of Law."

Philosophy of law and political philosophy are major areas of intellectual focus for Stauffer, who has taught at John Jay College of Criminal Justice at CUNY. At Haverford, Stauffer will be responsible for helping to reshape and direct the Haverford College component of the current bi-co concentration in Peace and Conflict Studies, which will become the Peace, Justice and Human Rights program.

"The new concentration will be interdisciplinary," she says. "And it will be something that can be added on to any major. My purpose is to get students thinking across the disciplinary boundaries and maybe come up with creative solutions to entrenched problems."



Jill Stauffer

Stauffer has already begun that effort in the course she is teaching called "Introduction to Peace, Justice and Human Rights." In this new course, says Stauffer, "We are asking: What is a human being? What is a human right? What is the difference between a human right and a civil right? We are looking at history, philosophy and case studies to see the different ideas people have had about these questions. And we're looking at how history and philosophical questions are reflected in current real world problems."



Helen K. White

Haverford's new assistant professor of environmental chemistry **Helen K. White** pursued her chosen field because she believed it would speed her path to her dream job: astronaut. "The first European woman in space, Helen Sharman, was a chemist," she explains. "I decided it was a good path to follow."

White—whose professorship is the first of three new faculty positions funded in part by the Andrew W. Mellon Foundation to support environmental studies at Haverford—focused her undergraduate work at the University of Sussex in the U.K. on organic synthesis (the making of new organic compounds). She later switched her focus to environmental studies because she wanted to combine one of her personal passions—scuba

diving—with her professional interests. "I was diving at a shipwreck one day, and I started wondering about the ocean and its chemistry," she says. She went on to get her Ph.D. in chemical oceanography from the Massachusetts Institute of Technology and Woods Hole Oceanographic Institution.

White's ongoing research often takes her to the bottom of the sea, as she studies the fate of certain organic compounds and sediments that accumulate on the ocean floor. "I'm interested in man-made compounds," she says, "which show how we influence the environment." White sees the field of environmental chemistry gaining popularity as issues like climate change become more prevalent.

"Everyone actively cares about their local environment," she says. "And more and more people are thinking about their carbon footprint and their contributions to the global environment."

At Haverford, White will be part of a working group charged with developing an environmental studies curriculum at Haverford. She will teach both general and environmental chemistry, and supervise students in a research lab.

Andrew Friedman likes to imagine an interdisciplinary academic as a "feral intellectual." Friedman, who has joined Haverford's department of history



Andrew Friedman



Anat Yom-Tov

as an assistant professor, says, "I imagine a wild woodland creature running through the forest, taking what it needs from different disciplines to make sense of the world." He was drawn to the field of American studies—in which he holds a Ph.D. from Yale University—precisely because of its interdisciplinary nature: "Throughout the 19th and 20th centuries, political institutions and conversations about nationalism have had personal, social and cultural dimensions that affect us all."

Friedman is also a writer who holds a B.S. in journalism from Northwestern and an M.F.A. in fiction from the University of Iowa; his articles have appeared in the *Village Voice*, the *New York Times*, and the *Chicago Tribune*. "I liked the idea that journalism was a route to engagement with public institutions," he says. "It's a tool to decode reality."

Presently, Friedman is turning his dissertation, titled *Covert Capital: Landscapes of Denial and the Making of U.S. Empire in the Suburbs of Northern Virginia, 1961-2001*, into a book. He looks at built environments, such as the CIA's headquarters, malls, houses and airports, and how they came to reflect international power relationships in the mid-to-late-20th century.

One of the courses Friedman is teaching this academic year is "History of the U.S. Built Environment," which surveys the growth of towns and cities over the previous century, and the factors

that lead to suburban sprawl. He will also teach "Political Technologies of Race and the Body," which looks at ideas about race and gender and how different technologies (blood transfusions, prosthetics, electricity) played roles in shaping these ideas.

Anat Yom-Tov, who joined Haverford's sociology department as an assistant professor this term, uses sophisticated data analysis to study the economic disadvantages that women and minorities face in the work world.

Yom-Tov earned a B.A. and M.A., magna cum laude, in sociology and anthropology at Tel Aviv University and received her Ph.D. in sociology from the University of Wisconsin, Madison. Her dissertation, titled *Rethinking Inequality: Constrained Opportunities and Structural Barriers to Equality*, looks at the causes of the economic disadvantages faced by minorities and women.

Yom-Tov, who has published papers, with several co-authors, on attitudes about and discrimination against foreign workers and immigrants in Israel, taught a "Quantitative Methods" course this fall in which students learned the basics of employing comparative data and using statistical models. "This is a course that can be useful to students not only majoring in sociology, but in many other fields as well—psychology, economics, public health," she says. In the class students learn how to apply statistics to their areas of interest and to develop critical ways to analyze statistics presented by the popular media and in professional articles.

In the spring semester Yom-Tov will teach a course on "Inequality in Labor Markets," as well as a "Social Problems" class that will serve as an introduction to sociology for first year students and sophomores. "We'll be looking at the factors that define a social problem," Yom-Tov says. "When, and how, does a social phenomenon we have taken for granted turn into a social problem?"

Faculty Updates

On November 30, the world premiere of Ruth Marshall McGill Professor of Music **Curt Cacioppo**'s "When the Orchard Dances Ceased" was performed at Carnegie Hall in New York City by the American Composers Orchestra. This piece was "a meditation, or a lamentation, on the destruction of the Navajo peach orchards in Canyon de Chelly during the 1860s, part of a scorched earth/forced relocation policy carried out against the tribe by the government."

Professor of Physics **Jerry Gollub** was an author of a paper published in the July 24, 2009 issue of *Science*. The article concerns research performed by a team from the University of Cambridge, where Gollub was recently Leverhulme Visiting Professor.

The National Science Foundation has funded a research proposal by Assistant Professor of Chemistry **Alex Norquist**. The title of the proposal is "Synthesis of organically template gallium sulfites."

In November, Associate Professor of Anthropology **Zolani Ngwane** joined a panel of experts to discuss post-apartheid South Africa at Philadelphia's Wilma Theater. The event was part of a symposium series being held in conjunction with the theater's production of South African playwright Athol Fugard's play *Coming Home*.

Assistant Professor of Mathematics **Joshua M. Sabloff** answered the question "What is a Legendrian Knot?" in an article that appeared in the November issue of *Notices of the American Mathematical Society*, the world's most widely read magazine aimed at professional mathematicians. Sabloff's article was part of a series designed to introduce members of the Society to important current topics.

Assistant Professor of Anthropology **Jesse Shipley** has had two articles published in anthropology journals. "Comedians, Pastors, and the

Miraculous Agency of Charisma in Ghana," which appeared in *Cultural Anthropology*, focused on popular theater and charismatic preachers. "Aesthetic of the Entrepreneur: Afro-Cosmopolitan Rap and Moral Circulation in Accra, Ghana," from *Anthropology Quarterly*, looked at hip hop/hiplife music as an aspect of youth culture.

Assistant Professor of English **Theresa Tensuan**'s article "Crossing the Line: Graphic (Life) Narratives and Collaborative Political Transformations" appeared in the Winter 2009 issue of *Biography*.

Susanna Wing won the 2009 Best Book Award from the African Politics Conference Group for *Constructing Democracy in Transitioning Societies in Africa: Constitutionalism and Deliberation in Mali*, which was published in April 2008. The book is based on extensive fieldwork in Mali.

For more Faculty Updates go to www.haverford.edu.

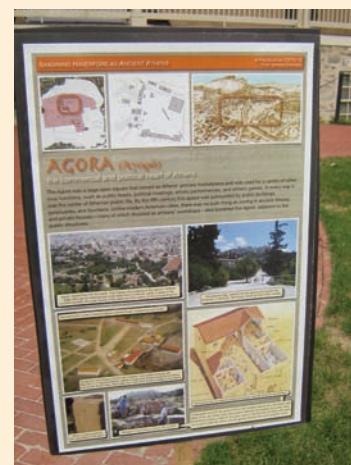
HaverAthens

As part of a course they co-taught this fall, "Culture and Crisis in the Golden Age of Athens," Robert Germany and Bret Mulligan came up with an ingenious way to connect their students to the ancient city. The two assistant professors of classics used GoogleEarth to place a scale model of Athens atop Haverford's campus and discovered that, although fifth-century Athens was twice the size of campus, the marketplace or agora—Athens' social, political and spiritual core—could encompass the area from Founders Green to the Dining Center.

The pair then created information-packed signposts, to mark the equivalent locations of the Greek city's important landmarks as

they would have been found in the fifth century. Next to the Dining Center, a sign identified the equivalent location of the Painted Stoa, a civic building that was decorated with artwork encompassing mythological themes and Athenian military victories. In front of Magill Library was marked the spot where the Monument of the Eponymous Heroes, an important meeting place and public bulletin board, would have been located in ancient Athens. And one of the paths leading from Founders Hall was labeled as the Panathenaic Way, the main road through the agora.

"By putting themselves in the context of the city itself, the students see Athens from the



A signpost in front of Founders Hall marks the equivalent location on campus of the agora, or marketplace, in fifth-century Athens.

inside out," said Germany, who notes that the project also altered students' perceptions of campus. "As Athens seems more Haverfordian, Haverford begins to seem more Athenian."

books



Mark A. R. Kleiman '72: Getting Smart on Crime

Mark Kleiman has spent much of the past 30 years examining the ways the U.S. fights crime and coming up with fresh ideas on how to make those efforts more effective. From his days at the U.S. Department of Justice, where he looked at drug law enforcement strategies, through his years as an academic, Kleiman has sounded the drum about the benefits of getting smarter, not just tougher, on crime.

In two previous books, *Marijuana: Costs of Abuse, Costs of Control* (1989) and *Against Excess: Drug Policy for Results* (1993) Kleiman, a professor of public policy at UCLA's School of Public Affairs, questioned the tactics and outcomes of the nation's "war" on drugs. In

his latest book, *When Brute Force Fails: How to Have Less Crime and Less Punishment* (Princeton University Press, 2009) he argues that locking up more people for longer terms has been a failure as a crime control strategy, and shows how new law enforcement ideas being tried across the country can offer greater benefits to society as a whole.

A *New York Times* op-ed piece declared the concept of "focused deterrence" that Kleiman writes about in the book "a revolutionary idea." So, are public officials with packed-to-the-rafters prisons and daunting crime rates beating a path to his door? While Kleiman has made contact with a few policy figures in the Obama administration, the path to his door "is still grass-covered," he says. "But I think there is enough happening now that things will start to change."

How to Have Less Crime and Less Punishment

Even after a decade of falling crime rates, crime remains a major social problem and remains an important barrier to improving conditions in poor neighborhoods. With one American adult in 100 now behind bars, mass incarceration constitutes a problem in its own right. The challenge is how to shrink both problems at the same time: by using incarceration more efficiently, by using punishments other than incarceration, or by controlling crime by means other than punishment.

Could the United States have half as much crime and half as many prisoners a decade from now? Yes. But not the way either liberals or conservatives normally think about the problem: not by building more prisons or "fixing root causes," not through "zero tolerance" or "restorative justice," not by "winning the drug war" or "ending prohibition," not with "more guns, less crime" or national gun registration.

The current system of randomized severity gets us the worst of all possible worlds: high crime rates and mass incarceration. The alternative approach that could cut both crime and incarceration rates depends on a few

principles, simple in concept but requiring effective management:

- Punishment is a cost, not a benefit.
- Swiftness and certainty are more effective than severity.
- A truly convincing threat doesn't have to be carried out very often.
- A small proportion of the offenders account for most of the crime.
- Offenders need to be warned—personally and specifically—what it is that they're not supposed to do and what will happen if they keep doing it.
- Concentrating enforcement attention works better than dispersing it.
- Now that it is possible to monitor the location and drug use of probationers and parolees with portable GPS systems, many—perhaps most—of today's prisoners could be safely managed in the community instead. But that depends on the willingness and capacity to use short jail stays, delivered quickly and reliably, to sanction probation and parole violations.
- The primary goal of drug law enforcement should be to minimize crime and disorder around the drug markets, not to reduce the flow of drugs.

- Not every social program helps control crime. But some demonstrably do: nurse home visits, improved classroom discipline, shifting the school day later so that adolescents aren't on the streets when there are lots of empty homes, reducing exposure to lead, substitution therapy (methadone and buprenorphine) for opiate addicts.
- Social-services agencies need to be managed with crime control in mind, just as criminal-justice agencies need to be managed to help control disease and serve other non-crime-control purposes.

Hawaii's HOPE probation program illustrates how this approach plays out in practice. Neither judges nor probation officers want to revoke probation and send a probationer to prison for "technical" violations of probation terms. Consequently, probationers quickly learn what they can get away with: most of the time, anything short of getting arrested for a new crime. In particular, drug users learn that the most likely result of failing a drug test is a warning from the probation officer. But after seven or ten of fifteen rule violations, a probationer may find himself facing revocation and a spell in state prison. This system keeps

In addition to his scholarly writings on drugs, crime and public policy, Kleiman has found another venue for his ideas as a blogger. "Blogging," he says, "is like writing a letter to the editor that always gets published and doesn't get edited."

"I am not the only one working on these ideas. There are a lot of us out there," says Kleiman, citing the work of criminologist David Kennedy at John Jay College of Criminal Justice and an organization called The National Network for Safe Communities. "The Network was organized at John Jay around Kennedy's ideas about policing," he says.

As Kleiman plugs away at making an impact on public policy with his books, he has also found a satisfying outlet for his ideas (on crime and many other subjects) as a blogger. His blog, called "The Reality-Based Community" (www.samefacts.com) bears the slogan (a quote from the late Senator Daniel Patrick Moynihan): "Everyone is entitled to his own opinion, but not his own facts."

The erudite Kleiman, who triple majored at Haverford in political science, philosophy and economics, says he was inspired to join the blogging ranks by UCLA law professor Eugene Volokh, founder of the widely-read, right of center blog The Volokh Conspiracy. "He is a libertarian and a gun rights guy and a lot of things I'm not and he's one of the smartest people I know," says Kleiman. "I started reading his blog and commented on some

things he wrote and another well-known blogger linked to it. Eugene said, 'You obviously have a talent for this. You should do a blog.'

"Blogging," says Kleiman, who now shares posting duties on the blog with five other public policy scholars, "is like writing a letter to the editor that always gets published and doesn't get edited. It's like screaming at the television set and someone hears you.

"We get about 3,000 visitors a day, which is not a lot, but 3,000 is about how many copies got printed of my last book, *Against Excess*. With a blog, there is someone reading my stuff 24 hours a day. Unfortunately, that is more than I can say about my academic writing." 

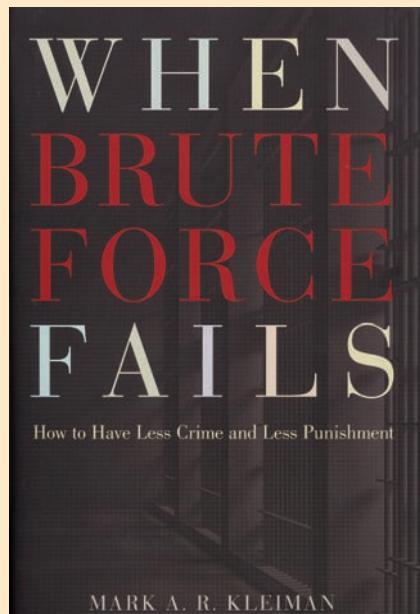
—Eils Lotozo

By Mark Kleiman

probationers from using expensive drugs and winding up in prison either for a new crime or on a probation revocation.

A judge in Hawaii had a better idea. He took a group of methamphetamine-using probationers who wouldn't stop using their favorite drug, and put them on randomized drug testing, with the promise that every missed or "dirty" test would lead to an immediate 48-hour spell behind bars. Once that threat had been clearly made, most probationers stopped using, either right away or after a single sanction. Fewer than a third violated as many as three times. That program, called HOPE, cut the number of probationers arrested for new crimes, and the number sent off to prison, by more than half.

In High Point, North Carolina, police had been trying and failing for twenty years to control an open crack market. Every time a dealer was arrested, a new dealer took his place. But then the police accumulated cases against all the active dealers, and called them in for a meeting. The police chief issued a simple message: stop dealing right now, or go to prison. That drove most of the dealers away immediately; the one who decided to test the



system was arrested and sent away. With all the dealers gone, the customers stopped coming, and the market dried up. Five years later, it's still gone.

Poor parenting creates children at high risk of becoming serious criminals. A baby doesn't come with an instruction manual. Sending nurses to the homes of first-time mothers who are also poor and young can markedly improve

the lives of their children, and reduce their probability of being arrested by more than 25%. That may be the most cost-effective crime-control program ever invented, since the cost of sending out the nurses is more than covered by reduced costs elsewhere in the health-care system due to the fact that the children don't get sick as often.

After four decades of being "tough on crime," it's time to get smart instead. We need to be as tough as necessary, but no tougher. The goal is not to put as many people behind bars as possible, but to make people safer in their homes, workplaces, and neighborhoods. Professionals throughout the criminal justice system are figuring out how to do that; it's time for the public conversation to catch up with what the experts know. 

This essay originally appeared on the website The Huffington Post.

Barak Mendelsohn, Assistant Professor of Political Science

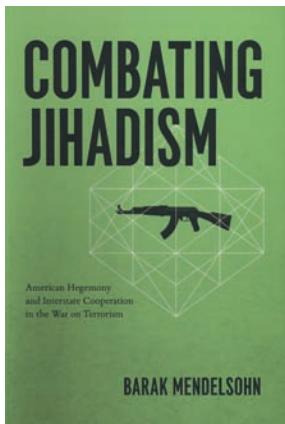
Combating Jihadism: American Hegemony and Interstate Cooperation in the War on Terrorism

University of Chicago Press, 2009

Barak Mendelsohn's first book starts from an enticing premise: After trade barriers disintegrated and the Internet pulled each corner of the globe closer to the others, after countless proclamations that globalization had torn down the walls between nations and flattened the world, the state system resurged spectacularly. Mendelsohn argues that our system of nation states at the hinge of 9/11 recognized the existential threat of an Al Qaeda ideology dedicated to toppling governments and responded by strengthening the international order and cooperation.

His defense of the thesis is both well crafted and disciplined; he was as well served by his years snowed into Cornell's Olin Library as well as those spent analyzing intelligence with the Israeli army. After building an exhaustive literature review and analytical lens, Mendelsohn spends his remaining hundred pages focused on ways the international society has cracked down on terrorist financing, secured materials that could be used in weapons of mass destruction, and bolstered borders. Central to his argument is the notion that the war in Afghanistan was legitimate—and thus supported by the broader international collective—while the invasion of Iraq was a misguided distraction from the true threat, rightfully dissented against by other states. The hegemon's actions were checked by other members of the society, properly recognizing the assault as a contradiction of the ideals and security they sought to cement.

There remain chapters that require further exploration; we should hope that they will be the focus of his next work. Among them: The issue of extraordinary rendition, to which we've seen a schizophrenic response, governments simultaneously cooperating with the American capture and deportation of purportedly high value targets while judicial systems and publics, notably in Italy and the United Kingdom, dissent against the cooperation. There also remains an inability to agree upon "new rules" for detention of captives and for trials where imperfect evidence and torture have clouded



the theoretically lucid eyes of justice.

The weakest element of Mendelsohn's theoretical frame is the proposition that the jihadi network ever posed a credible threat to the state system. His thesis rests on the argument that a true systemic threat, among other qualifiers, "possesses—or has the potential to obtain—the power to overcome the old order."

I hold that the history of Al Qaeda in Afghanistan, Pakistan's support of fighters in Kashmir, and the Arab world's patronage of Palestinian militants, has demonstrated the inability of jihadis to pose a credible threat to a single state's viability, let alone the broader state system, even with support of a host government. I would

argue that their radical ideology has proven so unattractive that they can only succeed in dismantling states if nations, blinded by fear and grief, choose to do their work for them, systematically undermining their own values in pursuit of phantom threats. That said, there is little disputing that the less radical steps Mendelsohn analyzes have prevented further tragedy. Indeed Mendelsohn will respond to my critiques by arguing that (1) the lack of precedent does not indicate a lack of capability, particularly if weapons of mass destruction are involved, and (2) the perception of the threat, and indeed the hyperbolic response we observed and overwhelmingly supported, indicates the vulnerability of the system.

Mendelsohn provides a convincing aggregation and analysis of the quiet steps states have taken to protect us from the horrors seared into our hearts and minds almost a decade ago. The most important work that has kept us safe, Mendelsohn demonstrates, has happened not on the "dark side," but rather with cooperation, shared ideals, and assistance.

—Brian Till '08 is a Research Fellow at the New America Foundation in Washington, D.C. where he is working on a book of interviews with former heads of state.

[See our story, p. 38]

Q&A:

Jeffrey L. Dunoff '82

As globalization increasingly reshapes international relations and international law, scholarly debate has arisen over whether we are (or even should be) moving in the direction of an international constitution that could, in some measure, govern the world. In a new book, *Ruling the World?: Constitutionalism, International Law, and Global Governance* (Cambridge University Press, 2009), Jeffrey L. Dunoff and his co-editor Joel Trachtman bring together essays from leading scholars that explore some of the major developments and central questions in the debate over international constitutionalism at such bodies of global governance as the United Nations, the European Union and the World Trade Organization.

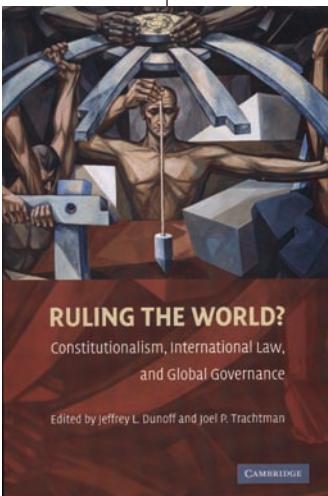
Haverford College Assistant Professor of Philosophy Jill Stauffer talked to Dunoff, a law professor and director of the Institute for International Law and Public Policy at Temple University Beasley School of Law, about the book and the issues it raises.

Jill Stauffer: How should we think about constitutionalism at the international level?

Jeffrey L. Dunoff: Constitutions perform many functions; one of the most important is that they both authorize and constrain the use of law-making authority. The U.S. Constitution identifies what powers Congress has – it can regulate interstate commerce, for example – and what powers Congress does not have – for example, it cannot establish a state religion. International constitutional rules do much the same thing – they either authorize or limit



JOE LABOLITO

<p>law-making power. Thus the UN Charter both grants a form of law-making power to the Security Council, and at the same time limits that power. So constitutional rules are really “rules about rules,” and they exist in both domestic and international law.</p> <p>JS: Does the difference in effective enforcement options point to a marked difference between domestic and international constitutions?</p>	<p>community. Since important elements of the international community do not accept the UN Charter as a constitution, I would suggest that the Charter has constitutional features, but does not currently serve as a constitution.</p> <p>JS: This question seems harder to me, but it is right in your area of expertise: Where does the World Trade Organization [WTO] fit in a vision of international constitutionalism?</p>	<p>JS: Any system of law has to be both stable and responsive, or it won't be just... or legitimate.</p> <p>JD: Exactly. So a key question in any legal system is whether adequate processes for change exist. Given the absence of an international legislature, the processes of change in international law are neither rapid nor straightforward. Current stalemates in negotiations over a new treaty on climate change, for example, illustrate some of the difficulties in current law-making processes. Some argue that the system's inability to respond to rapidly changing circumstances threatens to undermine the system.</p>
<p>JD: It is true that the international domain largely lacks effective enforcement mechanisms. However, we should not overemphasize the role of enforcement. Many areas of domestic law – including virtually all areas involving claims against the state – are effectively unenforceable. The U.S. Supreme Court has no coercive powers; nevertheless the President, the Congress, and even the armed forces systematically obey the Court's orders.</p> <p>JS: So international constitutionalism is more about cooperation than coercion?</p>	 <p>JD: Yes. International law provides states a mechanism for achieving commonly-shared goals that no state can obtain on its own, such as a healthy environment and sustainable use of the world's resources. In a deeply interdependent world, collaboration and cooperation are a necessity, and international law provides rules, principles and institutions that help govern and stabilize international affairs.</p> <p>JS: Is the UN Charter a constitution?</p>	<p>JD: The Charter has several constitutional qualities—for example, it allocates authority among various UN bodies and sets out the conditions under which the Security Council can create legally binding norms. In addition, constitutional law is usually considered to be hierarchically superior over other forms of law, and the Charter provides that its terms will prevail over inconsistent terms in other international treaties.</p> <p>But as a pragmatic matter, a constitution's status as fundamental law ultimately rests not on textual provisions but rather on its acceptance as authoritative by the relevant</p> <p>JD: A number of prominent scholars claim that the WTO is a constitution for the international economic order. Indeed, WTO rules govern nearly 90 percent of world commerce, and the WTO has the strongest and most active dispute settlement system in international law. But the WTO's undoubted power has sparked a backlash. Critics question why unelected and unaccountable trade bureaucrats can decide that rules passed by democratic states, such as the U.S., are unlawful, and many critique the “legitimacy” of WTO processes and authority.</p> <p>I think that claims that the WTO is a constitution are an effort to respond to this legitimacy critique. A “constitutional” order is usually thought of as being representative, transparent, and legitimate. I believe that constitutionalism's advocates appropriate the value-laden rhetoric of constitutionalism precisely in order to profit from those connotations. Those who claim the WTO is constitutionalized are trying to bridge the gap between the WTO's perceived power, and the lack of a broad popular basis for exercise of that power.</p> <p>JS: Constitutionalism seems to refer, at the same time, to unchanging rules and ever-changing rules. How is that possible?</p>
	<p>JD: One of law's primary functions is to provide stability. This stabilization function is even more pronounced for constitutions, which set out norms and establish institutions to govern society. On the other hand, laws must adapt to social, economic, technological, and political changes if they are to stay relevant. Thus although law must provide stability, a legal order that is incapable of change will not – and should not – long survive.</p>	<p>JS: How did you end up where you are, in terms of your profession? Did your studies at Haverford put you on this track, or did the direction come later?</p> <p>JD: My time at Haverford has powerfully informed everything I've done since. While in college, I developed an independent major in political philosophy. I took many philosophy classes at Haverford and many political science classes at Bryn Mawr. This course of study immersed me in questions about the justification of state power and the appropriate scope of state authority. My current interest in global governance flows directly from the issues I explored with Haverford faculty and classmates.</p> <p>JS: What projects are next on the horizon for you?</p> <p>JD: I am interested in what some call the “fragmentation of international law.” Since World War II, we've seen an explosion of international institutions and the rise of new international legal regimes, such as human rights, international environmental law, international criminal law, etc. Each of these specialized areas of law has its own treaties, principles, and institutions, all designed to advance certain values.</p> <p>The interesting and difficult question is what should happen when rules from different regimes conflict. When a trade rule conflicts with a human rights rule, which should prevail? What should we do when courts from different international regimes address the same fact pattern, but reach different results? Traditional international legal doctrine provides little guidance when rules collide or conflict. I've just started a project that explores new ways of addressing regime overlap and conflict.</p>

New Releases

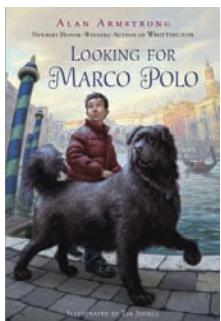
Books

Alan Armstrong '61

Looking for Marco Polo

Random House, 2009

Newbery Award-winning author Armstrong's latest book for young readers focuses on 11-year-old Mark, whose anthropologist father has disappeared in the Gobi desert while tracing Marco Polo's ancient route from Venice to China. When an asthma attack keeps him from sleeping one night, Mark is visited by an old friend of his father's, who captivates him with the real-life story of Polo's journey.

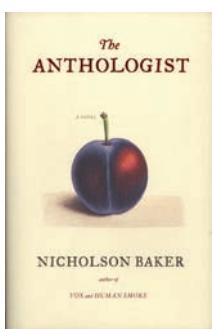


Nicholson Baker '79

The Anthologist: A Novel

Simon & Schuster, 2009

Baker's humorous 10th novel delves into the mind of struggling poet Paul Chowder, who's recently lost both his girlfriend and his ability to write. Through stream-of-consciousness narrative, Paul shares his troubles, his extensive knowledge of poetry, and his attempts to clean up his office.

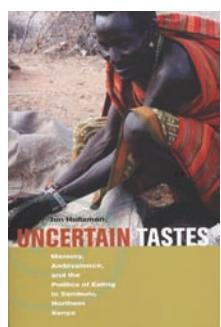


Jon Holtzman '87

Uncertain Tastes: Memory, Ambivalence and the Politics of Eating in Samburu, Northern Kenya

University of California Press, 2009

An associate professor of anthropology at Western Michigan University, Holtzman provides an ethnography of Samburu cattle herders and examines the effects of a shift in their basic diet from a regimen of milk, meat and blood to one of purchased agricultural products. Holtzman uses food to measure the changes happening in Samburu social and material life.

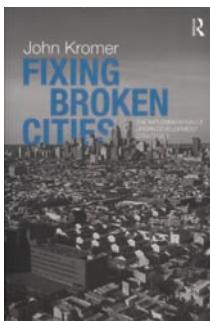


John Kromer '71

Fixing Broken Cities: The Implementation of Urban Development Strategies

Routledge Taylor & Francis Group, 2010

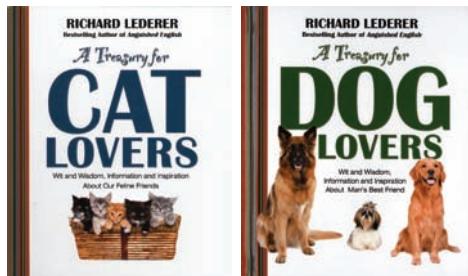
Kromer, Philadelphia's Director of Housing during the 1990s and now a senior consultant at the Fels Institute of Government at the University of Pennsylvania, offers practical ideas for stabilizing neighborhoods, revitalizing downtowns, and eliminating post-industrial blight in urban areas challenged by decades of abandonment and decay.



Richard Lederer '59

A Treasury for Dog Lovers A Treasury for Cat Lovers

Howard Books, 2009



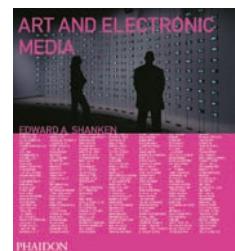
Author of more than 30 books on language, humor and history, Lederer celebrates the fun and foibles of furry companions with word games, stories, and drawings. Featuring facts, lists, poems and guides, Lederer's books offer wit, wisdom and inspiration for pet owners.

Edward Shanken '86

Art and Electronic Media

Phaidon Press, 2009

Shanken, an assistant professor of new media at the University of Amsterdam, traces the history of electronic media and its artistic uses. Divided into three sections—Survey, Works, Documents—the book gives an overview of the field from the early 20th century to the present and includes nearly 200 color plates with captions and a collection of theoretical writings by artists who played important roles in defining electronic art practices.



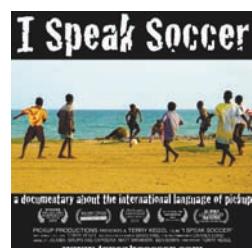
Film

Terry Kegel '03

I Speak Soccer

2009

Shot over the course of four years and spanning six continents, Terry Kegel's film (available on DVD at ispeakssoccer.com) takes viewers on a worldwide tour of pickup soccer, an unofficial, public, self-defined version of the world's most popular game. Kegel, an elementary school teacher, frames the game as a reflection of diversity and a community-building force. *I Speak Soccer* was named Best Travel Documentary at the Philadelphia Independent Film Festival and won the Audience Award at the Seattle True Independent Film Festival. All proceeds from DVD sales go to Right to Play, an international humanitarian organization that uses sport as a forum for teaching and community-building.



"It's All Chemistry"



Master teacher and devoted mentor Fran Blase helps her students discover that to understand chemistry is to understand the world. **By Brenna McBride**



PHOTOS BY PETER TOBIA

Fran Blase ponders a research-related puzzle with student assistants Kelsey Cantwell '11 (left) and Justin Sears '10.

Associate Professor of Chemistry Fran Blase wants you to know one thing: "Chemistry *totally rocks.*"

If you have a fundamental understanding of chemistry, you have a fundamental understanding of the world, she says. "The Earth is made up of elements, elements are made up of atoms...it's all chemistry." Chemistry is used for mundane tasks, like making paints or glass, and for "sexy" projects like developing new anticancer

drugs, or studying soil samples from the moon in search of water. "It spans every aspect of the universe," she says.

Blase had wanted to study chemistry since her South Philadelphia adolescence. She attended an all-girls Catholic high school, and being in an entirely female atmosphere, she recalls, was empowering. "We would watch the nuns in their lab aprons, doing experiments, and there was not even a question that we weren't capable of doing this," she says.

She went on to enroll at the University of Pennsylvania, and in doing so became the first in her family to be admitted to college. Blase's mother grew up during the Depression, at a time when it was assumed women would do no more than marry and have children. Her mother was one of four siblings; only the son continued his education. "And my mother and my aunts were very smart," says Blase. Meanwhile, her father had only a bit of college, taking classes on the GI bill after returning from World War II.

she went into the industry with only her bachelor's degree, it wouldn't be long before her doctorate-holding peers would become her bosses. "You're just as good as they are," Blase remembers Mallory telling her.

Being at Bryn Mawr was great preparation for a career at Haverford, she says: "I became familiar with the pace of a smaller school, so I knew what I was getting into, and my Ph.D. advisor, Charles Swindell, was an outstanding mentor." After receiving her doctorate, she completed a two-year

crazy, applying for only two academic jobs," she says. "I would be one of up to 200 applicants." And now, after 18 successful years at Haverford—including a stint as department chair from 2005-08—she's reminded of the old expression: If you want to make God laugh, tell Him your plans.

"Haverford was the perfect situation," she says. "I always loved to teach, and here I can do that and also do research with my undergraduates."

Currently, A.J. McGahran '11 and Kelsey Cantwell '11 are assisting Blase



left to right: A.J. McGahran '11, Kelsey Cantwell '11, Fran Blase, and Justin Sears '10 collaborate on Blase's projects.
"I always loved to teach," says Blase, "and here I can do that and also do research with my undergraduates."

Shortly after receiving her B.A. in 1984, she entered Bryn Mawr College's Ph.D. program in organic chemistry, in what she admits was a rather roundabout way. "I first thought I would work, take the opportunity to pay off some student loans," says Blase. But she was fortunate to have a mentor in Sally Mallory, a Penn professor who held a research position at Bryn Mawr. Mallory advised her to consider graduate school, because if

postdoctoral program at Penn under the direction of Amos B. Smith, II, working on the synthesis of a potent neurotoxin whose mechanism of action could lend insight into neurodegenerative diseases. She believed she most likely would follow the path of fellow organic chemists into the pharmaceutical field, but then she saw two advertisements for assistant professor positions, one at Swarthmore, the other at Haverford. "Amos Smith told me I was

in one of her projects, which involves the study of a family of natural products with antibiotic activity called the Ripostatins. "Many drugs on the market are isolated from natural sources, like plants or microorganisms—including even marine organisms," she explains. "Synthetic organic chemists look at the natural products and say, 'Can we make these in the lab? What are the challenges to putting this together from scratch? Can we do it



"Until you make something in a lab, study it, and model it, only then do you have a true grasp of what is going on at the molecular level," says Blase.

differently than nature?" Modifying the template nature has provided can also advance the discipline of chemistry itself: "If we can figure out an efficient way to synthesize complex molecules, it shows us how we can make even more intriguing, diverse molecules."

She's particularly interested in the Ripostatins, which are produced and isolated from soil bacteria, because some members of the family target bacteria in a similar manner to the well known antibiotic rifampicin, which treats tuberculosis. "If we can assemble the Ripostatins in the lab, then we can make modifications, and better understand how these molecules bind to the target sites within the bacteria," she says.

"Working towards synthesizing a drug to help treat tuberculosis, while under the leadership of someone as kind and enthusiastic as Fran, has been a phenomenal experience," says A.J. McGahran. "She pushes her students to think critically and analytically while examining problems pertinent to our society."

Blase collaborates with another student, Justin Sears '10, on a second project involving an antifungal agent, Chivosazole A. "It doesn't have the 'wow' factor of an antibiotic," she says, "but it's still a novel molecule." Sears and Blase are using metals (in a process known as organo-transition metal

chemistry) to assemble a complex rigid region of the chivosazole backbone.

"She always has great research suggestions, which have helped me to think like a scientist and chemist," says Sears. "She encouraged my decision to pursue research abroad, and helped me acquire a research internship in Germany this past summer."

Blase's philosophy of chemistry can be summed up by a quote, which she incorporates into her syllabi and class lectures, from internationally renowned chemist and Nobel Laureate Roald Hoffman: "...until you synthesize that molecule, no one can study its properties. The synthetic chemist is quite in control."

"So until you make something in a lab, study it, and model it, only then do you have a true grasp of what is going on at the molecular level," she says.

When teaching both science and non-science majors, Blase tries to use real-world analogies to make things clear. "If I'm talking about the structure of an atom, I encourage students to think of that atom as the science building, with the first floor rotunda as the nucleus and electrons on various floors." Blase's teaching skills have earned her a Christian and Mary Lindback teaching award in 1998 and, in 2009, an Excellence in Undergraduate Teaching Award from the Philadelphia branch of the American Chemical Society. She also

applies these skills as an adviser for the Haverford Summer Science Institute (HSSI), which brings incoming freshmen to campus during the summer for a taste of college-level science.

Much like her students, Blase spends her time outside of Haverford volunteering for social causes. In addition to raising 11-year-old Julia and 16-year-old Audrey with husband Michael Utkus, Blase is active in her local Catholic parish outreach programs and regularly visits a city homeless shelter to cook and serve dinner: "I'm an Italian chemist, so of course I love to bake and cook." She also took up running after her second daughter was born, and often brings her beagle, Baxter, for company.

"I don't do anything terribly adventuresome," she says, "but I'm trying to spend most of my free time hopefully doing good."

Sometimes she wonders to herself: What kind of impact is she having on the lives of others? "I don't know yet," she confesses. "But I try to provide my students with a positive experience, and an appreciation for science. I'm proud of the students I've mentored because they have gone off and already done amazing things. I like to think that I contributed in very small part to their passion for uncovering scientific truths and for revealing nature's secrets." 



Faculty Friend

Catching Up with Former Faculty Members

When Emeritus Professor of Biology Mel Santer joined Haverford's biology department more than 50 years ago, he didn't know that he'd soon become a pioneer in the field. Santer was one of a trio of professors—including Ariel Loewy and Irv Finger—who made the burgeoning study of cell and molecular biology a cornerstone of Haverford's program, at a time when few colleges pursued this path.

Santer stopped teaching in 2006, and turned his attention from the future of science to its past. In the fall of 2009, two of his articles focusing on the history of science—specifically, the discoveries of 18th-century botanist Richard Bradley and 19th-century scientist Joseph Lister—were published in academic journals. Here, Santer speaks about his years at Haverford (where, he says, "every day was a joy"), his current project, and his fascination with science through the centuries.

What brought you to Haverford?

MS: I was a postdoctoral fellow at Yale. I met my wife [Ursula Victor Santer, also a professor of biology at Haverford] there; we got married in April of 1955. She was doing her Ph.D. with a well-known biochemist named Dave Bonner. One day he told me that Haverford College was looking for a new faculty member, and I said to him, "Where is that?" My wife, a graduate of Swarthmore, heard this conversation from another room and shouted to me, "I know where it is. You go and look at it."

So I came down on a cold, rainy day in November of 1955, and I met the man who would transform my life. He was a great man, one of the great people who taught at Haverford: Ariel Loewy. I spent the day with him and became convinced that this was where I should be. He had already begun to create the biology discipline you see at Haverford today.

I arrived in 1956. The next year Irv Finger came, and the three of us were going to create a new discipline, a new biology that was emerging in the world. We included molecular and cell biology, biochemistry, genetics. This wasn't being done anywhere; it was even difficult for us to find places for our students to go to graduate school. We got a lot of support, both from the College and from outside agencies like the National Institutes of Health and the National Science

Foundation. In 1960 we got a training grant from NIH. This was unique for an undergraduate institution. We were probably the only undergraduate school in the country to receive an electron microscope!

How have you seen the field of molecular/cellular biology change over the years?

MS: Those methods and ideas have infiltrated everything: evolution, ecology, medical fields. And all of these things are now highly integrated. There's an emphasis not so much on the components of the cell's mechanism, but how the components work together to give you what you see.

Why do you study the history of science? Why is this important to understand?

MS: Fundamentally, it's just incredible curiosity on my part: How did we come to believe what we know? That was always an important question in regard to the experimental science in which I was involved. I wondered, where do these ideas come from? It's fascinating to read questions posed by Greek thinkers, and they're questions you could pose today: What is the nature of the world? How is it constituted? How does it work?

My area of interest is microbes and how they work. At one time, an important aspect of microbiology was disease theory, because at the end of the 19th century it was finally

shown that microbes cause disease. I've written about Richard Bradley, who 200 years before had suggested that very idea. Why is a theory accepted at certain times, and other times it isn't? Understanding where we are now depends on understanding where we came from.

What are you working on presently?

MS: I'm writing a history of how diseases described as infectious or contagious have been understood, from ancient times to the beginning of the 20th century.

You have said that every day at Haverford has been a "joy" for you. How?

MS: I worked with people who I not only admired, I actually loved. They were my deep friends. We thought alike, so there was little conflict; it was such a community of identical interests. The College allowed us more freedom than I could imagine at any other place. We were independent but worked as a community.

Not Your Average Summer Camp



Two sports programs founded by Fords give kids lessons in life.

By Katherine Unger '03



Campers (above) play a game during the Summer Academy run by SportsChallenge, an organization Jeremy Edwards '92 helped launch. Greg Rosnick '09 (top) helps a DiverseCity Hoops participant.

Most sports camps fall into a pattern: multiple training sessions each day, plus a little time for socializing, with a few scattered hours for eating and sleeping. Not content with this mold, a trio of Haverford athlete-alumni took it upon themselves to broaden the experience, creating two programs that give campers something to take away from their summers besides a mean jump shot.

The two ventures—SportsChallenge, co-founded by Jeremy Edwards '92, and

DiverseCity Hoops, founded by Mike Fratangelo '07 and Greg Rosnick '09—have different aims and different histories. SportsChallenge blends basketball and soccer training with leadership development, while DiverseCity Hoops incorporates lessons in diversity awareness into basketball practice. According to their founders, however, both entities were created in the best spirit of Haverford—one that aims to give back to the world.

SportsChallenge, which today oper-



Jeremy Edwards '92 teaches a course on cross-cultural communication for the SportsChallenge summer program.

ates a summer program for high school students, as well as a growing suite of other services, is in its fourteenth year. Its roots go back to the Haverford athletics department. Not long after Edwards graduated from Haverford, where he played basketball and baseball, he became an assistant basketball coach for the college. He developed strong friendships with fellow coaching assistants Kevin Morgan and Kevin Small. After realizing a coach's life wasn't for him, Edwards went to play basketball in Wales, "the only country bad enough" to have him. While he was gone, however, Morgan and Small formulated a plan, letting him in on the idea as he was planning to return stateside: They wanted to start a basketball camp with an emphasis on leadership development, and they wanted Edwards to join them.

Edwards accepted, and took on the role of leadership director, in charge of coming up with the curriculum—this despite his utter lack of education experience. Before the camp launched, says Edwards, "I spent a year thinking hard about the essential needs of a team leader and how we can give [kids] those skills." He also reached out to experts in leadership development to help fill his knowledge gaps.

The first Summer Academy was held in 1997, offering four courses focusing on aspects of leadership, such as conflict resolution. Since then, there have been changes—soccer was added to the roster, for example—but many of the camp basics have remained constant. Currently the Academy lasts nine days, each one carefully plotted out by Edwards and his co-directors. Each day student-athletes, both soccer players and basketball players, take part in three bouts of sport-specific training, two classroom lessons (one on some aspect of leadership and one on sports psychology) and an occasional leadership seminar or college-counseling session. Also built into the day is time for fun and games to help the campers relax and bond. The athlete-to-counselor ratio is kept low, around five to one.

The lessons are designed to blend seamlessly from classroom to court or field. After a class on sports psychology, for example, all athletes adopt a "mistake ritual," such as brushing off their shoulder, to acknowledge an error and move on with the game. In a course called "Conflict Resolution in Sports," counselors will present the student-athletes with a hypothetical situation. For example: A coach berates a teammate

during a game and he or she seems upset. In the discussion that follows, students are asked to consider how they might respond as a sophomore on the team, or as a captain. Would they say anything to their coach?

Edwards says these and other discussions are enhanced by the diversity of the academy attendees. More than 80 percent of the student-athletes are on financial aid. SportsChallenge has hosted athletes from rural Kansas to Northern Ireland, from public schools and from elite private schools. "When the kid from Deerfield is rooming with the kid from the South Bronx," says Edwards, "what happens in those nine days with that relationship is a lot more powerful than anything we consciously try to do."

Many of the counselors have undergone metamorphoses of their own. More than 30 Haverford alumni have worked with SportsChallenge enroute to or in the midst of careers in education, youth coaching, or nonprofit management. "It helped me develop as a teacher and a coach," says Liz Koster '04, an assistant director for SportsChallenge who is a social worker at a Philadelphia school. An athlete at Haverford, she began working summers for the organization

before her sophomore year and hasn't stopped. Says Koster, "I am my best version of myself while I am there."

SportsChallenge continues to evolve. A pilot program in 2009 tested a summer academy for middle school age students. A lively blog, complete with audio and video clips, keeps the messages about leadership rolling throughout the school year—when student-athletes might need them most. SportsChallenge also organizes customized workshops for athletes to improve leadership skills in focused areas throughout the year. Edwards and co-director Molly Hellerman have also discussed ways to expand upon their mission. In a trial run last year, they provided college counseling services throughout the school year to five girls who took part in the summer academy; all five went on to college, two with full academic scholarships.

DiverseCity Hoops sets its sights on enlightening slightly younger campers. For a comparatively young venture, the program (launched in 2007) has made an impressive impact. Mike Fratangelo, then a Haverford senior, and basketball teammate Greg Rosnick, a sophomore, developed the program after the pair took two education classes that got them thinking. "We were talking a lot about multicultural education, a lot about theory," says Fratangelo. Both were considering pursuing careers somehow tied to education. "We wanted a way to take this theory and put it into practical everyday use in our lives as educators," says Fratangelo. As it happens, he notes, "we also needed summer jobs." An idea for a camp began to take shape. "We wanted to tackle the issue of diversity and bring it together with sports," says Fratangelo, who recently received his master's degree in social service from Bryn Mawr College and will soon leave for Italy to play basketball professionally. Their professors helped them nail down the specifics of what the camp would look like—a mix of basketball training and classroom sessions—while Haverford basketball coach Mike Mucci discussed the logistics of hosting a sports camp on the Haverford campus with his players. Mucci also helped them secure the facilities and contact-

ed alumni who donated funds to help the camp get started.

With little time to make the camp a reality, Fratangelo and Rosnick placed ads in the local newspaper, approached faculty, and spoke with local schools to recruit campers. When the camp began, they had only 13 campers. "It was a blessing in disguise," says Rosnick. In 2009, the camp attracted roughly 100 kids.

Held in two sessions, one for second through fifth graders, and another for sixth through ninth graders, the camp kicks off with campers simply playing basketball all together for 20 minutes or so. "I think the first day is huge," says Rosnick, who is now a graduate student in education at Smith College. "We really think basketball is an amazing force that just bonds people."

and self-esteem, the older campers may delve into more nuanced topics such as stereotypes of gender and race.

Importantly, campers come with different perspectives on these matters. Fratangelo and Rosnick strive for "an even mix" between campers from urban and suburban backgrounds, and have been successful at drawing a diverse group of campers from the Main Line, West Philadelphia, Upper Darby, and other nearby neighborhoods. DiverseCity Hoops has partnered with a few nonprofits to create sponsorships for individual campers whose parents cannot cover the full tuition.

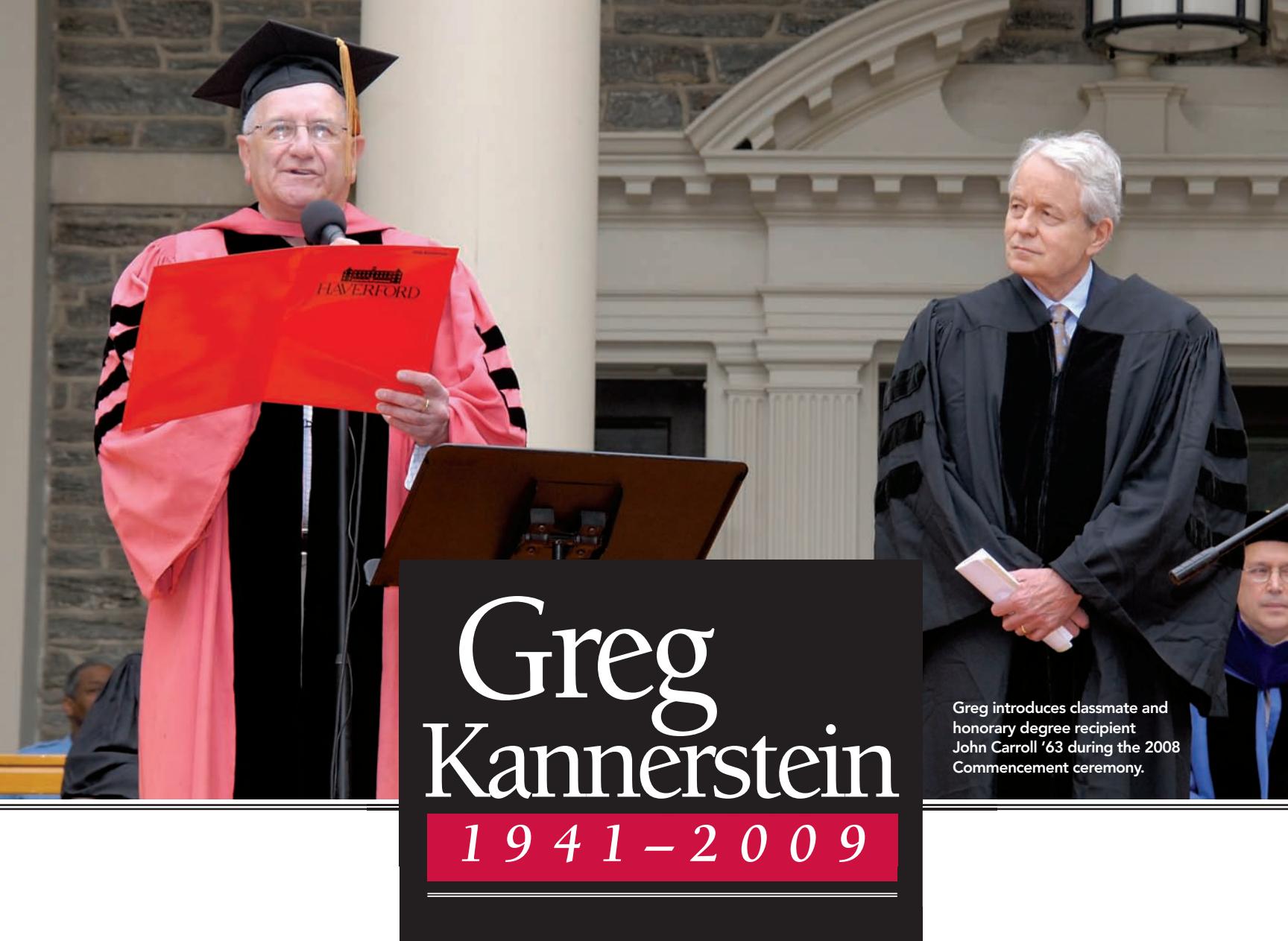
Like SportsChallenge, DiverseCity Hoops appears on its way to being a Haverford tradition. This past year, Fratangelo and Rosnick, both busy with their graduate studies, relied heavily on



The ideas raised in education classes they took in school, inspired Mike Fratangelo '07 (left) and basketball teammate Greg Rosnick '09 to create the summer sports camp DiverseCity Hoops.

Later on, campers break into small groups for classroom sessions. Each day has a special theme, such as teamwork, around which the practices and classroom discussions are framed. So drills that day may emphasize passing and a motion offense, while in class counselors might pair together campers who don't know each other to create a "partner rap"—a short rhyme describing the other person. Fratangelo and Rosnick have worked to gear their lessons to the maturity levels of the campers. For example, while the younger campers may talk about identity, responsibility,

two current Haverford students, Sam Permutt '11 and Lekan O-Nicholson '11, to take on some of the camp's management. Though uncertain of exactly what direction the camp will take, both insist it must continue, even expand. Perhaps one day, looking to the example of Jeremy Edwards, it will become for them a full-time labor of love. 



Greg Kannerstein

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Greg introduces classmate and
honorary degree recipient
John Carroll '63 during the 2008
Commencement ceremony.

Through 41 years at the College, Greg Kannerstein '63 played so many different roles and touched so many students' lives in so many ways. He knew more about the College's history and lore than anyone. And he seemed to know personally most of Haverford's alumni, and kept tabs on all of them, remembering not just their names, but their majors, the teams they played on, where they lived now and what jobs they held.

He was a principled advocate for change at the College, and a steady presence through decades of those changes. He was Haverford's heart and its conscience. But now the man affectionately dubbed "Mr. Haverford" is gone.

Kannerstein, who served Haverford as Dean of the College, Director of Athletics, Admission Director and baseball coach, among other positions, died November 24 of complications from mesothelioma, which had been diagnosed only a few weeks earlier. Dean of Students since 2006, he had recently left that post to become special advisor to Institutional Advancement and lecturer in general programs.

Since his death, campus colleagues, current students, and fellow Fords far and wide, have been struggling to put into words the impact he had on Haverford and their own lives. At press-time, more than 300 people had added their thoughts to the

*It is hard to imagine
Haverford without him.*

legacy.com page created in his honor. Hundreds attended a special Quaker Meeting for Worship held in December in

the Calvin Gooding '84 Arena (part of the Gardner Integrated Athletic Center, whose construction he championed).

What these testimonials most often recall is his way of making everyone he talked to feel special and important, and his remarkable gift for believing in people, even when they did not yet believe in themselves. Also remembered is his great kindness: how he always managed to find work for a financially struggling student; how he always had the time to make a call, write a letter or send an email to help a Ford find a job, an internship or gain admission to grad school; or, how, as baseball coach, he would cheerfully encourage even those with little baseball experience and no obvious talent to join the team. (Jerry Miraglia '80 recalls Kannerstein's response when, as an aspiring freshman player he confessed that he hadn't played baseball since he was 13: "Don't worry about it, just come out and work hard and Haverford baseball will be a great part of your college experience.")

And then there was his humility. "I've never met a person who was so enthusiastic about talking about the accomplishments of other people and so reticent about talking about his own," says Dick Wynn, vice president for finance and administration, and Kannerstein's friend of more than two decades. "Greg always

wanted to tell you about what this or that Haverfordian had done."

"He had an essential sweetness," says Dean Steve Watter, another longtime friend. "He remembered everyone's name and so much about them because he cared so deeply. He was always making connections. But he wasn't a pushover, he had a backbone, he had principles."

Bruce Partridge, emeritus professor of astronomy, describes Kannerstein as someone who "acted on his belief that 'there is that of God in every one,' whether it was a goof-off on the baseball team, a budding student politico or a fragile faculty member. Greg was mentor to them all, and kept their stories alive. He spoke quietly but wrote forcefully. And he stood up to bad calls, whether by umps, professors or college administrators."



Greg's 1963 yearbook photo



Greg coached Haverford's baseball team from 1977-1991.



Teacher and lecturer are two of the many roles Greg played during his years at Haverford.

That baseball madness took permanent root when the family moved to northern New Jersey in 1951, the year the Giants and the Dodgers faced-off in a legendary pennant race. "Relatives despairing of my lack of interest in our religious heritage cheered when I missed school to attend services on Rosh Ha-Shana," he wrote. "They little suspected that the third Giant-Dodger playoff game that afternoon out-weighed other motivations." Parked in front of the family's first-ever television set, he witnessed the Giants homerun that became known as "The Shot Heard Round the World."

By the time he got to high school, both the Dodgers and the Giants had relocated to the West Coast, but he recalled traveling by train to the old Shibe Park in Philadelphia to see the teams whenever they came east to play the Phillies. Kannerstein even claimed that his decision to attend "cerebral, Spartan" Haverford, was connected to baseball. Those "pleasant Philadelphia memories" and the College's proximity to Shibe Park, he said, were deciding factors.

Kannerstein arrived on Haverford's then all-male campus in

1959, at a time, he once said, when finances were bad, the dorms were "awful" and the food was "really awful." According to the class of 1963 yearbook, which refers to Kannerstein with the curious nickname of "Boxcar" or "the Car," campus social life then featured the occasional "twist party in Leeds or a Folk Sing in Founders," and the biggest controversy of the Class's tenure had been a drunken student riot on Parent's Day. Also of note: The football team won just two games in four years.

At Haverford, he played on the baseball and basketball teams, fondly recalling in later years the one foul shot he made in a game against Drexel in the Palestra. Richard Gillmor '61, the basketball team co-captain, says about him, "He was not a great athlete, but the best team player ever. He went to all the events, cheering and learning."

Greg was also the sports editor of the *Haverford College News* and he credited a chance encounter with a *Philadelphia Bulletin* sportswriter during a football game with Swarthmore for leading him to a job as a reporter and rewrite man after college. He worked the night shift, happily consorting with hard-boiled reporters and "fascinatingly weird Philly athletic personalities."

"I think if he had stayed with it, he would have been known as a great sportswriter," says Wynn, who recalls the witty "Score Line" reports Kannerstein sent out to an email list-serve when he was Haverford's athletic director. "He was this erudite guy who loved to read, and he'd write these stories about athletics that would include references to Greek philosophers, and French poets."

While still writing for the Bulletin, Kannerstein attended the University of Pennsylvania, where he received an M.A. in English and folklore. Also during this period, during summers and vacations, he traveled to Montgomery, Alabama, to work as a reporter for the *Southern Courier*, a newspaper started by a handful of Harvard Law School graduates to cover the civil rights struggle—an issue local southern papers would not touch at the time.

"Greg really walked the walk," says Watter.

"He put his beliefs on the line. He went down South at a time when people were getting killed for their involvement in the Civil Rights movement. It wasn't a safe thing to do."

Many years later, Kannerstein would again delve deeply into American race relations at Harvard's Graduate School of Education, from which he earned a doctorate in 1979 with a dissertation on the desegregation of black and white colleges in several cities.

A return to Haverford

After a stint as an English instructor at North Carolina Central University, a historically black college in Durham, Kannerstein found his way back to Haverford in 1968, taking a post as Assistant Dean of Students while also teaching writing to freshmen and coaching the JV basketball team. “I cannot count the ways … his guidance saved me from drowning as I made my undergraduate slog through a school that seemed over my head and above my station,” says George Shotzbarger ’73, who played basketball under Kannerstein during that era and relates a story that captures perfectly his boundlessly generous spirit.

Shotzbarger wanted to skip a game against Johns Hopkins so he could go to his girlfriend’s high school prom, but Kannerstein said no, skipping a game could hurt his chances of making the varsity team, which had a tough new coach. Instead, Kannerstein volunteered to drive Shotzbarger to Baltimore for the game in his rattletrap Fiat hatchback and get him back to his girlfriend’s home in Ardmore in time for the prom. And he did just that, “grinding gears like a gremlin” all the way up I-95. While Shotzbarger rushed upstairs to get into his tux, he recalls, “Greg sat downstairs chatting amiably with Marisa’s parents. He even taxied us to the prom venue … I believe he took high pride in managing the unmanageable that special night, as always.”

In 1970, Kannerstein was named assistant to President Jack Coleman, with whom he worked to craft the College’s new commitment to cultural diversity. Upon his hiring, Coleman wrote a thank you note to John Whitehead, who helped fund the new position. “He gets his work done with efficiency and good sense,” wrote Coleman about Kannerstein. “He is tactful but firm; he knows when to act and when to check first; he apparently cannot be ruffled; and he writes well. I’m very lucky!”

Throughout the 1970s, he put on a number of different Haverford hats (often more than one at a time) over the mop of brown hair he then sported. He was Acting Dean of Student Affairs, Acting Dean of the College, Associate Dean of the College and a lecturer in Humanities. (Among the courses he taught was a freshman seminar called “Literature of the Ghetto,” whose syllabus included an even mix of black and Jewish writers.) He seemed to have a hand in everything going on at the college, producing Haverford’s very first athletics brochure and crafting an incisive report that argued (successfully) for enhancing the College’s then-meager student services.

Kannerstein was also part of the drawn-out debate over admitting women (he was enthusiastically for the idea) and he once said that one of his most memorable moments at Haverford was

the 1979 Board meeting at which the College finally decided to go co-ed.

“He played a role in every important decision at the college and its implementation,” says Watter. “He was a strong proponent of going co-ed and ensuring that women were integrated into the fabric of the college as quickly as possible. And he was a strong proponent of increasing the diversity of the student body. He was involved in the trends and issues of the day and he was always on the side of progress.

“People always asked him why he stayed at Haverford so long. He would talk about how important it was in his own development, but he was always quick to say ‘Haverford is a much better place now.’”

In 1983, Kannerstein’s encyclopedic knowledge of Haverford’s history was put to good use as the editor of *The Spirit and The*



Having touched so many, there is a kinship among thousands that can be credited to a single man.



Greg with Dave Beccaria (left), Haverford’s current baseball coach, and former coach Ed Molush during the baseball team’s 2001 trip to Cuba.

Intellect: Haverford College, 1833-1983, which looked at some broad themes in the College’s development. That was the same year he became director of athletics. It was his longest running role at Haverford, lasting until 2006, and one that he loved almost as much as being head baseball coach. “He laid the foundation for what the sports program has become today, with full-fledged men’s and women’s programs, and coaching resources and facilities that were not here when he started,” says Director of Athletics Wendy Smith ’87, who took over from Greg and counts him, as do

so many others, as an important mentor. “He was also here for the entire transformation into co-ed athletics and he was always tremendously supportive.”

Kannerstein had a vision of sports as a natural complement to academics. “Sports get people from different backgrounds to work together toward a common goal,” he once said. “Teams offer opportunities to demonstrate leadership. Sports make most kids—and adults—feel good about themselves.”

So confident was he about Haverford’s athletic program and its emphasis on broad participation and the cultivation of scholar



Greg greets Michelle Obama during an April 2008 campaign stop at Haverford.

REMEMBERING GREG

There are many ways for you to celebrate the life and legacy of Greg Kannerstein.

- **Join the hundreds who have shared stories of Greg on a special memorial website at [legacy.com](#).** Haverford's Office of Communications plans to have the site's anecdotes and photographs bound into a book that will be presented to Greg's family and placed in the College archives.

- **Help complete the history of Haverford that Greg was researching and writing at the time of his death.** The Office of Communications hopes to realize this project by collecting and preserving the stories Greg would have told about the College. From sporting events to Customs Week intrigue ... if Greg told you a tale about Haverford, please send it to cmills@haverford.edu.

- **Join with the Haverford community in honoring Greg at Reunion Weekend (May 28-30).** A Quaker Meeting for Worship, facilitated by President Steve Emerson, will be held in Ryan Gym on May 29, from 11 a.m.-12:30 p.m. Following the Meeting, an all-alumni lunch in the tent will offer further opportunities for reflection and conversation. Other Reunion Weekend events in the works include an alumni baseball game, a Saturday evening dinner hosted by the classes of '63 and '65, and a post-dinner gathering in the hospitality suite. Check www.fords.haverford.edu for updates.

athletes, that in 2005 he allowed reporter Bill Pennington fly-on-the-wall access to meetings of coaches, administrators and athletes for a series of *New York Times* stories on the recruiting practices of N.C.A.A. Division III schools. Before he'd called Kannerstein, Pennington says dozens of prominent small colleges rejected his request. "Athletic directors would not even discuss the possibility on the phone. And then I called Haverford. Greg thought my series was a great idea and adopted a 'what do we have to hide?' attitude. Greg's unflinching candor and integrity served as a backbone to every story in the series. Best of all it was just fun to have lunch with him, ask a question that I thought might perplex him, then sit back and watch his eyes twinkle as he quietly delivered a flawlessly astute answer that left no angle uncovered."

Kannerstein, who enjoyed opera, was a passionate reader, and was known for drinking Coca-cola in the morning instead of coffee and for his brightly colored argyle socks. He found another love to rival his tie to Haverford when he married Elissa Sklaroff in 1986. The couple lived in the Art Museum area of Philadelphia. In recent years, he'd found a prime occupation in doting on granddaughter Edie, the child of stepdaughter Sara Sklaroff Carey and son-in-law Kevin Carey. He'd already started to teach the little girl baseball and



Greg in his Athletic Director's office in Ryan Gym.



Proud grandfather Greg with granddaughter Edie as a newborn.

he harbored a dream that she would one day be the first female professional baseball player. "To Kannerstein—who had waited 52 years to see Haverford beat Swarthmore in tennis—nothing was impossible," says Arne Tellem '76, a sports agent who calls himself one of Kannerstein's "many disciples."

"There were so many things that were wonderful about Greg and one of them was the sense of community he created for all of us," says his former classmate Loren Ghiglione '63, now a professor of journalism at Northwestern University. Ghiglione recalls a recent alumni event in Chicago, at which Greg was scheduled to speak. "When I arrived, I was absolutely amazed at how many people were there. And I think we were all there for the same reason: because Greg was going to be there."

The many who were at his memorial were there 'for the same reason' as well—only this time, of course, it was because Greg would *not* be there. And as the many who loved him contemplate life without him, there is some comfort in a shared sorrow. Having touched so many, there is a kinship among thousands that can be credited to a single man. In so many ways, then, he is as close as any of those whose lives were indelibly stamped with the mark of his mentorship, companionship and friendship.

—Eils Lotozo



PHOTO BY PETER TOBIA

Guatemala CONNECTION

During a semester-long residency, Haverford's first Global Leader for Peace Fellow gave the College community a first-hand account of his country's struggles.

By Brenna McBride

JORGE MORALES TOJ IS WELCOMING AND AFFABLE, WITH A QUICK, WARM SMILE for everyone he encounters. But there's pain and passion beneath that smile, and it rose to the surface as the Mayan lawyer, activist, and survivor of Guatemalan genocide talked with U.S. Ambassador to Guatemala Stephen McFarland in a public conversation at Haverford in October. The topic: achieving democracy in the aftermath of the country's 36-year civil war.

Morales Toj spoke at length about the 1996 peace agreements that had been disregarded by Guatemala's political officials, and the racism that he and fellow members of the indigenous community have faced throughout the cen-

turies from the colonial system of government. “[Members of the government] don’t see the indigenous as people with rights; they see us as cheap labor, second-class citizens,” he said, voicing his hope for a multi-ethnic society in which all participate and are represented equally.

His ability to bring a first-hand perspective to studies of the Guatemalan Civil War is why the Center for Peace and Global Citizenship (CPGC) named Morales Toj its first Global Leader for Peace Fellow this fall. The new program brings scholar/activists from abroad to campus at the invitation of a Haverford faculty member (in this case, Associate Professor of Political Science Anita Isaacs), with whom the Fellow will co-teach a class. Throughout the fall, the CPGC also hosted public forums centered on Morales Toj’s visit, such as the conversation with Ambassador McFarland.

“To be at Haverford was a tremendous privilege and honor,” says Morales Toj, who brought his family with him to Haverford for the semester. “It was also an enormous responsibility; I see myself as someone who can tell stories others would want to tell, stories that are common to many communities in Guatemala.”

The creation of the Global Leader for Peace fellowship stemmed, in part, from the CPGC’s successful summer internship program, according to Center director Parker Snowe ’79. “The CPGC sends over 60 students per year on summer internships focusing on global issues of peace and social justice in a local context,” says Snowe. “We’d love to send every Haverford student on an internship, but obviously we don’t have the resources to do that. So in order to bring a bit of the internship experience to Haverford, we established the Global Leader for Peace program.”

Snowe says that the Center wants to host a Fellow every two years. “Our hope is that we can invite other scholar/activists who will contribute to the social justice aspect of the curriculum, while at the same time be able to share their experiences with our students, themselves future social change agents.”

Anita Isaacs, who has dedicated years of study to the Guatemalan civil war and its repercussions, calls Morales Toj “the Guatemalan extension of Haverford College.” Morales Toj has acted as a guide and mentor to the students who

have accompanied Isaacs on numerous research trips.

During the fall semester, Isaacs co-taught two classes with Morales Toj. One course, concentrating on U.S.-Latin American relations, encouraged students to mobilize U.S. and Latin American government agencies in promoting and defending the rights of indigenous Guatemalans. The second class, a seminar on historical memory and genocide, focused on the pursuit of truth, justice and reparations in postwar Guatemala and other Latin American countries.

“Jorge has worked with me and my students for over a decade, and I was thrilled to bring him into the classroom on a more sustained basis and have him engage with the community at large,” says Isaacs. “He represents the essence of student-research partnerships.”

The classes were conducted in English, but Isaacs provided translation, both for students who sought Morales Toj’s opinion on a specific issue, and for Morales Toj as he answered questions and offered his views.

“[He provided] a unique and crucial perspective that I think is too often missing from academic discourse: that of someone who has actually lived the experiences we read about, discuss, and try to make meaning of,” says Rachel Schwartz ’11, a political science major who took both

classes co-taught by Isaacs and Morales Toj. “Through his vivid stories, passionate speech, and critical insights, he has profoundly enhanced our understanding of the challenges faced in attempting to rebuild after violent conflict, both in a broad national context and from a deeply personal perspective.”

Morales Toj’s history with the

Guatemalan Civil War, which lasted from 1960-1996, began during his childhood, when he was recruited to join the guerillas. He later broke away from the insurgents and returned to his indigenous community, where, he says, he decided to “fight for our land, equality and dignity in a different fashion.” On the International Day of Conscientious Objection, he declared himself a pacifist in front of the presidential palace in Guatemala City: “I said no to war for ethical and moral reasons.” During the past decade he completed his education (he had only finished a year and a half of elementary school when he was recruited by the guerillas) and obtained a law degree.

He also began a new phase of his life as an activist for indigenous communities, assisting the war’s victims in their quest to receive reparations from the government and ensuring that the peace accords were implemented. Presently, he raises awareness about and defends citizens’ rights



Morales Toj (left), shown with his wife and children, was a child soldier with a guerrilla group in Guatemala’s Civil War. He eventually left the group, became a pacifist and earned a law degree.

against mining companies seeking to encroach on indigenous lands.

Through his 11-year friendship with Isaacs, Morales Toj has had the opportunity to visit Haverford's campus several times and share with students Guatemala's history of genocide and its struggle to build a lasting peace. During spring break 2009 Morales Toj worked with Isaacs, Rachel Schwartz and Fabrizio Barbagelata '10 in Guatemala to interview survivors of the war and assess the progress of the government's reparations program.

Says Morales Toj, "The College's participation in these efforts is consistent with its commitment to peace and social justice, and continues the historic relationship between Haverford and Guatemala's survivor communities."

Morales Toj is now involving the Haverford community in his plans to build a museum dedicated to the memory of those lost to and affected by the war. He was inspired by a visit he, Isaacs and the students made to Guatemala's former military headquarters last spring; it was the same place where three of his uncles had

"The College's participation in these efforts is consistent with its commitment to peace and social justice, and continues the historic relationship between Haverford and Guatemala's survivor communities."

been detained and tortured, and two had been killed. "Being in the barracks, feeling the chill of the walls, and imagining the thousands that had been tortured and killed in that space, I could sense the negative energy that's still there today." He began to picture it as a place that might symbolize resistance instead of death, and to give the survivors a much-needed voice.

"It will be a place to remember the dead, to learn the history of our country, and to allow victims and survivors to tell what really happened," says Morales Toj of the proposed museum. During the summer, Schwartz, Barbagelata and Rebecca



PHOTO BY PETER TOBIA

Kuperberg '10 returned to Guatemala and assisted Isaacs and Morales Toj in putting together an interactive historical archive of the war, interviewing survivors and creating video testimonials that will eventually become part of the museum.

Morales Toj is grateful to Anita Isaacs and the students who have collaborated with them, and for the opportunity to have spent a semester at the College. "I hope we continue to deepen our relationship of solidarity and fraternity," he says. "When we put even our smallest contributions together, we make big things happen." 

Q&A: Alex Kitroeff

The associate professor of history and academic director of the Center for Peace and Global Citizenship shares his thoughts on what it means to be a global citizen in today's world.



In your opinion, what constitutes global citizenship?

It's an awareness of a range of different cultures and political and economic systems around the world. It's being predisposed to engaging with them, and thinking critically about them but also understanding them in their own contexts. As a historian, I've studied cosmopolitan societies that existed before World War I; these multiethnic empires left a legacy, an example of different cultures cohabitating, intermingling and cooperating. I see global citizenship as a present-day version of old world cosmopolitanism.

Why is it important to be a global citizen?

First, we live in the most powerful country in the world, and it would be easy, from our vantage point, to overlook smaller countries. We have a responsibility to be aware of their existence and what they have to offer, and not to ignore them. Second, I've seen that conflicts and wars are still "justified" by invoking cultural differences. An embrace of global citizenship

helps us to co-exist, prevent war and ensure that countries interact in a peaceful manner.

How do you help Haverford students to become global citizens?

In our classrooms it's crucial to promote an awareness of other cultures and the ways they operate within a particular context, and to understand how history has shaped them. All of us who teach foreign cultures must make an extra effort to bring the outside world and the issues it faces closer to students. One way I do this is to expose students to the voices of the people they study and show how familiar they sound to us. We can never truly understand other cultures if we don't take the time to listen to what they have to say and how they say it.

You have a multicultural background; you were born in Greece, then educated in the United Kingdom, and now teach in the United States. How do you consider your own status as a global citizen?

Both of my parents lived outside of Greece before settling in Athens where I was born, so my family is considered diaspora Greeks. They are aware of being the "other" in a particular country. I was educated in the United Kingdom and then moved to the U.S., so I've experienced three different cultures and appreciated all of them. My background gives me an advantage in the classroom: I can talk about global citizenship from the mind as well as the heart, through knowledge as well as experience. 

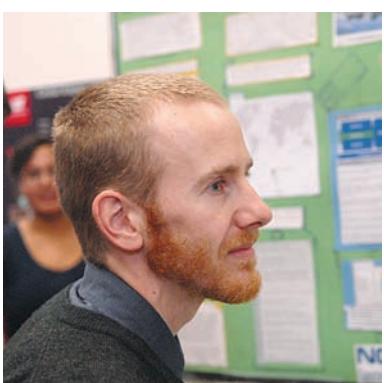


Students present posters tracking the global commodity chains of common products for a "Politics of Globalization" course.

GLOBAL PERSPECTIVES

Across Haverford's campus, the effects of globalization are being investigated, debated—and experienced. **By Eils Lotozo and Brenna McBride**

When Assistant Professor of Political Science Craig Borowiak teaches his "Politics of Globalization" course, he always includes an exercise that never fails to bring home to his students just how globalized our world has become.



Assistant Professor of Political Science Craig Borowiak

"I ask them to look at the tag in the back of the shirt of the student sitting next to them," says Borowiak, who has been teaching the course since 2004. "Then I ask them to call out the name of the country it was made in and I start writing them on the board. Invariably, in a class of 40 students, I'll have 31 or 32 countries. That really gets them thinking."

Globalization as an economic phenomenon refers to a breaking down of national borders that has increased the flow of goods, capital and services. In another light, it has to do with the revved-up pace of cross-cultural contact and influence, boosted by immigration, travel and technology. However you define it, globalization and its effect on commerce, politics, culture, the environment and everyday lives, is a topic that is surfacing in myriad ways across the Haverford campus.

According to Borowiak, globalization emerged as a compelling academic subject in the mid-1990s, eventually spawning a new interdisciplinary field known as Globalization Studies. "As an academic phenomenon, one thing Globalization Studies has done is break down boundaries," he says. "Though disciplines are important, people recognize that they can't understand these complex developments with one, narrow disciplinary focus."

In Borowiak's class, for example, the reading list encompasses sociology, political theory and international law, and includes works by bioethicist Peter Singer, cultural critic Edward Said, and philosopher Kwame Anthony Appiah, whose book *Cosmopolitanism*:

Ethics in a World of Strangers, has become an important text in the study of globalization.

"But I also really emphasize political economics," says Borowiak, whose wife, Banu Nilgun Uygun, a visiting assistant professor of anthropology at Haverford, also teaches about globalization in a course called "Culture in the Global Economy."

"I think it's really important that students understand the basic terms and framework of the world economy," Borowiak says. "I think our students need to know what the International Monetary Fund, the World Bank and World Trade Organization are and how they function."

To give students insight into competing assertions about such concepts as free trade, Borowiak asks them to select an item from their closet or their refrigerator and to track that commodity. "They have to find out where the raw materials come from, where the company's financial headquarters is, and what the labor conditions are like where the product is produced," he says. "They have to contact the company and go to NGO sites for research." At the end of the semester, students team up to create detailed posters tracking a commodity's global trail.

One challenge of teaching about globalization is getting students "to think outside the American box," says Borowiak, who observes that having international students in the class, contributing a different perspective, can be a big help. Still, he says, for some U.S.-born students, "questions about globalization are all about what America should do in its own interests. For example: Why should we support free trade? On the other side there are those interested in issues of global justice who presume that the U.S. is an imperial power that is turning everything American. But globalization isn't simply westernization. The flows are going back and forth."

Assistant Professor of Economics Saleha Jilani touches on many of the same concepts in two courses she teaches, "Global Economy" and "Economic Development and Transformation in India and China." In one assignment for the latter course, she asks students to choose from a list of about ten industry sectors, such as textiles, finance or communications technology. They then must research how the forces of globalization have played a role in that industry's development in each country, and, in turn, how economic development in China and India have affected globalization.

The course, says Jilani, draws on changes in the world economic landscape over the last 30 years and relates China and India's recent experience to both historical and cultural factors, as well as regional influences, such as the emergence of "the four tigers" (Hong Kong, Singapore, South Korea and Taiwan). With growth driven in large part by exports and more open trade policies, as well as an exchange of capital, technology, expertise and ideas, "the so-called East Asian Miracle is a prime example of globalization," she says.



Assistant Professor of Economics Saleha Jilani

For many students, the quest to better understand a globalized world means getting out into it.

Following a national trend, the number of Haverford students enrolled in study abroad programs increased in 2007-2008, when 47 percent of the junior class went abroad. Also a sign of the globalized times: more students than ever before looked beyond the traditional European options for study abroad to pursue programs in Latin America, Africa and Asia. (Both of those trends were interrupted last year when the economic downturn took a toll on study abroad at most colleges.)

Haverford students are also investigating the challenges and opportunities of globalization through international summer internships sponsored by the Center for Peace and Global Citizenship. Last summer, 55 Fords (and five Bryn Mawr stu-

"I CONSIDER IT VERY IMPORTANT TO EXPOSE MY STUDENTS TO INTERNATIONAL RESEARCH," SAYS ASSOCIATE PROFESSOR OF PHYSICS STEPHON ALEXANDER '93. "STUDENTS COME BACK FROM THESE TRIPS TRANSFORMED."

dents) circled the planet to intern at organizations dealing with an array of social issues. And thanks to funding from the Koshland Integrated Natural Sciences Center to support travel, more and more student scholars in the sciences are finding opportunities to participate in international research projects.

Winnifred Johnson '09 and Catherine Divizio '12, for example, got the chance to work with Professor of Chemistry Karin Akerfeldt and her colleagues at Lund University in Sweden last year. Associate Professor of Biology Irufka Okeke, who researches anti-microbial resistance in developing countries, brought students on a research trip to Ghana in 2007. Last summer, Amy Labar '10 and Laura VanArendonk '10 spent three weeks with Okeke at Nigeria's Obafemi Awolowo University in Ife, where they got a first-hand look at the obstacles Nigerian scientists face, such as unexpected power cuts and limited equipment.

"I consider it very important to expose my students to international research," says Associate Professor of Physics Stephon Alexander '93, "There are different styles to doing physics. There are different modes of engaging in research and you clearly see that when you work overseas."

Alexander, whose own research focuses on dark energy, has collaborators in Paris, Germany, England, Africa, Puerto Rico and Spain. Over the summer, he took three Haverford students to Spain, and next summer he plans to take more students abroad with him. "Students come back from these trips transformed," says Alexander, who observes that there are far more opportunities for international collaboration now than there were when he was a Haverford student. The internet has helped, he says, and so has the emergence of privatized research facilities around the world, such as the Institute for Astrophysics in Paris and The Perimeter Institute in Toronto. "This new breed of institute," says Alexander, "has created more opportunities for people to travel and work together."



Amy Labar '10 and Laura VanArendonk '10 worked with medical residents during a research trip to Nigeria with Associate Professor of Biology Irufa Okeke.



Carol Solomon (right) with Zoulikha Bouabdelah, a French/Algerian artist whose work is included in the upcoming *Mapping Identity* exhibition Solomon is co-curating.

Haverford's faculty also does an exemplary job of bringing the world to campus. Exposing students to a broader, more historically grounded way of understanding globalization was one of the aims of assistant professor of anthropology Jesse Weaver Shipley in organizing October's "Politics, Africa and Performance." That event included a performance of Kenyan singer and composer Eric Wainaina's musical *Mo Faya!*, set in the slums of Nairobi, as well as a panel and workshop with Wainaina and four other Kenyan scholars, activists and artists. Also part of the proceedings was a discussion, titled "Imagining Global Arts Residencies at Haverford and Beyond," which invited the College community to offer ideas on building stronger connections to Africa.

Shipley, who focuses his own research on recent Africa diasporas, and Ghana and its popular culture, says Africa is too often seen only as a place in need—of development and western aid. But the continent is also a contributor to the free flow of ideas that globalization has brought, he observes. "It is important for us to recognize Africa as a continent that is ahead of Europe and the U.S. in thinking about the use of technology in the creative arts and political movements," says Shipley, who hopes to bring more African artists to Haverford in the future.

For Carol Solomon, visiting associate professor of art history, Independent College Programs, one of the most fascinating questions raised by globalization is: "How do we define identity in a global society?" This spring Solomon will explore that idea in her course called "Art and Cultural Identity" that looks at concepts such as exile, diaspora and transnationalism, and examines such topics as cultural imperialism and the current debates over cultural property. As a counterpart to the class, Solomon is co-curating an exhibition with Janet Yoon '10 titled *Mapping Identity* that will bring the work of 11 international artists to the Cantor Fitzgerald Gallery March 19-April 30.

"Both the course and the exhibition deal with something that I think is really exciting, because we are at a transitional moment as far as the definition of cultural identity is concerned," says Solomon.

With so many people on the move in the world, whether by force (propelled by conflicts and politics), or choice (immigration or travel), she says, a growing number of artists around the world are dealing with the subject of cultural identity in work that is informed by their own "hybrid" identities. Among the artists featured in the *Mapping Identity* exhibition are Gonkar

Gyatso, a Tibetan living in London, whose work combines pop art with traditional Buddhist imagery; painter Daniel Kojo, the son of a Ghanaian father, raised in rural Germany, whose work has featured an "afronaut" character and "trickster" themes; and Maria Magdalena Campos-Pons, a Cuban-American artist of Nigerian descent whose art deals with these intertwining threads of her identity.

"As the world gets smaller and smaller, the art market is changing—you see more interest in artists like these," Solomon says. "There is also great interest now in Chinese art and Korean art, and Middle Eastern art. It used to be that Europe and the U.S. were the center of the art world and everything else was on the periphery. But the center is no longer defined in the way it once was."

The *Mapping Identity* exhibition will spotlight the debate over globalization at Haverford in other ways. Several artists in the show will participate in a roundtable discussion and Princeton University Philosopher Kwame Anthony Appiah will come to campus for the opening. He'll also give a talk titled "Cosmopolitanism," drawn from his influential book, which examines our interconnected and yet ever more fractious globalized world and argues for a path that embraces "universality plus difference."

In a blog she's writing about her experience co-curating the show with Solomon (news.haverford.edu/blogs/mappingidentity/), Janet Yoon writes: "I'm hoping the Haverford community will begin to see that *Mapping Identity* is not just another show ... but an exhibit that incorporates so many ideas that are discussed in our classrooms—History of Art, Poli Sci, Anthropology, Sociology, etc. Appiah talks about ideas we can all relate to as members of this interesting human race we are part of in the 21st century."



Also being featured in the exhibition is Japanese American artist Glenn Kaino, whose life-size sculpture *Graft (Ostrich)* (above), covered in Python skin, deals with "hybrid" identities.

→ GOING GLOBAL

From building schools in Africa, to providing legal aid to immigrants, many **Haverford grads** go on from college to do work with an international reach. **Here are few of their stories.**



BRIAN TILL '08

GRILLING WORLD LEADERS

Barely two years out of Haverford, Brian Till has been gaining a unique global perspective in an unusual way: by interviewing a long list of former world leaders.

So far Till, who is at work on a book that will collect these conversations, has interviewed Bill Clinton, Jimmy Carter, former South African president F.W. de Klerk, ex -President of Pakistan Pervez Musharaff, and Vaclav Havel, the former president of the Czech Republic, as well as former leaders of Finland, Spain and Brazil. Ehud Barak, of Israel, and Mikhail Gorbachev have both agreed to interviews. And, says Till, "I am in avid pursuit of Fidel Castro."

Lining up these chats has required dogged, won't-take-no-for-an-answer persistence. "To get to these guys, you have to jump through a lot of hoops and talk to a lot of assistants," say Till, who is grateful that his post as a research fellow with the New American Foundation in Washington, D.C. has given him the freedom to pursue the project.

Till actually traces his idea for the book to a 2007 Haverford commencement speech given by Barbara Ehrenreich, author of *Nickel and Dimed: On (Not) Getting By in America*. "She told the graduates, 'Some of the best and brightest of you will still be behind a counter in Starbucks or Borders three years down the road,'" says Till. "For some people it was a slap in the face, but I'd watched friends graduate from college year after



ELISSA STEGLICH '94

AIDING IMMIGRANTS



year and struggle to find jobs. To me she was someone who was willing to speak the truth about what we were facing."

Till went on to write an editorial on the subject titled "Graduating to Starbucks" which was picked up by newspapers around the country and helped launch his career as one of the youngest syndicated columnists in the U.S. (He writes a weekly column on politics and foreign affairs distributed by Creators.com syndicate.) But a bigger thought nagged at him. "The book was born from that frustration about the world we're inheriting," Till says. "With climate change, nuclear proliferation, the economy, it looks like an unmanageable mess." What, he wondered, would former world leaders say about it all. Says Till, "I thought it would be interesting to ask them, What were your mistakes, what would you do differently? What do you understand now that you wished you'd grasped when you were president or prime minister?"

Till, who is working with an agent on a publishing deal, won't disclose any stunning revelations his book might contain. But, so far, he says, his theory that former world leaders, out of the fray of politics, might be free to speak honestly, is proving true. "All of these guys are willing to be fallible," he says.

—Eils Lotozo

■ Read Till's interview with Vaclav Havel on Atlantic magazine's website at: <http://www.theatlantic.com/doc/200911/vaclav-havel>

Elissa Steglich '94 knows immigration is a hot-button issue in the United States. But she believes that confusion about how immigration law works and who it is designed to protect, as well as a "culture of fear" fostered in part by the events of Sept. 11, 2001, have led to misunderstandings about the plight of many immigrants.

"When most people hear their stories, they soften their position," Steglich notes. As a managing attorney for the American Friends Service Committee's Immigrant Rights Program in Newark, N.J., she hears immigrants' stories every day. And

often, Steglich is in a position to help.

Take, for example, the teenage girl from Guatemala, who was left in her extended family's care when her mother came to the U.S. to find work. The girl fled to the U.S. to find her mother after her grandmother forced her into prostitution. Steglich petitioned for and won asylum for the girl after her therapist alerted the AFSC to her situation.

Immigrants from Latin America are increasingly seeking to escape the human trafficking of children and adults in their countries by seeking asylum in the U.S., Steglich says. As the co-editor of the 2003

Steglich believes that **confusion about how immigration law works** and who it is designed to protect, as well as a "culture of fear" fostered in part by the events of Sept. 11, 2001, have led to **misunderstandings about the plight of many immigrants**.

Going Global

book, *In Modern Bondage: Sex Trafficking in the Americas*, Steglich knows the subject too well.

But being able to make a difference in an individual's life is a big reason she became an attorney, Steglich says. She has also had a strong interest in what goes on in the world ever since high school when she was a foreign exchange student in Venezuela. She followed that experience by studying in Costa Rica while at Haverford. "I graduated with a strong interest in Latin American policy issues," Steglich recalls.

After earning a degree from the University of Texas School of Law, Steglich had a stint at the National Immigrant Justice Center before joining AFSC. The Quaker institution provides support for undocumented immigrants and advocates for policies that would allow the undocumented to achieve legal status (www.afsc.org).

Getting to know her clients and their stories is what makes her work meaningful, Steglich says. "My clients give me an enormous amount of strength."

—Samantha Drake



Andrew Garza (center) with Abukari Abdul-Fatawu, Titagya Schools Managing Director, (left) and Manzah Iddi Habib, Project Manager.

ANDREW GARZA '08

BOOSTING EARLY EDUCATION IN GHANA

In Ghana, the Village of Dalun may just be a tiny dot on a map, but Andrew Garza '08 and his organization Titagya Schools plan to make an impact there that reaches far beyond its estimated 1,000 residents.

Titagya Schools has a simple mission: to increase the quantity and quality of

early education in northern Ghana. However, that goal goes beyond building and operating pre-schools and kindergartens—Garza hopes the government will adopt the program Titagya has created and award scholarships to needy children as well.

Garza was inspired by his time in

Roads Taken and Not Taken



BETH SALERNO '91

Twenty years ago I was a Haverford sophomore with a difficult choice to make. I worked for the Study Abroad Office and always assumed I would study abroad my junior year. But as I talked to my advisor, I realized that the course I really wanted to take—Roger Lane's American history survey—would only be taught my junior year. I had already given up my unrealistic dream of being a doctor. I had fallen in love with American history. How could I miss the crucial survey course? It was taught by the wiry, short guy whose entire closet was filled with white fisherman sweaters, faded blue jeans, and sneakers, but it was reputed to be a great class. Missing it was impossible. So I gave up on studying abroad and instead immersed myself in Professor Lane's "keys to American history."

Some of these are now forgotten, but I remember the square with a dot in the cen-

ter (man on a farm with a gun), and the tic tac toe board (the divisions of American society by race, class, gender and geography). It helped that Rick Kahn '91, in a desperate bid to write something on an otherwise blank quiz paper, provided twenty new versions of man on a farm with a gun (and a dog, and a wife, and a pinball machine), carefully explaining the historical significance of each. The laughter and excitement of that class carried me through emails from friends studying abroad in France and Russia who "wished I were there." I never regretted my choice to stay on campus that junior year, though I thought I had missed an important experience living outside the U.S. After graduation I talked my parents into letting me travel in Europe for a month and that had to suffice.

Twenty years later, I now teach that American history survey course at Saint Anselm College in Manchester, New Hampshire. *continued on page 52*

Dalun, where he spent a summer funded by the Whitehead Internship Program. While doing a microfinance study with a group called Simli Pong (which translates as "Friendship Fund"), he learned about a study that showed local secondary school students who had attended preschool and kindergarten performed at a higher level than those who had not. But Garza had also noticed that another important segment of the community's children would benefit from the early education plan. "There's an age hierarchy there, in which older children watch after the younger kids," Garza points out. "By giving the younger children a place to go, now the older siblings, especially girls, are also free to attend school." With help from communities in Ghana, the Ghanaian government, and fund-raising in the United States, Titagya Schools is ready to fulfill the meaning of its name; in Dagbani, the local language of Dalun, "Titagya" loosely translates to "we have changed."

A variety of experiences have provided Garza with the tools and the impetus to launch Titagya. No stranger to the

"Having someone who is based in the village and **who knows the local culture and economics** is key," says Garza.

international community, he was born in New Jersey, but attended school in Switzerland and spent a summer in Guatemala, a place that prepared him for the challenging living conditions in Ghana. He also helped found Haverford's Rufus M. Jones Institute for Leadership, which prepares students to lead in the professional world. But the catalyst for the project came in the form of Abdul-Fatawu Abukari, currently a Ghanaian producer for an educational radio station.

Abukari contacted Garza, who was then studying at the London School of Economics, about forming what would ultimately become Titagya Schools. "Having someone who is based in the village and who knows the local culture and economics is key," says Garza, who reports that Abukari, among his many

duties as the day-to-day manager in Ghana, raises funds, buys materials for the schools and helps spread word of the project to locals.

In the fall, Garza finally saw Titagya's vision come to fruition when the first school was completed in Dalun. Two more buildings are already planned for construction. The schools will combine innovative aspects of American early education, such as playing certain types of music to stimulate brain function, with local traditions. While Garza hopes to expand the number of schools within the region, he has no plans at the moment to expand the project to other areas of Africa. Says Garza, "I think it's eventually possible, but we want to leverage our experience in one region first."

—Charles Curtis '04

JAIME LOUCKY '04

Although I didn't know it at the time, one of the most important decisions in my career in international development came approximately two weeks after graduating from Haverford, in the spring of 2004.

I had been staying with a girlfriend in New York, enjoying that short-lived feeling of freedom that comes from having both a college degree and a total lack of long-term plans. Everything changed over the span of a couple of days, when I received two phone calls. The first was from a friend with a job offer at a gourmet foods supplier in Spain. Based in Madrid, the two-year position would be responsible for quality and taste control at the office, which had an in-house chef who would prepare daily exotic dishes for us to taste.

The second call was from Haverford's Center for Peace and Global Citizenship. A small summer grant had been made available. It would allow me to spend three

to four months working with a think-tank in the Balkans, studying anti-drug- and human-trafficking efforts along the Serbian/Bulgarian border. Other than the small stipend for living expenses the position would be completely unpaid.

I had started at Haverford four years earlier, drawn in large part to its Quaker tradition, and the importance it placed on personal and social responsibility. My father had studied at Haverford and gone on to become an anthropologist, and I shared his passion for international travel and a desire to do good in the world.

Clearly, I fit right in. With support from the amazing faculty and staff at the school, not to mention the other students, I was able to explore a wide range of issues in international relations and social justice. One of the most formative experiences came during my freshman year, when I took a course on Sports and Cuban-American Politics, taught by professors

continued on page 52





CHARLOTTE KOENIGER '07

SCHOOLING FUTURE GLOBAL LEADERS



Charlotte Koeniger '07, (left) director of admissions at the just-launched School for Ethics and Global Leadership, with co-worker Alanna Copenhaver '07.

No matter what the scale, joining a start-up venture means pitching in wherever necessary. For Charlotte Koeniger '07, being part of the School for Ethics and Global Leadership's (SEGL) inaugural semester means wearing as many hats as she can handle.

Koeniger serves as the Washington, D.C.-based school's director of admissions and mathematics teacher, and even lives in the Capitol Hill townhouse with the school's first cohort of 17 high school students.

SEGL is a new semester-long residential program for high school juniors and is open to students from the United States and abroad (www.schoolforethics.org). The program provides students who show scholastic ability and leadership promise with a unique, rigorous curriculum that emphasizes critical thinking, international affairs, and leadership development.

"I chose this job because I wanted to be part of an amazing mission," says Koeniger. The program "is important because most students have no idea what's

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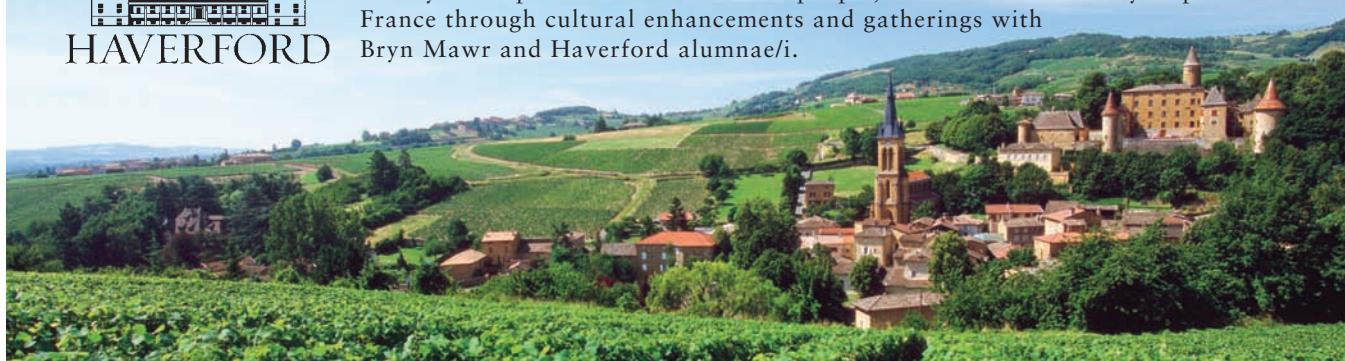


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"I chose this job because I wanted to be part of an amazing mission," says Koeniger. The program "is important because most students have no idea what's going on in the world. They study history but they don't study the present."

going on in the world. They study history but they don't study the present."

Koeniger notes that U.S. high school students are often too focused on grades and are not rewarded for independent thinking. "We challenge students to ask 'why?'" she says. Along with more traditional studies, all students will complete a project they can bring back to their communities and must write a business plan and grant proposal toward that end.

Also among the school's administrators is fellow Haverford '07 grad Alanna Copenhaver. A political science major, Copenhaver assists the school's director and works frequently with Koeniger.

Koeniger, a psychology major at Haverford, says she particularly enjoys working with the students and helping them come into their own. She has watched as a Palestinian refugee from Jordan, one of only two Muslims in the program, slowly let down his guard, and two students from opposite ends of the District of Columbia confronted their differences.

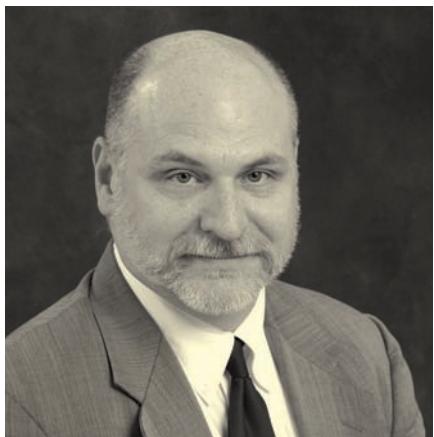
"The students challenge me every day," Koeniger says. And it's obvious she relishes the challenge.

—Samantha Drake



MATTHEW D. ROAZEN '85

GIVING RUSSIA A LEGAL LEG UP



The Berlin Wall was falling; Mikhail Gorbachev was placed under house arrest; Boris Yeltsin stood atop a tank in front of the Russian White House and, a few years later, sent tanks to bombard that same building. Where most of the world saw potential chaos and danger, Matthew Roazen saw opportunity.

Soon after Roazen completed his M.A. in Russian at Bryn Mawr and his J.D. at Temple University, he arrived in Moscow to help assist companies on mergers and acquisitions and corporate finance. As the Soviet Union dissolved in the early 1990s, Roazen told whoever would listen that there was a future for American business in Russia, especially with a new government in place. That foresight has led him to a career spent helping our former cold war enemy continue its economic growth.

Roazen, a native of western Massachusetts, remembers his desire to see the world started young. "I was a sixteen-year old prep school student who had barely been outside his own area code, much less time zone," recalls Roazen, now a partner with Akin Gump Strauss Hauer & Feld, LLP. "But the students surrounding me came from all over the world and had the means to sign up for school trips to places like Greece, Egypt and, most exotically of all, the Soviet Union." During his senior year, that curiosity led Roazen to take an elective on the Soviet Union. Unfortunately (and ironically), Roazen received a D+ for the course, nearly costing him a spot in Haverford's freshman class. Undeterred,

he wrote a letter explaining his strong desire to learn about Russian language and culture and was ultimately admitted. True to his word, he fell in love with the Russian language while immersed in Bryn Mawr's prestigious program and went on to major in Russian, even spending a summer at the Pushkin Institute in Moscow.

Despite the political turmoil in the crumbling Soviet Union, Roazen knew there would be opportunities presented as the new government took shape. During law school job interviews, he explained that he wanted to practice business law in the newly-formed Russian Federation. "I'm pretty sure most of the lawyers interviewing me were wondering if I was too nuts even for the profession," says Roazen. But his vision for the future was spot on—he has spent 12 years in Moscow and watched as branches of American law offices sprouted up around him, and the quality of local legal professionals markedly improved.

Adjusting to Russian business law, still in its nascent stages, hasn't been a huge challenge for Roazen, though he points out there are loopholes that he needs to deal with on a daily basis. "For instance, there's no such thing as an escrow account in banking law or practice. There are dozens of other concepts that are familiar to any corporate transactional lawyer that are still foreign to Russian law, like shareholders' agreements, options, and non-compete clauses," explains Roazen. "While the legal industry in Russia has devised work-arounds for all of these holes, the very need to patch what should be a modern suit of clothes points up how far the local legal system still has to go."

Roazen credits the patience and resilience of his wife and four kids (all four have grown up in Russia and are bilingual) for making it possible to live and work abroad. Although there are times he wonders what his life would be like if he lived in London or the United States, he's committed to his clients in Russia. Says Rozen, "I'm in the service business and as I continue to work for my clients, I guess I will find out where that will take me."

—Charles Curtis '04



Investing in Change

Three Haverford grads are at the vanguard of microfinance, a growing financial market and movement that fights poverty in developing countries with loans to the self-employed. By Justin Warner '93

Thick curtains obscured the windows of the beauty parlor in Lahore, Pakistan, when Elizabeth Lynch '97 and her colleagues from Women's World Banking arrived there to meet the owner, who had received several micro-finance loans through the organization's local lending partners. The owner appeared in full burqa to greet Lynch's all-female entourage at the door and lead them into the sanctuary of the shop. Once inside, though, the woman removed her burqa, and Lynch was taken aback: "She was this tall, stunningly gorgeous woman with a slinky outfit on, and she proceeded to talk about the enormous success of her beauty parlor, and about how her husband used to be argumentative and verbally abusive, and now he's been offering to help out with buying supplies for the shop, and how fantastic she feels."

This scene encapsulates the traditional aim of microfinance

—a growing industry often described as "banking to the unbanked," which typically makes small loans to self-employed people, the majority of them women, in developing countries. Modern microfinance began in Bangladesh in 1974, when Chittagong University economist Muhammad Yunus lent \$27 from his own pocket to a group of craftswomen in an impoverished village. The women used the money to buy raw bamboo for their crafts, sell them at a profit, and pay Yunus back with interest, at a rate much lower than local moneylenders charged. Based on this model, Yunus eventually established the Grameen Bank, which to date has disbursed \$8 billion in micro-loans to about 8 million borrowers, with a near 98 percent payback rate. Similar microfinance lenders, large and small, have sprouted all over the world. For his efforts to eliminate poverty, Yunus won the 2006 Nobel Peace Prize. (Haverford gave him an honorary degree in 1996.)

Now, 35 years later, microfinance has reached a point of adolescence. Local lenders, known as microfinance institutions, or MFIs, are merging and formalizing into banks, creating new opportunities and complications. And as microfinance gains notoriety in the media, more people want to get involved. Lynch and several other Haverford alumni are at the vanguard of this rapidly changing financial market, which increasingly blurs the line between business and charity.



Agora Partnerships, founded by Ben Powell '93, has provided micro-venture capital in Nicaragua to a company that produces bagged juices and water (far left), and to the foot clinic launched by Roberto Mejia (left). Elizabeth Lynch '97 (above, second from right) of Women's World Banking, with a group of microfinance clients outside Kolkata, India.

For Ben Powell '93,

the new frontier is micro-venture capital. As Founder and Managing Partner of Agora Partnerships in Washington, D.C., Powell helps Central American entrepreneurs whose businesses have grown too big for microcredit, but aren't big enough for commercial bank loans, or who need longer term "growth capital," of the sort banks don't provide. "In Nicaragua, it's easier to get a loan to sell tortillas on the street than to expand the local tortilla factory," Powell explains. What's more, while many people in developing countries have the brains and work ethic to succeed in business, they usually lack formal business training—or, often, any kind of advanced education. As a result, he says, would-be entrepreneurs take their businesses only to a certain point, and then hit a wall.

Case in point: Clinica del Pie (The Foot Clinic) launched by Roberto Mejia in Managua, Nicaragua. Mejia launched the business with a \$2,000 family loan and the skills he learned at a Dr. Scholl's franchise. Five years later, Mejia's clinic was employing 12 full-time staff and taking in about \$75,000 in annual revenue. Mejia wanted to expand further, but he needed far more money than family or an MFI could provide.

That's where Powell and Agora stepped in. Agora actually has two separate but symbiotic branches: a for-profit micro-venture



capital fund, and a non-profit foundation, which also owns the fund. The Fund not only lends to growing businesses like La Clinica, it also sometimes invests in them. Powell says that taking a stake in the company can benefit both parties: "If you just give a loan, your focus tends to be on risk mitigation—getting your money back even if the company goes under," he explains. "But if you're an equity investor, you're focused on growing the company." The non-profit Agora Partnerships foundation takes on that cause, deploying MBA students from top business schools as pro bono consultants. In Mejia's case, students from Duke University's Fuqua School of Business helped him adjust his pricing, invest in infrastructure, and refine his management techniques. They also steered him away from premature franchising, and helped him land local TV and university appearances that raised his public profile. Media appearances such as these serve another of the non-profit's aims: to create a climate of entrepreneurship that encourages others to start new businesses too. While consulting support is key, it's often not enough—so in this case Agora's fund invested \$30,000 in the business.

Since he began working with Agora's team, Mejia has increased his payroll to 25 employees and nearly tripled his receipts. He serves about 2,000 clients a year, 80 percent of whom come for medical treatment, receiving affordable, high quality care that was previously not available. Recently, Mejia sold part of his company to another investor, and used the money to buy a house for extended family and reinvest in the company. Perhaps even more significantly, several of Mejia's former employees have started foot clinics of their own, creating a thriving, competitive local industry.



Dana Schmidt '84 (left) is chief administrative officer for Microplace, an online company that gives individuals a way to invest small amounts in microfinance ventures. On a field trip to Kyrgyzstan (above) Schmidt found that apple growing was enjoying a largely microcredit-driven renaissance.

So far, Agora has worked mostly in Nicaragua, where it estimates to have directly created or sustained 450 full-time jobs, and 1,000 more in supply and distribution. Agora has over 10 staff including Powell's co-Founder, Ricardo Teran, a Nicaraguan fellow of the Aspen Institute who has helped spread Agora's ideas to business leaders across Central America. Grants from the Rockefeller Foundation and the Draper Richards Fund, which named Powell a Fellow in 2008, have bolstered Agora's non-profit arm. Meanwhile, Powell, who has employed several Haverford College students as interns at Agora Partnerships, has been busy designing a much larger Central American social venture fund, based on the work of the smaller Nicaraguan fund. Agora plans to open offices in El Salvador and Honduras next year.

Powell says this kind of investing is not for the faint of heart. But Agora attracts those who are up for a challenge. "It used to be that we lived in this binary world, where it was totally normal to have money invested in Phillip Morris and then to donate to the American Cancer Society. Now we live in a world where more and more people realize that there's an x axis for financial return and a y axis for social return—and a lot of investments fall in between. The key is generating the biggest blended impact possible and being very rigorous in how you measure it. Investors need to know the power they have to change the world."

Until recently, however, only governments, foundations, and extremely wealthy people could actually make this kind of investment. Because the administrative costs and regulatory hassle outweighed the financial payoff, no brokerage had taken up the challenge of offering microfinance products to the masses. That changed with Microplace, a Bay Area-based company founded by Tracey Pettengill Turner, an alumna of the Grameen Bank. Chief Administrative Officer Dana Schmidt '84 came to Microplace

in 2007 from the world of conventional finance, with tenures at Montgomery Asset Management and Morgan Stanley. Looking for a more socially rewarding job, she started cold-calling organizations involved in microfinance. "On the third cold call I heard eBay had just bought Microplace, and I was here three weeks later," she says.

Like E*TRADE and other online investment sites, Microplace is a fully licensed broker-dealer that allows individuals to invest small amounts—as little as \$20—in a microcredit venture. Users can pick their investments from a menu of social values, including fair trade, green development, and benefits to women and

“We’re sort of inventing this new asset class that stands in between donations and market-return investments.”

rural clients. They can also search by geographic area, level of poverty, and expected return. Microplace collects and tracks all those small investments, and passes the capital on to larger, non-profit microfinance investors, like the Calvert Foundation, which, in turn, fund microfinance lenders in the developing world. In exchange for the service, the non-profits pay Microplace a fee. Schmidt's job is to make sure the company follows the Securities and Exchange Commission's rules—of which there are many. She's also head of Customer Service, which means helping online users understand some of those rules as well. For example, unlike most websites, they can't accept credit cards. "You can't use credit cards to pay for securities," Schmidt explains. "Sometimes our customers don't get that because

they're in a donation mindset when they come to our site."

Microplace's investments typically earn 1 to 6 percent. That's pretty good in the post-bailout economy, but they don't have the potential to skyrocket like conventional stocks. "We're sort of inventing this new asset class that stands in between donations and market-return investments," Schmidt says, echoing Powell's description of Agora's venture-cap fund. "We have to be careful not to say this is the most lucrative investment; it's a slice of your investment portfolio and you're getting a social payoff."

Everyone on Microplace's small staff goes into the field to see the impact of their investments. Schmidt recently went to Kyrgyzstan, where she discovered that microcredit was "basically being used to rebuild the country after the collapse of the Soviet Union." Once a major industrial center for the U.S.S.R., Kyrgyzstan's economy suffered mightily in the immediate post-Soviet era. Businesses collapsed, and workers with no skills beyond their old assembly-line jobs had to reinvent themselves.

But Schmidt found that microcredit had sprouted new growth

in this desolate landscape. An unmarked door on one rusted-out warehouse led upstairs to a five-person shoemaking business. Down another alley of derelict buildings, a man cranked out paper napkins on a homemade machine. Outside the industrial centers, many Kyrgyz had planted apple orchards on Soviet land grants. Kyrgyzstan's apples include many ancient and rare species ("I've never had such good apples in my life," Schmidt raves), and the apple industry, largely dormant during the Soviet era, is now enjoying a largely microcredit-driven renaissance. What's more, the local MFIs were doing more than just lending money. They were providing professional development, on topics ranging from fertilizers to accounting, and serving as a de facto center of activity for the apple-growing industry.

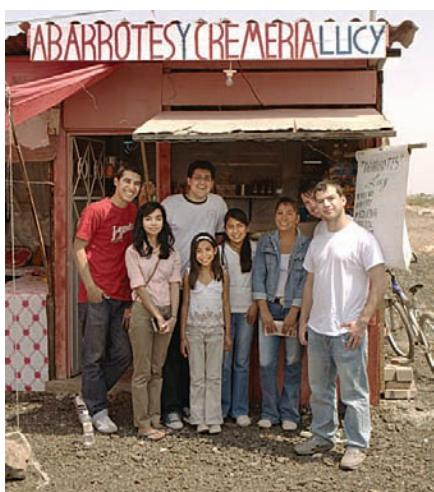
In fact, as microfinance grows, MFIs around the world are moving beyond credit. Some offer savings accounts, insurance, or even commercial loans. The institutions have changed internal-

Haverford's Microfinance Club Takes Off

Haverford students have their very own pipeline to the world of microfinance, in the form of the Microfinance Consulting Club. Founded in the fall of 2008 by Jeremy Golan '09 (now a Peace Corps volunteer in Cambodia) and James Burton '11, the club educates current Fords about the industry, and helps them develop the kind of skills that can benefit microfinance organizations.

Burton got the idea for the club during a summer internship, funded by Haverford's Center for Peace and Global Citizenship (CPGC), in Mexico City, where he spent time with managers at several microfinance institutions (MFIs). At Haverford, he found a motivated partner in Golan, an economics major whose senior thesis related microfinance to education spending in Indonesian households. Golan's thesis adviser, economics professor Saleha Jilani, signed on as faculty adviser to the group.

During the 2009 spring break, the CPGC awarded Burton, Golan, Travis Taylor '12 and two other club members a grant to work with MFIs in Mexico City. This time, in addition to meeting with managers, the students went into the field with loan officers. There, they got a first-hand look at how the loans had improved the lives of the borrowers. Burton particularly remembers Lucy, the manager of a tiny general store in a shanty town: "She could not have felt more successful, happy and important," says Burton.



Members of Haverford's Microfinance Consulting Club in front of a Mexico City shop with the owner and her daughters. The store was launched with the help of a microfinance loan.

Back on campus, the club members created a brochure about volunteering in Mexican microfinance. Meanwhile, the club scored a coup when it bested Wharton, Cornell, and other established college microfinance clubs in a nationwide contest. Videre, a Dallas-based startup microfinance organization, assigned each college a different part of the world—Team Haverford got Abia, in southern Nigeria—and asked them to assess the feasibility of setting up new MFIs there. After four weeks of research, the teams presented via videoconference, and Videre judged them on presentation, thor-

oughness of research, and quality of consultation. (Haverford's assessment: Avoid Nigeria; the Central Bank's new microfinance regulations are onerous and unrealistic. Videre took the advice and went into Mexico instead.) With support from the CPGC, Travis Taylor returned to Mexico City last summer for a ten-week internship with Financiamiento Progresemos, an MFI that he had first met with on that spring break trip. Over the summer, Taylor helped the company figure out the reasons behind a huge spike in defaults in the Veracruz region. In addition to doing economic analysis, Taylor conducted nearly 100 surveys in two dozen communities, and came away with clear ideas on how to build stronger borrowing groups going forward.

Taylor, who now co-chairs Haverford's Microfinance Club with Katie Johnston-Davis '10, hopes to deepen the relationship between Progresemos and the club. And the co-heads plan to use a speaker series not just to inform others about microfinance, but to build business skills that can be of practical value to future volunteers. In the long term, Burton says he wants the group to stay on the leading edge of the field: "We're learning that credit group lending is giving way to seed capital and targeted entrepreneurs. We would like to turn the club in that direction—micro-venture capital—turning the money toward somebody who's going to employ 3,000 people."

— Justin Warner '93



These clients of Uganda Finance Trust, part of Women's World Banking's global network, work in a wide range of ventures, including farming, hair dressing, tailoring, and animal husbandry.

ly as well. As in any industry, the most profitable MFIs have grown and swallowed up smaller competitors. Many once-scrappy organizations have converted into full-fledged banks. Playing a significant role in assuring that these changes benefit employees and borrowers alike is Elizabeth Lynch, a Ford who manages the Center for Microfinance Leadership created by Women's World Banking.

Women's World Banking is a New York-based global network of 54 MFIs and banks serving 25 million clients in 31 countries. (A bit of trivia: President Obama's mother, the late Ann Dunham-Soetoro, was the organization's policy coordinator in the early 1990's.) The new Center for Microfinance Leadership has two main objectives. One is to shepherd member MFIs through an increasingly complex and high-stakes financial landscape. In partnership with the University of Pennsylvania's Wharton School of Business and the British consulting firm Creative Metier, the Center offers a variety of workshops to MFI officers, to help them hone management skills and take on new, more sophisticated responsibilities.

The other key mission is to preserve the role of women within the microfinance industry itself. Women make up the vast majority of microfinance borrowers, and historically, they have been well represented among microfinance executives, managers, and loan officers. However, as MFIs consolidate into banks, the percentage of women on both sides of the table tends to drop. In 2008, Lynch spent six months developing an assessment tool to help microfinance institutions maintain their commitment to gender diversity. She then tested it at the Kashf Foundation, a 12-year-old MFI in Pakistan still run by its founder, Roshenah Zafar. While there, Lynch found that seemingly mundane issues, like coming home late from an increasingly long and demand-

ing workday, had far-reaching consequences for female employees. "There were concerns of safety, and problems with public transportation after rush hours, but the most significant concern was 'what will the neighbors say,'" Lynch recalls. "Families restrict the movements of their wives and daughters, because it preserves the women's image in the eyes of the community." But slowly, she says, "women are starting to break away from these restrictions, neighbors be damned."

Lynch also argues that having women well-represented in upper management makes sound business sense. She cites work by the non-profit organization Catalyst, which has linked the percentage of women in upper management to better performance in the North American and European corporate sector. "We're trying to bring that same argument to the microfinance industry: Why would an institution that's serving 98 percent women clients benefit from having women on their board, and represented on their front line as loan officers? They may better understand their clients' needs, for example." In fact, a 2007 study of 226 microfinance institutions in 57 countries found that MFIs with female CEO's had higher returns than those with male CEO's.

Women's World Banking also helps MFIs develop new financial products that can benefit women. Among these is caretaker insurance, which covers loss of income if a woman has to

In 2008, Lynch spent six months developing an assessment tool to help microfinance institutions maintain their commitment to gender diversity.

care of a sick family member at the expense of her business. Microfund for Women, a member MFI in Jordan, will be testing a pilot version of caregiver insurance in partnership with WWB and Zurich Financial Services.

Despite all the challenges and risks ahead, Lynch hopes that ultimately, the growth and maturation of microfinance institutions will be a good thing. Larger institutions can finance even more borrowers, and a more formal corporate structure may increase accountability and transparency, which could attract more investors from the developed world. And as microfinance extends its reach, Lynch hopes that it will change societies for the better by changing one life at a time. "One of the things we saw in Pakistan is that with the first couple of loans, a shockingly high number of women would just get the loan and give it to her husband," Lynch says. "But as you got to the third or fourth loan, you started to see more and more women who are using part if not all of the loan for their own activities." And once that happens, real transformations can occur—even if they're hidden behind a curtained window, or underneath a burqa.

Justin Warner '93 is a playwright, lyricist, and freelance writer. He lives in New York City.

For more information:

Agora Partnerships: www.agorapartnerships.org **Microplace:** www.microplace.com **Women's World Banking:** www.swwb.org



The GO-TO GUY —on— WORLD TRADE

By Robert Strauss

Whether proffering legal advice to firms with multinational business interests, or advising President George W. Bush at international economic talks, Daniel M. Price '77 has become a sought-after expert on the challenges of globalization.

Daniel Price discovered early in his career that it is good to be open-minded when dealing with people from other cultures. He was then working for the U.S. government in The Hague as a participant in the post-hostage-crisis claims settlements between the Iranians and the United States. "All day, I would be working closely with Iranian representatives," said Price. "We would exchange pleasantries when we left and then [I would] hear them call me before the Tribunal or the Iranian press, 'a representative of the Great Satan whose regard for the truth is even lower than his regard for the Iranian people.'" According to Price, who is now senior partner for global issues at the Sidley Austin law firm in Washington, D.C., "in international relations, you have to be aware of what people have to say to keep face or because of what their community needs to hear. Respect that, and negotiations go a lot more smoothly."

Indeed Price, who has been in and out of government service several times in the last three Republican administrations, is, according to Washington insiders, an indispensable man when

it comes to international trade and other sensitive negotiations. "Dan is just a real key player in international economic matters. He is knowledgeable about everything," said Henry M. Paulson, Jr., George W. Bush's Secretary of the Treasury. "I worked with him on a wide range of economic and trade issues. The real difference between Dan and others is that he knows how to get things done."

Price's knowledge and diligence contributed substantially to the Bush administration's international response to the recent economic crisis, according to Bush's former chief of staff Joshua Bolten. "Dan helped steer the administration successfully through the international coordination of the global financial crisis," said Bolten, now a faculty member at Princeton's Woodrow Wilson School of Public and International Affairs.

Bolten explained that Price played a critical role in organizing the first Leaders summit of the G20 convened by President Bush in 2008. The G20 is the group of developed and developing countries that account for 85 percent of global gross domestic product. Bolten noted that the Obama administration has adopted the G20 as the premier international forum for economic cooperation. "If you look at Dan's work, it is the Obama template," said Bolten. "No one will shout that now,

but that is how important Dan's work has been."

Price's government jobs have come with those seemingly endless and confounding titles that scream bureaucracy. After a stint in the Legal Adviser's Office at the State Department, he was, from 1984 to 1986, Deputy Agent to the Iran-U.S. Claims Tribunal in The Hague. After that he spent several years at a Philadelphia law firm learning about the business side of the law, before serving as the U.S. Trade Representative's Principal Deputy General Counsel from 1989-1992. Then, after more than a decade of building a leading international law practice in Washington, Joshua Bolten induced him back to public service with the unwieldy title of Assistant to the President and Deputy National Security Advisor for International Economic Affairs.

"Dan is the man you go to when you want things done," says Joshua Bolten. "He is the master negotiator and works beyond ideology."



Price (right) traveling on Air Force One with President Bush.

According to Price, the fact that he has worked only in Republican administrations may largely be related to the people (such as Bolten) whom he met during his first roles in government service in the early to mid-1980s. "Yes, I am a Republican, but I grew up in a Democratic family in the inner suburbs of St. Louis," said Price, who interned at the American Civil Liberties Union when he was studying law at Cambridge and Harvard. "The kinds of things I did for the government were rarely partisan," Price said.

His job in The Hague, for instance, involved something he believes many people didn't even know was going on: helping to adjudicate claims arising from nationalizations and the eviction of U.S. investors from Iran in the period following the Iranian revolution. And when his friend Bolten convinced him to come to work for the first Bush administration, the Berlin Wall had just fallen, the Soviet Union had broken up into many different nations and Latin American countries had started negotiating for more free trade with the United States and among themselves. Price, who works out of a downtown Washington, D.C., office decorated with photos of himself with both Presidents Bush and with diplomats and ministers from Eastern Europe to South America, calls that period "a really exciting time."

Said Price, "I'd be going to the former Soviet Union to negotiate with new governments, sometimes having to teach them what capitalism really was about, then get on a plane and go to Mexico City for NAFTA [North American Free Trade Agreement] negotiations. There was always a feeling that we were accomplishing something."

During his most recent government service, in addition to international economic issues, Price was involved in what to some might seem unlikely issues for a conservative administration: food policy, public health and climate change. According to Bolten, Price was a leader in advancing policies that would encourage all nations to be involved in cutting harmful emissions, addressing HIV/AIDS and reducing world hunger.

Price is also an entrepreneur. When he left his role in the first Bush administration, he and one of the men he had negotiated with, former Bulgarian deputy foreign min-



One of Price's favorite photographs with President Bush shows the two of them in a speeding limo on the way to the Lima airport, smiling gleefully while tightly gripping the back-door handles.

ister Stanimir Alexandrov, formed an international trade and dispute resolution practice that has grown into a 50-lawyer division at Sidley Austin. "Dan had a vision: Clients need comprehensive solutions for doing business internationally," said Alexandrov. "He wanted to build a practice that would provide companies that have global business interests with advice on how to take advantage of existing international rules—and how to shape those rules in the future." According to Price the practice "goes everywhere," sometimes representing an Italian firm trying to do a utilities project in Pakistan, and at other times helping Latin American companies do business in Asia.

Price so enjoyed his private practice that he resisted his friend Bolten's requests to join the most recent Bush administration until 2007, when Bolten offered him a job as what in Washington is known as a "Sherpa." (Sherpas are famed guides employed by mountaineering expeditions in the Himalayas.) For Bush, Price was the Sherpa in the sensitive international economic talks of the G-8, and later the G-20.

What was particularly exciting for Price was that when the face-to-face negotiations actually came, the rules allowed only one advisor to each governmental leader at the table—and that was Price, with Bush.

"President Bush loved dealing with him," said Bolten. "When he goes to a summit, the President is in isolation with the Sherpa, and Dan always did his homework. There couldn't be more of a one-to-one relationship. Dan is too modest to say how influential he was in the good things that have happened."

Price does admit, with a shy smile, that he enjoyed being with President Bush. Among his favorite photographs is one of them in a speeding limo on the way to the Lima airport that shows them smiling gleefully, while tightly gripping the back-door handles.

Price is proud, too, of his family. His wife, Kim, whom he met when they were students at Harvard Law School, recently finished her term as president of their synagogue and remains actively involved with Jewish philanthropies in Washington. They have three children, who have joined them

on overseas trips and gotten to see much of the world. Emma, a senior at Brown University, has spent summers working on AIDS education with children in Tanzania and on a water project in Honduras. Joey, who is a freshman at Union College, spent a high school semester in Israel and Josh, an avid ice hockey player and a culinary adventurer, is in 10th grade. "The kids grew up in a house where they met many visitors who didn't speak English," said Price. "They have learned, like I have, that understanding other cultures is fundamental to solving global issues such as public health, poverty and climate change."

"At Haverford, I learned to think rigorously. I took courses from professors who stepped back and took a breath and then turned the problem around, showing how to make a difference, not just have a glib thought," he said. "That is the key in international relations too, and I hope I have done that in my work in some way."

Freelance writer Robert Strauss lives in Haddonfield, NJ. His work appears in the New York Times, the Washington Post, Sports Illustrated, and other national publications.



BETH SALERNO '91

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Hampshire as Associate Professor of History. I think of Roger Lane each time I do. I used notes from his class as I studied for my preliminary exams—the four two hour exams covering all of American history which I had to pass before I could start my dissertation. I used those same notes as supplementary aids in the history courses I taught as a teaching assistant at the University of Minnesota. I pulled them out again as resources when I designed my own courses at the University of Central Arkansas and ten years ago when I moved to New Hampshire. The notes are now lost, a casualty of our last move, but the memories are clear. I might have become a professor without Roger Lane's course, but I am not so sure. It gave me a sense that U.S. history was exciting and that teaching it could be a satisfying, life-long challenge.

Even my dissertation topic was drawn in part from another junior year history class, the junior seminar. This involved researching a document from the Magill Library Treasure Room. Mine was a draft of a circular connecting women's rights and antislavery beliefs. A decade later, my dis-

sertation and then first book traced the founding and activities of women's anti-slavery organizations across the north in the decades before the Civil War. My current book is a biography of the woman who wrote that circular, Mary Clark of Concord, New Hampshire.

My topics have provided little opportunity to travel the world, since the majority of my sources are tucked away in northeastern and Midwestern archives. My husband (Tod Ramseyer '89, physics major and student in Roger Lane's survey course two years before me) keeps suggesting a history of Caribbean beaches or international trade—anything to enable some foreign research time away from New England's winters!

Yet teaching U.S. history did finally give me the chance to "study abroad." For my sabbatical in 2007-2008, I received a Fulbright Senior Fellowship to teach American history in South Korea at Pyeongtaek University, one hour south of Seoul. Three times a week for a year I met with Korean students in American Studies courses to discuss race and gender, American political traditions, and contemporary American culture. I learned enough Korean to recognize the power of a lan-

guage that places everyone into hierarchical relationship, and the impact of teaching my courses in English. When I was not teaching, I traveled all over the country, even briefly to North Korea, and reveled in the food, the culture, the history, and the hospitality of strangers. I had never been forced to face my race or my nationality quite so thoroughly before, or the privileges and prejudices that come with both. I gave talks on the American Revolution to scholars, discussed women's history and human rights with activists, and shared classroom techniques with education students. I wonder whether I would have felt as welcomed, as comfortable, as incredibly enriched if I had studied abroad twenty years earlier, when I knew so much less about myself and the world. Clearly it would have been different, though enriching in its own way. I am not sorry I waited.

It took two decades but I finally got both my U.S. history class and the chance to live abroad. I am grateful that a path not taken turned out to be a path taken later.

Beth Salerno is an associate professor of U.S. history at Saint Anselm College in Manchester, N.H. Her research focuses on the United States' antebellum period.



JAIME LOUCKY '04

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Anita Isaacs and Roberto Castillo-Sandoval. Along with 29 other students, including 20 members of the Haverford baseball team, we spent a week in Havana, meeting Cuban students, playing lots of baseball, and learning the power of sports to bridge political and geographical divides. My experience in Cuba led me to major in Political Science with a concentration in Peace and Conflict Studies.

Back in New York, I had eventually reached a decision. As tempting as the position in Madrid was, it didn't have the social responsibility aspect that I was looking for. I took the unpaid summer internship.

Two weeks later I was on my way to Serbia with a backpack full of clothes and no return ticket. I spent the next eight months studying anti-trafficking efforts and stretching out my grant money by sharing an unheated apartment with three Serbian students.

When the grant funds finally ran out I

moved to Barcelona, Spain, where I spent six months writing freelance for travel magazines, eventually coauthoring a book on the Winter Olympics with my uncle, David Wallechinsky. After finishing the Olympics book I moved to the U.S. and took a job in Washington, D.C., working on an institutional contract with USAID's Office of Food for Peace. I spent the next two years working in the drab hallways of the Ronald Reagan Building, learning the world of food aid and donor-side development. With an annual operating budget of \$1.2 billion, our office shipped staggering amounts of American-grown food to developing countries and disaster-impacted areas.

Two years after taking the job with Food for Peace I decided to make another shift, this time to a large international NGO where I began to focus on agricultural productivity and market development. Rather than shipping American-grown food, we were now trying to help vulnerable communities grow and sell their own crops in local markets.

My work with International Relief

and Development, on the organization's Sustainable Food and Agriculture Systems team, now takes me regularly to the field, most often to South Sudan. I've gotten to know the challenges of field operations, living in a tent with no running water and little more than a generator and a 4x4 jeep. I've also seen our projects come to fruition, both figuratively and literally, as villages build community gardens and begin to harvest fresh fruits and vegetables to sell in local markets. I've also seen the limits of development projects in unstable countries, where a resurgence of violence can wipe out the slow advances of a community in mere moments.

After graduating Haverford in 2004 I decided to follow a path in international development, with no idea of where it would take me. Five years later I still don't know where I'll end up, but the journey so far has been exciting, challenging and rewarding.

Jaimie Loucky '04 lives and works in Washington, D.C. and has co-authored three editions of The Complete Book of the Olympics.

STATE OF THE COLLEGE FINANCE



As is true of all its peer institutions, Haverford suffered a significant reduction in its resource base in 2008-09. In responding to last year's rapidly falling security markets, the Board of Managers acted to reduce endowment spending in the 2009-10 operating budget proportional to the decline in the College's endowment market value. This necessitated a number of painful budget cuts, an effort which deliberately excluded the academic program.

However, even in the midst of the country's uncertain economic future, Haverford enjoys a number of critical strengths. Demand for a Haverford education remains extremely strong among the very best students in the country. Our financial aid policies welcome a diverse student body regardless of need, and enrollment is at an all-time high. The budget has been balanced for the past thirty years, and will be again in 2009-10; the College is operationally sound. We are in a strong liquidity position, i.e., we have ample cash reserves to meet our operating and endowment

needs. And the heart of the enterprise, the academic program, has emerged from these difficult times relatively unscathed.

Thus we look forward with cautious optimism as we plan to meet our most important educational needs through an upcoming comprehensive capital campaign. Looking back at fiscal 2008-09:

Operations

Operating revenues grew to \$82.8 million in 2008-09, exceeding operating expenditures for the 33rd consecutive year. The enrollment of 1,159 students compared to the budgeted figure of 1,100 generated excess revenues that were assigned for a number of key purposes: a reserve providing severance payments to employees taking advantage of a retirement incentive program, instructional startup and technology reserves, HCA and dormitory upgrades, and various capital projects such as reroofing Barclay, replacing the stage lighting in Roberts Hall, and installing utility metering.

Physical Facilities

After two years of study, a steering committee representative of the College community completed a campus master plan to provide direction on building projects for the next several decades. The steering committee was assisted by the nationally recognized firm, Venturi, Scott Brown and Associates. The Board of Managers approved both a ten-year plan and a twenty-five-years-and-beyond plan; the ten-year plan identifies major building projects that will be a cornerstone of the next campaign.

Voluntary Support

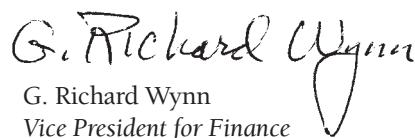
Haverford received \$12.4 million from private sources in 2008-09. Unrestricted gifts to annual giving, which help support the operating budget, climbed to \$4.6 million, and more than \$6 million was received in gifts for capital (physical plant and endowment) purposes.

Investments

Reflecting the declining national and international security markets, the value of the College's endowment fell to \$336.1 million on June 30, 2009. The market value of the endowment had recovered to \$357.8 million by November 30, 2009, thanks to a portfolio of investments diversified across asset classes. Robust performance for years preceding 2008-09 led to 10-year returns of 3.8% compared to a 10-year decline of 0.2% in the S&P 500 Index; this return as well was in excess of the rate of inflation.

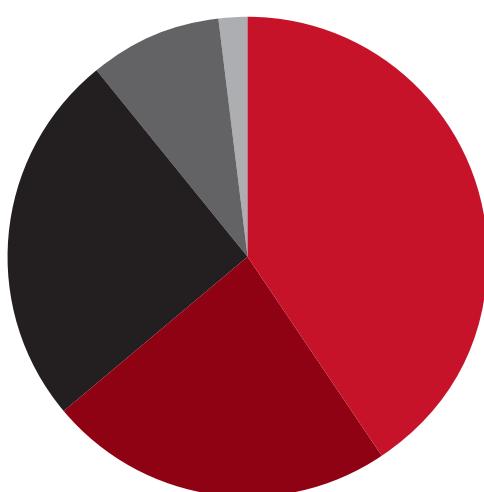


Respectfully submitted,

The signature of G. Richard Wynn, written in cursive black ink.

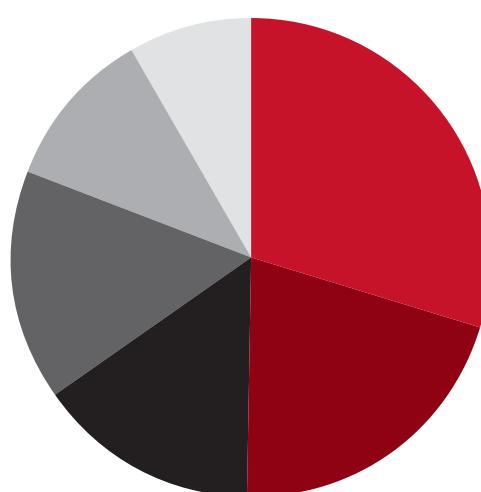
G. Richard Wynn
Vice President for Finance
& Administration, and
Treasurer of the Corporation

2009 Sources of Operating Revenues (%):



■ Net student charges	40.7
■ Auxiliary enterprises	23.2
■ Endowment	25.3
■ Gifts and grants	9.1
■ Other	1.7
Total	100.0

2009 Operating Expenses by Use (%):



■ Instruction	29.8
■ Auxiliary enterprises	20.6
■ Facilities management	14.9
■ Management, general, and fundraising	15.8
■ Student services	10.7
■ Library and academic support	8.2
Total	100.0

STATE OF THE COLLEGE  FINANCE

A Campus Childhood

Daughter of a former Haverford professor, Veronica "Ronnie" Petersen's memories of growing up on campus inspire her to support the College's academic initiatives.

by Brenna McBride



Veronica "Ronnie" Petersen's childhood memories are indelibly linked to Haverford—particularly its natural environment.

"I grew up on one of the most beautiful campuses in the country," says Petersen, the daughter of former professor of government Edmund Stinnes (for whom the Stinnes Professorship in Global Studies is named). She remembers long constitutionals with her parents, picture-postcard winters spent skiing with her mother, Margiana, on the hill sloping towards the Duck Pond, and skating on the Pond itself when its surface had frozen solid.

Petersen came to Haverford as a six-year-old with her family in 1941. She and her family had fled Germany by way of Switzerland, and met up with the late Haverford professor of philosophy Douglas Steere on the boat to America; an old friend of her mother, he had helped numerous Jewish families escape Europe during World War II. Having a friend at Haverford helped ease the transition for Petersen and her family.

Her father often took young Petersen to the political and economic forums he organized, some featuring prominent German intellectuals who had also fled the country. Stinnes was also influential in starting Haverford's Relief and Reconstruction Training program for women during World War II, and those students were regular attendees at meals in the Stinnes household. "We had long, continuing friendships with many of them," says Petersen. She also recalls the Haverford students who babysat for her, especially John Whitehead '43.

During their time at Haverford, Petersen, her sister and her mother became Quakers, and Petersen attended Haverford Friends School, as well as the Baldwin School, and eventually graduated from Westtown. She entered Brown University as a chemistry major, with an eye towards a vocation in medicine. "When we were in Switzerland, my mother had become sick with hepatitis," she says, "and I was inspired by the Bulgarian doctor who left her country to stay with us and take care of her." She considered careers in nursing, and even international relations, before going on to become a respected pediatrician in the Boston area. She retired from practicing with Harvard Vanguard in 2000, but during 2009 she still taught third-year pediatric students once a week at Children's Hospital of Boston.

Haverford was never far from Petersen's mind or heart. In 1985, then-president Robert Stevens invited her to join the predominantly male Board of Managers, hoping for more female representation. She served for 12 years. "I loved being back at Haverford, because I had such fond memories of the place," she says. "The Board had wonderful members, really nice people. They were

extremely dedicated; they all wanted to do good for Haverford."

She may no longer be a Board member, but Petersen's own inclination to do good for Haverford hasn't waned. In 1999, she established the Stinnes Professorship in her parents' memory. Last year, she made a substantial gift of appreciated stock to help endow the College's burgeoning environmental studies program (see sidebar). By endowing her gift, Petersen has established a permanent source of funding that will support environmental studies at Haverford in perpetuity. Her husband Robert, a pediatric ophthalmologist at Harvard, and son John, associate professor of environmental studies and biology director of the environmental studies program at Oberlin

College, influenced her passion for the issue. "We have to do something to improve the world," she says emphatically. "If we don't, we're in for major trouble. Doing nothing will lead to disaster years down the road."

She hopes a concentration in environmental studies will encourage Haverford students to become active in efforts to reduce the amount of carbon dioxide in the atmosphere, and gain the skills to investigate alternative forms of energy. "It's essential for all of us, especially the future generations, to make the world we live in more sustainable," she says. 

Environmental Studies at Haverford

Haverford has already proven its commitment to sustainability in several ways: the establishment of the Committee for Environmental Responsibility (CER), the appointment of a sustainability coordinator, the signing of the American College and University Presidents' Climate Commitment. The next—and most ambitious—step is an interdisciplinary environmental studies program, one of four new areas of curricular focus that are part of the College's plan for academic enrichment.

The Andrew W. Mellon Foundation is supporting the program with a \$1.5 million grant towards the cost of three endowed professorships in the areas of plant biology, environmental chemistry, and environmental justice. Each professorship requires an endowment of \$2 million. In anticipation of successfully completing Haverford's matching campaign for \$4.5 million, the College has already hired environmental chemist Helen K. White, who joined the faculty in the fall of 2009.

Incorporating the humanities, social sciences, and natural sciences, the environmental studies program will provide a host of new research and scholarship opportunities and faculty partnerships for students. Developed in collaboration with Bryn Mawr

College, it will also strengthen the relationship between the two colleges.

Following receipt of the Mellon Foundation award, the College began exploring the horizons of an expanded program last winter with a campus symposium sponsored by Haverford's three academic centers and featuring national experts in science, policy and cultural studies. Presently, the Committee for Environmental Studies, co-chaired by Professor of English Kim Benston and Professor of Chemistry Rob Scarrow, is looking at the College's current course offerings on environmental issues and how these classes can be grouped into a set of requirements for the proposed program. The committee will also consider the kinds of courses that would need to be developed for the curriculum. There is also ongoing dialogue about additional professorships in environmentally focused disciplines, such as environmental economics.

"A robust environmental studies curriculum will combine traditional academics with contextual, experiential learning to harness student and faculty energy around these issues," says President Stephen G. Emerson '74. "Haverford will have a deliberate, conscious focus on the environment."

notes

from the alumni association

Alumni Association Executive Committee Leadership and Members 2009-2010



President
Bradley J. Mayer '92
Seattle, Washington



Vice President
Julie Min Chayet '91
New York, NY

Alumni Association Executive Committee Members

Lisa Berenson Hurst '01
Philadelphia, Pennsylvania
Admission Liaison

Anita V. Crofts '92
Seattle, Washington
Regional Coordinator (Seattle)

Kyle W. Danish '89
Washington, District of Columbia
Athletics Liaison

Emily D. Davis '99
Philadelphia, Pennsylvania
Awards Liaison

David L. Fogelson '73
Pacific Palisades, California
Career Development Liaison

Continued on next page

Dear Friends,

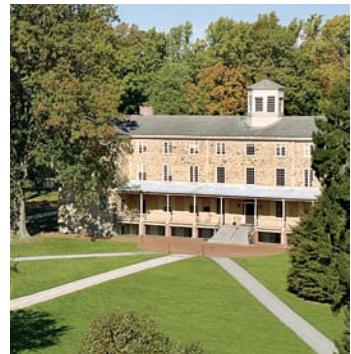
I hope this letter finds you having celebrated a joyous holiday and off to the start of a promising and good new year. I was fortunate to have the opportunity to return to Haverford for meetings in both September and December. In addition to enjoying the splendors of the campus and reconnecting with fellow Fords, I was able to get a sense of excitement and promise in conversations regarding Haverford's future. Students, alumni and parents, faculty and administrators are all engrossed in rich dialogues as to how the College can best prepare to be properly poised to develop and educate its next generation of student leaders. There have been lengthy discussions about the campus master plan, the revitalization of student living and recreational space, the academic programs and faculty growth, and the importance of access and affordability. You will undoubtedly continue to learn and hear more about these "hot topics" and other initiatives over the next few months.

While you may not be able to make it back to campus as often as you might like, there are still many ways to keep up with what's going on at Haverford and engage with fellow Haverfordians across the country and around the world. A great start is to check out what's happening in your area by visiting the Haverford alumni community at fords.haverford.edu. In addition to local events, you can find the latest news on fellow alumni, search contact information for your classmates, preview Alumni Weekend activities, submit class notes, view photos, and of course, make a gift to the College! For added convenience, Haverford alumni now have a page on Facebook (www.facebook.com/haverford) in addition to the Haverford College Worldwide Alumni on LinkedIn (www.linkedin.com). Both are great ways to stay in touch with old friends and make new connections. You can also keep up with campus events, faculty news, athletics and much more through Haverford's main website at www.haverford.edu.

As always, I welcome your thoughts and ideas for ways to continue to strengthen our alumni community. Here's to a healthy winter and a refreshing spring!

Best

Bradley J. Mayer '92
bmayer@alum.haverford.edu



Save the Date for Alumni Weekend 2010

May 28 – 30, 2010
(Memorial Day Weekend)

All classes ending in 0's and 5's will be celebrating a reunion this year. However Alumni Weekend is open to everyone, and we hope you will return to campus to join us!

Exciting events include: alumni panels, classroom experiences, our Alumni Awards Ceremony, and a reception with faculty at the home of Provost Linda Bell.

Updates will be posted on fords.haverford.edu.

Reunion committees are still being formed! For more information, or to get involved, contact Alumni Relations and Annual Giving at alumni@haverford.edu or 610-896-1004.

**AAEC Leadership
and Members
2008-2009**
Continued

Elliot Gordon '78
Santa Monica, California
Regional Coordinator (Los Angeles)

Philip Hawkins '65
Philadelphia, Pennsylvania,
Annual Giving Liaison

Garry W. Jenkins '92
Columbus, Ohio
Past President

Neil Kahrim '04
Bloomfield, New Jersey
Multicultural Liaison

Alexander Lowry '99
London, United Kingdom
*(Chair, Annual Fund Executive Committee)
Annual Giving Liaison*

Douglas N. Mason '81
Royersford, Pennsylvania
Athletics Liaison

Eric Muther '94
Lansdowne, Pennsylvania
Career Development Liaison

Thalia Myrianthopoulos '95
Chicago, Illinois
Admission Liaison

Jim Pabarue '72
Philadelphia, Pennsylvania
Multicultural Liaison

Theo Posselt '94
Berkeley, California
Regional Coordinator (San Francisco)

Polly Ross Ribatt '90
Chestnut Hill, Massachusetts
Member at Large

Alex Robinson '96
New York, New York
Alumni Weekend Liaison

Benjamin L. Rose '80
Chicago, Illinois
Regional Coordinator (Chicago)

Burton R. Saidel '53
Dayton, Ohio
Scarlet Sages Liaison

Gabriella Sarnoff '95
New York, New York
Regional Coordinator (New York)

Bruce Segal '83
Narberth, Pennsylvania
Regional Coordinator (Philadelphia)

Uzma Wahhab '94
Washington, District of Columbia
Regional Coordinator (D.C.)

Spencer Ware '01
Mountain Lakes, New Jersey
Communications and Technology Liaison

If you would like to nominate an alumnus/a for the Alumni Association Executive Committee, please call 610-896-1004.

Congratulations to the winners of the recent Alumni Volunteer Awards and the 2008-2009 Annual Fund Awards!

Alumni Awards

Friend of Haverford College

Professor Emeritus of History Roger Lane

The Friend of Haverford College Award is an annual award given for exemplary service to Haverford by a friend of the College (i.e., a member of the greater Haverford community). The Award honors an individual who, in a variety of ways, provides or has provided sustained service. It recognizes a friend for especially loyal and active support for the mission of the College.

William Kaye Award

Sidney "Skip" West '77

The Kaye Award is given for exemplary service to the College in career development. The Award honors William Kaye '54, past president of the Alumni Association and a strong advocate for career development resources for alumni and students. Exemplary volunteer service may include but is not limited to providing internships and/or externships, attending job fairs, providing career networking, or otherwise helping students and alumni in their careers.

Archibald MacIntosh Award

Anne Fleischmann '84

The MacIntosh Award honors the late "Mac" MacIntosh '21, Haverford's first Director of Admissions, who also served as Vice President and twice as acting President of the College. The Award is given for outstanding service as an Admissions Volunteer.

Charles Perry Award

Seth Bernstein '84, Steven L. Begleiter '84, Roger B. Kafker '84, and Dana Shanler Ladden '84

The Perry Award is given for exemplary service to the College in fundraising. The Award honors Chuck Perry '36, who served as Associate Director of Development from 1954-58, and then as the Director of Annual Giving for the next 21 years.

William E. Sheppard Award

Sarah Willie-LeBreton '86

The Sheppard Award, honoring the late Director of Alumni Relations Bill Sheppard '36, is given for exemplary service to the College in alumni/ae activities, such as service in Haverford regional programming, class activities or programs.



Sarah Willie-LeBreton '86, accepting the Sheppard Award from Steve Emerson '74.

Annual Fund Awards

Scarlet and Black Award

Class of 2004 with 45% participation

For the class with the highest percentage of participation among the ten most recent classes

Class Volunteers: Neil C. Kahrim, Larry Bomback, Elizabeth J. Bacon, Jeph Gord, Brian Bejile, Jennifer Whitlock, Eric M. Jimenez, Lisa Piraino, Nicholas D. Kerr, Joe Hoffman, Fran Knechel, Lindsay A. Grant



Lamel S. Jackson '04 accepting the Scarlet and Black Award for the Class of 2004.

Founders Bell Award

Class of 1984 with 60% participation

For the class with the highest percentage of participation among the classes celebrating the 10th through 25th reunions

Class Volunteers: Alexander P. Anthopoulos, William T. Fischer, Roger S. Foster, III, James D. Gorham, Edward P. Hollingsworth, Jr., Dana E. Ladden, Nancy R. Lewin, Diane Mallory, Andrew Searle Pang, Thomas R. Rosenfield, Rick Titlebaum, William A. Walsh

Alumni Association Cup

Classes of 1959 and 1966 each with 91% participation

For the class with the highest percentage of participation among the classes celebrating the 25th through 50th reunions

1959 Class Volunteers: John G. DeJong, J. Dexter Forbes, Lawrence S. G. Griffith, James O. Lee, Joel R. Lowenthal, Frank T. Lyman, Jr.

1966 Class Volunteers: A. Bob Baker, Thomas H. Bonnell, Lawrence C. Davis, Michael McKeehan, Charlotte Williams Lutton, Ron Schwarz



(left to right) Joel R. Lowenthal '59, Alumni Association Vice President Julie Min Chayet '91, and Vice President for Institutional Advancement Michael Kiefer at the Alumni Awards reception.

Barclay Tower Trophy

Class of 1951 with an average gift of over \$3,500

For the class with the highest average gift amount to the Annual Fund among classes celebrating the 50th through 60th reunions

Class Volunteer: Scotty Kimmich

Changes to the Alumni Association Achievement and Volunteer Awards

Beginning with the 2010 awards, nominations for the Alumni Association Achievement and Volunteer Awards will be accepted on an annual basis only. Previously invited twice a year, the process was changed to increase efficiency and give award recipients sufficient time to attend the awards ceremonies.

The Alumni Achievement Awards are: The Alumni Award, The Haverford Award, The Haverford College Alumni Distinguished Achievement Award, The Forman Award and the Young Alumni Award. These awards, with the exception of the Forman Award, are presented during Alumni Weekend. The Forman Award is presented at an athletic event during the school year.

The Volunteer Awards are: The Kaye Award, The Perry Award, The Sheppard Award, The MacIntosh Award and The Friend Award. These awards are presented in the fall of each year.

Descriptions of the Volunteer Awards and the Achievement Awards are available online at www.haverford.edu/alumnirelations/awards/, where you can also submit nominations. The 2010 deadline was December 31, 2009, but we encourage you to make nominations for 2011 before the end of this year.

For more information contact Alumni Relations and Annual Giving at alumni@haverford.edu or 610-896-1004.

Dear Alumni, Parents, and Friends,

I began supporting Haverford through the Annual Fund when I graduated a decade ago. While I didn't have much to give, it was the best way for me to express my gratitude and to make the greatest impact on the students who came after me.

Since taking on a leadership role within the Annual Fund Executive Committee, my understanding of the Annual Fund has increased tremendously. The Annual Fund is the lifeblood of the College. It's what allows Haverford to be not just excellent but exceptional. It touches every aspect of the Haverford experience by supporting everything from financial aid to student government, from cultural events to faculty salaries.



I am grateful to everyone who contributed last fiscal year and helped the College raise a record \$4.63 million for the Annual Fund. You perpetuated the tradition where for over 175 years, Haverford alumni, parents and friends have given generously to keep the College at the forefront of the liberal arts. Thanks to your commitment, Haverford can continue to offer a rigorous education and a transformative experience in which exceptional

students from varying backgrounds learn from one another as well as from outstanding faculty members.

As we all know, providing this exceptional education is expensive. Helping to provide a Haverford education is one of the best

investments you can make in the future. I'd like to see everyone support Haverford's Annual Fund and to do so year after year. Alumni giving is a tradition and a responsibility, and as a small college Haverford depends upon its small community to help meet its needs. Every single dollar really does make a difference. Whether you are giving for the first time or increasing your contribution, your gift goes right to work strengthening the College's traditions while providing new opportunities for student engagement.

Giving is personal. I ask you to consider a gift that is meaningful to you and appropriate to your circumstances. Some donors will be in a position to increase their gifts this year. Others will be challenged to make the same gift they made last time. Still others will need to scale their giving back a bit. Make the decision that is right for you.

When you give to Haverford, you are committing to the Haverford you knew when you were a student, investing in the Haverford of today, and planting the seeds for tomorrow. Your support will allow the College to introduce people of great potential to a world of possibilities and develop as leaders and innovators with the creativity, discipline and cultural awareness to work dynamically in our ever changing world.

Thank you for joining me in supporting current and future generations of Fords.

With best wishes,

A handwritten signature in cursive script, appearing to read "Alexander Lowry".

Alexander Lowry '99

Chair, Annual Fund Executive Committee



Give online at: www.haverford.edu/makeagift

Haverford's Advancement Office is Going Green

Everyone at Haverford is trying to do his/her part to positively impact the environment, and the Advancement Office is no exception! Here are a few small ways in which Advancement is trying to make a difference—and action steps you can take to help:

Sign up for electronic communications. Alumni Relations and Annual Giving is sending more and more of its communications via email rather than hard copy. Important items from classmates and the College can now be found in your inbox rather than your postal mailbox. Help us to reduce our printed materials by keeping your email address up-to-date and contacting records@haverford.edu.

Download the 2008-2009 Report of Gifts. Donors are being thanked electronically through last year's gift report and class lists. Find your name online rather than in a heavy, glossy publication by visiting: www.haverford.edu/giving/reportofgifts.

Give early. Haverford's first fiscal year appeal is sent in late summer, and once you make your Annual Fund gift in a given year you won't be solicited in the same year. The earlier you make your gift, the less mail you'll receive—this means your gift will go even further for Haverford!

Give often. Haverford provides donors with the opportunity to make monthly gifts to the College directly from a checking account or via credit card—with only one solicitation being sent per year. For more information or to enroll, please visit: www.haverford.edu/giving/waystogive.

Coming soon! Gift receipts from the College will soon be sent via email for your tax records.

30 **Arthur Brinton** died August 19 in Ludlow, Vt. After graduating from Haverford with a degree in English, he was hired as a teacher at the George School in Bucks County, Pennsylvania, where he taught until his retirement in 1971. He earned an M.A. from Yale, and during World War II he and wife Kate performed alternative service in Cincinnati, Ohio, managing a hostel for Japanese-American families who had been released from internment camps. After Brinton's retirement, he and Kate moved to their farm in Vermont, where they participated in local peace activities, founding Wilderness Friends Meeting and the Black River Coop. Brinton also served as president of the Black River Historical Society. He is survived by four children, Keith, Anne, Dan and Erica; seven grandchildren; and three great-grandchildren.

32 **Walter Dothard** died March 25 at age 99 in Oak Ridge, Tenn. He retired as a senior flight crew member with Eastern Air Lines in December 1969, after more than 30 years with the company. He was a veteran of the U.S. Navy and a member of the second class of Aviation Cadets at Pensacola in 1935. He also served as a flight instructor at Pensacola prior to leaving the Naval Service, and was one of the original organizers of the Retired Eastern Pilots Association. He is predeceased by his wife, Mary Wilson Dothard, and one grandson; he is survived by children Walter, Charles, and Mary; seven grandchildren; and two great-grandchildren.

37 **M. Albert Linton, Jr.** died October 10 at a Quaker retirement community in Bucks County, Pa. He was 94. Linton was a conscientious objector during World War II, and worked as a chemist in a laboratory at Massachusetts General Hospital in Boston. He went on to receive a master's in teaching from Harvard University. In 1946, he began teaching math at William Penn Charter School in Philadelphia, and was chair of the math department from 1956 to 1992, when he retired. He also coached the Penn Charter golf team from 1946 to 1996; under his leadership, the team won the championship of the Inter-Academic League 21 times. The annual Penn Charter alumni golf tournament is named for him. Linton won teaching awards from the Penn Charter Alumni Society and the Philadelphia chapter of the Society of Professional Engineers, and in 1966 Haverford named him to its Phi Beta Kappa rolls. He is survived by wife Joan; children John, Carol and Betsy; and four grandchildren.

38 **William E. Prindle, Jr.** died November 8 in Randolph, N.J. He was 92. He served in the Coast Guard from 1941-1946 as one of the first military helicopter pilots, and later attended the University of New Hampshire, earning a master's degree in mechanical engineering. He worked at Schlumberger Oil Well Surveying Corp. in Ridgefield, Conn., and at Perkin Elmer in Wilton, Conn. He was an avid

sailor and had an amateur pilot's license. He is predeceased by wife Myra Kitchen and survived by five children, Peter, Wendy, Michael, Bill and Judy; 11 grandchildren; eight great-grandchildren; and two step-grandchildren.

41 **Daniel B. Boyer, Jr.**, 90, died at his home in Pennsylvania's Lower Paxton Township on May 25. He worked for Merck Pharmaceuticals, where he developed innovative packaging for medical supplies; his efforts resulted in several military awards. He returned to his home town of Boyertown to run a family business, D. B. Boyer and Co., until 1967. He was the Republican candidate for Pennsylvania State Senate in 1964 and for U.S. Congress in 1966. Boyer retired from the Commonwealth of Pennsylvania in 1987, where he served as Director of the State Department of Internal Affairs and Assistant Director of the Local Government Commission. He is survived by his wife, Janet K. (Burns) Boyer; four sons, Daniel III, Geoffrey, Randy and Henry; a step-daughter, Diana Lynn (Burns) Sprinkle; a sister, Mary Elizabeth Heisler; 11 grandchildren; three great-grandchildren; and his extended family Hung and Cuc Nguyen and children, Khoa and Anh Nguyen and children, and Tran Nguyen.

George Myron Swan, Jr. died May 31 at age 89. After graduating from Haverford, he earned a bachelor's degree in architecture from the University of Minnesota in 1943. He served in the U.S. Army from 1944-1946 and married his wife, Anne Cleveland of Minneapolis, before heading off to the Philippines. After the war he returned to Minneapolis and for the next 15 years worked with several architecture firms. He and his wife retired to Patagonia, Ariz. in 1984. Along the way they designed three more residences for themselves and other residences for family and friends. Swan was also an amateur astronomer and painter, and an avid reader. He is survived by wife Anne, children Cynthia, George, and Nora, and three grandchildren.

42 **Thomas C. Cochran, Jr.** of Upper St. Clair Township, Pa., died on September 12, 2008 at age 88. Following his graduation from Haverford, he enrolled at Harvard Business School and served in the Navy as an officer aboard the light cruiser *U.S.S. Santa Fe*. After receiving his M.B.A., he earned a law degree from the University of Michigan in 1949. He practiced law in Mercer for seven years, then relocated to Pittsburgh in 1957, where he joined the legal staff of the Koppers Company. He retired in 1985. He is survived by his wife, Helen Kent Cochran; three children, Thomas, Stephen, and Anne; and four grandchildren.

Edwin "Ned" Harrington died September 24 at the age of 89. He served in the U.S. Army during World War II, where he learned Italian and acted as an interpreter and administrative officer for Italian prisoners of war who worked for

the Allied Cause. He went on to establish a soil analysis business, also doing water and wastewater analysis and consulting. In 1969, he sold the business to Quality Control Laboratory, joining them as director of their water division, and retired in 1977. On his Carversville, Pa. property, he raised donkeys, goats, and sheep for many years, and from 1971 to 1988 operated a wholesale nursery, specializing in Alberta Spruce. He is survived by his wife, Elizabeth; a son, John; and a daughter, Claire.

46 **Peter West Elkington** died September 23 in British Columbia. Before coming to Haverford, he was a conscientious objector during WWII and served in the Civilian Public Service Corps. After Haverford, he received a master's degree in education from Temple University and began a long career of teaching. After retiring, he started a computer business and wrote newspaper columns and books ranging from fiction to biographies. He is predeceased by wife Mary Ruth, and survived by sister Theodora Waring; five daughters, Jane Wohl, Judith McDowell, Ann Elkington, Carol Elkington and Rachel Oakes; one step-daughter, Nancy Sanborn; 14 grandchildren; and nine great-grandchildren.

Barbara Nnoka, who received her master's degree from Haverford's Relief and Reconstruction program, died September 4 in Arlington, Va. at the age of 87. She became a teacher in Nigeria in 1954 and, after the nation gained its independence in 1960, she served as an aide to Nnamdi Azikiwe, Nigeria's first president. She returned to the United States in 1966 and taught African studies at the State University of New York at New Paltz, eventually becoming department chair. Introduced to Quakerism at Haverford, she moved to West Chester, Pa. in 1971 and became director of a Quaker orphanage for girls. She moved to Arlington in 1974 and went on to become a social worker for the Arlington County chapter of the American Red Cross. She also received a master's degree in legal studies from the Washington branch of Antioch College in 1984. She is survived by two children, Catherine and Barrett, and two grandchildren.

Thomas J. Ryan died September 23 at age 85 at his home in Hillsborough, Calif. He spent most of his life in the insurance industry, beginning with the Insurance Company of North America. He joined Fred James & Co. in 1963 and moved to San Francisco, where he created an insurance program crucial to the construction of the Bay Area Rapid Transit System. He went on to found the ISU Group of Companies, which enables insurance agents to remain independent while enjoying benefits available only to national brokers. He is survived by his wife, Rita; five children, Lila Burgess, Barbara Ryan, Grace Ryan, Thomas Ryan, and Diane Adams; and six grandchildren.

49 **James F. Canan** died September 22 in Billings, Mont. He was 83. Before college, he entered the Navy during World War II and was later called back to service during the Korean War. Shortly after his graduation from Haverford he joined the Bureau of Indian Affairs, and held posts in Gallup, N.M.; Ignacio, Colo.; and Billings, where he was Area Director for all the tribes in Montana and Wyoming. He retired from the Bureau in 1979 and was awarded the highest honor from the Department of the Interior for his leadership. After retiring, he was called back to the Bureau in Washington, D.C. to serve as Acting Assistant Secretary for Indian Affairs. Canan was also a founding member of the Institute for Peace Studies at Rocky Mountain College, where he taught government courses for 18 years. Canan is survived by his wife Mary Ann; brother Larry; children Jim, Deb, Dave, and Rob; and seven grandchildren.

Ralph Elliott died July 30, 2009.

51 **Thomas J. Garbaty** died July 29 at his home in Ann Arbor, Mich. He was 79. He received his Ph.D. in English Literature from the University of Pennsylvania and was a professor of Medieval English Literature at the University of Michigan for more than 30 years. He was the recipient of numerous awards for his distinguished teaching and scholarly research. His book *Medieval English Literature* is still being used today in universities around the world. He is survived by his daughter, Bettina Zolotariov; his son, Michael; five grandchildren; and his beloved friend, Marion Cook.

William P. Melcher died September 17 in South Hadley, Mass. at the age of 79. He served in the U.S. Army during the Korean War and worked as a computer programmer for Travelers Insurance Company. He is predeceased by wife Helen and survived by daughter Cynthia; sisters Edith Patterson and Susan Brandes; and one granddaughter.

54 **Charles L. Fry** died November 2 at age 77 in Scottsville, Va. He spent 39 years in the psychology department of the University of Virginia, retiring in 1998 as Associate Professor Emeritus. In retirement he became involved in a program called "Retirement Volunteers for Local History Projects" and had been Secretary to the Board of Directors for the Pine Knot Foundation, the cabin retreat for Edith and Theodore Roosevelt during his presidency; and the Oral History Project Director for the local Scottsville Museum. He is survived by his wife, Patricia (Pat) Bergen Fry; four children, C. Luther III, Gordon, Charles, and Kathleen; and two grandchildren.

55 **Robert George Schwartz** died October 13 at age 76 at his home in Surprise, Ariz. After earning his M.B.A. from the University of Pennsylvania, he went on to work the Ford Motor Credit Company in Detroit. He took night classes at a nearby law school, and, after receiving his legal degree, he opened a private practice in Jackson, Mich. His interests included painting, model trains, tennis, swimming, running, hiking, golf, reading, traveling and the many activities of his sons. Schwartz was also instrumental in helping to found Family Life Radio (KFLR in Phoenix), originally a single radio station in Michigan that grew into a national religious broadcasting network with more than 30 stations around the country. He served as a board member and legal counsel to Family Life for over 40 years. He served in a similar capacity for Youth Haven Ranch, a camp for underprivileged children. He is survived by his wife Temple, his sons Robert and Darren, and four grandchildren.

64 **Robert "Bob" Elmer** died in a car accident in Hopkinton, Mass. on July 11. He was 67.

66 **William Reed Fry, III** died August 6 at age 66. He was the son of the late **William Reed Fry, Jr. '36**. He received a master of arts in creative writing from Johns Hopkins University. During the Vietnam War he did his alternative service as a conscientious objector counseling at the Wiltwyck School for Boys. He was also a self-published poet. He is survived by his mother and brothers John and **Douglas '70**.

73 **James Duff Steptoe** died at his West Virginia home on August 30. He was 58. He graduated from the West Virginia University College of Law in 1977, and that same year began his legal career in Martinsburg, W.V. with the law firm of Avey, Steptoe, Perry, Van Metre & Rockwell, the firm co-founded by his late father, Robert M. Steptoe. In 1997, he established his own private law firm and continued to concentrate his practice in real estate, banking and estate planning and administration until his death. In addition to practicing law, Steptoe was an accomplished professional musician. He is survived by his mother, Sarah Virginia Duff Steptoe; one sister, Sally Steptoe Hazard; and two brothers, Robert M. Steptoe, Jr. and Philip P. Steptoe II.

82 **Charles Robert Pennington**, of Yardley, Pa., died August 30. He was 49. He received a Ph.D. in archaeology from Boston University. His passion for excavating in the Middle East was interrupted by war, and he began a new career as a design engineer at SRA International, Inc. in Warminster, Pa. He is survived by his wife, Mary Dieter; two sons, John and Thomas; his parents, Harold and Helene (Hogan) Pennington; two brothers, Douglas and James; and a sister, Caroline Valle.

Friends of the College

James O. Brooks, who taught at Haverford from 1958 to 1963, died of Parkinson's disease on September 12. He was 79. He earned his bachelor's degree in mathematics at Oberlin College in 1952 and his master's degree in math in 1953 at the University of Michigan, where he also received a mathematics doctorate in 1963. He taught mathematics and computer science at Villanova University from 1965 to 1994, and served as chairman of the mathematics department from 1968 to 1977. After retiring, Brooks taught part-time at Villanova until 1997. He was also Pennsylvania regional coordinator for the American Mathematics Competition, sponsored by the Mathematical Association of America, from 1969 to 1995. He is survived by his wife, Maria; son James; and stepdaughter Monika Hannemann.

A. Paul Hare, a professor in Haverford's department of sociology and anthropology from 1960-1973, died October 31 in Beer Sheva, Israel. Born June 29, 1923 in Washington, D.C., he served in Europe during WWII and earned a B.A. in English from Swarthmore College in 1947. He went on to receive an M.A. in sociology from the University of Pennsylvania in 1949 and a Ph.D. from the University of Chicago in 1951. He joined Haverford's faculty in 1960; shortly thereafter, the Kennedy Administration appointed him to serve in the Philippines as Deputy Representative of the newly formed U.S. Peace Corps. During the 1960s he founded Haverford's Center for Nonviolent Conflict Resolution, which sent teams of observers to hot spots of dissent around the country. He left the United States for South Africa in 1973 to be head of the department of sociology at the University of Cape Town. In 1980, he and wife June Rabson Hare immigrated to Israel where Hare joined the faculty of Ben-Gurion University. Throughout his career, Hare edited many books pertaining to sociology and served on the editorial boards of numerous academic journals. Later in life, he became involved in amateur musical theater. His memoir, *Funny Things*, was published in 2009. He is survived by his wife; their two sons, Simon and Andrew; four children from a previous marriage, Sharon, Diana, Mally and Christopher; and two granddaughters.

(To read a full obituary, go to www.haverford.edu and search for "Paul Hare.")

The Skate House, pictured here in 1955, looks thoroughly rustic, but it was designed by a Philadelphia architect in 1949. The building, outfitted with a porch, two fireplaces, and a sitting room with benches, regularly played host to crowds of skaters back in the days when the Duck Pond could be counted on to freeze solidly in winter.



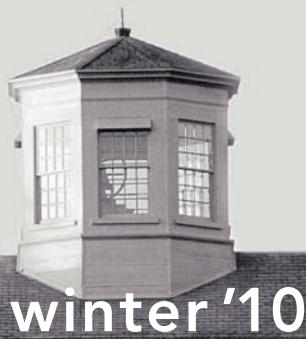
THEN NOW

Some blame it on climate change, but the Skate House—which was altered from its original design after a 1979 fire—hasn't seen any actual skaters for decades. It's still in use though, booked for receptions and student events such as club meetings and even poetry readings.



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