

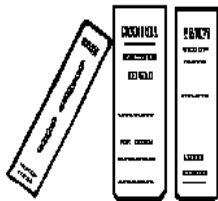
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FRIENDS ASSOCIATION FOR HIGHER EDUCATION

Letter of invitation to Earlham



Student relaxing on the Earlham campus

Friends Association for Higher Education NEWSLETTER

Dear Friends,

On behalf of the Earlham community, I wish to extend our personal invitation to this year's annual conference of the Friends Association for Higher Education, which will take place on the Earlham campus from June 14-17. We look forward to welcoming FAHE members from near and far to our home here in Richmond, Indiana.

The theme of the 2007 conference, *Scholars for Peace, Justice, and Sustainability*, seems especially pertinent during these turbulent times of war, environmental collapse, social alienation, and socio-economic injustice. We are inspired by the continuing commitment of FAHE to be both a spiritual *and* academic community, and we are deeply honored to be the hosts for such a community addressing such important questions. The program committee of FAHE is busily assembling an enriching program of speakers, presentations and workshops, and our local arrangements committee is working hard to provide a comfortable space for the community to engage in reflection, discussion, friendship and fellowship. We are anticipating what should be a fantastic conference.

Here at Earlham, we find that the importance of coming together as open, creative, critical, and spiritually led F/friends can hardly be overstated. Please join us in community as we gather to continue engaging with each other, ourselves, and the world around us. We look forward to seeing you this June on the Earlham campus.

Sincerely Yours,

Doug Bennett
President of Earlham

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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.

Executive Committee

Rebecca Mays,
clerk

Gary Farlow,
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Mary Garman

Steven Gilbert

Jim Hood

Laura Rediehs,
assistant clerk

Mike Moyer

Susan McNaught

Stephen Potthoff

Susan Schmidt

Caroline Whitbeck

Clerk

Rebecca Mays
 1543 Johnny's Way
 West Chester, PA 19382
 Phone: (610) 566-4507
 rgkmays@hotmail.com

Office Staff

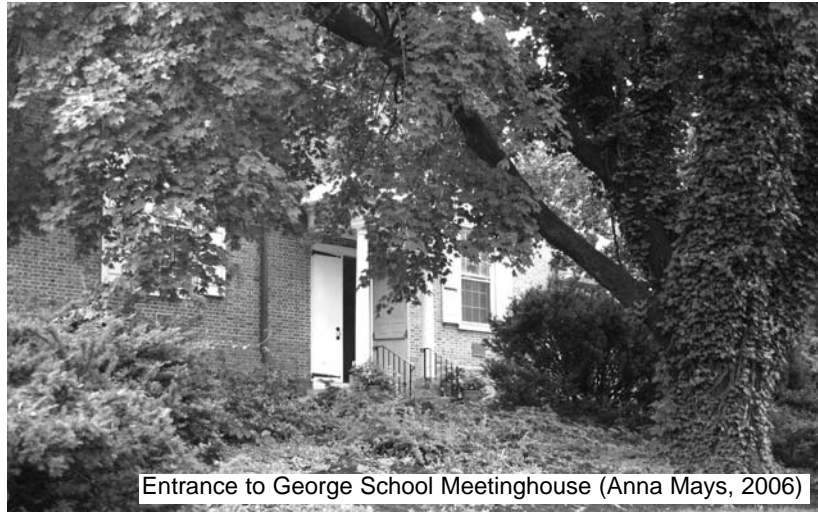
Kori Heavner
 FAHE Coordinator
 1501 Cherry Street
 Philadelphia, PA 19102
 Phone: 215-241-7116
 Fax: 215-241-7278
 Email: fahe @quaker.org
 WEB: www.earlham.edu/~fahe

FAHE Newsletter Editor:

Susan McNaught
 susanmcnaught@verizon.net

The FAHE Conference Experience

by Kate Hood, Guilford College Library



Entrance to George School Meetinghouse (Anna Mays, 2006)

Being at George School for the conference was a refreshing break in the routine of summer projects in the library where I work. This was my first time as a full participant (my appetite had

been whetted in 2001 when the group met at Guilford College and I was on the local arrangements committee). As expected, I was spiritually and personally fed in both the workshops and the meetings for worship in the beautiful old campus meetinghouse.

Workshops I attended included ones in which a problem encountered in someone's classroom was presented and participants were asked to help brainstorm the best response to that problem. One focused on the Quaker character of Haverford College - particularly how faculty and students understood that. Another was about community service and how this fit into a good Friends school curriculum. The one bearing the conference title was in two parts, both of which I attended. It allowed me to think about how my career path had developed, and offered up an example of creative teaching to assist students in learning deeply about themselves and others in a wilderness situation.

Evening sessions were interesting and inspiring - one about young people making some remarkably creative Quaker-themed films at the Bridge Film Festival and the other regarding Native American issues. The latter was preceded by a lively and diverse singing group and presented by a Native American visitor to our conference who was able to draw strong parallels between her own culture and that of the Quakers she knew. She spoke very movingly in Meeting for Worship the next morning about what she had gained from being with us. Of course we had also benefited from her special presence.

It was my clear sense that those who attend are educators who are led to a life of teaching or staffing in various schools from a deep spiritual center. By coming together each summer, they seek replenishment from fellow travelers after a year of hard work. They humbly seek answers to the often trying situations in which they find themselves. It was a bit like a "meeting for worship with a concern for education."

To be led back to that center, from a place of often feeling that I am much on the periphery of the education process, was a real gift. It made me realize that, while my supportive role in the library of providing appropriate resources does not always feel connected to students, in truth it is, and that I can bring other of my personal gifts to relationships with students, faculty and staff in other venues on campus. We can all be learners and seekers, and thus a part of the process of Quaker education.

Scholars for Peace, Justice, and Sustainability: 2007 FAHE Conference at Earlham College

by *Laura Rediehs, conference planning committee*

Serious global problems face us, problems having to do with militarism, social and economic injustice, and environmental concerns. These issues are so complex and interconnected that effectively addressing them requires study and planning. There is much good research on these topics, and about how to plan for effective change, but in this time of information overload it can be hard for concerned individuals and groups who wish to educate themselves about these problems to find helpful and reliable research presented in accessible forms. Scholars often feel that they are working in isolation, encouraged by their profession to speak primarily to small scholarly audiences within specialized academic disciplines.

This year's FAHE conference will bring together concerned scholars from a wide variety of academic disciplines to share with each other, learn from

each other, and be inspired by each other. Our hope is that conference participants will develop new ideas about how to connect their work to related efforts within and beyond their own academic disciplines. Can we bring our concerns about the world into our teaching and research? Can our teaching and our research become a means of addressing the significant problems that face us? Are there new ways of collaborating in research that can develop it into a method for effecting positive change?

This year's conference will include workshops, panels, and plenary sessions, as in years past. But a new feature of this year's conference will be an opportunity for people from across academic disciplines to meet in small groups to share with each other their particular concerns, experiences, and new ideas. We are hoping that these small groups will create the right kind of space for everyone to make and

deepen connections and to integrate the new ideas they learn from this conference.

We are very excited about this year's conference, and we hope that you will be able to join us this June!

It is with great pleasure that Michele Lise Tarter announces the birth of her son: Theodore ("Teddy") Micah Tarter was born on Dec.

27, 2006, weighing 5 lbs. and 12 oz. Baby and Mother are doing wonderfully. There will be a specially called Meeting for Worship to Welcome Teddy at Haddonfield Friends Meeting in Haddonfield, New Jersey, on March 31st at 2PM. All FAHE Friends are invited to come.



Position Open: Assistant Professor in Communication Studies

Responsibilities: Teach traditional media studies courses with interest and/or experience in developing and teaching courses in new media and teach Foundations of Human Communication. Teaching load is 24 semester hours per year, with opportunities for January travel classes.

Qualifications: Ph. D. preferred, Master's Degree considered. The candidate must provide evidence of successful college teaching in the area of media studies. Ideal candidate will have an appreciation for a multi-track approach to the study of human communication within the liberal arts context. The appointment is for three years, subject to annual review, with a possibility of conversion to tenure-track. Completion of Ph. D. required for tenure-track appointment.

Salary: Dependent upon qualifications and experience.

General Information: Manchester College - an independent, liberal arts college located in North Manchester, Ind., and a college of the Church of the Brethren - offers more than 45 areas of study to more than 1,104 students from 25 states and 30 countries. The College's 72 faculty members develop one-on-one relationships with their students through small class sizes and a commitment to teaching. The College has a distinctive commitment to encouraging international consciousness in its students. The special January session affords students a variety of options for international and domestic travel and study. Located just 30 minutes from Fort Wayne, Ind., and within three hours of Chicago, Indianapolis, Toledo, and Detroit, the campus combines access to diverse urban centers with comfortable small town living.

Applications: Review of applications will begin on March 1, 2007 and continue until the position is filled.

For full consideration, please submit cover letter, statement of teaching philosophy, curriculum vitae, official transcripts and three letters of recommendation by March 1, 2007 to:

Office of Academic Affairs

Manchester College

604 E College Ave

North Manchester, Indiana 46962

Manchester College is an equal opportunity employer.

Applicants who will further diversify our faculty are warmly welcome.

Haverford College Appoints 13th President

Dr. Stephen G. Emerson was named Haverford College's 13th president in a public ceremony held on the Main Line Philadelphia campus. Dr. Emerson, who currently serves as the Francis C. Wood Professor in Medicine, Pathology and Pediatrics at the University of Pennsylvania, also holds positions there as Chief of the Division of Hematology/Oncology and as Associate Director for Clinical/Translational Research of the Abramson Center.

"We are very pleased with the selection of Dr. Emerson," noted Search Committee Chair and Vice Chair of the Board of Managers, Howard W. Lutnick. "Our 21-member committee worked diligently to find the best leader to move one of the finest liberal arts colleges in the country into a still stronger position both academically and financially. Dr. Emerson emerged as the premier choice amidst a national pool of candidates that numbered in the hundreds."

Dr. Emerson graduated in 1974 from Haverford summa cum laude, with a dual major in chemistry and philosophy, before moving on to Yale for graduate studies; there he received a M.Sc. in molecular biophysics and biochemistry, before also adding a Ph.D. in cell biology and immunology as well as an M.D. to his impressive academic credentials.

He began his career at Harvard Medical School and then spent eight years at the University of Michigan before returning to Philadelphia in 1994 as Professor in Medicine and Pediatrics at the University of Pennsylvania.

"I am excited to return to my alma mater as its President," said Emerson. "Haverford is in a distinct position, being one of the elite liberal arts colleges that also boast a strong tradition of faculty research and social responsi-

bility. This is an educational community that values the individual student and whose professors offer an intensely personal and scholarly undergraduate education."

In his role as Division Chief of Hematology/Oncology at Penn, Dr. Emerson leads a group of 60 full time faculty and 25 trainees. Dr. Emerson is responsible for the selection, recruitment, and career development of each of these individuals. He also coordinates and directs a research and education budget of over \$50 million annually, nearly all of which is dependent on active fundraising through collaborative research grants and philanthropy. He runs one of the foremost stem cell biology and transplantation labs in the country, which is currently funded by the National Institutes of Health. He



FAHE members at Haverford campus, 2005

has written and lectured extensively.

Dr. Emerson's work has been recognized with a litany of awards for research and academic prowess, including the Rolex Career Achievement Award and the Donald B. Martin Teaching Service Award.

In addition to his research and administrative responsibilities, Dr. Emerson is a clinical hematologist/oncologist who cares for patients with bone marrow stem cell disorders. He has held numerous hospital appointments throughout his career.

He has been named regularly as a "Top Doc" in his field by Philadelphia Magazine, most recently in 2006.

At the national level, Dr. Emerson has been actively involved with grant review and scientific program review at the National Institutes of Health and the National Science Foundation. He serves on the Editorial Boards of the Journal of Experimental Medicine, Stem Cells, and the Journal of Clinical Investigation.

In a public statement released by Haverford's Board Co-Chairs, Barry L. Zubrow and Catherine A. Koshland noted, "We set the bar high and established a standard for leadership that not only would reflect the best of Haverford for 174 years but also would motivate the College to reach its future aspirations. Dr. Emerson became the standard bearer for what we most valued. We are extremely enthusiastic about his appointment."

Located 10 miles outside of Philadelphia, Haverford is the oldest institution of higher education in North America with Quaker roots and one of the country's leading liberal arts colleges. Currently, 1,200 students attend Haverford, hailing from all regions of the United States and from 53 countries. Thirty percent are students of color. Haverford employs 112 full-time faculty members, and has a student/faculty ratio of 10 to 1. The College boasts nationally renowned programs in the humanities, science, and peace and conflict studies. Many alumni hold positions of leadership in the corporate, nonprofit, professional and public sectors.

Dr. Emerson will assume full duties as president, effective July 1, 2007, following the ten-year term of Thomas R. Tritton, which ends June 30.

For more information, visit www.haverford.edu/newpresident.

FROM OUR COLLEGES, UNIVERSITIES AND ADULT LEARNING CENTERS

Bryn Mawr

Drew Gilpin Faust '68 to Lead Harvard

Historian Drew Gilpin Faust '68 will shatter one of America's oldest glass ceilings when she becomes the first woman to lead Harvard University in the school's 371-year history. Her appointment as president was unanimously approved by Harvard's Board of Overseers on Sunday, Feb. 11, after a highly publicized, yearlong search.

Faust is currently the dean of the Radcliffe Institute of Advanced Study, which was created in 1999 when Radcliffe College and Harvard University officially merged. She is also the Lincoln Professor of History in Harvard's Faculty of Arts and Sciences, and she serves on several boards of trustees, including Bryn Mawr's. She is expected to assume the presidency of Harvard July 1.

Two years ago, after former president Lawrence Summers sparked a nationwide controversy by suggesting that innate differences between men and women might account for women's underrepresentation in math, science and engineering fields, he appointed Faust to lead task forces charged with finding ways to remove impediments to women's achievement at Harvard.

At a press conference after her appointment, Faust spoke of the need to collaborate across disciplinary and other boundaries. "Collaboration means more energy, more ideas, more wisdom; it also means investing beyond one's own particular interest or bailiwick. It means learning to live and to think within the context of the whole university."

"I'm not the woman president of Harvard," she said. "I'm the president of Harvard. But young women have come up to me and said, 'This is really an inspiration.' So I think it would be wrong not to acknowledge that this has tremendous symbolic importance."

As a girl, Faust rebelled against the restrictive conventions of femininity and the racial injustice that prevailed in her native Virginia. At age nine, she sent a letter to President Dwight D. Eisenhower decrying segregation; this early awareness of inequality in race relations presaged her later scholarly interest in the history of the American South.

At Bryn Mawr, Faust was a student activist who skipped her spring midterms in 1965 to travel to Selma, AL, and join a march led by Martin Luther King Jr. after

she saw television broadcasts of Alabama State Troopers attacking marchers with tear gas and billy clubs. She participated in several demonstrations opposing the Vietnam War. She was also active in Bryn Mawr's student government and, she told Bryn Mawr seniors in her 2001 Commencement Convocation address, participated in a successful campaign to abolish campus rules that required students to return to their dorm rooms by 2 a.m. and restricted visits from men to very limited hours.

Her extracurricular activism did not, however, prevent her from graduating from Bryn Mawr with high honors. After graduation, she turned from activism to scholarship, seeking an understanding of history that would contribute to change. "Perhaps history," she has written, "can help us understand that it could have been, we could have been, we could still be otherwise. In history we might find a sense of possibility."

After earning an M.A. and a Ph.D. from the University of Pennsylvania, Faust embarked on an illustrious academic career. She has published five books, including *Mothers of Invention: Women of the Slaveholding South in the American Civil War*. At Penn, where she won two awards for distinguished teaching, she eventually became the Annenberg Professor of History and the director of the women's studies program.

In January 2001, Faust became the first dean of the Radcliffe Institute. She has been widely applauded for her transformation of the former women's college into an interdisciplinary community of scholars, winning over many Radcliffe alumnae who had bristled at the decision to eliminate the college's teaching function.

Sally Hoover Zeckhauser '64, who chairs Bryn Mawr's Board of Trustees and is also Harvard's vice president for administration, had nothing but praise for Faust. "Drew has done a fantastic job with the Radcliffe Institute," Zeckhauser said. "Scholars from around the world flock to it; she has created the best institution of its kind."

"Her skills and quiet determination will be invaluable in a president of Harvard," Zeckhauser continued. "She is an effective administrator, a consensus builder, and an enormously talented scholar. And she's funny, unassuming and gracious - I feel privileged to have been able to work with her."

Says Bryn Mawr President Nancy J. Vickers, "This is wonderful for Harvard, wonderful for Drew, and wonderful for

Bryn Mawr. Drew is now very much in the public eye. She was chosen to lead one of the world's most prestigious institutions of higher education because she is a brilliant scholar, an extraordinary leader, and a person of enormous integrity. All of that speaks volumes about Bryn Mawr."

Earlham COLLEGE

Alumni Profile: Frances Moore Lappé '66

Diet for a Small Planet, by Frances Moore Lappé '66, made arguments that were heretical when it was originally published in 1971, but are accepted truths today: that a diet strong on whole grains and green vegetables is good for you, that confining livestock to feedlots is wasteful and harmful to the environment, and that fresh and organic foods are healthier for the consumer and the planet than processed ones. Thirty-five years later, the book is still in print and has sold more than three million copies, though it never appeared on any bestseller list and was promoted mostly by word-of-mouth. The book also launched its author on a career as a speaker, author and public intellectual. She is now the author (or co-author) of 15 books, but her first still resonates for readers.

"People say, 'I'm sure you've heard this before, but your book changed my life,'" Lappé tells me. "I say, 'I have heard that, but I can't hear it enough.'"

Since the success of her first book, Lappé has felt a responsibility to make the most of her celebrity, which is why she spent so much time delivering lectures and writing for magazines. Her productivity is even more impressive given that she pursued her career while raising two children, following her divorce from Marc Lappé in 1977. Like so many parents, she found her children, Anthony and Anna, to be a "grounding force."

Lappé is trim and fit with expressive hazel eyes and a wavy dollop of short gray hair. She talks with the calm confidence of someone who is comfortable being interviewed. Her answers do not seem pre-fabricated or tossed off. But she has thought so long and carefully about her subject matter that when she pauses to consider how to answer, it seems that she is choosing the ideal anecdote to support her point or marshalling the most relevant data to make her case.

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FROM OUR COLLEGES, UNIVERSITIES AND ADULT LEARNING CENTERS

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Remarkably, even though she has been working on one central problem for her entire adult life - how the "mental maps" or "frames" we use to make sense of the world often perpetuate suffering - she remains hopeful. Perhaps that's because she is convinced that finding new frames through which to view the world can imbue in us the power to change our lives for the better. She goes out of her way to notice little signs of positive change, and when it comes to the world's more intractable problems, she considers herself "incredibly fortunate" to put her nose to her chosen grindstone.

"I love what I do, so it's not a big discipline to get the work done," she says of the writing that is at the center of her working life. "I believe that we progressives have what people want. It's mainly a matter of introducing people to the tools they can use to live healthier, happier lives."

Twenty years ago, Lappé moved beyond the politics of eating well and began confronting the larger problems that plague our society. Now her goal is to help people increase their civic engagement and build stronger communities. She has contended for decades that hunger is just a symptom of the larger problem. "There is no scarcity of food in the world. What we do face is a shortage of democracy," she says. "It's this scarcity that deprives people of their power to create the world they want."

Despite the war in Iraq, increasing poverty in the United States and the continuing consolidation of wealth and power in the hands of the government and the largest corporations, Lappé is intent on finding hopeful signs of change and sharing them with the largest audience possible. Her latest three books, *Hope's Edge* (co-written with her daughter, Anna Lappé), *You Have the Power* (co-written with Jeffrey Perkins '94), and *Democracy's Edge*, all cite numerous examples of citizens taking collective action to better their lives. From creating markets for locally grown organic foods to passing local living wage laws, Lappé tells the stories that demonstrate what she terms "living democracy."

Lappé is a champion of efforts to allow people to opt out of markets dominated by big corporations. She celebrates successful political movements that are not controlled by the major parties. Most of all, she draws strength from seeing people take control of their own lives.

"The only thing we really have to fear is the feeling of powerlessness," she says.

"Once people get engaged with improving their communities and their lives, you can't put the genie back in the bottle."

The Poetry of Papiamentu

Five years ago, Earlham College Professor of Spanish and Hispanic Studies Kathy Taylor appeared on the small, Caribbean island of Curaçao in the Netherlands Antilles, just north of the Venezuelan coast. She did not speak much of the local Papiamentu, nor did she have any contacts on the island nation - only a desire to learn more about the lilting Creole language that called to her.

Intrigued that an American woman would take such an active interest in their language and culture, the Curaçaoan people opened up their lives and hearts to help teach what they could. As word of her presence spread, a local talk show even invited her to be a guest, speaking to her for 40 minutes in Papiamentu after assuring her previously that she would only have to speak five minutes or so with her newly developing language skills.

Taylor has since learned to speak Papiamentu with much greater ease than during those first encounters in Curaçao, but she still retains a degree of humility about learning a language spoken by so few. "It's a powerful experience to learn another language, especially one that is spoken by a minority," she reflects. "I consider it a privilege to step into people's lives and share that."

When she came across it years ago in the Spanish linguistics textbook, Taylor had barely heard of Papiamentu, and she had no idea where it was spoken or what it sounded like. With a developing interest in Creole languages, she began looking up information like grammar and vocabulary on the Internet, intending only to learn a few words to teach her Spanish linguistics class. A student chose Papiamentu to study for a final project and found a textbook, so Taylor had him order one for her, too. Suddenly compelled to learn more, she simply traveled to Curaçao when she had six weeks free without any further knowledge of what she might find.

Defined as a Creole language, Papiamentu is a mixture, heavily borrowing from Spanish, Portuguese, Dutch, English and African languages. Linguists consider it the youngest Romance language, still developing into a standardized and official status.

"Because Papiamentu is so full of influences from whatever hits it, there is a vitality, creativity and humor within the lan-

guage. To me, it feels very musical, very expressive. Since it is a Creole, the grammar is simplified, so they get really creative in order to express some things." She explains that Creoles often use an "economy of grammar" which means they learn to express a great deal using very little.

In October, Taylor released a bilingual collection of 19 poems she wrote in Papiamentu and English entitled *Paisahe di mi Amor* or *Landscape of my Love*. She explains that her experience with the language has been very poetic, and that she did not always intend to sit down and write a poem in Papiamentu. For her, the collection is more of a gesture to give back to Curaçao after the people have been so generous to her.

"I want my relationship with that culture to be a dialogue; I've learned so much from them, and publishing a bilingual book is a way of embracing that duality." She makes sure to add, "Papiamentu often has not gotten a lot of respect and is sometimes not considered a language by its own people. Through this book, I can recognize in a public way the beauty of their language."

Len Clark to Retire as Academic Dean

Len Clark, Earlham College's long-serving chief academic officer, announced his plan to retire as Academic Dean at the end of the year. He also resigned as provost, effective last fall. Nelson Bingham was named Provost, a position that will concentrate on planning initiatives as well as providing leadership on campus while President Doug Bennett is traveling on behalf of the College. A search for a new Academic Dean is underway.

Clark, who joined Earlham as a member of the philosophy department in 1967, has served as Academic Dean and Provost since 1980, and is among the longest-serving chief academic officers in higher education.

FRIENDS WORLD PROGRAM



Now that the holidays have come and gone, it's time to make preparations for the New Year. We will soon offer programs on three continents, in **Africa, Asia and the Americas**. In spring 2008, our center in Durban, South Africa will open!

Friends World Program has provided an interactive, hands-on educational program for **more than 40 years**. In addition to

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

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traditional classroom style learning, the student's educational experience includes internships, excursions, extended fieldtrips, immersion into the local community in which they are living, and an ongoing engagement with faculty members and other distinguished scholars in their field. This **unique educational experience** allows students to learn and grow in ways that typical university settings and more traditional study abroad programs are unable to provide. In their Junior and Senior years, students work closely with their advisors and center directors to develop their own course of study in the fields of humanities and the social sciences, in pursuit of a Bachelor of Arts degree in Global Studies.

The program has adopted a new innovative curriculum designed to prepare our students for a broad array of career opportunities as well as a lifetime commitment to global citizenship, diplomacy, and service. Students who enroll in the program as **freshmen** have the unique opportunity to study in as many as eleven different locations over the course of their four years. Each year, the student builds upon the experiences and learning opportunities from the previous semesters, culminating in producing well-rounded, mature students who are not only seasoned travelers, but active learners and highly skilled individuals, highly regarded with marketable characteristics in a world of rapid change and globalization.

Students receive the most benefits from participating in the four year curriculum, but we also strongly welcome transfer students. Since the program is designed to work hand in hand with each student, individuals from almost any major are encouraged to partake in this once in a lifetime opportunity to travel, study, investigate, explore and learn at our centers.

Many students find that experiential education not only helps them to have a new understanding of their specific area of interest, but also to learn more about themselves and the world around them.

Friends World Courses

Over the past few years, students have enjoyed taking non-traditional courses ranging from organic farming and sustainable development to globalization and modernity in China and Buddhist meditation.

Students also have the chance to study Spanish, Japanese, Hindi, Mandarin Chinese, Urdu, Arabic, Thai, and Turkish,

as well as a host of other languages.

Our courses are expanding beginning with the fall 2007 semester, and include such courses as Taiji in China, Global Migration and Refugee Studies in India, Zulu Language in South Africa, and Digital Literacy in Japan.



**FRIENDS
UNIVERSITY**

Global Challenges Conference Scheduled for April

Friends University is one of several higher education institutions and other organizations that will sponsor the third annual Global Challenges Conference on the University's campus April 12-14, 2007.

The purpose of the conference is to enable Kansans to learn more about global business opportunities. Fulbright scholars will present papers and participate in panel discussions and roundtables related to global issues.

The conference is open to Friends University alumni, students, faculty, staff, the business community and the general public. For more information on this year's conference, go to www.friends.edu/conferences/globalchallenges.



Recent additions to the Newberg campus illustrate the changing identity of the university

Villa Academic Complex
(acquired August 2006)

The university this summer acquired six buildings on eight acres of adjacent land when Providence Newberg Hospital moved to a new location. The 58,900-square-foot former hospital building will house the psychology and education graduate programs.

Le Shana Residence Hall
(completed August 2006)

The 120-bed apartment-style Le Shana Residence Hall opened this fall near the T. Eugene Coffin Residence Hall (formerly University Hall). The new hall provides much-needed housing for juniors and seniors and increases on-campus housing capacity to nearly 1,200 beds.

Amphitheater

(completed August 2006)

Much of the \$130,000 cost of the 500-person amphitheater was paid by the George Fox student government, which initiated the project.

Wood-Mar Hall

(renovated January 2003)

The first and second floors of the historic "old main" were gutted and remodeled to provide labs and offices for the undergraduate engineering program. The renovation also provided office space for the president and provost.

Hoover Academic Building

(completed August 2006)

The 15,400-square-foot Hoover Academic Building renovation added nursing facilities, classrooms, offices, an art gallery, and a Hoover-Hatfield Library with artifacts from the U.S. president.

Over the last two decades, George Fox has grown from a small liberal arts college to a comprehensive university with 3,200 students. Graduate students now make up nearly half of the student population. In addition to undergraduate majors such as music, literature, and biology, the university now offers an array of professional programs. The School of Education is one of the state's top producers of teachers and school administrators. The university's MBA program is the second largest in Oregon.

This expanding interpretation of the university's mission has spurred recent acquisitions and construction projects on the Newberg campus. Besides additional residence life buildings, most of the new facilities are used in the training of engineers, educators, psychologists, and nurses.

On deck: outdoor athletics complex

The university is raising funds to construct a new athletics complex on 24 acres of land donated by board member Ken Austin and his wife, Joan. The land is less than half a mile north of campus and will provide a track oval and playing fields for the soccer, baseball, and softball teams.

The Portland Center is at capacity and is expanding into a nearby facility.

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

(continued from page 7)



Guilford's Response to Bryan Hall Incident Guided by Commitment to Quaker Values

In recent years, Guilford College has reaffirmed and strengthened its commitments to Quaker values and the traditions that were established by its founders in 1837. These commitments are guiding the College's response to the Bryan Hall courtyard incident of January 20. President Kent Chabotar is leading a team of College administrators who are responding to the incident.

Chabotar, the College's first non-Quaker president, took the lead in incorporating a key Quaker component in the College's current strategic plan, which was adopted in 2004 at the end of a process that included wide participation by students, faculty, staff, alumni and other constituents of the College.

The Strategic Plan for Guilford College 2005-2010: Creative Leadership for the 21st Century calls for the College to strengthen its relationship with the wider Quaker community, develop training materials for orienting all in the Guilford College community to the normative Quaker principles, increase the number of Quaker faculty, staff, and students, and apply Quaker testimonies to such issues as race, stewardship of our natural resources, justice, and integrity.

Coordinating the particular emphasis on Quaker values at the College is Friends Center, established in 1982 to provide such leadership for Guilford. Since being established 25 years ago, Friends Center has created a campus ministry program, developed the nationally acclaimed Quaker Leadership Scholars Program, began the Quaker Renewal Program for the wider Friends community and coordinated numerous special "distinguished Quaker visitor" programs annually, along with Quaker Festival Week and Religious Emphasis Week.

As has been reported in internal documents of the Strategic Long Range Planning Committee, the following priorities within the strategic plan have been met:

- Friends Center is working in cooperation with congregations of the North Carolina Yearly Meetings to provide programs of renewal in Quaker history, spirituality, and testimony. (Recent program offerings have included "Quakerism 101" for Surry Quarterly Meeting, a book study on the conflict in the Middle East, and invited speakers such as Signe Wilkinson, Landrum Bolling, Ron Sider, Tony Campolo, Niyonu Spann and James Turrell.)

- Booklets on Quaker history and testimony have been developed for use on campus;

- Faculty, staff, and students have been sent to Quaker decision-making workshops at Pendle Hill (a Quaker center for spiritual growth, study and service on the outskirts of Philadelphia, Pa.), and similar workshops have been held on campus;

- All new students are introduced to the Quaker ethos of Guilford through their first-semester courses;

- All new faculty and staff are given an extensive orientation to Quakerism.

It should be noted that numerous new Quaker faculty and staff hires have been made in recent years and that the number of Quaker students has doubled, keeping pace with the dramatic growth at the College to remain at 10 percent of the traditional student body.

Courses related to all the normative Quaker testimonies are integrated into the core curriculum of the College, and initiatives on ethical purchasing, anti-racism, and sustainability have been given significant impetus by the College.

For additional information on Friends Center director's reports, newsletters of Friends Center and campus ministry and brochures on special Quaker programs, visit [HTTP://WWW.GUILFORD.EDU/ABOUT_GUILFORD/SERVICES_AND_ADMINISTRATION/FRIENDS_CENTER/INDEX.HTML](http://www.guilford.edu/about_guilford/services_and_administration/friends_center/index.html)



Exhibition of Rare Asian Textiles at Haverford College.

Collecting Context: An Exhibition of Chin Textiles with a Story

February 16 - March 25, 2007

Rare textiles of the Chin peoples, a heterogeneous hill group living in western Myanmar (Burma), northeastern India, and Bangladesh, will be on view at the John B. Hurford '60 Humanities Center, Stokes

Building, Room 102, Haverford College, from February 16 to March 25, 2007. *Collecting Context: An Exhibition of Chin Textiles with a Story* includes 13 ceremonial costumes and blankets, and historic and contemporary photographs that show how Chin peoples use these textiles, which are central to Chin social life.

Collecting Context is unique in its dual focus on the objects and on collecting. Chin sellers and donors of textiles, dealers, and collectors work together (despite differing goals) to produce knowledge and aesthetic judgments about Chin material culture. The 13 previously unexhibited (and some unpublished) cloaks, loincloths, skirts, and blankets, along with the photographs and multi-media display, speak to Chin cultural traditions and innovations, and to the collector's role in creating Chin textiles as objects of value.

David W. Fraser, MD (Haverford College Class of '65) curated the exhibition with Haverford faculty member Maris Gillette. Since 2000, David and Barbara G. Fraser have made seven study trips to western Myanmar and northeast India to study and collect Chin textiles, and have visited archival, photographic, and material collections about the Chin in Asia, Europe, and North America. They have published articles and a book on Chin material culture, the prize-winning *Mantles of Merit: Chin Textiles from Myanmar, India and Bangladesh* (River Books, 2005); the Frasers also have curated exhibitions at the University of Pennsylvania, Denison University, and The Textile Museum. Dr. Fraser was President of Swarthmore College from 1982-1991; headed health, education, and housing activities in South Asia and East Africa for the Aga Khan Secretariat from 1991-1995; and was Executive Director of the International Clinical Epidemiology Network from 1996-2000. He is currently an independent consultant on epidemiology, international health, education, and material culture, and a Research Associate at The Textile Museum and the University of Pennsylvania Museum of Archaeology and Anthropology. Maris Gillette is Associate Professor of Anthropology at Haverford College and Research Associate in East Asian Art at the Philadelphia Museum of Art. She specializes in Chinese material culture and has co-curated exhibitions at the Peabody Museum and the Philadelphia Museum of Art.

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Three Malone College alumnae from the class of 2006 - Tara Belt, Rachel Gilmor, and Esther Snyder - are serving for at least one year in Simferopol, Crimea, Ukraine, where they work directly in several orphanages that house children aged 7-16 (hosting Bible studies, distributing clothing and donations, and providing crucial moral support for young men and women) and teach at the Crimean-American College. The trio participated in a number of service-learning trips to Simferopol as college students.

Sixty-three members of the Malone College Community spent December 16-22 on a student-organized service-learning trip to New Orleans, where they helped gut houses, run a food pantry, paint houses, install drywall, and distribute hot food, clothes, and toys.

On January 29, Malone presented its third in a series of Worldview Forums. The topic was, "The Right to Die: Who Should Decide?" with proponents William Saunders, Jr., senior fellow and director of the Family Research Council's Center for Human Life and Bioethics; and Roland Halpern, director of community relations for Compassion & Choices, the nation's oldest and largest right to die organization.

Upcoming topics include global consumerism, Christian responses to torture in war times, Christian responses to immigration, abortion, and more.



PENDLE HILL

Concerned that many Friends may not be aware of the scholarships Pendle Hill offers for the study of Quakerism, Dean Niyonu Spann is encouraging Quaker educators to reach out to colleagues who may have upcoming sabbaticals. "We especially want Quaker scholars to be aware of the Cadbury scholarship," she says, noting that this scholarship offers full tuition for an extended period of research and writing at Pendle Hill. There are additional scholarships available to cover serious writing, research, and artistic projects. More information is available at www.pendlehill.org.

On January 26, former Quaker UN representative Jack Patterson delivered the first

Stephen G. Cary Memorial Lecture honoring the former Haverford College president. In "Friends Facing Genocide and Humanitarian Crises: What Are We Called to Do?" Jack invited Friends to work out the challenges that genocide and gross human rights violations present to our peace testimony.

Pendle Hill is renewing its program for educators with a series of Summer term workshops designed specifically for those who teach. Many Quaker educators will recall previous workshops offered by Paul and Margaret Lacey; they will lead "Sources of Spiritual Renewal for Educators" in early July. Also planned is a retreat in the "Courage to Teach" tradition of Parker Palmer, an experiential workshop using "Multiple Intelligences," and a dynamic workshop using the Theater of the Oppressed and other creative forms for personal and social transformation.



'Cross-Cultural Collaborations' Lecture Series to Be Held at Swarthmore February Through April

A "Cross-Cultural Collaborations" lecture series organized by the Black Studies Program and the Intercultural Center at Swarthmore College will be held from February through April. Four historians and an anthropologist will speak beginning on Thursday, Feb. 1, with Dr. Sandra Jowers of the University of the District of Columbia.

Jowers' talk, "We Refused to Leave Our Children Behind: Miller versus Board of Education of the District of Columbia," is about the decision that ended the almost 50-year policy of educational segregation for hearing impaired African American students from Washington, D.C. Her talk in the Science Center, Room 101, at 7 p.m. was co-sponsored by the Linguistics Program and is free and open to the public.

In 1952, as African American parents in the District of Columbia sought educational equality for their children in the segregated school system, parents of deaf and hard of hearing students refused to leave their children behind. Six parents of the deaf and hard of hearing sued the Board of Education of the District of Columbia, demanding equal access for their children. They won their case in *Miller v. Board of Education*,

becoming the only successful pre-Brown v. Board of Education challenge to the District of Columbia's policy of educational segregation.

Jowers teaches U.S. history, African American history, and Black Women in the Civil Rights Movement and directs the Oral History Program at the University of the District of Columbia. She received her Ph.D. in U.S. history, as well as her M.A. and B.A. from Howard University.

Other lectures in the "Cross-Cultural Collaborations" series are:

- "Radicals in Black & Brown: Of Young Lords, Black Panthers, and the Social and Economic Roots of Late Sixties Radicalism" by Johanna Fernandez, historian, Carnegie Mellon University, Thursday, Feb. 22, at 4:30 p.m., Science Center, Rm. 101

- "Racial Divisions, Common Struggles: Asian & African Americans in the Age of Emancipation" by Moon-Ho Jung, historian, University of Washington, The Genevieve Ching-wen Lee '96 Memorial Lecture in Asian American Studies (co-sponsored by Asian Studies), Tuesday, March 6, at 4:30 p.m., Science Center, Rm. 101

- "Nuestra America-Latino History as United States History" by Vicki Ruiz, historian, University of California at Irvine (co-sponsored by Latin American Studies), Wednesday, March 21, at 4:30 p.m., Science Center, Rm. 101

- "Islam, African Immigration and the Black Encounter" by Zain Abdullah, anthropologist, Temple University, Wednesday, April 18, at 7 p.m., Science Center, Cunniff Lecture Hall, Rm. 199



RICHARD M. NIXON FELLOWSHIP LAUNCHES AT WHITTIER COLLEGE

-Former U.S. Secretary of State Henry Kissinger Headlines College's Inaugural Fellowship Fundraiser-

On January 17, Whittier College welcomed former United States Secretary of State Henry Kissinger to campus for the formal inauguration of a new student initiative, the Richard M. Nixon Fellowship.

The creation of the Nixon Fellowship has been an integral part of the College's

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

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yearlong academic exploration of President Nixon's historic trip to China and the indelible changes that followed both in U.S. foreign relations with China and in the geopolitical landscape as a whole. Dr. Kissinger's critical role bringing about these events and his personal relationship with Richard Nixon made him an optimal speaker for the public launch of the Fellowship Program.

Created to honor Whittier College alumnus (Class of 1934) and former U. S. President Richard Nixon, the Nixon Fellowship Program is designed to prepare exceptional students for informed citizenship and service through internships, scholarship, and research opportunities that echo Nixon's successful legacy in domestic and foreign policy. Students named Nixon Fellows will develop leadership skills, increase international understanding, and experience the rewards inherent in a career dedicated to the public good.

To generate funds for this program, two fundraisers featuring Dr. Kissinger took place. The first, "An Evening with Dr. Henry Kissinger," offered guests a chance to meet the legendary figure at a reception onstage at the Ruth B. Shannon Center, and then to hear his experiences and perspectives during a traditional Fireside Chat, conducted by Tim Naftali, director for the Richard Nixon Presidential Library and Museum in nearby Yorba Linda. The second fundraiser followed the first, but was an intimate dinner held at Wardman House, the official residence of the president of Whittier College.

Dr. Kissinger's appearance at the fundraiser, combined with an anonymous large gift made prior to the event, generated more than \$140K-- enough to endow the program and begin implementation as early as summer 2007. It is expected that at least 15 students will be named Nixon Fellows over the course of the next three academic years. Individual award amounts will range between \$2,000 and \$4,500, depending on the project scope and time-frame, and may be attached to other independent academic opportunities, such as study abroad. A distinguished board of advisors will review student applications for the program, and recommend candidates according to the nature and focus of the proposed project, and based on established academic criteria.

While on campus, Dr. Kissinger also took the opportunity to speak with about

100 students-- campus leaders, student media, and members of a political science and an economics class-- candidly answering questions not only about his time in office serving under Presidents Nixon and Ford, but also about his views on current U.S. foreign policy and American involvement in the Middle East.

If you would like to contribute to the Nixon Fellowship Program, or if you would like to learn more about opportunities connected with this program, please contact Kevin Doody, executive director of development, at (562) 907-4209.



WILLIAM PENN
UNIVERSITY

William Penn University's unique College for Working Adults (CWA) celebrated its ten-year anniversary in December along with its first ever winter graduation.

The CWA uses a cohort model of learning in which small groups of students progress through the program on a course-by-course basis. The method relies on the use of student learning teams through in-class instruction, projects and group activities.

Programs in business are offered on three Iowa campuses: Oskaloosa, West Des Moines and Ames. The college awards bachelor's and associate degrees and has met the educational needs of many non-traditional students. Among this most recent group of graduates there were a mother and daughter; a pair of sisters, and three sets of husbands and wives.

Dr. Tom Palmer, pastor of College Avenue Friends in Oskaloosa, offered the Baccalaureate address for the ceremony. Palmer is a graduate of William Penn and has served in Iowa Yearly Meeting Friends churches for 31 years. The Commencement address was delivered by Steven C. Noah, vice president for advancement at William Penn and a senior associate of The Clark Group LLC in Washington, D.C.

At the anniversary celebration that same day, Dr. Lee Bash, dean of the College for Working Adults, announced that a master's program in business leadership is being developed and is slated to begin pilot courses in the summer of 2007. It will be the first graduate program Penn has offered.

In recent years, the enrollment at William Penn University has grown to

more than 1700, with the CWA enrollment making up more than half of that number. Penn's focus on leadership development has brought national recognition to the institution.



QHC Timeline Connects Friends' Ohio Presence with World Events

A permanent timeline designed to illustrate Friends' history and perspective locally and globally has been installed at the Meriam R. Hare Quaker Heritage Center at Wilmington College.

A three-tiered, 20-foot long timeline was added recently a means for presenting high points in the history of Quakers in southwest Ohio against a backdrop of what has occurred in international Friends' and world history since the 17th century.

Ruth Dobyns, curator of the center, said the timeline is like a pegboard that presents a general framework of historical eras with various associated events hanging from the "pegs."

"Quakers didn't just appear in southwest Ohio in 1782 for no reason," Dobyns said. "The timelines depicting the wider body of Friends and that of the nation and world offer a background and perspective for these events that happened involving Friends in this part of Ohio."

Since the Quaker Heritage Center and Meetinghouse opened in fall 2005 and initiated its extensive programming earlier this year, the Center has hosted gallery exhibits, lectures and forums on matters relating to peacemaking, social justice and other concerns in which Quakers have a keen interest.

"This timeline will enhance our audiences' understanding of the life and times of presenters, as well as portray artifacts we have on display within a context that can be more fully comprehended," she added.

Dobyns sought the expertise of local Quakers, as well as nationally regarded Quaker historians in preparing the contents of the timeline, which features text, quotations, photos, illustrations and other graphics.

"Once I got everyone's input, I had a 25-page printout of everything they thought was significant and worthy of

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being featured - it was much too much," she said, noting it was a "painful process" cutting it down to the essential elements. "I handed it to the designer, which gave it back saying we had to cut even more."

Dobyns explained a number of "representative events" are depicted to symbolize a greater number of related events that occurred within a certain time period. For example, the timeline features the establishment of Ohio's first African-American school, in Harveysburg, in 1831 as a result of Friends' desire to make education universally available.

"There are numerous other events that complement that theme, but, in the interest of space and conciseness on the timeline, the Harveysburg school story is representative of these," she said.

The three layers of the timeline feature U.S./world history, the wider body of Friends, and Quakers in southwest Ohio.

The global timeline notes the clashes in 1642 through 1648 between the Catholic Church and Church of England that lead to newly organized protestant religious groups, and the fact that in 1750 some 236,000 enslaved Africans were held in the 13 American colonies.

Also featured is the 13th Amendment to the United States Constitution, which abolished slavery, as is the fact that, in 1945, the atomic bombings of Japan by the United States killed more than 150,000 Japanese while ending World War II. The timeline ends with the 2002 buildup to the war in Iraq.

The layer featuring the wider body of Friends first depicts Quaker founder George Fox preaching a new religion in England between 1643 and 1647, also John Woolman traveling the colonies in 1746 preaching against the "evils of slavery" and Quakers' work with Native Americans in the 1870s.

Also, the American Friends Service

Committee was awarded the 1947 Nobel Peace Prize for its humanitarian work in areas of Europe and the Pacific ravaged by violence during World War II.

These provide a backdrop for events involving Quakers in southwest Ohio since Friends from North Carolina settled in the Ohio Territory from 1775 to 1782.

Other local events featured on the timeline include the founding of Wilmington College by Quakers in 1870, Friend Barbara Reynolds presenting her Hiroshima collection in establishing the Peace Resource Center at WC and, finally, a peace vigil in reaction to the Iraq War in 2005.



Woodbrooke
Quaker Study Centre

You may remember that in the last update from Woodbrooke we brought you news of Mary Wong, who completed her Masters degree in Quaker Studies at age 80. Well, in December 2006 we had 86 year old Constance Parr collecting a PG Diploma. Woodbrooke's Centre for Postgraduate Quaker Studies (CPQS) has been very proud of its attention-grabbing graduates, who have proven that people can be open-minded about the abilities of their age group.

Woodbrooke was also able to finish the year with an achievement by the centre as a whole. In late 2006 Woodbrooke was awarded the Hospitality Assured standard of excellence. In addition to its international status and recognition of world class performance, Hospitality Assured is the only standard within the industry that focuses on the customer experience. We are keen to ensure that visitors' expectations are met, so it is very encouraging to have our efforts recognised in this way.

As we embark upon the New Year we

are beginning to plan the 2008 programme of courses, and trying to anticipate what will be foremost in Friends' minds a year from now. There are plans for events which will address the growing concern with climate change, as well as other world affairs and issues within Britain Yearly Meeting. 2007 will mark the tenth anniversary of Woodbrooke's Equipping for Ministry (EfM) programme, and this year's intake will bring the total number of participants to 147. This two year course incorporates work at Woodbrooke and at home, including a week-long residential each year. EfM is for anyone who longs for a deeper experience and understanding of what it means to be a Quaker and for support in witnessing as a Friend in their everyday life.

In autumn last year, Julia Ryberg joined Woodbrooke as the European Project Coordinator. Julia is American-born but has lived in Sweden for many years, where she has been active within Sweden Yearly Meeting and with other European meetings. She is just completing her Master of Ministry degree in Earlham School of Religion's Access Program, and we are delighted that she will be applying her experience of e-learning to developing a trial project connecting scattered European Friends and seekers who are finding out about Quakers, sometimes making contact on the web before they get in touch with a meeting. Julia will be building on the firm foundations laid by Susan Seymour in bringing Woodbrooke's learning opportunities to European Friends. Events with a special focus on non-British Quakers are being built into the programme, such as *Translating in a Quaker Context*, which met with a good reception last autumn. In February we will host the *European Clerks' Gathering*, at which clerks from 13 countries will join together to share good practice and their experiences of clerking.

OUR OTHER COLLEGES, UNIVERSITIES AND ADULT LEARNING CENTERS



Barclay College



E A R L H A M
SCHOOL OF RELIGION

Winter 2007



**Friends Association for
Higher Education**

1501 Cherry Street, Philadelphia, PA 19102

Phone: 215-241-7116

FAX: 215-241-7278

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!



**Friends Association for
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Philadelphia, PA 19102

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MEMBERSHIP JULY 1, 2007 -- JUNE 30, 2008

Who should join? Friends interested in higher education, anyone connected with Friends higher education institutions, and anyone interested in furthering a Spirit-based commitment to higher education. If you have a question about whether your membership is current, email fahe@quaker.org, or send a note of inquiry to the office.

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