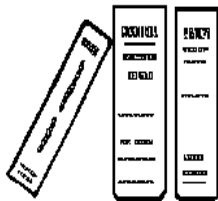


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FRIENDS ASSOCIATION FOR HIGHER EDUCATION

CALL FOR PAPERS AND WORKSHOPS

Scholars for Peace, Justice, and Sustainability

Friends Association for Higher Education

Earlham College, Richmond, Indiana

June 14-17, 2007

Please consider presenting a paper, offering a workshop, or participating in a panel at the next conference of the Friends Association for Higher Education (FAHE). While any proposal relevant to the general aims of the FAHE will be considered, we especially welcome proposals that address the theme of the 2007 conference: Scholars for Peace, Justice, and Sustainability. We are hoping that this conference will be an inspiring opportunity for scholars across academic disciplines to share how their research and teaching bear on the significant problems facing the world today.

Focusing Queries:

- Does your research connect with issues related to peace and conflict, social or economic justice, or environmental sustainability? If so, what should concerned scholars and teachers across all disciplines know about your research?
- How do you describe your professional vocation? How do you integrate your research and teaching with your spiritual life? How do you discern whether your teaching or scholarly work is faithful to God's leading for you?
- What specific teaching goals and strategies does your sense of vocation inspire? How do you gauge your effectiveness as a teacher and with your students?
- How, in your writing and speaking, do you act as an agent of change? What audiences do you address? How do you find opportunities to try to reach these audiences? How effective do you think that writing or speaking can be, and in what respects?
- Have you been part of study groups or social change groups concerned with peace, justice, or sustainability? To what extent have these groups connected well with high-quality research in obtaining information? What is the role of academics in helping to guide such groups? Does this kind of guidance help make groups more effective?
- How can scholars more effectively network to share research findings and brainstorm strategies for making a difference?
- Does the Internet hold potential for helping concerned scholars find each other, share ideas, and plan for action?

Send proposals with a title, presenter's name and contact information (mailing address and e-mail), type of presentation, and a short description (no more than 100 words) of the presentation to: Laura Rediehs, Philosophy Department, St. Lawrence University, Canton, NY 13617, lrediehs@stlawu.edu, (315) 229-5457. E-mailed submissions are strongly encouraged. **Proposal Deadline: January 31, 2007** Post-Deadline submissions may be considered.

For more detailed information, please visit the FAHE website:
<http://www.earlham.edu/~fahe/>

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Friends Association for Higher Education NEWSLETTER

A publication of
**Friends Association for
 Higher Education**

THE PURPOSE of the Friends Association for Higher Education is to strengthen the Quaker mission in higher education. FAHE is devoted to:

* Facilitating interaction and fellowship among all who share Friends' ideals of higher education;

* Discerning the unity of spirituality, intellectual rigor, and social justice;

* Sharing the scholarly research in the service of Friends' values; and

* Providing resources and encouragement to Friends-connected institutions of higher education in understanding and applying Friends' values.

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Greetings from the FAHE office

by Kori Heavner, FAHE Coordinator

The weather here has turned to a delightful fall, and I've been enjoying bright crimson and orange leaves in the Friends Center courtyard. Meanwhile, it feels more like spring in my work with all of the new growth! At the beginning of October, the FAHE executive committee met at Earlham College in preparation for next summer's conference. We toured the campus, visited the cafeteria, met with our future hosts, and dreamed and planned the shape of next summer's conference. This newsletter includes your invitation to share your reflections and work related to "Scholars for Peace, Justice, and Sustainability." As we created this invitation, we were challenged by the reminder that the spiritual underpinnings of this theme are not self-evident. I wonder what Quakerism has to do with Higher Education in your life?

When you come to the conference, look for two big changes from past conference schedules:

*First, we created opportunities for you to join each other in small groups, so that you have the same opportunity to connect and share that the executive committee does through our work together. After you register for the conference, you will be assigned to a 10-15 person group which will meet 2-3 times over the course of the conference to more deeply explore experiences related to the theme. Look for more information about this when the conference draws near.

*Second, we have scheduled the annual business meeting so that it is more central to the activities of the organization. The business meeting will be scheduled for Saturday morning. In the past, travel

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Changes to the FAHE Website

by Laura Rediehs

Laura is FAHE's assistant clerk and communications committee convener

Many of us who work in institutions of higher education have watched computer technology come into our lives, gradually transforming the way we work. Our first uses of computer technology were for information processing. Computers were fancy typewriters and data processors. Then we realized that they were fancy filing cabinets too: electronically searchable! When the Internet appeared, our computers also became amazing electronic bulletin boards.

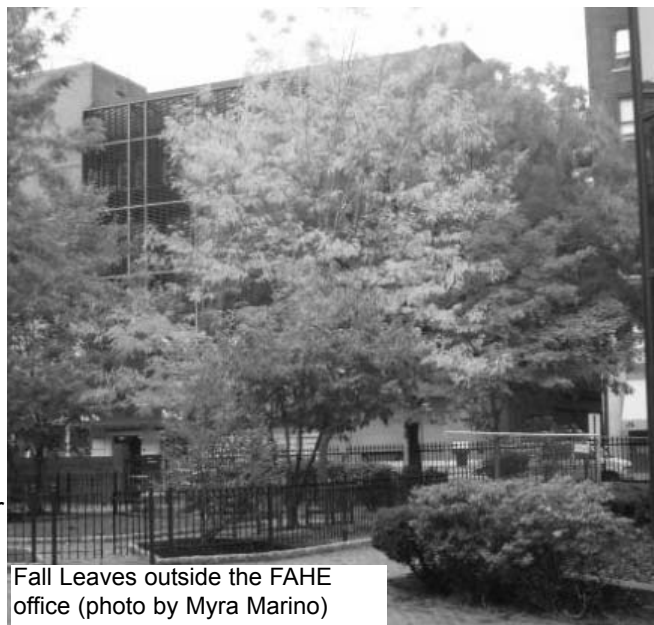
But the rising generation has grown up with a different conception of computer and internet technology. This generation includes today's college students, graduate students, and some of the newest professors. For many of them, computers are a portal into a new relational space. This space is dynamic and alive. It is a space for connection, communication, and networking. They don't regard it as a place "out there" to access information: they enter into that space themselves, and expect to find other real people there, not just "information."

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Greetings from the FAHE office

(continued from page 2) arrangements have made it difficult for many to stay for the Sunday morning business portion of our annual gathering. I look forward to seeing you there!

At the end of October, I was privileged to meet with prospective Quaker College alums at our College Fair. High school students from Meetings and schools within the Philadelphia Yearly Meeting geographical area met with admissions representatives from FAHE member institutions around the country to learn more about what the Quaker Colleges can offer them. Each year, a keynote speaker with ties to Quaker higher education shares his or her thoughts on the value and role of Quaker higher educational institutions. This year, our keynote speaker was Mark Myers, chair of the Earlham and ESR boards. See page 4 for his remarks



Fall Leaves outside the FAHE office (photo by Myra Marino)

Have you heard about the challenge grant that was announced last June? An anonymous donor pledged \$10,000 for long-term cash reserves for FAHE. There's a catch, though: we have to raise \$10,000 in order to keep the gift to use for this purpose. So far, we've received \$8,500. If you haven't already made a gift or pledge toward this challenge, please consider helping us to reach this goal!

The 2008 conference will be hosted by Woodbrooke Study Centre in Birmingham England! The dates for that conference will be June 19 - 22, 2008, so start planning now. Our hosts are planning a tour of the 1624 country (Quaker History tour) following the conference.

Changes to the FAHE Website

(continued from page 2)

While some in the older generation have worried about this change, concerned that web-based communication is turning into a replacement for face-to-face interaction, in fact most young people regard it not as a replacement but a helpful supplement to face-to-face interaction.

When the Executive Committee of FAHE began asking how to help facilitate connection and collaboration among members between our annual conferences, one idea we began discussing was using the Internet for this purpose. We Quakers are spread thinly across the world. While we do appreciate

opportunities to travel and connect with each other in person, such as at our annual conferences, it is very helpful to find ways of staying connected with each other more frequently than that. It is also helpful to find ways to share highlights of our conference experiences with those not able to attend in a given year.

With all of this in mind, we are experimenting with how to make the website more interactive. We have created an online discussion forum, and we have created a way for interested members to create "member pages." Those who already have websites and/or academic blogs are encouraged to send us links to these sites, and

we will happily link them to our website.

Our vision is to develop the website into a space in which members can meet each other, share ideas with each other, and learn more about each other's work. Through such interaction, we can be building more effectively from each other's work and forging collaborations that will then further enrich our conference experiences.

So, please have a look (<http://www.earlham.edu/~fahe/>), join in, and share your feedback and ideas with us! We are excited about this new direction and its potential and hope that you find it helpful and interesting!

So Whatchu Doing?

remarks by Mark Myers at the 2006 FAHE/PHYM College Fair

I participate as a trainer in a Quaker program called Alternatives to Violence which develops personal nonviolent conflict resolution skills in men resident in prisons who have experienced terrible violence in their lives. A group will meet for three days over a weekend and because of the depth of the concerns we address these sessions can become intense. We periodically break the tension with fun exercises we call light and livelies. It involves grown men having gentle fun with each other by play and laughter. One of my favorites is called "So Whatchu Doing". You may have done it yourself around a campfire a few summers ago.

In "So Whatchu Doing" we stand in a circle and in turn do something odd like patting one's head and rub one's stomach with the person next to us guessing, "what are you doing?" The obvious is not the answer, but instead you may answer I am whistling while I am skipping. That person then must do that action and it passes on around the circle. Of course none of this makes sense and that is why it is so much fun.

So why does this story come to my mind in this occasion? If I ask you "So whatchu doing", you would answer with the obvious that you are considering and selecting the college that you would like to attend in the future. That is of course correct, but more importantly and less obvious you are exploring what pathways you would like to open for your life as it continues to unfold. You also are exploring pathways that are less obvious and less traveled by many of your fellow students. Now that sounds heavy and tense, and I would suggest that you approach this with a sense of humor and fun to balance its seriousness. Ask yourself periodically, "So whatchu doing".

I can assume that there are a number of reasons that Tom Hoopes invited me to share thoughts with you today. The reasons could include that I am a graduate of Earlham College. That I have been on its board of trustees for 16 years and have chaired the board the past eight

years. During that time I have frequently visited the question what does it mean to be a Quaker college today and in the future? A second reason which I think may be of interest to you is that I am a grandfather of a senior at Westtown School who has been going through the same process of "so whatchu doing" that you are. Those of you from Westtown may know her, Hilary Ann Myers. As she works through her decision, it has given me a special moment to reflect about students that are making this choice at this time of their lives and how a Quaker college education would be of importance to them.

At this moment you are faced with making a choice among many attractive opportunities. It would seem that you are making the choice of your lifetime. This can seem a bit overwhelming. I would relax a little about that because you have the capacity to make any choice you select a successful one and thereby the right choice. Further you will be making ongoing choices about your educational pathways throughout your entire lifetime. You will have many opportunities to consider new pathways that you may have not initially chosen.

You have many decisions to consider as you work through your choice of what is the right place for you to attend college. I would suggest that there are three key choices you will consider.

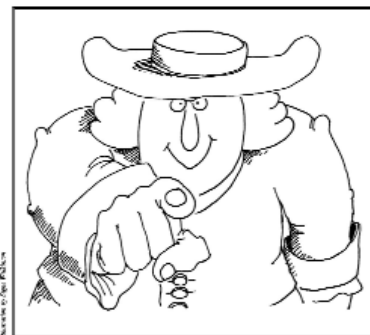
1. Should I attend a large comprehensive research university?
2. Should I attend a liberal arts college?
3. If my choice is a liberal arts college, why a Quaker liberal arts college?

I realize that you have come here with an intention to consider the last question, should I attend a Quaker liberal arts college. It is important to remember that the Quaker colleges are for the most part liberal arts colleges. Indeed it is for their excellence in that category that they are best known in comparison to other liberal arts colleges.

If we look at the enrollment of students across the nation, by far the largest number of students, 13.5M or 90%, are

enrolled at comprehensive universities. The enrollment at liberal arts colleges is about 1.1 M or about 10% of the total. The Quaker college experience is a special case of the liberal arts total and is estimated to be 20 to 30 thousand students or 0.1%. So unless you are already in a Friends School or from a Friends College alumni family, your friends might ask you, "So whatchu doing?"

Quaker Colleges Want THEE!



Please join us for the
Quaker College Fair
Saturday, October 21, 2006, 9:30 a.m. to noon

Keynote Speaker at 9:45: Mark Myers, Chairman of the Board of Trustees of
Earlham College and Earlham School of Religion, and Interim General Secretary,
Philadelphia Yearly Meeting of the Religious Society of Friends
Location: Arch Street Meeting House, Center City Philadelphia
Sponsored by Philadelphia Yearly Meeting and Friends Association for Higher Education
For more information and directions, call Kori Heavens,
1-800-220-0796, Ext. 7116, or e-mail tshe@quaker.org

Above is a replication of the poster used to publicize the Quaker College Fair

The choice between a large comprehensive university and a liberal arts college education has the biggest differences in these three cases. The choice is highly sensitive to your own field of interests, family financial capacity and the social context in which you want to live. I have enjoyed all of these different environments as a student, parent and trustee at Earlham, as a parent at Swarthmore and Haverford, as a PhD graduate at Penn State, as a visiting professor at Stanford and the University of Pennsylvania. I found them all great places in specific contexts and times in my life.

In the large comprehensive university

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Pink House Slippers and the Color Pink

By Rebecca Mays, FAHE clerk

In a recent writing class where I was risking new ways of teaching, we were discussing how to transform personal journal writing into writing for a wider public meaningfully. How do we take what feels distinctive and special to one of us personally and see whether it is meaningful to others who don't know us and may have little investment in our distinctive, special experiences and language? I grew quiet at the importance of the question and then sighed at how difficult it is to live the answer; suddenly the image of pink house slippers came to mind. I asked, "Would you find it interesting to read about Leah's pink houseslippers page after page - how she chose them, when she wears them, where they reside?" Some wrestled with their loyalty to Leah, others were blank, others shook their heads, "of course not." But what about the color pink? When I asked what came to mind, in very little time we had created a list of engaging topics of interest to many constituencies with

very differing agendas. One student volunteered, "I guess I have to know what matters to me and be ready to know what matters to someone else and find a common language to discuss then what really matters."

A commonplace understanding for many, yet so hard to practice. Our fall executive planning committee recently met at Earlham College to practice doing just this engagement between our personal community as Friends and the global concerns for our theme, "Scholars for Peace, Justice, and Sustainability." How do our professional vocations as scholars serve our hope for sustainable peace and justice at home and globally? What is the role of religious conviction, spirituality, and a Quaker sense of discernment in assuring our hope?

Can we meet to share what matters for us and learn the necessary common language to leverage global influence? FAHE and Earlham College will host our annual gathering this next June, 2007, with a strong and vibrant "Yes,

we can." We will invite plenary speakers, Quaker and nonQuaker, who are substantively engaged in the issues to focus our questions and concerns. In workshops, worship-sharing groups, and personal conversations, we will support one another personally, network professionally, and consolidate our efforts to bring our witness to bear more effectively. We want whatever rest and renewal we enjoy, whatever house slippers we wear at home, to make us more ready to put on our walking shoes and follow in our ancestors footsteps "to answer to the dread in the world so that we may come to walk cheerfully, answering to that of God" to paraphrase George Fox. What is our common language today to help us know what really matters? Please read the call for papers at the front of this newsletter and respond soon with your contribution. We would like to have our program well in place by February, 2007, in order to publicize broadly for our participants.

So Whatchu Doing (Cont.)

(continued from page 4)

you will often become tightly associated with a school and a department dedicated to a specific academic field. If your interests are highly developed and you want to go as deep as you can as soon as you can this can be a good choice. For example, if you are certain that you want to be a chemical engineer and to find a challenging job at the BS level after 4 to 5 years, the comprehensive university is a good choice. If you have broad interests and want to explore many options across multiple fields, you may want to explore your choice further.

The liberal arts college is a unique creation of the American Educational system and has limited counterparts in Europe and Asia. The educational architecture of a good liberal arts college creates an integrated set of critical thinking and analytic problem solving skills as well as skills in making and breaking an

argument with written and verbal communications. Emphasis is placed on the critical use of a wide range of information sources such as research reports, diagrams, charts, interviews and field work. These skills are applied to a balanced distribution of fields such as humanities, social sciences and natural sciences.

Clearly the liberal arts education places greater emphasis on these forms of skill development than the acquisition of specific knowledge of technology or techniques associated with the work of specific professions. The comprehensive universities place greater emphasis on the acquisition of specific fields of knowledge. Both are important and it is often a question of educational strategy and time sequencing.

Anna and I have four grown children all of whom attended Quaker Colleges. I will give an example of a choice they made that you are now facing. How do

you choose between a large comprehensive university or a liberal arts college? Our oldest son Doug, Hilary's father, wanted to be an electrical engineer as he left high school. His final choice was between Cornell University with one of the best electrical engineering departments in the United States and Swarthmore an outstanding college but with a less prominent electrical engineering concentration in a small engineering department.

Doug made a great choice by attending Swarthmore where he could not only major in engineering but also economics and graduate in four years. Clearly Cornell would have offered a deeper education in the practice of engineering but he could not have shaped the breadth of education that he wanted without attending an additional one or two years for a BS. In order to achieve the technology

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FROM OUR COLLEGES, UNIVERSITIES AND ADULT LEARNING CENTERS

Earlham COLLEGE

Hurricane Katrina Help Earns Earlham a Place of Honor

Earlham students assigned to a "gutting crew" don protective clothing and respirators before entering another Hurricane Katrina-wrecked structure during a spring break service trip to Louisiana last March. Roughly three-dozen students, faculty and staff members have been involved in direct recovery efforts in the Gulf Coast region since Katrina came ashore in August 2005. Many more have helped to collect money, food, clothing and other relief supplies for persons and families impacted by the tragedy.

The humanitarian efforts of many Earlham students, faculty and staff in the aftermath of Hurricane Katrina have earned the College a place on the first President's Higher Education Community Service Honor Roll.

By its "extraordinary" volunteer service in the Gulf Coast region after the devastating August 2005 storm, Earlham "has set a strong example for college-level civic engagement," says Stephen Goldsmith, chief executive officer of the Corporation for National and Community Service (CNCS), the federal agency charged with helping foster a culture of volunteering and service in America.

Many people and communities in the disaster area have seen their situations improved because Earlham and its students "identified some of society's most pressing needs and got involved," Goldsmith says.

Some three dozen Earlham students have participated in direct relief efforts along the Gulf Coast in the 14 months since Category-5 Katrina came ashore, reports Jana Schroeder, Bonner Scholars program coordinator and one of the organizers of a spring break service trip to Louisiana last March in which 22 students and four

faculty members took part.

Other students in small groups also have traveled to the region during alternate breaks in the academic schedule, says Schroeder, largely lending their strong backs, arms and legs to neighborhood cleanup programs continuing to deal with the millions of tons of debris left in Katrina's wake. Scores more have helped raise money or collect food, clothing and other relief supplies for persons and families displaced by the greatest natural disaster in U.S. history.

The honor roll awards - presented Oct. 17 in Chicago - coincide with the release by the CNCS of a comprehensive study showing a 20 percent increase in college student civic involvement since 2002, though in the eyes of the National Survey of Student Engagement (NSSE), Earlham students have long outpaced their peers nationally when it comes to community service. According to the latest data from the 2006 survey, 81 percent of Earlham seniors reported having participated in community service or volunteer programs while less than 60 percent of fourth-year students elsewhere could say the same.

Also as tribute to the College's long tradition of community concern and action, Earlham is one of only 27 select U.S. colleges receiving Bonner Foundation scholarship funds for some students in exchange for their involvement in service.

However, only 10 of the 22 students on last spring's service trip to the Gulf region were Bonner Scholars, says Schroeder.

"And that's what I think is especially great about this award," she adds. "It recognizes that as a whole, the campus has a strong commitment to service. That it's more than just the Bonners (there are a total of 60 on campus at a time). This really highlights Earlham's overall engagement."

Each year the College's roughly 1,200 students contribute more than 44,000 hours of volunteer service in the Richmond/Wayne County community - and, occasionally, places like hurricane-scarred Louisiana.

The President's Higher Education Community Service Honor Roll is co-sponsored by the CNCS, the U.S. Department of Education, the Department of Housing and Urban Development (HUD), USA Freedom Corps and the President's Council on Service and Civic Participation, in cooperation with Campus Compact, a national coalition of nearly 1,000 college and university presidents and their institutions.



E A R L H A M
SCHOOL of RELIGION

Vitality Among Friends: A Resource for Philadelphia Friends

Conference Series Overview

Earlham School of Religion is committed to being a resource for education and renewal to Friends across the broad spectrum of the Religious Society of Friends.

ESR has consulted with various Friends in the Philadelphia area to determine beneficial ways the seminary can serve as such a resource. As a result of these conversations, ESR is offering a three-year series of one-day conferences devoted to deepening Friends' faith and enriching life and worship together. The theme for the cycle is Vitality Among Friends. Each year will have its own theme, with three meetings each year falling under the yearly theme.

These sessions will be led by ESR faculty, alumni/ae or invited guests.

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FROM OUR COLLEGES, UNIVERSITIES AND ADULT LEARNING CENTERS

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For more information, including the themes and speakers for each year, visit <http://esr.earlham.edu/events/vitality/pa/index.html>.



FRIENDS
UNIVERSITY

Friends Receives \$2 Million Gift For Performing Arts

Friends University announced Monday, Sept. 25 that it has received a gift of \$2 million from anonymous donors to benefit Friends University's Division of Fine Arts. The gift will be used to endow jazz and ballet scholarships, establish a jazz artist series and help fund improvements to Alexander Auditorium.

"This gift offers us a wonderful opportunity to move our jazz and ballet programs and performance facilities to the next level of excellence," Friends University President Dr. Biff Green said. "We are so thankful to these donors for this gift and for all their support throughout the years. Their commitment and dedication to Friends University are without equal, and we are blessed to count them among our many friends."

For more information, please visit http://www.friends.edu/News/news_detail.asp?id=1125 to read the article in its entirety.



From Newberg to Rome - A Quaker's Visit to the Vatican

by Paul Anderson

When Paul Anderson found inter-

esting parallels between the Gospel of John's presentation of the Holy Spirit's leading believers into truth and the Quaker decision-making process, while conducting his doctoral studies in Scotland two decades ago, little did he envision where some of those ideas might lead. After several publications on the subject, receiving a related \$300,000 Lilly grant, and being asked to write a response to Pope John Paul II's letter on the unity of the Church, Anderson has now been asked to visit the Vatican himself.

Anderson has been invited to travel to the Vatican at the end of October, as the advisor to the Friends World Committee for Consultation General Secretary as a participant in the Conference of Secretaries of World Christian Communion. The discussion will be "Visions of Christian Unity," a timely subject in Anderson's opinion. One way forward, in his view, is to call for Christian unity under the Lordship of Christ. If Christians are indeed submitted to following Christ unreservedly, they can find ways of helping each other get there.

According to Anderson, "authentic Christian leadership always involves facilitating the attending, discerning, and minding of Christ's leadership above all else." This is what he argued in his 2005 response to the Vatican (published in *One in Christ*, an international ecumenical journal), as that response was commissioned by Ann Riggs, the Secretary of the Faith and Order Commission of the NCCC. After the Commission had drafted a corporate response, Anderson was invited to submit an individual response because of his interest and biblical work in that area.

In his New Testament work, Anderson has developed an analysis of both structural and charismatic approaches to Christian leadership,

which includes strengths and weaknesses of each. He argues that effective Christian leaders understand how each of those models, and everything in between, works itself out from theory to praxis. This led, then, to his being awarded a \$300,000 Lilly grant on congregational discernment.

As director of the George Fox University Congregational Discernment Project, that project is in the middle of its three phases. The first phase involved organizing a national pastoral leadership conference in Colorado Springs on the subject: "Discerning the Leadership of Christ." The second phase involves a consultation comprised of nine leaders from eight Christian traditions, exploring how congregational discernment happens well within their settings. The third phase involves publishing three books out of these endeavors.

The practical value of this work is that Christian leaders become better enabled to work within any system of governance so as to facilitate decision-making that is unitive instead of divisive. According to Anderson, "if Christ has a will for the church that will can be known; if it can be known it should be sought; if it can be found it should be obeyed." That might look like a consensus process, but the goal is seeking the mind of Christ together and in unity.

Friends Journal link:
<http://www.friendsjournal.org/contents/2006/0906/garver.html>.

George Fox University
Discernment Project link:
<http://www.georgefox.edu/discernment/petrine.pdf>.

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FROM OUR COLLEGES, UNIVERSITIES AND ADULT LEARNING CENTERS (CONT.)

(continued from page 7)



Signe Wilkinson to Speak at Guilford College

Pulitzer Prize winning Philadelphia Daily News editorial cartoonist Signe Wilkinson will visit Guilford College November 16-17 as the Judith Weller Harvey Quaker Scholar. Wilkinson's hard-hitting cartoons spare no targets and often poke fun at Friends themselves.

During her residency, she will share on a panel in the art gallery about constraints on a cartoonist's freedom. The panel will be titled "Drawing the Line" and will consider the controversy over the Danish cartoons about the Prophet Mohammed. Joining Wilkinson will be the editors of two local newspapers that took different stands on publishing the cartoons last spring. An installation of Signe's cartoons will be in the art gallery during the month of November.

Signe will also give a public talk, "Drawn to Quakerism: Quaker Influences on the Cartoonist's Craft," and will be the featured speaker at the Friends of the Guilford College Library dinner.



PENDLE HILL

On September 16, Pendle Hill's Board of Trustees approved a new mission statement which reaffirms Pendle Hill's commitment to the Religious Society of Friends: "Pendle Hill is a center of God's work in transforming the world. Pendle Hill nurtures the life and witness of the

Religious Society of Friends (Quakers) through worship, work, study and service. We welcome those of all spiritual paths."

This fall three new core teachers are shaping Pendle Hill's Resident Program. Marcelle Martin, who is well known among Philadelphia area Quakers for her teaching, peace witness and retreat leadership, is offering courses in prayer, spiritual discernment and Quakerism in 2006-2007. Pendle Hill has published two of her pamphlets: Invitation to a Deeper Communion (2003) and Holding One Another in the Light (2006). Carol Sexton, the new Arts and Spirituality teacher, brings a wealth of experience in teaching, campus ministry, spiritual direction, retreat facilitation, studio art, graphic design, and service to the Quaker community. Walter Hjelt Sullivan, who served for 13 years as co-director of Quaker Center at Ben Lomond, California, is focusing his work on the spiritual nurture of students.

There are 22 resident students enrolled this fall for 11 weeks of worship, work, study and service in a Quaker community. They come from South Africa, Korea, Malawi, Australia, Canada and Kenya as well as many states in the US, including Illinois, Virginia, Washington, Minnesota and Florida. Their reasons for coming to Pendle Hill are diverse, and include: "I will be focused on the arts and spirituality and the arts and activism"; "I am hoping to grow a great deal in my faith at Pendle Hill and to prepare myself spiritually, emotionally and physically to return to Latin America"; "it is my vision to help in creating intentional community centered around nourishing/nurturing children in their quest for wholeness"; and "I have committed my gift of making music to the service of Friends, which will be my focus while at Pendle Hill." Some students will study at Pendle Hill for one term,

while others are planning to stay for a year.

In May Pendle Hill completed a major website upgrade. Check out the new website at www.pendlehill.org.



Student Intern's Research Becomes International News

While interning with a local oncologist, Ashley Plant '06 researched and found significant evidence linking certain vitamin deficiencies with cancer patients. Plant's data was subsequently published in international medical journal Nutrition and Cancer. From the San Gabriel Valley Tribune (8-4-06).



WILLIAM PENN
UNIVERSITY

2006 Construction Updates

The announcement of three new buildings at Penn has created a lot of excitement not only on campus, but also throughout the Oskaloosa community and among alumni and friends.

Three cameras available through the college website (at <http://www.wmpenn.edu/Home/News/Constructioncams/tabid/208/Default.aspx>) allow anyone who is interested to keep up with the daily changes to Penn campus. The views include:

Activity Center construction - webcam view looking south from Watson Hall

Activity Center construction - webcam view looking west from Penn

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FROM OUR COLLEGES, UNIVERSITIES AND ADULT LEARNING CENTERS (CONT.)

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Hall

Activity Center construction - web-cam view looking east from the soft-ball field

Here are some figures related to the construction project: Geothermal piping going into the ground for the PAC and the technology building = 159,834 linear feet or 30.27 miles

Bad dirt hauled out of excavation site = 54,000 cubic yards or 540 dumptruck loads

Good dirt hauled into excavation site - 10,460 cubic yards or 105 dumptruck loads

Steel for the activity center = 625.69 tons or 16 semi loads for the shell of the building



Wilmington College held its 16th annual Westheimer Peace Symposium this fall with a focus on borders - real and imagined - and how various entities approach them by building walls or bridges.

The day-long program attracted persons from the tri-state area to attend presentations by famed essayist Richard Rodriguez, whose talk was titled "Eating a Burrito," as well as by Therese Zink, M.D., from Doctors Without Borders, Bobbie Gottchalk from Seeds of Peace, and author/journalist Stephen Bloom, who spoke on

"Is Postville a Metaphor for America?"

The Office of Campus Ministry is in the midst of another year of presenting Faith & Life Forums. This year's topics include "Faith & Family: Whose Family and Whose Values?" "Ecumenism: Is It Really Possible to Get Along?" "Pacifism: Is It a Viable Way of Life?" and "How Do the Arts Impact Our Lives?"

Also, the new Meriam R. Hare Quaker Heritage Center has begun its first full year of programming. This fall it has hosted an exhibit titled "Let Your Life Speak," which highlighted service activities by Friends in south-west Ohio. This was followed by an exhibit titled "Posters for Peace," which featured posters, artwork and buttons from various peace movements of the last 50 years. The QHC also hosted a Friends report from Cuba and a presentation on "Peace in Action" by Larry Gara, long-time Quaker peace activist.



Woodbrooke Quaker Study Centre

It's been an autumn of personal achievements at Woodbrooke. Mary Wong, a student at Woodbrooke's Centre for Postgraduate Quaker Studies (CPQS), completed a Master's degree at age 80. The CPQS, affiliated with the University of Birmingham, provides the most comprehensive

programme for the study of Quakerism in the world. Mary, who first studied at Woodbrooke in the late 1940s, earned an M.Phil (b) research degree in Quaker Studies through the programme, with her coursework culminating in a dissertation titled "Conversation as a Testimony".

Even closer to home, Timothy Peat Ashworth, Woodbrooke's Biblical Studies Tutor, has launched his new book, *Paul's Necessary Sin: the experience of liberation* (Ashgate, 2006). Timothy introduced his book as part of an exciting weekend which also included the 2006 George Richardson Lecture and a performance of Dorothy Nimmo's poem about the life and witness of James Nayler. This year's lecture, delivered by Douglas Gwyn, was entitled 'James Nayler and the Lamb's War'. This October marks the 350th anniversary of Nayler's incendiary ride into Bristol.

As well as the usual diverse programme of short courses, we have recently hosted a week-long course devoted entirely to meditation. For "Mindfully Together", nuns from Thich Nhat Hanh's monastery in France came to Woodbrooke to direct what turned out to be a varied and spiritually invigorating retreat.

We continue to welcome Friends from beyond the UK as Friends in Residence to support the work of Woodbrooke. If you think this might be for you, do contact us.

OUR OTHER COLLEGES, UNIVERSITIES AND ADULT LEARNING CENTERS



Barclay College



Bryn Mawr

FRIENDS WORLD PROGRAM

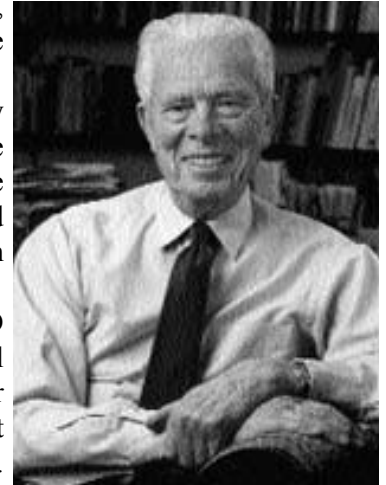


In Memoriam

Gilbert F. White, president of Haverford College from 1946-1955, died on October 5, 2006, at his home in Boulder, Colorado at age 94. He had been in declining health for the past year.

White was Gustavson Distinguished Professor Emeritus of Geography at the University of Colorado at Boulder, a position he held since 1980. Prior to that, from 1970 to 1978, he was Professor of Geography and the Director of the Institute of Behavioral Science at the university. He founded and directed the university's Natural Hazards Research and Applications Information Center from 1976 to 1984 and served as director again from 1992-1994. In May 2006 he received an honorary degree from CU.

A native of Hyde Park in Chicago, White received a BS in 1932, MS in 1934, and PhD in 1942 in geography from the University of Chicago. In 1934 he interrupted his doctoral studies to join the New Deal administration of Franklin Roosevelt. He planned a one year stint in Washington as a staffer on the Mississippi Valley Commission, but stayed eight years to work for the National Resources Commission and later the Bureau of the Budget.



Strongly attracted by the tenets of the Religious Society of Friends since his student

days, White espoused pacifism and became a Quaker at the outbreak of World War II. In 1942 he went to France to do relief work with the American Friends Service Committee (AFSC). He was taken prisoner of war the following year and interned in Germany. After being exchanged in 1944, he returned to become Assistant Executive Secretary of the AFSC. In 1944 he married Anne Elizabeth Underwood, who worked with him on many research projects, including a pioneering study of domestic water use in East Africa. The Whites were committed to preserving open space in Boulder County, Anne serving on the Boulder County Parks and Open Space Advisory Committee, and working with Gilbert to donate land that was integral to establishing the Anne U. White trail in upper Fourmile Creek Canyon shortly before she died in 1989.

In 1946, White accepted the presidency of Haverford College, where he became the youngest college president in the country. In 1955, he returned to the University of Chicago to become a professor and chair of the geography department. He brought his family to spend the summers in Sunshine Canyon starting in 1957, first on the Wittemeyer Ranch and then later on property they purchased up Sunshine Canyon. Gilbert and Anne White moved permanently to Sunshine Canyon when he took a post at the University of Colorado in 1970, moving to a condominium building on Pearl Street which they planned jointly with several other retiring faculty in 1983.

Reflecting his commitment to national and international cooperation, White served on numerous professional and scientific committees and advisory groups for organizations such as the National Research Council, the UN and UNESCO. Among the many posts he held, White was President of the Association of American Geographers 1961-62, Chair of its High School Geography Project, Chairman of the Board of Resources for the Future 1974-79, and President of the International Council of Scientific Unions 1976-82. He served as Chairman of the American Friends Service Committee 1963-69.

White officially retired in 1980, but remained professionally active, serving as Executive Editor of Environment magazine from 1983 to 1992, Chair of the Committee on Sustainable Water Supplies for the Middle East, National Research Council, 1996-1999, and since 2001 as a member of the FEMA Steering Committee for Evaluation of the National Flood Program.

Among numerous awards, White won the Association of American Geographers' Lifetime Achievement Award in 2002 and in 2000 received the nation's highest scientific honor, the National Medal of Science, and the National Academy of Sciences' highest honor, the Public Welfare Medal. Other awards and honors included the 2006 UNESCO-GARD leadership award in disaster reduction, the 1995 Volvo Environmental prize, the 1987 Tyler Prize for Environmental Achievement, and eight honorary degrees. He was member of the National Academy of Sciences, the American Academy of Arts and Sciences, the American Philosophical Society, the Russian Academy of Sciences, and the Cosmos Club.

White is survived by his second wife and long time friend, Claire Sheridan of Boulder, his children William White of Ithaca, New York, Mary White of Boulder, Colorado, and Frances Chapin of Edmonds, Washington, stepchildren Monika Profitt of Seattle and Daniel Profitt of Boulder, Colorado, and four grandchildren. A memorial service will be held at 1:00 pm at Spice of Life Events Center, 5706 Arapahoe Avenue, Boulder, Colorado on November 11. Donations may be made to the CU Foundation: Gilbert F. White Graduate Fellowship Endowment, care of Diane Smith, Natural Hazards Center, 482 UCB, University of Colorado, Boulder, CO 80309-0482.

So Whatchu Doing (cont.)

(continued from page 5)

depth, he followed his Swarthmore years with a masters degree in Electrical Engineering at the University of Illinois, another outstanding department. Our son Eric received a degree in biology at Haverford, followed by a divinity degree and ultimately became a lawyer. Lee Anne was a biology graduate from Earlham and became a veterinarian, VMD, and Tom was a language graduate from Earlham and became a computer engineer.

All of them share the skill of intelligent discourse on a wide range of subjects beyond the narrow interests of their professions. That is, they carry the mark of broadly educated people.

You may raise the question whether a liberal arts education requires a commitment of too much time in additional education. I would suggest that we are in an era that we will formally and informally be involved in education throughout our entire lifetime. In our knowledge economy, the breadth and depth of knowledge in all professions is now changing at an ever increasing rate. We will go through about four completely different careers over our lifetime each requiring as much learning as we did in our initial college four year degree. Building skills that enable this continuing process is essential.

It is in relation to this point that I find the liberal arts education most compelling. I believe the skills developed in this educational process create a substrate of competence that will allow growth into many fields and to continue to evolve into new bodies of knowledge throughout your entire lifetime.

You may ask me, "So whatchu doing"? I thought that we are here to talk about Quaker Colleges. In the sense that Quaker Colleges are liberal arts colleges, we have been. The Quaker Colleges are widely recognized to be leaders of the 640 liberal arts colleges in the United States. They practice the business of liberal arts education very well. But we should explore why Quaker Colleges are unique with respect to other liberal arts colleges. I believe

that answer is how the colleges are now and have been influenced by the Quaker faith.

My short elevator speech describing the Quaker faith is described in four points:

1. The universal truth of God as revealed by the Inward Light.
2. Continuing revelation of the Truth through all time
3. The sacred covenant community
4. The testimonies- our spirituality must be enacted through service to others

Our belief in the Inner Light places emphasis on caring for the leadings and the needs of each individual. The experience of each student at a Friends College is highly valued. The relationships of students to each other and to the faculty are built on a sense of responsibility to each other. It is often the case that all address each other in the traditional Quaker first name basis rather than an identification by relative position.

The notion of the universality of the Inner Light has encouraged Friends education to have a global perspective. We follow the leadings of the truth to wherever it takes us. That has caused Friends Colleges to have many programs both on campus and off campus offering an international experience. At Earlham, 75% of the student body studies abroad some time during their four years. These past two years there have been simultaneous visiting faculty members from Israel and Palestine engaged in middle east dialogues with students. The continuing revelation of God's truth has opened the entire universe of inquiry to Friends. The belief of God speaking new truths to Friends in a context of new knowledge has liberated Friends from historic dogma. This freedom of inquiry has enabled Friends Colleges to be leaders of the natural science education from their earliest formation and through times that faith and science seemed in conflict. This freedom for exploration of truth wherever it leads is carried out with a keen sense of moral responsibility for the consequences of our discoveries.

Friends believe we cannot find truth by ourselves alone. Our colleges aspire to a deep sense of community. Hence the education at Friends Colleges is deeply cooperative. Students are teachers to each other. We also do not find that we can learn enough confined to narrowly defined disciplines. The educational experience at Friends Colleges builds on the root knowledge of a discipline then extends out to the leanings of other disciplines. We recognize that growth of new understanding occurs most rapidly when different bodies of knowledge interact with each other.

As Quakers we have always believed that our faith must have impact on the world around us. We are called into the service of others. Each of our Quaker Colleges has a tradition of encouraging its students and graduates to be change agents for the good of society. We seek non violent resolution of conflict and an Earth restored. Students are encouraged to develop skills that will enable their contribution to a better world to live in.

I would like to end with some remarks I shared with the graduating class of Earlham last June.

"I would like to share with you a profile. It is a profile of you in the future, say 10, 25 and 50 years from now. My confidence in seeing you in the future is based on your earlier profile as you started here, the special nature of this college and the hearing of the life stories of the fellow alumni that have preceded you.

You will have lived lives that will have made a difference to your families, your communities and the world around you. You will have been willing to see the world differently and thereby see new solutions to problems that seemed intractable. You will have been good life partners and caring parents. You will have been good shepherds for the society and earth environment we live in. You will have been innovators and agents for positive change. You will have been peacemakers."

"So whatchu doing"? You are preparing to let your life speak.

Fall 2006



**Friends Association for
Higher Education**

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Email: FAHE@quaker.org

Web Page: www.earlham.edu/~fahe

Have you marked your calendar?

**The FAHE conference will be at
Woodbrooke Study Centre in
Birmingham, England in 2008!**

**Look for registration materials
next Fall (2007), and register early!**

**Early registration will be available for FAHE
members, with registration opened to
British and European friends in spring
2008.**

Time To Join / Renew / Share With A Friend!



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