ROBERT FROST AND THE INSPIRATION FOR MARLBORO COLLEGE
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Marlboro College Mission Statement
The goal of Marlboro College is to teach students to think clearly and to learn independently through engagement in a structured program of liberal studies. Students are expected to develop a command of concise and correct English and to strive for academic excellence informed by intellectual and artistic creativity; they are encouraged to acquire a passion for learning, discerning judgment and a global perspective. The college promotes independence by requiring students to participate in the planning of their own programs of study and to act responsibly within a self-governing community.
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The Road Less Traveled By

Robert Frost, Walter Hendricks
and the inspiration for Marlboro College

Dan Toomey ’79

The fall 1949 issue of Vermont Life contained an article titled “Operation Potash Hill: At Marlboro, Walter Hendricks Demonstrates Anew Yankee Ingenuity—in Education.” It begins, “Ask Walter Hendricks why he wanted to give up the security of a top-flight job in the established educational groove for the struggle and hazard of starting a college within earshot of nothing save the deer and the bear and the partridge. Watch his face light up and you’ll know. He had an idea.”

Most any “idea” comes into being, ordinarily, as a result of exposure to other ideas, and the fact of Marlboro College’s founding cannot be traced to a single reductive causa causans within the life of Walter Hendricks. Walter’s eldest son, Geoffrey Hendricks, has stated “the conception of the college was [my father’s] singular vision, and the rich composite sum of the experience of his life.”

The idea that Walter Hendricks had for a liberal arts college on his Vermont hill farm was, indeed, derived from exposure to a number of specific ideas, as well as broader
experiences beginning at least as early as the fall of 1915, when he entered Amherst College as a junior transfer student from Northwestern. Like every student enrolled at Amherst during the tenure of President Alexander Meiklejohn, Walter Hendricks participated in an educational experiment unique for its time. Meiklejohn’s intention upon his inauguration in 1912 was to give a renewed clarity of purpose to this New England college, in effect making it the very model of what the liberal arts college should be. As such, his inaugural address was an extended definition of “the liberal college,” and his words were intended to be heard and understood not only by the faculty, students, and trustees present that October day, but ultimately by every American engaged in higher education as well. A great many were listening carefully. The young president asserted that “to be liberal, a college must be essentially intellectual. . . . The teacher within the college, knowing his mission as no one else can know it, proclaims the mission to be the leading of his pupil into the life intellectual. The college is primarily not a place of the body, nor of the feelings, nor even of the will; it is, first of all, a place of the mind.”

If these straightforward assertions seem to us anything but extraordinary, it is because Meiklejohn succeeded so well in his larger goal of transforming American undergraduate education. Due in part to his efforts, at Amherst and later at the University of Wisconsin’s Experimental College, we possess today a common understanding of what constitutes a liberal arts college. In the earliest years of the 20th century, the liberal arts college (or “liberal college,” as it was then known) was badly in need of such definition. In his inaugural address, Meiklejohn named the forces outside the college, as well as those inside, that were compromising its purpose. From without were those arguing that the purpose of vocational schools (skills training for jobs), and the purpose of professional schools and research universities (instruction in applied knowledge as preparation for professional careers), should apply to colleges as well. Meiklejohn argued that giving in to these demands was wrong, that the college should be a place in which the intellect should be nurtured without concern for trade or career, material or monetary benefit. The threat from within was the insidious comfort of status quo sensibilities—the notion that college was an agreeable way for someone from the upper classes to pass four years—playing sports, making friends, refining manners, and most ambitiously perhaps, developing character. There was nothing objectionable about any of these to Meiklejohn’s thinking, unless—as was too often the case—they distracted students from their true purpose, for college should be “fundamentally a place of the mind, a time for thinking, an opportunity for knowing.”

Meiklejohn stated that in the ideal of the liberal college, instruction is dominated by no special interest, is limited to no single human task, but is intended to take human activity as a whole, to understand human endeavors not in their isolation but in their relations to one another and to the total experience which we call the life of our people. . . . The whole
college course [should] be unified and dominated by a single interest, a single purpose—that of so understanding human life as to be ready and equipped for the practice of it.

Alexander Meiklejohn was a visionary who believed that education should be a perpetual experiment. His 11 years at Amherst were an unrelenting war against entrenched practices and outmoded ways of thinking. He won some battles and lost others. Having a greater concern for ideas than for practical matters like financial administration, his tenure at Amherst grew controversial over time and he was forced to leave the college in 1923. In certain ways, his residence there was not unlike the tenure of Walter Hendricks at Marlboro—the college that Robert Frost would in 1947 call “a seedling from Amherst.” In this statement Frost intended little more than to suggest Marlboro’s founder was an Amherst graduate. He could not have then predicted the manifold ways in which Marlboro would come to share the characteristics of the Amherst that he, Alexander Meiklejohn, and Walter Hendricks had known 30 years before.

If, during his presidency, Meiklejohn was going to remake Amherst as he thought right, he needed teachers who could help him to realize his dream. This meant building the best college faculty in the United States. The man who would become the greatest American poet of the 20th century would be asked to play a central role in that creation.

December 16, 1916 was the day that would herald the entrance of Robert Frost into Walter Hendricks’ life. That cold morning he and the other students at Amherst College gathered for morning service in Johnson Chapel, on the highest part of the small hill overlooking the village. The custom at these assemblies had been—up until Meiklejohn’s arrival—for the president to read from Scripture. That the new president had done so only rarely since his inauguration was emblematic of his vision for a broadening of the school’s intellectual compass. So it was on this day that President Meiklejohn stood before the assembly to read what was to become one of Robert Frost’s most admired yet most commonly misunderstood poems: “The Road Not Taken.” While the phrase taking the road “less traveled” is today commonplace to the point of hackneyed, Meiklejohn was surely among the first to use the poem’s words to reinforce the importance of making choices. First published in the Atlantic Monthly the previous August, the poem had appeared again only two weeks before Meiklejohn’s reading as part of Frost’s collection Mountain Interval. As such “The Road Not Taken,” as the students heard it that day, would have been delightfully fresh.

Given Meiklejohn’s plans for Amherst College, this choice for a reading was surely intended to reflect that he, and almost surely the students seated before him, were embarked upon the road “less traveled.” But the reading was merely prelude. On finishing the poem, he announced
that its author would join the college’s faculty in January. “The boys . . . applauded vigorously and were evidently much delighted by the prospect,” Meiklejohn wrote to Frost later that day. “I can assure you of an eager and hearty welcome by the community.”

While deeper meanings might be missed by a person reading or, in this case, listening to “The Road Not Taken” for the first time, an initial exposure seems to imply simply that choices have consequences impossible to foresee at the time of choosing, and the long-term effect of a choice can be appreciated only in retrospect. The poem’s 20 lines appear to affirm, poetically, what most of us know from experience or intuition. The final three appear to be unadorned self-congratulation, a conclusive end to this allegorical story—the lesson learned being that making one’s own way, avoiding the path taken by the masses, ultimately brings reward:

“Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.”

The “Amherst Idea,” as it would be called, was the road “less traveled,” and for the assembled students their experience at Amherst would, Meiklejohn hoped, eventually make “all the difference.” It would for one of them in particular, a young man from Chicago who would walk less traveled roads for the remainder of his life.

A first-generation son of Norwegian parents, Hendricks was an outsider in the Amherst community: a transfer who joined the class of 1917 in his junior year, a Midwesterner who grew up far outside the Eastern establishment, a son of hard-working immigrant parents whose only opportunities were those they had made for themselves. As a student who took his studies
seriously, he was just the sort Meiklejohn would have wanted to enroll; as an outsider with literary ambitions, just the sort Frost would have wanted to teach. The coming spring semester would be his last as a student at Amherst, but Frost’s first there as an instructor.

When Robert Frost arrived at Amherst in January of 1917, he was given the title Professor ad interim of English Literature. He was assigned a freshman composition course, as well as two courses already begun by Professor George Churchill, whose place Frost took so that Churchill could take a seat in the Massachusetts Senate. One of these was a seminar for seniors titled “Poetry Writing and Poetry Appreciation.” The course description in the college catalog for that year reads: “Poetry; its nature and elements; its forms and modes. Critical study of poems as illustrations and examples.” The setting in which Walter Hendricks first encountered Frost as a teacher was after dinner in an upstairs room of the newly built Beta Theta Pi fraternity house. A student in the class, Henry Ladd, years later wrote a detailed account of what he, Walter Hendricks, and the other participants experienced on those evenings:

I recall most of these group meetings beginning with the reading of poetry. I have the most vivid memory … of Mr. Frost…. His drawl, slow paced, clear, precise in the words he found, still sounds in my ears…. A quiet almost timid voice—a question which was hardly heard. Someone would say, “What was that, Mr. Frost?” and he would repeat it…. There was almost always no possible answer to the question. It would be something like “Why do they have classes anyway?” And then the talk would begin: he would broaden it, turn it this way and that; occasionally ask questions in the middle and occasionally throw answers out the window…. There was a period when some of the boys could clear out if they wished—somewhere around ten, but most stayed on till midnight or later.
Ladd recognized that the course’s uniqueness lay largely with its teacher—the deliberate flouting of educational convention in the choice of class setting, the unorthodox meeting time, and an extraordinarily relaxed mode of Socratic instruction. (At these meetings Frost didn’t so much sit in a chair when asking questions as lie across one.) Walter Hendricks was one of the students who not only remained late, but who afterwards very often walked Frost home—from the Beta Theta Pi house out into the cold quiet of Boltwood Avenue to North Pleasant Street in the center of the snow-whitened village, beneath the tall elm trees clutching snow, west on Amity Street as it descended toward the broad expanse of the Connecticut River floodplain, and then the left turn onto Dana Street and finally to the Frost house. It was not a short walk, but this wouldn’t have bothered Frost. He in fact often got so caught up in conversation during a late night stroll that on arrival home Frost would then walk his companion home, with the result being that amicable back-and-forth sauntering often lasted well into the night. It is not difficult to imagine them—tramping through the packed snow, heavy wool coats, scarves, and gloves protecting them from the frigid air, breath vaporizing in the dark as the talk went on and on.

Walter Hendricks’ journal entries from early in 1917 give some indication of how often he was in Frost’s company outside of class in that first year of their friendship:

Monday, January 8: “At 4:00 I met Mr. Frost to work with him in Poetry. He read several poems by Walter de la Mare, among them the intriguing ‘The Listeners.’”
Tuesday, January 9: “I went [after a fraternity chapter meeting] for Mr. Frost who read to us from Mountain Interval, and after the reading walked home with him.”
Saturday, January 13: “Mr. Frost called me in the evening and invited me over to meet Walter de la Mare. We sat in front of the fire till after midnight, the three of us talking.”
Monday, January 22: “In Mr. Frost’s seminar we discussed Imagination and Fancy, and Poetic Thought. In the evening I visited Mr. Frost.”
Tuesday, February 6: “Beautiful night, fantastic moon. Spent evening with RF on plans for second semester.”
Sunday, February 25: “Attended an ‘Alumni Meeting’ at which President Meiklejohn, Robert Frost, and Stark Young congratulated me.”
Monday, February 26: “Spent most of the afternoon and evening with Mr. Frost and he promised to write a letter to Harvard for me.”
Sunday, April 22: “To College church in the forenoon, and a Poetry class in my room with Mr. Frost. After the class we had a long, long talk.”
Friday, May 11: “Robert Frost telephoned me and invited me to his home to meet Louis Untermeyer who talked cleverly, voluminously, and endlessly.”
Wednesday, June 13: “Walk with RF. I told him of my visit to John Burroughs. Long talk at his home. Wants me to come to Franconia.”

The approach to teaching that began with a Socratic leading question and prompted teacher and student into close, informal discussion, ultimately unbounded by the strictures
of scheduled course times and meeting places, was introduced to Marlboro College’s founding president while he was an Amherst undergraduate. And while it was certainly encouraged by President Meiklejohn, clearly Walter Hendricks found its most rewarding expression as a student of Robert Frost.

Some years later, Frost told Edward Connery Lathem that there were “three strands” to his life: “writing, teaching, and farming.” Walter Hendricks, as a writer of verse, a lifelong teacher of literature, and a hill farmer himself, was conversant with Frost in all three roles. Although this Chicago native was, of his own accord, clearly drawn to the life of the intellect as well as that of the country, it was Frost’s example as a “farmer-poet” that impelled him to buy property not in his native Midwest, but rather close by Frost’s farm in northern New Hampshire, and in later years in southern Vermont. Much of Walter Hendricks’s poetry concerns rural life, and some of the specific poems, in imagery and to some degree in theme, pay direct homage to specific works of Frost’s.

From his experiences as teacher as well as student, Frost developed firm ideas (he would perhaps have called them prejudices) regarding the function and purpose of higher education. The noted Frost scholar Peter Stanlis, in his essay “Robert Frost’s Philosophy of Education: The Poet as Teacher,” cites three phrases the poet used to explain his beliefs regarding college and university education. They merit explication not only because they convey the nature of Frost’s early relationship with Walter Hendricks, but because they foreshadow what would later be asked of faculty and expected of students at Marlboro. They are “education by presence,” to describe the optimal method of instruction; “an atmosphere of expectations,” to evoke what the faculty were, ideally, expected to create by this presence; and “the free-born,” to suggest the kind of students who would most benefit from this kind of schooling.

Stanlis tells us that, “in essence, ‘education by presence’ was Frost’s adoption and original refinement of the tutorial method of instruction practiced in Oxford and Cambridge universities, as he applied it broadly in the more democratic and informal conditions of American colleges.” An instructor’s purpose was to “challengen the student’s purpose,” and this was best done through informal dialogue inside and outside the classroom. “It is the essence of the symposium I’m after,” Frost stated, believing that teachers should be given flexible schedules that allowed time for contact with students in informal settings. The manner in which he conducted the poetry class in which Walter Hendricks was enrolled serves as evidence that Frost practiced “education by presence” to the degree that circumstances allowed. An “atmosphere of expectations” was created by this kind of teaching, especially if the instructor possessed a depth of knowledge across disciplines (Frost did) and could lead discussions easily while offering illuminating insights (Frost could). Frost’s opening query that night at the Beta Theta Pi fraternity house—“Why do they have classes anyway?”—was a barefaced challenge to conventional education, and surely not what poetry students were expecting to hear from their teacher that evening. But that query, in that setting, speaks to the degree to which poetry, learning,
and teaching were inextricable in his thinking. The “free-born” were those students who, according to Stanlis, “wished to develop their intellectual, moral, aesthetic, social, and physical nature as an end in itself, apart from any regard for professional objectives.” Frost stated, “I favor the student who will convert my claim on him [the teacher’s obligation to the student] into his claim on me [the student’s realization that the teacher has much to offer, and subsequent decision to go after it].”

There is little question, when in imagining those late-night winter walks from Boltwood Avenue to Dana Street, that Walter Hendricks had a claim on Robert Frost. In their nascent friendship, all three conditions were in place for Frost’s ideal of teaching and learning to work.

Robert Frost often called “The Road Not Taken” a “tricky” poem. As with so much of his best work, beneath a surface simplicity lie complex meanings that effectively counter what one takes from an initial reading. Looking closely at the poem’s last three lines, one realizes that what initially appeared as proud assertion for having made the right choice looks—perhaps—more like regret in having made the wrong one; this is especially true when considering the often overlooked “Not” in the poem’s title, as well as the fact that the last line’s final syllable is unstressed—a wistful trailing off into silence.

But college students want assurance that their choices are and will be the right ones, and certainly Meiklejohn’s intention that December morning was to offer such hope. Walter Hendricks, who needed this assurance as much as anyone, couldn’t have known then that he would one day establish Marlboro College, let alone understand that the cornerstone of its educational philosophy—as he conceived it—would derive from the teachings of Robert Frost. Yet as he listened to Meiklejohn’s reading of the poem that morning, his journey on less traveled roads was about to begin.

Namusoke's Story was one of many I witnessed during my stay in Kiboga, Uganda. I had traveled to this rural area to live with a family in Kiwaguzi (a village about five miles from Kiboga town) and to work in the maternity wing of a government hospital for my internship through the World Studies Program. As time went on, I learned of more and more stories like the one this woman presented, and common themes emerged: women's lack of financial independence, lack of power, and a sense of self-worth closely tied to fertility. In this East African nation, where the health status of the general population is very poor, women suffer the most from ill health, and yet they have the least access to

Putting women's health above population control in rural Uganda

Lara Knudsen '03

Namusoke had been in labor for two days with a traditional birth attendant (TBA) out in a village before the TBA referred her to Kiboga Hospital. But she didn't have the money for transport, so she remained in obstructed labor for two more days before finally making it to Kiboga, most likely arriving on a bicycle. Her uterus had ruptured, and the baby was dead. When the doctor did the C-section, he had to do a hysterectomy as well. She had only two children at home and, despite her state of illness and her child's death, she seemed most preoccupied by what her husband would think of her, no longer able to bear children.

A nurse uses a primitive fetoscope to hear a fetus' heartbeat at the ill-equipped Kiboga Hospital.

Photo by Lara Knudsen
health services. Furthermore, development aid flowing into Uganda has largely concentrated on narrow family-planning programs in an attempt to reduce fertility rates, rather than addressing the larger and more fundamental factors that contribute to the poor health of women.

Located just 75 miles northwest of Kampala, Kiboga town serves as the political and medical center for the district’s population of 171,000 people. Referred to by many as the “forgotten corner” of Uganda, Kiboga is surprisingly remote given its proximity to the capital city. Virtually no one in Kiboga enjoys the luxury of electricity or access to safe drinking water, and there are no phone lines district-wide. (Even cellular phones have no reception.) Only 17 percent of 15-year-olds have completed primary school, and life expectancy at birth is nearly five years shorter in Kiboga than in Kampala (44.7 versus 49.5 years). Not surprisingly, Kiboga’s fertility rate of 7.4 exceeds the national average of 6.9 and far surpasses Kampala’s average of 5.2.

Perhaps the most visible and devastating obstacle to accessing health care, particularly emergency obstetric care, lies in the lack of transportation and communication infrastructure across the country. Kiboga is primarily an agricultural area, with its population scattered throughout the countryside. Small villages are connected to each other and to the main town by bumpy dirt roads barely wide enough to accommodate a car. Vehicles are rare; the preferred mode of transportation for privileged inhabitants is the bodaboda (moped) and, for the majority of the population, bicycles or walking. Namusoke’s emergency trip to the hospital on a bicycle is the norm for rural Uganda; in most areas, the local “ambulance” is a bicycle pulling a trolley, or a stretcher that can be carried to the nearest health center—clearly not the ideal for someone who is already in a physically compromised state, not to mention someone who needs emergency care. During Uganda’s rainy seasons (September to November and April to June), these roads become difficult to traverse and are occasionally even impassable.

Communication lines are important not only in emergency situations, but also in transmitting crucial health-related messages and information about the value and use of available health services to the general population. Rural women are the most disadvantaged, as they often have no access to newspapers, radio or television, and they are more likely than men to be illiterate. (Fifty-five percent of Ugandan women cannot read or write compared with 35 percent of men.) Further compounding the communication dilemma is the fact that health promotional materials are often written in English, which few people in rural areas can read or understand.

The location of government health centers often exacerbates transportation and
communication difficulties that patients face. The Ugandan government estimates that fewer than half its citizens have access to static health units, largely because most clinics are located in urban areas. While only 11 percent of the population resides in urban areas, this is where more than 50 percent of hospitals are found. Urban areas also house 76 percent of all doctors, 80 percent of midwives, and 70 percent of nurses in Uganda. When one considers the dearth of medical professionals to begin with—there is one doctor for every 28,000 Ugandans—this unequal distribution is even more alarming.

While Kiboga Hospital is often called “the pride of the district,” when I first arrived there, it appeared to me to be not much more than a dilapidated building; the only suggestion that a hospital was housed inside was the rusted road sign out front.

Yet, compared with other health centers in the area, this hospital is impressive; it serves some 15,000 people a year, though its patients are disproportionately from sub-counties closest to the hospital. To address the transportation barriers faced by most of its patients, approximately 25 small stationary health units (usually staffed by one or two nurses) serve the rest of the district. But once a patient is fortunate enough to reach one of these health units, the range of services offered there is limited. Only two-thirds of health units provide prenatal care, less than half offer maternity services, and just 60 percent offer family-planning services.

While Kiboga Hospital is theoretically capable of providing a wide range of services, I found this not to be the case in reality, due to shortages of supplies and staffing. Grossly underfunded (like all public hospitals in Uganda), Kiboga Hospital often runs out of such basic supplies as latex gloves. While I worked there, the hospital often ran out of antibiotics by midweek, and so it was not uncommon for women who have a cesarean section later in the week to go without the antibiotics necessary to prevent sepsis. More often than not, the hospital has no blood supplies, and patients who need emergency transfusions are referred to Hoima Hospital, 50 miles away. This has obvious implications for the woman already in an emergency situation, but it also influences what kind of surgery the doctors are able to perform in nonemergency situations. For example, I observed one operation in which the surgeon found the woman’s uterus to be riddled with fibroids, when he had expected to find an ovarian cyst. (A lack of preoperative ultrasound facilitates such a mistake.) Removing an ovarian cyst is not a very bloody procedure, but removing fibroids has the potential to involve substantial blood loss. Knowing that there were no blood supplies available in case of an emergency, the doctor felt it would be too risky to remove all the fibroids. He removed the two largest (one five inches in diameter, the second three inches) and sewed her back up with easily five or six smaller fibroids still intact. She
will most likely have to return in a year or two once these have grown cumbersome.

Several sociocultural factors place women at greater risk than men for both becoming ill in the first place and for delaying (or never receiving) health care. Uganda’s female morbidity rate is staggering; studies show that at any one time, over 70 percent of the country’s women are sick. Yet these women have little opportunity to improve their health status. Often living in malnourished communities in which cultural preferences dictate that men eat the best food, women have the worst nutrition. This despite the fact that pregnant and lactating women are most in need of balanced diets to prevent anemia—an especially dangerous condition for pregnant women. Frequent childbearing compounds the problem.

Once women do fall ill, restoring their health is usually low on the priority list of the family’s budget. When women do seek health care, it is often solely in relation to their reproductive health, partly because their societal value is closely linked with their fertility, and partly because these are the services offered to them (often at the expense of other services). Since most women have no independent income, the decision of whether they will seek health services largely rests with the woman’s husband. Women account for 70 to 80 percent of Uganda’s agricultural workforce, yet only 7 percent of them own land and 30 percent have access to or control over the proceeds of their work. Women work an average of 15 to 18 hours each day, compared with the 8 to 10 hours that men work. They often cannot afford to leave their domestic duties for a day to obtain health care. Even though public health care is free, transportation to the health unit and sometimes the need for additional drugs can cost women money they do not have, requiring the notification and consent of the husband. (This becomes especially crucial when it comes to family-planning services.)

Some consequences of such a lack of access to services may be seen in high infant and maternal mortality rates (97 deaths per 1,000 live births and 506 deaths per 100,000 live births, respectively). The Ministry of Health reports that, nationally, a trained health person is present at only 38 percent of births; it is safe to assume that in Kiboga this number is even lower. Unsafe, illegal abortions are responsible for an estimated 22 percent of all maternal deaths. Although this societal problem could partly be addressed on the policy level (legalizing and funding safe abortion), the number of deaths from clandestine abortions could be significantly reduced if proper post-abortion care were available; today, only 30 percent of health units offer such care, needed for both induced abortion and spontaneous abortion (miscarriage).

A multitude of development agencies, led by USAID, has tried unsuccessfully to reduce fertility rates by flooding communities with contraceptives. Such programs neglect to address the root causes of high fertility, such as an economic need for many children to work on the family farm and to provide for parents in their old age, or the small degree of power women have over their bodies and decisions affecting their

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1 These statistics are in comparison to an infant mortality rate of 6.9 deaths per 1,000 live births in the United States, and a maternal mortality rate of 7.5 deaths per 100,000. The risk of death from pregnancy in developing countries is 1 in 16, compared with 1 in 1,800 in developed countries.
fertility. Namusoke’s preoccupation with how her husband would react to her tragically imposed sterility speaks volumes of the lot of rural women in Uganda. Partly due to development agencies’ misdirected family-planning programs, the prevalence of contraceptive use in Uganda remains markedly low, at just 15 percent. In Kiboga District, family-planning services are hardly widespread. In 2000, the district’s hospital and health units reported a total of 1,385 new acceptors—a paltry number given the population size. Dr. Anthony Mbonye, a physician in Kampala, estimates that over three-quarters of Ugandan women lack access to family-planning services.

Yet even if all women in Uganda had easy access to family planning, massive challenges to attaining a high standard of living would remain. Family-planning programs are often treated as the end-all solution to women’s high morbidity and high fertility, despite the myriad other factors that play equally crucial or even greater roles in determining women’s state of health and interest in using contraceptives. Many studies reveal a direct correlation between increasing education levels and decreasing fertility rates. Until broader economic, social, and cultural reasons for high fertility are addressed, simply stocking health units with an abundance of contraceptives will not make an impact.

The year 1994 marked a dramatic shift in population politics, as the International Conference on Population and Development (ICPD) convened in Cairo. The Program of Action that came out of the ICPD emphasized the need to address women’s total health status, not merely their need for contraceptives. Population control policies that emphasized getting as many women as possible to use contraception (sometimes forcibly), were replaced by policies that included new language of “improving women’s reproductive health.” Yet, despite gains made at the ICPD, donors still place disproportionate emphasis on promoting family planning as the chief strategy for fertility reduction. Donors are less willing to fund basic supplies and equipment, such as gloves and drugs (other than contraceptives), at health centers, even though such support would dramatically increase the quality of services offered and decrease mortality rates.

If the newly adopted language of “improving women’s reproductive health” is to be taken seriously, then the Ugandan government and donors alike need to address barriers to health care access both within the health care system and outside it. Namusoke and all Ugandan women have a human right to comprehensive health services and not merely services aimed at reducing their fertility.
A nurse offers instruction on prenatal care to a class of pregnant women at Kiboga Hospital.

Photo by Lara Knudsen

Lara Knudsen graduated from Marlboro with a BA in development studies and biology. She is finishing a book about women’s reproductive rights in seven countries and plans to pursue a master’s in public health degree and attend medical school. A variation of this article will appear next spring in the Women’s Studies Quarterly.

To achieve this end, health centers must be adequately equipped with such essential supplies as gloves, antibiotics, and other drugs, in addition to such basic amenities as running water and electricity. Within family-planning services, women should have a truly “informed choice” from a full range of contraceptives, including user-controlled, nonhormonal methods. Beyond the health care system, improvements in such infrastructure as roads and communication lines would directly benefit women’s health. Likewise, increasing women’s access to financial resources would ease their dependence on men when it comes to making health-related decisions for themselves.

It is by no random occurrence that Uganda’s health care system failed Namusoke. Many factors combined to impede her access to health services and her ability to give birth to a healthy child.

Without adequate means of transportation, without financial resources and without the power to make decisions regarding her body, this woman had few opportunities to avoid the tragedy that unfolded. Faced with the loss of her child, she had to cope with the additional stress of questioning her status in society once she could not bear any more children. Namusoke, like so many others, is more likely to fall ill than the men in her family, and she is less likely to receive adequate medical care. Efforts to “empower” these women solely through increased access to contraceptives fall drastically short of what is needed to transform their lives. Women in Kiboga, as women in many parts of the developing world, will have difficulty claiming power over their bodies and health care decisions until fundamental changes are made, both inside and outside the health care system.

REFERENCES
Juan Juarez has been shaping clay pots and stoking kilns all his life, just like his wife, his brothers, his father, and his father’s father. He bristles at the suggestion that the family art may have damaged the family health. . . . Mexican potters and their clans, who number some half a million people, still scoff at the idea that they are vulnerable to lead poisoning. “How could we make such beautiful pottery if we were dull and sick?” asked Adelina Vazquez, a craftswoman here.

For at least 30 years, various Mexican government agencies, as well as non-governmental organizations and interested individuals, have been addressing two issues central to the continued production of traditional utilitarian pottery in Mexico: the health problems associated with the use of lead oxide glazes and the scarcity, cost, and environmental problems associated with the use of wood for fuel in very inefficient kilns. There is increasing concern and publicity in Mexico about the health risks for users of lead glazed ceramics, and especially for potters and their families, who experience a documented high incidence of lead poisoning. There is also significant negative economic impact on the export market for all types of pottery as a result of the extensive publicity of lead poisoning from Mexican pottery and strict enforcement of U.S. laws on lead content and labeling of imported glazed pottery. I have been in many home workshops where lead glazes are often mixed with bare hands and applied to pots by people working around the household’s single water tap in areas used for kitchen and washing purposes. These are extreme but common examples, and serious lead exposure also occurs in separate workshop and factory situations. The solution to this problem involves not only stopping the use of lead in...
current pottery production but also cleaning up residual lead that has already accumulated in the living and working environment in the past.

In the production of low-temperature ceramic glazes worldwide, lead oxide has been historically the most commonly used “flux”—the material that combines with silica to form a glass at high temperatures. Lead compounds are hazardous for potters if not used carefully, but lead is not necessarily hazardous in a finished ceramic glaze. If the correct proportions of lead oxide and silica are mixed in the glaze batch, and the firing is uniform, high enough, and long enough for the chemical reactions to be completed, there should not be a problem with lead release from the fired glaze in normal use. But the best solution for the glaze problem, and for general environmental lead contamination, is to stop using lead compounds. The most effective alternative is manufactured glaze materials that incorporate boric oxide as the flux and glass-forming component along with silica. The technical solutions are not difficult, but they will require some adjustments by the potters affected. Borate-based glazes are not as shiny as those based on lead, they do not have as wide a firing-temperature range, and they are more expensive.

I have met many technically sophisticated Mexican potters producing earthenware and stoneware, individual artist potters as well as some working on the scale of small factories. They have a high level of knowledge and expertise, and some of these potters have studied in Japan, Germany, or the United States. But pottery is also a centuries-old cottage craft in Mexico, often combined with subsistence farming. The problems with lead poisoning are rooted primarily in the production of functional earthenware by traditional potters, in both relatively prosperous towns noted for their pottery and in numerous small, poor, isolated villages. Their simple lead-oxide-based glazes and primitive, inefficient Moorish-style wood-fueled kilns are essentially unchanged since their introduction by the Spanish in the 17th century. Lead compounds, the most common one being litharge, yellow lead monoxide, are not handled with appropriate care and production methods are often casual and inconsistent. In some regions, lead glazes are colored green with the addition of copper oxide, which increases the possibility of lead release in contact with food acids. But lead glaze has advantages: It is familiar, easily available, simple, and provides a shiny surface over a wide firing-temperature range. Many potters are therefore reluctant to change, but for hundreds of thousands of people this pottery meets community needs and is an important source of income. Continuing this production but at the same time making it safer and more efficient by introducing leadless glaze and better kilns can make a major contribution to economic and social stability, as well as preserving a great folk art tradition for its own sake.
The fuel issue is perhaps less complicated because the need for change is more obvious to the potters who have been dependent on wood. Firewood is increasingly scarce and expensive in Mexico, and despite conservation efforts, deforestation continues. The shortage of wood has lead to some desperate alternatives for kiln firing, such as junk automobile tires and scrap acrylic fiber from a textile factory. Propane is widely available in Mexico and seems to be the best alternative, but potters worry about the cost, and many are understandably afraid of gas. Some potters, perhaps most practical in the long run, see fossil fuel as a short-term solution, and look to efficient wood kilns and sustainable forests as the ultimate answer.

For many years, various agencies and individuals have pursued successful initiatives and demonstration projects with new glazes and kilns, but they have not yet established sustained practical application in the field. These setbacks can be traced to the short-lived or uncoordinated nature of government-aid programs and resistance from the pottery producing villages. Because the effects of lead poisoning are not immediate or obvious, and because they fear the loss of their livelihood, artisans are reluctant to recognize the problem. Potters operating with little or no financial margin lack capital and face great risk when interrupting production or making changes. Along with their innate conservatism, they mistrust government agencies, bureaucrats, and outsiders promoting change. If production of traditional functional earthenware is going to survive, there will have to be sustained programs to provide education, practical demonstrations, financing, and marketing assistance.

To address these issues UNESCO, the U.S.-based craft development organization Aid to Artisans, and the Mexican government craft promotion agency FONART, combined forces to
produce the “First International Workshop on the Substitution for Lead in Traditional Pottery: New Designs and Commercialization.” The conference organizers recognized the need to focus and disseminate knowledge of the successful Mexican research and pilot projects, both for broader practical application in Mexico and as models relevant to other countries. The specific environmental issues in pottery production also needed to be addressed within the broad context of product development and marketing. As a ceramist who has traveled extensively in Mexico observing responses to the glaze and fuel problems, I participated in the conference as a consultant to Aid to Artisans.

The 10-day conference, based at CREFAL, UNESCO’s center for rural adult education in Patzcuaro, Michoacan, Mexico, included representatives from every Latin American country except Belize as well as from two African countries, Ghana and Morocco. Participants ranged from traditional village potters, artist potters, small manufacturers and entrepreneurs to teachers, technical specialists and bureaucrats. They offered a good mix of history, theory, technical information, and practical knowledge that covered environment and health issues, economics, design, and marketing. Along with the typical formal lectures and discussions there was ample opportunity for all participants to make statements and to raise questions. The daily schedule and informal evening activities provided an unusual amount of hands on technical experience with new glazes and kiln firing.

Conference presenters addressed the nature and extent of lead poisoning from various perspectives, including dramatic testimony by individuals who had experienced it in family members. Most participants recognized the lead problem, but attitudes ranged from professional urgency to varying degrees of skepticism. Specific responses to the lead issue varied greatly: a respected village potter from Michoacan saying, “If buyers want lead glaze, I’ll use lead. If they want leadless glaze, I’ll use that”; a potter from Guatemala saying “This is all very interesting, but where I live alternative materials are not available, and the concern of most potters is just getting enough to eat.” Even late in the conference there were a few surprising expressions of the opinion that the whole lead issue is just an example of “Yankee imperialism,” imposition of U.S. expectations and regulations. The conference provided a huge amount of information
that participants could take back to their communities, but education about the lead problem and its solution clearly requires an ongoing effort.

Throughout the conference there were frequent references to both the importance of tradition and the need for evolution and new products. But it is not clear what this means as a general process that can be encouraged or promoted beyond simply being open to both tradition and innovation. All traditional craftsmen are not likely to become “designer craftsmen,” developing meaningful new products or making significant personal statements. While it is essential to help and encourage truly creative individuals, there is arguably a greater need to help a larger number of workers, those who may be simply good traditional craftsmen and -women, to continue the production of good work that poisons neither people nor the larger environment.

In the two years since the conference, Aid to Artisans, with funding from the American Express Foundation, has continued technical assistance for Mexican potters and has sponsored highly successful international marketing events. This work is being greatly expanded by ATA in a three-year Lead Free Mexico project, funded in June, 2003 by USAID, the U.S. Agency for International Development. The project will continue to establish practical, low-cost lead substitution in pottery production while developing markets for the lead free product in the United States and Europe. These efforts will build on ATA’s existing marketing programs and utilize field work, pilot projects and technical staff previously associated with the craft development agency FONART and other Mexican government initiatives. The focus will be on potters in the states of Michoacan, Mexico, and Puebla, continuing work in villages where these efforts have already begun and extending them to new sites. The aim of Lead Free Mexico is to create additional successful examples of its programs, provide immediate benefit to the potters involved, and to refine a model that can be adopted throughout Mexico and in other countries where lead poisoning from traditional pottery production is still a persistent problem. This combination of U.S. and Mexican non-governmental organizations with USAID funding is the most effective development yet in the long history of efforts to eliminate the hazards of lead poisoning from Mexican ceramics, and also to move toward UNESCO’s goals of addressing the problem internationally.
SONG OF THE BLIND PRAIRIE CHILDREN

During the 19th century, many prairie children lost their eyesight to what now appears to have been a vitamin deficiency.

They say now it was the lard we put on our bread that caused it. Something we missed in the butter of farm and city children—this blindness—
The stars, those pinhole cameras to heaven, first expanded, growing long spider’s legs like the lances of ice down the window winter mornings, then one night, were snuffed out. We looked up: gone.

We grew used to the violet sky of prairie morning even at noon. Dusk settled in. And the locusts Which had once gone by our eyes so cleanly, like the armored horses in our book of knights, leaping, their limbs tucked under them, this time came dissolved in thick, broad streaks, they hit us with real bodies, mad as stones. Soon nothing. Our tongues lie dull in our warm mouths like cushions. Nothing to see, nothing to say. The worn-velvet nap breathes out against our thighs, the dry grass scrapes our shins. Sister behind us on the pony tightens her arms. The prairie whispers to us the memory of our eyes.

—Katherine Hollander ’02

THE GOOD DREAM

The textured night is dark as tapestry and my blood red kerchief chafes my ears. When I come to the house in the wood, the old woman lets me in. Her hair gleams like thread on a bobbin. She gives me a doorstep of bread with yellow butter and a cup of hot milk. In the corner the fire rolls over itself like a colicky horse. When I’ve eaten, she points to a room: there’s something sleeping in the bed. It’s a man. It’s a lion. It’s a man. I get into bed with him. Beneath his mane, his skin is slippery as satin, hot-white as milk, except for his penis, which is pink, a delicate pink like a ladyslipper. I’m under the covers, he pushes his plush face into my shoulder, I’m asleep, I fall asleep and I dream this good dream.

—Katherine Hollander ’02
3RD AVE MARKET

The clerks, inside, collecting the humidity on their mustaches, their yellow dog on the yellow linoleum bobbing its whole snout into a water bowl, and I, getting home, or just leaving home, would be at the corner store, bitching—all of us angry because of the heat.

That summer I got a red speckled rash between my thighs from sweat, and I was with a girl in the next building over. When she saw my rash she went to the corner store and got me an ointment; when that didn't work she got me a box fan to leave on at the foot of the bed where we slept with our legs splayed over each other's. I was still angry, though, because of the weather, and my rash, but she was the angriest of all about the weather. So she stopped having me over. After that we were only to meet at the corner store—I'd open the door for her to leave, stepping in myself. One of the guys there told me to yell to her: I love you baby! Baby, I love you. You are my heart, without you I die!

Then, when she opened the door I should kiss her forehead and breathe down at her chest, and then, when she kissed me I should say, That one was from Carlos, because Carlos can make you.

He told me it would work if I said my name in place of his. I was young, so, I yelled up at her window, and Carlos yelled back—When my rash cleared up, I thought less about her and Carlos—less about how they must have sweat when it didn’t cool in the evening and about how angry they must have gotten at each other and the weather—so angry, that each night they must have yelled and yelled and yelled.

—Scott Sell ’03

BY BUS FROM NEW YORK

I slipped off my arms: The left with my right and the right with my teeth. They lie next to me along with my legs, in Minnesota which is marked by a stop past the border of Wisconsin.

There is a gazebo in a soy field, It’s where I’m from.

At night, it’s lit up and can be seen from the highway so, when I’m near home my folks can tell me, You’ve come home, sweet heart welcome home sweetheart.

Wouldn’t you know it? They both still wear glasses, and have teeth in their heads—They each take an arm. And they each take a leg—then wrap them in cotton.

and kiss me hello and roll me gently on home.

—Scott Sell ’03
My work is the practice of forming local hardwoods into vases, bowls, boxes and still-lifes. I use the materials, tools and techniques of woodworking to render images from daily life: textile, plant, animal and human forms. This vocabulary emphasizes the tactile possibilities of wood: from smoothly pleated forms and carved basketweave motifs to corduroy-textured surfaces. The material consumed in making these forms engenders respect—I enhance the longevity of trees by giving them a second life. Through these efforts, I honor the spirit of my artisan ancestry and the quiet heroism of daily life while contributing to the changing forms of culture. The act of making things is a reconciliation of passion and reason, body and mind, harnessing them together for the process of creation. My desire is to transform this struggle to a dance—and to enjoy, profoundly, the dance.

—Michelle Holzapfel '73

Michelle Holzapfel's work has been exhibited in museums and galleries in the U.S. and Europe, and has been acquired by the Museum of Fine Arts in Boston, the Rhode Island School of Design Museum, Yale University Art Gallery, the Mint Museum and the Smithsonian's Renwick Gallery, and by other public and private collections. Publications featuring her work include House Beautiful, American Craft, Woodworking and Fine Woodworking.
The hardwoods I use in my furniture are junk to the lumber industry: burls, dog-legs, unmanageable crotches, gnarled branches and center-rotten trunks not valued by commercial mills as saw logs. Local loggers are the chief sources of my supply. Twenty-five years ago when I began to make furniture I used these castoff woods because they were exotic, not in the usual “imported” sense but, as defined in the dictionary, “strikingly or excitingly different or unusual.” They were comparatively inexpensive, they were local and I knew their histories through the loggers and foresters involved in their harvest. In concert with George Nakashima’s sensibilities, I also believed I was giving renewed life and respect to “worthless” wood and through furniture giving voice to “treeness.”

—David Holzapfel ’72

David Holzapfel has exhibited in gallery and museum shows nationwide although most of his time is spent on private commissions. His work has been featured in The Christian Science Monitor, House Beautiful and Vermont Magazine, among other publications.
FORTY YEARS AGO, working at Marlboro on Halsey Hick’s forestry crew, Jack Russel ’66 said to me, “You have had an atypical foreign-student experience, and you should write a book about it.” That book has always been in the works. Indeed, Marlboro, my sojourn in America those four years and all the years since have been atypical. America in the early 1960s was still a land of innocence for me, a Muslim Pakistani totally unaware of issues of race or religion. Barbara Jean Birthwright, Marlboro’s Apache-Afro-American librarian those days, complained to mutual friends that I had no idea of the enormity of the prejudice she faced because of her color, while I seemed to get off as being exotic! I must confess it took me a long time before I finally understood her plight.

I grew up in a young, liberal Pakistan where there was an exceptional lack of bigotry and bias. All that came much later, when Pakistan was faced with the emerging issues of language, religious sectarianism and diverging political philosophies. It was in Pakistan that I first saw prejudice—although never directed against me or mine—and I never thought I would worry about being subjected to it when I returned with my family to live here.

I have never faced the sort of personal indignities which many Pakistanis and Muslims in this country have been subjected to in post-9/11 America. But my sons have, and more subtly, my wife, as well as many of our friends. My oldest son Tariq was jeered as “sand nigger” inside that bastion of liberty, Harvard Square. Taimur was berated by a lady in a bar in Johnson, Vermont, and all three boys drew unusual attention and a questionable traffic ticket outside Montpelier (which Tariq appealed and won). My wife Maina, teaching at a public school in Brooklyn, for the first time in her life had compromised and wore only Western clothes, cut her hair short. Despite this, hers was the only classroom where teachers on several occasions saw a senior administrator quietly listening outside the door. In a school where half of the immigrant children were Muslims, only Christmas and Hanukkah were celebrated, and so Maina tried to explain the joys of Eid as well as Christmas and Hanukkah to her class. A fellow teacher whispered to her, “When you talk to the children about Muslim festivals, be sure to talk about Christmas and Jewish holidays as well.”

Now, thanks to the Patriot Act, we cannot escape surveillance and potential harassment even here in Brattleboro, where I’ve been a member of this community, off and on, for 42 years, and where we now make our home. I am what is known as a legal resident alien. When the Immigrations official gave me my Green Card he told me, “you have all the rights I have, sir, except the right to vote.” After the Patriot Act I have no rights at all. The Act has resulted in the imprisonment without charges of more than 600 of my countrymen—people of my faith—without charge. I have all the rights of American citizens, yet tomorrow Brattleboro Police Chief John Martin can be told by the federal government to arrest me and not a single American citizen can do anything to help me. I would be taken away, with no possibility of bail. I might be let out because I have done nothing wrong, but once I was released my arrest would be a part of my record that I would never be able to clear. I’ve seen this happen to many Pakistanis, living here legally, just like me.

The Justice Department’s own inspector general reports that in New York 762 aliens—a third of them Pakistanis—were arrested and held, without bail and often in solitary confinement, for an average of 80 days. Weeks would go by without charges being filed or defense lawyers being allowed in. In most cases the charges were violations of immigration rules that would have been ignored before 9/11. The FBI was fishing for terrorists.
Now, after 42 years of living in this community, I know how wonderful this place is. Not a single neighbor here would point a finger at me walking down the street and accuse me of anything. But the federal government would not see how well I’m known in this community, and because of my national origin and faith I could be carted away.

Even though Islam is already the second largest faith in the USA, it is still an alien element. The way we pray, our sacred language, the violence of the recent historical relationship with the West are looked upon as major issues.

We are the Other, as the Jews were half a century ago in Germany. Never mind that the Pentagon’s junior officers have names like Muhammad and meet for prayers every Friday in the building that was a terrorist target. Never mind that there was a Chaudhri couple who were incinerated in the Twin Towers along with Turks, Pakistanis, Bangladeshis and Arabs, and never mind that a Brooklyn Fire Captain, a half-Afro American, half-Jewish convert to Islam, attempted to save them and all the others. The terrorists, it is said, all pray to an evil God and his pedophile false prophet. Treat them to a dose of shock and awe, and then baptize them because we love them. They will then all become good, democracy-loving Christians.

It’s been an atypical experience, Jack, from the word go. But the positive side is that I feel that I have lived History. From the assassination of Jack Kennedy, the Civil Rights Movement, then the Vietnam era, the fall of Dacca in Pakistan to 9/11 and the rise of the new Holy American Empire.

And what will become of me, and my children? Will we become good secular Americans? Discard our own faith and history as so much flotsam and jetsam, to be devoured by this new tidal wave of chauvinism? Is there any place outside Vermont where we can live as we have lived here, retaining our own unique identities, while being so closely integrated in our community?

I fear not. When I persuaded Maina to leave 20 years of relationships and memories, of rose bushes and fruit trees, of pets and paintings, and become immigrants in our middle years, I did promise her a rose garden. I promised her and our children a milieu which would be open and welcoming. Now it seems, if we seek to make a living outside Vermont, we will face a continuous and insidious bigotry which will never end. Iraq and Afghanistan may have been defeated, but the war will never be over. The new Rome will need new lands to conquer, and the terrorist hydra continues to sprout new heads. As I write this, the blasts in Saudi Arabia and Morocco are dominating the news, and rumors are rife about bin Laden making a comeback, of Saddam Hussein having escaped with our foreknowledge and of Iran not willing to stabilize relations with us.

It is the innocents who are in jeopardy, not the criminals. I urge you to fight for the liberty of the minority, of the individual. Stand up and say that our Constitution is strong and unshakeable. No other power on Earth can destroy it, but it is being chipped away from within.

The Chaudhri family: Maina, Tariq ’97, Javed ’65, Taimur and Tahir.
Energetic, ambitious and dynamic: Paul LeBlanc moves on

Kevin Kennedy

At this college where neckties are about as common as cell phones—neither work very well here—he has been an anomaly: an entrepreneurial-minded, technology-talking president who's as likely as not to be seen sporting a suit on campus, when he's on campus. In other words, Paul LeBlanc is just what the trustees ordered seven years ago. “Paul's mandate was to find additional revenue sources for the college,” recalls Ted Wendell, longtime Marlboro trustee. “And he came in and immediately did that.”

The Marlboro College Paul found when he arrived was a different world from the place he left this June to become president of Southern New Hampshire University. In 1996 people still spoke of how close to the edge the college came back in '92. In 1996 enrollment came in at 273; lower than what was projected and what was needed at this tuition-driven college. The endowment stood at $1.8 million. (Represented in one of those big plywood thermometers that local nonprofits use to chart their fundraising success, $1.8 million would still be in the reservoir ball at the bottom.) The college's one computer lab boasted a few Macintosh SEs and a couple 386 PCs. (SEs and 386s were to the computing world of the time what the little reservoir ball is to fundraising thermometers.) Students did not have Internet access in their dorm rooms—they did not have telephones in their dorm rooms.

In 2003 Marlboro maintains three computer labs, each with new machines; it also has a digital video lab and a digital photography lab and a DNA lab; and not only can students access the Internet from their dorm rooms, they can hop online with their laptops while sitting in the grass in front of the dining hall. The endowment stands at more than $14 million, the college is fully enrolled and the student-faculty ratio remains at 8:1. A campus building initiative has given us a new dorm, a major library addition and significant infrastructure improvements. The Persons School's graduate programs pumped hundreds of thousands of dollars into undergraduate coffers in its first few years of existence. It hasn't all been smooth sledding: the hard-won endowment faltered along with the stock market, the Persons School's fortunes recently followed those of the Internet economy and the building program's results-oriented approach hit speed bumps in the community process that is so prized here.

Nevertheless, Paul leaves Marlboro with more money in the bank, more buildings on the campus, new programs in the classroom and its liberal arts curriculum intact.

Paul was invited into the presidential search process in 1995 by writing teacher T. Hunter Wilson, at the suggestion of an outside examiner from Framingham State College who had taught Paul during his undergraduate years. At that time Paul was running Sixth Floor Media at Houghton Mifflin Publishing Company, on a three-year leave from his teaching duties at Springfield College to create software that teachers could use to develop their students' writing skills. T. found Paul “energetic, ambitious and dynamic,” he recalls. “And I thought that those qualities used in support of the college could serve us well.”
When he arrived here in 1996, Paul brought an understanding of the dilemma Marlboro and countless other liberal arts colleges face and a vision for addressing it. Higher education is a costly business, he says, and only so much of the cost can be recouped by charging students. Endowment has been the traditional method for filling the gap between a college’s costs and its income, but Paul points out that most colleges, like Marlboro, are under-endowed. Something had to give, and at many colleges it was the curriculum. “What happened in the ’80s and in the early ’90s,” he says, “was that liberal arts colleges increasingly went to pre-professional non-liberal arts degree programs in order to grow enrollment and to find new revenues.” The victim in that process was the liberal arts curriculum.

As a result of this collegiate triage, the number of higher education institutions considered liberal arts colleges by the Carnegie Foundation plunged over 24 years: colleges offering more than 50 percent of their courses in the liberal arts dropped from 721 in 1970 to 164 in 1994. Liberal arts colleges today make up barely 6 percent of all higher-education institutions, compared to 17 percent in 1970. Barbara Brittingham of the New England Association of Schools and Colleges (NEASC) points out that considering most liberal arts colleges have small enrollments, the percentage of students studying at liberal arts colleges is even tinier.

As these small schools struggle with finances, the temptation is great to water down the liberal arts curriculum with pre-professional programs. “They say, ‘this little liberal arts college is nice, but we’re going to put a business school here next to it,’” she says. “You watch colleges change their language, from ‘a liberal arts college’ to ‘a college in the liberal arts tradition.’”

Paul’s challenge wasn’t “simply” to make Marlboro College financially stable, but to make it financially stable without selling out its curriculum. “I think what was and is fundamentally wonderful about this institution is that it hasn’t compromised its mission,” says Paul. “It has a very distinct mission that people on the hill understand and believe in, and for the students who graduate from here I think we provide a wonderful educational experience. But this is an institution that in 1996 was failing in a number of ways, not as an institution overall but in certain areas.” Paul describes water pipes crumbling in the ground, a failed sewage system and dorm rooms that had been designed for two students instead housing three—when other schools were moving their students into singles. Income relied on tuition and the million or so dollars the development office raised each year to fill the inevitable gap between accounts receivable and accounts payable.

“Ideally, you’d seek a healthy mix of endowment, tuition and outside programming,” Paul says. “That is, you’ve got your academic program and you have good stable enrollment in that program. Then you have graduate, continuing ed and ancillary programs that are high quality and they are generating surplus revenues because they operate on a different business model. That’s what we tried to do with Persons.”

Mark Francillon, Marlboro’s computer science professor at the time, remembers being stranded on April Fools Day, 1997 at the Chelsea Royal Diner in West Brattleboro with Paul and then-development director Will Wootton after a snowstorm closed Route 9 to Marlboro. They had just visited a new phenomenon—an Internet café—in Cambridge, Massachusetts, and as they waited for the plows, they brainstormed ideas for a new, high-tech ancillary creation that could pump money into the college.
Nine months later, January 1998, The Graduate Center of Marlboro College opened in downtown Brattleboro, offering master’s degrees in Internet strategies management and teaching with technology. “No other college had any programming in this area,” recalls Mark, who now runs the master of science in Internet engineering program at what is now the Persons School. “Paul saw that there was a market opportunity here and that it would take larger institutions a lot longer to get going. He was able to get it up and running very quickly.”

The Graduate Center/Persons School was not intended to be solely a graduate school, and over the next five years a variety of “graduate, continuing ed and ancillary programs” evolved there, including a Web-development company, additional Internet-oriented master’s degree programs and an online bachelor’s degree completion school. It proved profitable from the start, earning hundreds of thousands of dollars for the college in its first five years. Its current condition reflects the slumping economy, but Paul remains confident. “The combination of the economic downturn and the radical remaking of the technology sector means that after five years of consecutive surpluses, the Persons School is seeing its first down year,” he says. “However, new programs, renewed interest from prospective tenants and intriguing partnership opportunities make everyone optimistic about the years ahead.”

Paul gets high marks from NEASC’s Barbara Brittingham for creating an outside revenue stream that left the undergraduate program unscathed: “Something that Paul has done is rather than change Marlboro the college, he’s tried to find ways to leave untouched those things Marlboro is good at, while looking for opportunities for outside revenue.”

The Persons School made up one of the three legs that would support the college. Two to go. During winter break in 1998 Paul assembled those community members on campus in the dining hall, where he popped the corks on a dozen bottles of champagne to announce receipt of a $12 million gift; the largest at that time by any college in Vermont history. The gift—the result of years of work by Paul, a trustee and previous president Rod Gander—was divided so that $10 million would go to endowment and $2 million to construction of a new library wing. Paul remembers every detail of his meetings with the donor, how he first thought the gift would be much less, of the phone call giving him the news. “Of all the highs and lows, that experience ranks right there at the top of the highs. It’s why fundraising is just so much fun and so dramatic in many ways.”

More money followed, including more than $2.5 million for a performing arts center, $9 million for the Persons School and such undergraduate initiatives as an Asian studies program, and another $5 million for endowment. The capital campaign begun in 1999 quickly exceeded its original $26 million goal and concluded in June 2003 at $31.4 million.
“Paul, even as an uninitiated fund-raiser, spoke in a way that almost compelled people
to take the next step, to find out more about an unusual college most of them could never
previously have even imagined,” says Will Wootton, who retired in 2002 as vice president
of institutional advancement.

Getting and keeping students on campus represented to Paul the third leg of Marlboro's
financial support, and for a president who was happy with the curriculum, the thing to work on
would be the quality of the facilities in which the curriculum is taught. Not since the 1960s has
Marlboro's campus experienced a building boom comparable to that of the last five years. The
list includes a dormitory of suites for upperclassmen—officially named Hilton House, but
referred to on campus as Out of the Way; the Jerome and Elizabeth Aron wing on the Rice
Library; winterization of Persons Auditorium; an addition to the president’s Mumford House;
a new maintenance building and, holding it all together, a state-of-the-art septic system. The
crumbling pipes have been replaced, the spiderweb of wires hanging over campus will soon be
underground, the “backway” through the woods to the north of the college will allow pavement
to be pulled as walking paths replace roads in the campus center.

Julie Richardson, Marlboro’s vice president of enrollment and financial aid, appreciates the
difference. “What Paul did was make up for decades worth of underinvestment in the physical
campus, which has increased our ability to attract students and improved our retention,” she
says. Julie adds that it’s not just the big projects that make a difference. Hiring professional
cleaners to keep public spaces tidy, making sure buildings are painted and lawns mowed has an
impact. “I’ve seen a real quality-of-life improvement for everyone.”

It has been in campus building initiatives that Paul’s results-oriented management approach
has at times grated against the process-oriented style of the college community. “Paul found it
frustrating to have to deal constantly with peoples’ sense of entitlement,” notes T. Wilson, who
points out that the Marlboro campus community may be different from those of many schools
by expecting to be consulted on building projects, from deciding whether to build a new library
or add to the old one, to determining what kind of siding is appropriate on the addition to the
president’s house.

Paul is circumspect about such experiences. “The tension between urgency and institutional
change, on one hand, and the slowness of process and shared governance, on the other, is part of
the texture of academic life everywhere,” he says. “What Marlboro has taught me is to be more
patient with the process, to be generous in meeting people halfway (others might argue I’m still
learning that lesson), and that if you give people good information they’ll usually make good
decisions. I’ll be a better president in my next post because of my experience with governance
here at Marlboro.”

Will Wootton agrees that such tension is inevitable. “All presidents are, or should be,
frustrated and impatient with the pace at which the Academy moves,” he says. “It’s more a
tenet of Western civilization.”

The pace of the Academy at Marlboro College undoubtedly quickened under Paul LeBlanc’s
tenure, and while he professes disappointments he also is able to point to successes. “I feel both
reasonable pride in the success, in the number of successes, and yet I’m chagrined that I wasn’t
able to solve the more fundamental problem” of making Marlboro self-sustaining, he says. But he
adds, “if my time here has provided the tools and the basis of our next stage, that’s as good a
contribution as one can hope to make. The question is, ‘Is Marlboro better than it was when I found it?’ It feels that way to me.”

Neal Weiner, Marlboro’s philosophy professor under three presidents, agrees. “Our students are better, the campus looks better, Paul’s improved faculty salaries, which were hideous,” Neal says. “He did what he set out to do, but the problem was the stock market collapsed and the technology boom collapsed. But we are undoubtedly better off than we were in 1996.”

“Paul’s raw enthusiasm was very effective in both setting up new enterprises and working with donors,” concludes trustee Ted Wendell. “He was a very positive, energetic force.”

A former president returns as a senator

Simultaneously owning the titles “senator” and “president” is an unusual accomplishment, and one that was very far from Rod Gander’s mind just a year ago. But that was before Peter Shumlin decided to run for lieutenant governor, and his colleague Nancy Chard chose to retire, suddenly opening up two Vermont Senate seats in the Democratic bastion of Windham County. And it was long before Marlboro President Paul LeBlanc was offered the presidency of Southern New Hampshire University, creating the need for an interim president during the search for a new, longterm leader for Marlboro.

Rod, who’d wanted to run for office since retiring from the Marlboro presidency in 1996, jumped at the opportunity to run for an open Senate seat, beat out six other Democrats in the primary and easily won the general election.

His first year in office reassured him of the quality of the people and the process in state government. “I was very impressed with the caliber of my fellow legislators—Democrats, Republicans and Progressives,” he says. He appreciated serving with a mix of farmers, retired teachers and shopkeepers from wide socioeconomic backgrounds. His biggest surprise? “I was prepared to believe that the making of legislation is a complex enterprise, but it was far more complex than I’d imagined,” he says, describing how the fix to one problem could cause unintended consequences elsewhere.

Rod now brings his experience wrestling with tough problems back to Marlboro College, where he will serve as interim president until returning to the Senate in January. “What I’d like to do is get as much as possible off the plate of the next president,” he says of his charge. “It’s no secret that the financial picture is clouded at the moment. At the same time, the challenges are no different than the ones I faced many years ago, and Paul faced when he came in. Marlboro has always been resourceful—we’ll be fine.”

While Rod is aware of Marlboro’s challenges, he is also excited by the changes he’s seen. “It’s obvious, just looking at the campus, all the progress the college has made under Paul’s tenure,” he says, adding that the days of joking that the college looked like a summer camp are over. “A lot of progress here isn’t as obvious. I hear from everyone that students are better prepared to tackle this curriculum, but they’re still motivated by the same things that have always concerned Marlboro students—such as a sense of social justice and concern about the environment.

“There’s a bright future for Marlboro,” Rod says, as he settles into his old office with its new, flatscreen computer and 30-year-old manual typewriter. “That isn’t to say it will be easy. But if memory serves me right, things have never been easy at Marlboro. What’s characterized Marlboro’s success is that everyone involved puts the interest of the college above everything else.” —Kevin Kennedy

Rod Gander accepting applause at the 2003 commencement when it was announced he would become Marlboro’s interim president.

Photo by Sarah Lavigne ’98

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Happy trails: John Hayes moves to Oregon

In April, John Hayes, Marlboro’s chemistry professor since 1973 and dean of faculty since 1997, announced he accepted the position of dean of faculty at Pacific University in Forest Grove, Oregon. Biology professor Bob Engel, John’s longtime friend and colleague, wrote the following article in honor of him.

The whole airport resonated with it: “Bob Engel, meet your party at the United Airlines desk.” I was pretty excited because I was about to meet my first Marlboro contact, somebody named John Hayes. When I got to the desk in my California best, the first thing I realized was that I was overdressed. John looked like he was trying out for the Paul Bunyan festival in Bemidji... jeans, chamois shirt, struggling beard. He was friendly enough, but only years later would I understand that the little smirk that came over his face had to do with the huge parka I was carrying. It was April, and I really was overdressed.

We climbed into a tired Saab and headed north. John began selling the college and as I listened, it never crossed my mind that I had just met the man who would become my best friend on earth. Here was the guy who would help me make a lurching but eventually successful landing at Marlboro, who would help me build my house just five years later, who would teach me a great deal about the chemical side of life, and who would introduce me to some of the worst beer I have ever drunk (his own homebrew—it never ceased to amaze me that a chemist couldn’t make good beer).

John is a complex guy; you don’t find many like him in the Academy. He is as happy swinging a hammer as he is planning a lecture or meeting with other, high-powered administrators. He can be a bit androgenic. If you’ve got an arduous task lined up, you want John on your side. The man can keep his head in a carjacking and in a meeting with whining colleagues. Men like John seem to arrive at decisions fairly easily. I’ve often admired his decisiveness, but then have to chuckle when he is forced to defend his positions. When he starts numbering the steps in his thought process, you know immediately that he won’t change his mind. Fortunately, however, for someone who is goal-oriented, he can be reasonably diplomatic with people who like more process than he does. And then there’s his sensitive and even shy side. He tears up easily at a Marlboro graduation or a wedding. He can’t or won’t broach emotional or personal topics, and when he speaks in public, he sometimes rocks a little uncomfortably on his heels, his hands driven into his pockets. There are a lot of feelings in there, but they just barely leak out.

Maybe Joanne Hayes put it best when she said, “John is either 100 percent on or 100 percent off.” She’s right: he can work about as non-stop as anyone I know. He used to grade a stack of papers at two in the morning and wouldn’t look up until he’d finished, often at dawn. He can drive a van from Marlboro to Guatemala without eating, sleeping, or (at least until recently) without stopping. As Marlboro’s Dean-for-as-long-as-you-can-take-it, he has spun out memos and emails at a heroic rate. How about the grants that he wrote? Never mind that the term was in full swing, that his office was the usual beehive (ever find him too busy to talk?), and that he had all those hours in the classroom. When the grant was due, and usually the two...
or three days before it was due, he sat up all night, crafting the damn thing. Then, invariably, the money rolled in. Probably more than anyone else, John is responsible for the quantum jumps the science program has made at this college. There’s no doubt about it, his Title VI grant put us on the map.

The flip side of all the productivity is an almost reptilian state that he sometimes slips into (indeed, one former student labeled him the poikilotherm [a cold-blooded animal] of the month). More than one disoriented student has emerged from his office muttering that John just sat there, fingering the paperclips in his desk drawer. “That’s ‘energy save,’” I would offer, “try him a little later.”

One quickly learns that there are two tonics that restore John. The first is good beer, or, even better, good stout. On a Friday evening, you don’t want to be between John and his favorite watering hole. For years we fanaticized about trying to do a Miller Beer commercial in which, at quitting time, or what the ads called “Miller time,” two college professors rolled into the bar instead of the steel workers or longshoremens the ads invariably featured. In the end, we settled for parties, many, many parties, almost always held at Casa Hayes.

An even better way to recharge John, however, is to take him to a place where there are colorful birds or large reptiles. As long as I have known him, John has valued travel more than home, even if he built it! Together, and usually with lots of our students, we have been to the swamps, mountaintops and deserts of the United States. We’ve also crawled into caves in Mexico, strolled on isolated moonlit beaches in Costa Rica, and swung around on canopy walkways in Borneo. We’ve swum, walked, and climbed to find wild nature, and WE HAVE DRIVEN … the longer and more arduous the drive, the better. And woe be s/he who needed a bathroom or some junk food as the van hurtled down the interstate. (Just ask Tom Toleno, who was left late at night somewhere in the middle of Texas. Nobody noticed he was gone for at least two hours.) If you were foolish enough to want to go on one of those trips, you worked on bladder exercises for weeks before stepping into that vehicle. Once inside, you had surrendered all rights to normal bodily functions; it might as well have been the Space Shuttle.

I’m very glad I had the opportunity to learn from and work with John; I learned an incredible amount during my three years as a Marlboro graduate student, primarily due to him. I also had one of the best times of my life. Thanks, John.
—Allison Turner MA ’99
When I think back to these trips, I try to pinpoint where he was happiest, the place where his batteries were recharging fastest. On top of Temple IV in Tikal, Guatemala watching a hook-billed kite preen itself? Standing next to an 800-pound leatherback sea turtle on a Costa Rican beach, as she struggled for enough air to fuel the digging of a nest for her eggs? Listening to the dawn chorus of gibbons, wafting over the thinning mist in Borneo? Nope, these were great times, but the top of the list probably should go to more driving. I picture John as happiest when we were slowly driving down a paved road on a hot, desert night, our eyes glued to the pavement, looking for snakes. When one was finally seen, the van lurched to a halt and everybody spilled out to make sure the hapless critter stuck around for the party. During all those desert trips, even though we rose with the five o’clock sun, John always had the energy to fire up the van just as the dusk settled and the nocturnal reptiles started looking for a warm surface. We never found more than three or four a night, but the excitement on his face with each encounter is something I’ll never forget.

There is little doubt that our best collaboration occurred during the many field trips that we led. It was a brilliant division of labor, John managed most of the logistics, and I was the talking head. I hate logistics; he seems to eat them for breakfast. He decided where to go, what to do, and when to do it (with a little help from his friends) and I babbled on about the ecosystem of the day and what dazzling things called it home. It’s hard to say how many miles we logged together, how many cars (sometimes our own) we drove into the ground, or how many Marlboro students we took to our favorite places on earth. Each trip was special, each provided its own set of memories, and these, in turn, were spun into the various legends that we would drag out to harangue the participants of whatever the current trip was.

For almost all of us who currently work at Marlboro, John Hayes has always been here. The majority of our alumni know him pretty well. He’s like the Dining Hall or Admissions building; like them, he’s a Marlboro fixture. When a “lifer” like that gets up and leaves on his or her own steam, a lot of heads look up. After all, something has been wrenched from the Marlboro fabric, and it will never be replaced—there has been a “death” in the family. In my case, the person who has helped me steer fully half of my life is headed over the horizon, and he leaves with about half of my memories. I’m grateful for almost everything John has given me, but I was never happier than when he stopped making that beer. Happy trails, bud. —Bob Engel
Joe Mazur, Renaissance mathematician, retires

The image of Russell Crowe’s John Nash, with his beautiful mind so focused on its narrow specialty that he is unable to cope with social situations or society at all, touches on a stereotype many people hold of mathematicians. Joe Mazur, Marlboro’s mathematics professor, could be described as a brilliant mind in his field, but he couldn’t be further from the antisocial stereotype. Joe came to Marlboro fresh from defending his Ph.D. at MIT. In the 31 years since, he has immersed himself in the culture of the college community, attending student performances and faculty lectures and pursuing his own projects, within the arts and mathematics.

“When I first arrived at Marlboro I saw that Joe had the academic stature which one would expect to find in big universities,” recalls J. Birjepatil, who retired last year from teaching literature at Marlboro. He heard Joe had been a visiting scholar at MIT, and had taught and conducted research at the Mathematics Institute of the University of Warwick, in the UK. “I was impressed to see him teaching at such a small college.”

That the mathematician was the first faculty member to befriend the new literature professor may seem surprising; it was surprising to Birje. But Birje’s respect for Joe’s mathematical standing grew to admiration for his Renaissance tastes. “Joe is very creative,” says Birje. “He writes poetry, we attend movies together, you can discuss books with him. He has a very cultivated personality.”

He also has a sharp mathematical mind, and was among the first educators to see the possibilities of using personal computers to teach math, creating more than a dozen educational software programs for such publishers as Addison Wesley and Prentice Hall. “Those works were done in DOS and to my amazement are still selling,” he says. In the early 1990s he authored and programmed for McGraw Hill the first multimedia CD on calculus ever published.

He applied his early belief in the value of computers in teaching mathematics to his own classroom. “I started using computers to teach calculus, differential equations and linear algebra,” he says. “In fact, the entire differential equation course was done by computer.”

It was therefore natural for him to work with then-computer science professor Mark Francillon and then-physics professor Jim Mahoney in 1998 to create Marlboro’s computational sciences lab, offering students and faculty a relaxed, open space, comfortable chairs—and powerful computers.

Joe found Marlboro’s relaxed teaching atmosphere a breath of fresh air when he arrived here in 1972. “I came from a place where professors professed knowledge,” he says. “Everything was built on a principle of authority where professors know everything. And my first few classes were just lectures. The most important change in me since I came to Marlboro is that I realized quickly that teaching is more of a dialog—where the students here have taught me as well.”
Joe’s students agree that he exemplifies Marlboro’s approach to teaching. “He encourages questions in his courses and he was keen on observing every little progress in my studies,” says Jian Chang ’99. “From his classes I started to appreciate math as something tangible, something with ‘life’ and something philosophical.”

Iuliana Radu, Marlboro’s most recent mathematics fellow (and part of a fellowship program Joe created) agrees. “Joe always encouraged his students to think for themselves instead of just applying formulae,” she says. “His homework assignments often required teamwork, helping students to work together and understand each others’ points of view. Working at the same institution as Joe helped me grow as a mathematician and teacher.”

With plans to teach a course each semester Joe doesn’t intend to leave Marlboro behind, but he’s already immersed in his next primary pursuit: writing a novel, a collection of essays and philosophical examination of mathematics. While he’d like to see them eventually published, he says the important thing is writing them, and now having the time to do it. —Kevin Kennedy

From Khutse to Terque: students explore the world

Collaring leopards in Botswana, cooking in Spain, attending the London theatre and studying the media amongst Liverpudlians kept Marlboro students busy last fall.

Having lived for 10 years in Botswana (after growing up in Papua New Guinea), Kristina Weeks ’03 felt she was returning to her second home when she left Marlboro to spend five months researching leopards at Botswana’s Leopard Ecology and Conservation Project on the Khutse Game Reserve. “Everything I had been learning about became real,” Kristina said of her experiences at the reserve. “That makes my Plan a lot easier; it’s not just books anymore.” In Botswana, she worked on a project examining communication between leopards, lions and brown hyenas through their scent markings. Returning to Vermont’s January snows, Kristina was glad to be back, but confessed she still missed the roaring of lions while she sleeps. The calls of Marlboro’s peacocks, she says, simply don’t compare.

Regan Chewning ’04 began her adventure in ’70s-era clothes loaned her after her luggage was stolen when she arrived in Spain. Undeterred, Regan spent the next four months living in the small Spanish town of Terque where she says, “I learned not only how the Spanish live, but how to live Spanish.” Regan will incorporate her experiences into her Plan, an anthropological study of food.

Elizabeth Theis ’04 left tiny Marlboro for a semester at a large urban university, immersing herself in media studies at Liverpool’s John Moores University. The semester gave her the opportunity to study journalism—something not often offered at Marlboro—in a city with a wide variety of media outlets to examine. Liz put her experience to work as soon as she returned to campus, getting herself elected editor of the student newspaper the citizen.

Elizabeth McCollum ’04 ventured into the sophistication of London during her semester abroad. She was able to see where and how the people of her Plan on Bohemian culture and costumes in Victorian England lived. She attended the theater, took classes at Huron University and spent time in the museums and libraries of London. —Meghan Chapman ’06
Spring break in Nicaragua

I spent my spring break with four other Marlboro College students far from the snow of Vermont, and from all the luxuries of the American life. After months of planning, our group—Franklin Crump ’04, Jacqueline Perry ’06, Jodi Nemser-Abrahams ’04, Ashley Stephens ’05 and I—finally left for Nicaragua. During our two-week trip we spent time in both the city of Managua and the small rural village of El Apante, getting a sense of the variety of life in Nicaragua.

Our first week was spent in one of the poorest neighborhoods in Managua, where, along with a Quaker group, we built a latrine, a garden and a wall, working alongside members of the local group Women in Action. Many of the women we worked with make their living working in sweatshops. They told us stories about the struggles they face in their daily life; their strength and courage was incredible. The afternoons we spent with Women in Action were not only filled with work, but also with laughing, dancing and playing with their children.

The mornings of our first week were spent—after eating a breakfast of tortillas, gallo pinto and fried eggs—talking to officials dealing with the issue of water privatization and the effects of the World Bank, IMF and US foreign policy on Nicaragua. These talks were especially powerful while living and becoming friends with those who are deeply affected by the policies and regulations of these entities.

For our second week in Nicaragua we traveled to the rural community where Ashley worked when he lived in Nicaragua last year. It was a welcome change to be away from the noise of the city for a week. In the community of El Apante our group started a tree nursery to help the area begin to replenish and understand its depleted forests. The community depends on trees for firewood, and we hoped that the nursery will ease some of the strain of finding new types of fuel.

By the end of the second week we had nearly adjusted to the intense heat and definitely gained an affinity for Nicaraguan cuisine. We also had become friends with many Nicaraguans. Even those of us who didn’t speak Spanish began to develop a relationship with the families and the friends we encountered. These people came to mean a lot to our group, and we meant a lot to them. When we left they cried and told us we must come back to see them. I don’t think any of us intend to break that promise.—Meghan Chapman ’06

Rudolf Serkin’s centenary celebrated

“I was born on March 28, 1903, in the little town of Eger, Czechoslovakia, which then was part of Austria,” Rudolf Serkin, co-founder of Marlboro College’s music program and the Marlboro Music Festival, said in an interview published in 1986. “It’s a beautiful, completely preserved town, with a big marktplatz (market square) from the 15th century and the ruins of a beautiful old castle. … I was born in one of those houses.”

Tucked into the northwest corner of Bohemia, the town is now known as Cheb (pronounced “heb”). When Serkin left Cheb at age 9 to study piano in Vienna, the town nearly forgot one of its most famous sons until a few years ago, when archivist and historian Jitka Chmelikova came across Serkin’s name during research for a book on the history of local Jews. To bring Serkin’s accomplishments to Cheb’s attention, Chmelikova and Václav Mls, the town’s culture, education and sport director, organized a two-day tribute to honor the musician’s centenary.
The tribute included an exhibit covering Serkin's career at the Cheb Museum (http://muzeum-cheb.cz/). The show included hundreds of documents and photos, many of which even Stephen Lehmann, the co-author of the recent biography *Rudolf Serkin: A Life* (Oxford University Press, 2003), admitted to have never seen. Organizers hoped the trilingual exhibit (in English, German and Czech) might someday be shown in Vermont or elsewhere, to further recognize the life of one of the 20th century’s most revered musicians.

Marlboro College will honor Serkin with the construction of the Rudolf and Irene Serkin Performing Arts Center, scheduled to be completed in fall, 2005. —Ethan Gilsdorf

Poetic license  The beginnings of humanity and the end of the British Empire inform new creative works by two Marlboro faculty members. J. Birjepatil’s novel *Chinnery’s Hotel* examines unexamined history—personal and cultural—in his native central India from 1860 to 1990. “I use a fictional narrative, and the characters are fictional, but the actions are real,” says Birje, who still teaches literature on a reduced schedule after retiring last year. He grew up as an ethnic Indian in the garrison town of Mhow Cantonment whose population, even after India’s independence in 1947, remained “more British than anything you’d find in England,” he says. Birje presents the lives of four protagonists, living in his fictional version of Mhow and in London. The first-person, stream of consciousness narrative of *Chinnery’s Hotel* came naturally to Birje, a published poet. “The meaning is expressed in poetic imagery,” he says of the novel, to be published by Wayland Publishers next spring. “These motifs can travel from one character to another in the internal monologue of the four characters.”

Poetry also forms the narrative of *Genesis*, a new film by Neal Weiner. “I’m combining film and poetry and that’s very exciting to me,” he says. “I haven’t seen this before, and I’m excited about the possibilities.” Video images of nature mix with hundreds of still photographs, on-screen quotations and music as he narrates with a poem he describes as “a modern cosmological myth.” In his poem the philosophy professor synthesizes the creation stories of the Judeo-Christian, Hindu, and Sufi spiritual traditions, combining them with the science of evolutionary and big bang theories and the philosophy of the ancient Greeks. The 40-minute film showed to sold-out houses in Brattleboro in February and March.

Illustrating philosophical ideas with images makes the philosophy more accessible, and better guides the viewer to the writer’s point. “It makes people willing, at least, to be drawn into the abstractions,” Neal says. “It also limits the range of interpretation, which I like—others don’t like that, but I do. I have a point to make.” Neal is in the midst of filming his next project, *What’s Love?* The film will be a tightly edited series of close ups of people answering Neal’s behind-the-camera questions about love.

For more information about Neal’s films or to purchase *Genesis*, contact him at nweiner@marlboro.edu. —Kevin Kennedy
AN ACADEMY AWARD-WINNING commencement speaker, a departing president and a record number of graduates coalesced to make Marlboro College’s 2003 commencement strikingly memorable. Jessica Lange, speaking to her daughter’s class, exhorted graduates “not to put the constraints of success on your expectations” and criticized American policies in the world they are about to enter. Paul LeBlanc, who after seven years as Marlboro’s president will now take the reins of Southern New Hampshire University, commiserated with graduates over the prospect of leaving Marlboro. And senior speaker Lee Collyer called on his classmates to accept the inherent responsibility of their college degrees by giving something of themselves back to the world.

From President Paul LeBlanc’s address

I now know why alumni so often want to freeze the place. Coming back here and discovering change is a little like coming home after college graduation to find your parents have turned your bedroom into a den and didn’t tell you. (This might happen to some of you.) You understand intellectually, but your heart wants to preserve a place you’ve come to love even as you complained about it. And like adolescents making the break from home, you and I have probably complained about Marlboro more than ever in these past weeks because it makes saying good-bye to all that is good about Marlboro easier to take. And there is so much that is so good. At the top of the list are the people and if I were to start listing this would feel like an Academy Awards acceptance speech. (Not that YOU went on too long Jessica …). So what I will do instead is list the most important people in the room today, the graduates. They are Marlboro at its best.
From Lee Collyer’s senior address

I’m just as excited as I am scared to think of the world that we are about to walk into. And while I promised I’d leave him out of this speech, there is no better explanation for my fear than the earliest statements of Mr. George W. Bush after September 11. With the ear of the entire nation, he had one of those rare opportunities to set the country on an entirely different path, and what did he tell us to do? “Shop.” He told us to put our faith in the economy and go shopping. Just imagine for a second the country we would be walking into right now if he had told us to go out and volunteer in our communities, teach a kid to read, give something of ourselves. So be the person you are and the one you know you can be.

From the honorary doctor of letters citation for Loren Pope, author and higher education authority (in abstentia):

In three books, many articles and countless conversations on the road, Loren has extolled the value of the small liberal arts colleges that embody these values. In the process he discovered Marlboro and has become a good friend. Today, at the age of 92, Loren is still active in his calling, regularly meeting with members of his beloved colleges that change lives, continuing to articulate so clearly the educational philosophy we hold dear.

From the honorary doctor of laws citation for Joseph Nye, Dean of the Kennedy School of Government:

You tell us that America’s power emanates from many strengths other than military might, and you encourage our country’s leaders to build on those strengths by encouraging the flow of trade, information and culture between the world’s nations. You tell us that the only way to fight terrorism is by working shoulder to shoulder with governments around the globe. Throughout your career, whether you are teaching a class, briefing a
president or heading an institute, you are in the role of educator, sharing knowledge you have garnered from a lifetime of global experience, living on four continents and traveling to more than 90 nations. You challenge us to make the difficult decisions, the informed decisions, the only kind of decisions the citizens of the world's sole superpower should make. We would do well to heed your advice.

From the honorary doctor of arts citation for Jessica Lange, actor and activist: You remind us that art has something to say about society and politics. With the movie Country you helped bring national attention to the epidemic of farm foreclosures sweeping the nation in the early 1980s, and you carried your concerns beyond the film studio, testifying on the topic before Congress. Your thoughtfulness and activism remain intact today, as you courageously speak out on issues of American domestic and foreign policies. The threats you have received as a result of your recent outspokenness have not quieted you; indeed they have if anything fueled your desire to have your concerns heard.

From Jessica Lange's commencement address This past December I traveled to Oslo to host the Nobel Peace Prize concert and with artists from around the world to celebrate Jimmy Carter and his work. And of this I am certain: Peace is a far greater force than war. A society that embraces peace, freedom and human rights will be the strongest nation on earth. As President Carter said that day, "The bond of our common humanity is stronger than the divisiveness of all our fears and prejudices, God gives us the capacity for choice. We can choose to work together for peace. We can make these changes—and we must." Now you are setting out on your next adventure. It is important to set aside expectations and limitations. Take the time to examine who you are. Don’t let yourselves be dissuaded or discouraged but do allow yourselves to be sidetracked. Get off main street. Breathe life into everything you do. The world is waiting for you. You will make it a better place. Embrace it with compassion and tolerance and love. I wish you all the courage to have an adventurer’s heart. And as Dylan said, “May you stay forever young.”
Prizes

The Sally and Valerio Montanari Theatre Prize is awarded annually to a graduating senior who has made the greatest overall contribution to the pursuit of excellence in theater production. **Kristen Olsson**

The Robert H. MacArthur Prize was established in 1973 in memory of Robert MacArthur, Class of 1951, and recently rededicated to Robert and also to John and to John and Robert’s parents, John and Olive MacArthur, who founded the science program at Marlboro College. The contest for the prize is in the form of a question or challenge offered to the entire student community. Theme: Integrity. **Christopher Payne** for an essay on the integration of virtue and action.

The Freshman/Sophomore Essay Prize, given annually for the best essay written for a Marlboro course. It is awarded by the English Committee. **Christopher Jones**

The Audrey Alley Gorton Award, given in memory of Audrey Gorton, Marlboro alumna and member of the faculty for 33 years, to the student who best reflects the Gorton qualities of: passion for reading, an independence of critical judgment, fastidious attention to matters of style, and a gift for intelligent conversation. **Saari Koponen-Robotham**

The Walter and Jane Whitehill Prize, awarded by the humanities faculty for the best Plan of Concentration in the humanities, one that represents the greatest intellectual challenge in conception, design and execution. Two awards this year: **Jacob Davis, Amos Worth**

The Helen W. Clark Prize, awarded by the visual arts faculty for the best Plan of Concentration in the studio arts. **Ulla Välk**

The Dr. Loren C. Bronsen Memorial Award for Excellence in Classics, established by the family of Loren Bronsen, Class of 1973, to encourage undergraduate work in classics. **Saari Koponen-Robotham**

The Frederick John Turner Prize, awarded to a student who demonstrates excellence in the natural sciences, who uses interdisciplinary approaches and who places his or her work in the context of larger questions. **Jonathan Franklin**

The Hilly van Loon Prize, established by the Class of 2000 in honor of Hilly van Loon, Marlboro Class of 1962 and staff member for 23 years, is given to the senior who best reflects Hilly’s wisdom, compassion, community involvement, quiet dedication to the spirit of Marlboro College, joy in writing and celebration of life. **Krista Bangsund**
David Todd Agro  
Bachelor of Arts in International Studies  
SOCIOLOGY  
A study of social movements and their relation to traditionalism in a developing country. The focus is on traditional Goan society and its response to modernization.  
A compilation of photographs and other visual representations included within the body of the written work.  
Internship: Goa, India  
Sponsor: Gerald E. Levy  
Outside Evaluator: Lou Ratté, Center for World Studies

William Allensworth  
Bachelor of Arts  
POLITICAL SCIENCE  
Study in political science, focusing on religion and political development in Latin America.  
Project: Two papers. The first is an analysis of religion and politics in Nicaragua after Vatican II. The second is a survey of the subfield of development, focusing on the concept of social evolution.  
Sponsors: Meg Mott, Lynette Rummel  
Outside Evaluator: Thomas Redden, Southern Vermont College

Emily Ethel Amanna  
Bachelor of Arts  
PSYCHOLOGY/Psychological Philosophy  
An examination of psychological perspectives applied to an understanding of personal growth, focusing on a naturalist philosophy of consciousness and mental health.  
Project: Two Papers. The first covers historical, philosophical and psychological thought that gave rise to the Wilderness Effect Theory, and an extended analysis of this effect. The second paper is a case study of an academic wilderness education program.  
Sponsor: Thomas L. Toleno  
Outside Evaluator: Flynn Johnson, School of Natural Wonder

Janet Katherine Anderson  
Bachelor of Arts  
LANGUAGES/Linguistics  
A study of syntactic and semantic patterns in natural language drawing from Mandarin Chinese and English.  
Project: A paper on Covert Movement in Chinese using the government and binding framework.  
Sponsors: Carol E. Hendrickson, Laura D’Angelo, Thomas Ernst  
Outside Evaluator: James Huang, Harvard University

Erin Bardsley  
Photo by Dianna Noyes ‘80

Erin Elizabeth Bardsley  
Bachelor of Arts  
SOCIOLOGY  
A sociological study examining the subculture of the whitewater kayaker.  
Project: Three papers. The first is a theoretical examination of the various motivations associated with risk-taking behaviors. The second is a collection of ethnographic portraits of whitewater kayaker subculture. The third is an historical analysis exploring the evolution of the kayak. A documentary film that explores the white-water world. A glossary of terms specific to kayak culture.  
Sponsor: Gerald E. Levy  
Outside Evaluator: Neal Pruchansky, Keene State College

Ashley Rose Ashton  
Bachelor of Arts  
DANCE & LITERATURE/Contemporary Family  
A study of contemporary family from past experience, literature and dance.  
Project: Choreograph and perform, design and construct sets for a dance performance. Literature paper and dance paper.  
Sponsors: Dana Holby, Gloria Biamonte  
Outside Evaluator: Wendy Dwyer, Franklin Pierce College

Krista Marie Bangsund  
Bachelor of Arts  
SOCIOLOGY/Education  
An examination of the Sudbury Valley model of education and of schools based on the Sudbury philosophy.  
Project: A paper examining the Sudbury philosophy of education and the structure of Sudbury schools, and three ethnographic portraits of Sudbury-model schools.  
Sponsor: Gerald E. Levy  
Outside Evaluator: Theodore Sizer, Harvard Graduate School of Education

Tenley C. Archer  
Bachelor of Science  
BIOLOGY/Developmental Cell Biology  
A study of the techniques used in developmental biology to control and understand cell differentiation, growth, and structure, with a particular focus on stem cells.  
Project: A paper reviewing the field of stem cell biology, including historical and current perspectives.  
Sponsor: Todd Smith  
Outside Evaluator: Elena Silva-Casey, Georgetown University
Erin Brook Barnard  
*Bachelor of Arts*  
**LITERATURE & PHOTOGRAPHY**  
An investigation of memory, narrative and the past in the literature of American slavery and of related themes in making photographic work.  
*Project:* A paper discussing Toni Morrison’s exploration of memory, narrative and the past in *Beloved*, with a supporting discussion of the formation of story in the classic slave narrative. An exhibit using photography to build narrative in personal work and through working with young people in various situations and at the In-Sight Photography Project.  
*Sponsors:* Gloria Biamonte, John Willis  
*Outside Evaluator:* Margo Culley, University of Massachusetts, Amherst

Killy Jessica Bascom  
*Bachelor of Arts*  
**PSYCHOLOGY/Literature**  
A study in psychology with supplemental work in literature. The psychological focus on attachment and children includes theorists Freud and Bowlby, object relations and family systems approaches. Novelists include Dickens, Lawrence and Morrison.  
*Project:* An examination of childhood attachment in *Bowley* and Dickens.  
*Sponsors:* Thomas L. Toleno, Geraldine Pittman de Batlle  
*Outside Evaluator:* Madeleine Page, Widener University

Shura Lange Baryshnikov  
*Bachelor of Arts*  
**AMERICAN STUDIES/Women’s Studies**  
An exploration of women in U.S. society using historical, theoretical, ethnographic and artistic analysis, with an emphasis on motherhood.  
*Project:* Two essays. The first explores contemporary media debates about professional women and motherhood; the second analyzes the theory and politics of efforts to broaden economic and social support for caregiving.  
*Sponsor:* Kathryn E. Ratcliffe  
*Outside Evaluator:* Lise Shapiro-Sanders, Hampshire College

Michael J. Bedard  
*Bachelor of Arts*  
**In International Studies**  
An interdisciplinary study of Chile focusing on economic history, intercultural relations and Spanish language.  
*Project:* A study of 19th century Chilean economy emphasizing territorial expansion, land use, and Chilean-Mapuche intercultural relations.  
*Internship:* Santiago, Chile  
*Sponsors:* James A. Tober, Carol E. Hendrickson, Edmund M. Brelsford  
*Outside Evaluator:* Frederick S. Weaver, Hampshire College

Natania Saphira Carter  
*Bachelor of Arts*  
**WRITING/Creative & PHOTOGRAPHY**  
A collection of documentary photography and creative writing that concerns little-considered American social realities.  
*Sponsors:* Laura C. Stevenson, John Willis  
*Outside Evaluator:* Joseph Skerrett, University of Massachusetts, Amherst

Daniel Joseph Caspe  
*Bachelor of Arts*  
**RELIGION/Tibetan Buddhism**  
A traditional Tibetan exposition of Buddhist principles with focus on practical application.  
*Project:* An exploration of the reciprocal causality of scriptural study, view and practice in Tibetan Buddhism and an examination of the emphasis on and utility of practice. A paper tracing the practice lineages of Tibetan Buddhism focused on the development of the Gelugpa lineage.  
*Sponsor:* Seth Harter  
*Outside Evaluator:* Art Engle, Asian Classics Institute

Alan Gregory Behler  
*Bachelor of Arts*  
**LITERATURE & HISTORY**  
A study of symbol and allegory in modern Japanese literature and classical epics.  
*Project:* Two papers. The first is a study of the development of symbols in three works by Kawabata Yasunari; the second is a study of the use of snow and photographs as symbols in three works by Yukio Mishima.  
*Sponsors:* Seth Harter, Geraldine Pittman de Batlle  
*Outside Evaluator:* Susanna Fessler, State University of New York, Albany

Christopher Berez  
*Bachelor of Arts*  
**FILM/VIDEO STUDIES & PHILOSOPHY**  
Analysis of American films from 1950 to present using new historicist, poststructuralist, postcolonial, and Marxist and neo-Marxist criticism. A second part discusses the influence of philosophy on films and its incorporation into mainstream Hollywood discourse.  
*Project:* Two papers. The first is an examination of film through the application of theories of literary criticism. The second is an examination of the influence of philosophy on film.  
*Sponsors:* Jay Craven, Neal O. Weiner  
*Outside Evaluator:* Ken Peck, Film Curator and Public Television Commentator

Potash Hill • S U M M E R − F A L L  2 0 0 3
Elizabeth Nally Castellana  
Bachelor of Arts  
PSYCHOLOGY/Sociology and Education  
A study of the presence and impact of social issues in schools and students’ lives with a focus on positive curricular initiatives to address those issues.  
Project: A study of a suburban high school and its attempts to deal with the social issues present there. Four papers: An ethnography of the school; a curriculum to address the social issues at the school; a theoretical argument for education about social issues; and a methodology for facilitating such a process.  
Sponsors: Gerald E. Levy, Thomas L. Toleno  
Outside Evaluator: Steven Brion-Meisels, Harvard Graduate School of Education

Lee Perry Collyer  
Bachelor of Arts  
POLITICAL SCIENCE & Film/Video Studies  
A study in political science and film examining social movements.  
Project: A film examining voting and grass roots politics, using the Vermont Progressive Party as a case study.  
Sponsors: Lynette Rummel, Jay Craven  
Outside Evaluator: Robby Leppzer, Filmmaker

Morgan Marie Eckert  
Bachelor of Arts  
THEATER/Acting  
Investigations of the actor’s craft through a range of studio work and performance practice.  
Project: Acting in a production of Anna Bella Eema.  
Internship: Yangon, Myanmar (Burma)  
Sponsors: James E. Thomas, Edmund M. Brelsford  
Outside Evaluator: Andrew Olendski, Barre Center for Buddhist Studies

Sarah Grace Davy  
Bachelor of Arts  
LITERATURE/Crossover Literature  
A study of children’s and adult literature with a dual adult and child audience. The study focuses on the importance of narrative, the ambiguous naivete that protests social problems in this genre and the genre’s appeal to the dual audience.  
Project: Three papers. One illustrates the appeal of the voice of the young adult protagonist in Dodie Smith’s I Capture the Castle to a dual adult and child audience. A second focuses on the child protagonist’s aspect of naive consciousness in Southern adult novels, and a third explores the idea of child consciousness and maturation in Phillip Pullman’s His Dark Materials crossover series. A selection of original poetry.  
Sponsors: Laura C. Stevenson, John Sheehy  
Outside Evaluator: Masha Rudman, University of Massachusetts, Amherst

Angus Andrew Colton  
Bachelor of Arts  
MATHEMATICS  
An investigation of the elements and developments of modern algebra.  
Project: Two papers. The first is a study of Gauss’s work on the constructability of regular polygons. The second is a development of the fundamental theorem of Galois’ Theory.  
Sponsor: Joseph C. Mazur  
Outside Evaluator: Sam Northshield, State University of New York, Plattsburgh

Jacob H. Davis  
Bachelor of Arts in International Studies  
RELIGION & LANGUAGES/ Applied Linguistics  
A study in religion and applied linguistics as the basis for a theoretical and practical investigation of intercultural transmission, focusing on the propagation of one Theravada Buddhist method of mindfulness meditation in a North American context. Supported by field work in Burma including 15 months of study and practice as a monk in a Theravada Buddhist retreat center.  
Project: A paper exploring the issues of rendering accessible to North Americans the teachings and practices propagated by the Mahasi Sayadaw of Burma.  
Internship: Yangon, Myanmar (Burma)  
Sponsors: James E. Thomas, Edmund M. Brelsford  
Outside Evaluator: Andrew Olendski, Barre Center for Buddhist Studies

Graham Richard Fox  
Bachelor of Arts in International Studies  
POLITICAL SCIENCE & CLASSICS/Latin  
A study of the effort to teach civics in American education and of Cicero’s portrayal of civic values in Rome.  
Project: Two papers. One is a study of service-learning and political rhetoric. The other is an analysis of Cicero’s “Pro Caelio.” A translation of Cicero’s “Pro Caelio.” An essay on teaching Cicero’s “Pro Caelio.”  
Internship: London, England  
Sponsors: Meg Mott, Emily Pillinger  
Outside Evaluator: Doug Challenger, Franklin Pierce College

Dan Caspe and Alan Behler.  
Photo by Dianna Noyes ’80
RELIGION

RoseAnna Harrison
Bachelor of Arts
PHYSICS/Astronomy

An investigation of the interstellar medium through computer models and radio astronomy techniques.
Project: Two research projects. The first investigates the spiral nature of our galaxy through a series of original computer programs designed to model the distribution of atomic hydrogen in the Milky Way. The second discusses the formation and detection of molecular hydrogen clouds and focuses on the possible existence of a young stellar object within a nearby cloud.
Sponsors: Travis Norsen, James H. Mahoney
Outside Evaluator: Ronald Snell, University of Massachusetts, Amherst

Amy Richardson Gallant
Bachelor of Arts
PSYCHOLOGY/Women’s Studies

A socio-medical examination of the history of hysteria, specifically concerning the gendered nature of the diagnosis, and the ways in which gender relations have been absorbed into medical discourse.
Project: Two Papers. The first is “Women Destined for Disease: A Brief History of Hysteria.” The second is “Desperate Measures: Hysteria Under the Medical Gaze.”
Sponsors: Thomas L. Toleno, Meg Mott
Outside Evaluator: Lise Shapiro-Sanders, Hampshire College

Allison Cecelia Gammons
Bachelor of Arts
HISTORY/Scandinavian and Holocaust Studies

An examination of the history of modern Western Europe with a focus on Finland and the Holocaust.
Project: A series of papers and a webpage examining the fighting spirit-Sisu-in Finland, World War II, and the Holocaust.
Sponsor: Timothy F. Little
Outside Evaluator: Paul Cullity, Keene State College

Elizabeth Juliana Garofalo
Bachelor of Arts
SOCIOLOGY/Medicine

The development of the dominant Western ideological healthcare model and the resurgence of alternative medicine as a contemporary challenge to Western medicine in America.
Project: Three papers. The first is a social-historical analysis of the medical profession in the U.S. The second examines the role of alternative medicine. The third is a cross-cultural analysis of health and longevity in three remote cultures.
Sponsors: Gerald E. Levy, Timothy F. Little
Outside Evaluator: Will Brooke-deBock, Kaplan College

Noelle Christine Guido
Bachelor of Arts
POLITICAL SCIENCE & ECONOMICS

A study in political science and economics that broadly examines technological change with a focus on the concept of agency.
Project: Three papers. The first analyzes selected theories in international relations and economics and their implications for agency in technological change. The second applies realist theory to a case study of the U.S. federal government and its role as an agent of technological change in post-World War II America. The third examines digital information technologies and their implications for New World Order discussions.
Sponsors: Lynette Rummel, James A. Tober
Outside Evaluator: Scott McLean, Quinnipiac University

Eric Josef Hanser
Bachelor of Arts
MUSIC

A study of vocal music in both solo and choral settings through performance and analysis.
Project: Conducting a men’s chorus, one voice recital and two papers. The voice recital comprises songs of 20th century composers Aaron Copland, Samuel Barber and George Gershwin. The first paper is a performance history of the male part-songs of Franz Schubert. The second paper is an analysis of some of the male part-songs of Franz Schubert.
Sponsors: Luis C. Batlle, Stanley Charkey
Outside Evaluator: Mallorie Chernin, Amherst College

Michael Harrington
Bachelor of Arts
FILM/VIDEO STUDIES & AMERICAN STUDIES

An in-depth analysis of how film art and the film industry represent and contribute to the creation of a unique American mythology. Focus is on the myth of the suburban American dream to identify the relationship between film and society, as well as how this relationship participates in the creation of American culture.
Project: A paper examining a variety of films embodying the American dream as it pertains to traditional and contemporary versions of the myth of suburbia. A feature-length screenplay and two short narrative films provide examples of film method and practice.
Sponsors: Jay Craven, Kathryn E. Ratcliff
Outside Evaluator: John O’Brien, Independent Filmmaker

RoseAnna Bell Harrison
Bachelor of Arts
DANCE & LITERATURE

Study in dance and literature; an examination of the relationship between dance and poetry with an emphasis on adapting ideas from poetry into the dance medium.
Project: A paper examining the theory and practice of using literary themes in choreography and how this has been accomplished by choreographers Doris Humphrey and Eleo Pomare, among others. An analysis of “The Divan at Tamarit” by F. García Lorca and a paper written in Spanish exploring the topic of duende and its relationship with dance. The production of a dance performance based on “The Divan at Tamarit.”
Sponsors: Dana Holby, Alison Mott, Geraldine Pittman de Batlle, Edmund M. Breiﬂord
Outside Evaluator: Manuel Vivero, City University of New York
Andrea Megan Heny  
Bachelor of Arts  
LITERTATURE/WRITING  
An exploration of language as the common contingent basis of individual and social identity, focusing on American literature.  
Project: A paper, a memoir, and a collection of poetry. The paper examines language and chaos in two fantastic novels about childhood, *Dandelion Wine* and *Edein Mullhouse*. The memoir explores personal experience with a linguistically based identity.  
Sponsor: T. Hunter Wilson  
Outside Evaluator: Ellen Dudley, Editor, Marlboro Review

Georgeana Alice Hill  
Bachelor of Arts  
CERAMICS  
Study in the ceramic arts that involves wheel-thrown vessel forms and an examination of the origin and effects of the Arts and Crafts Movement.  
Project: An exhibition of ceramic work and a paper on the Arts and Crafts Movement with a particular focus on ceramics and the women involved.  
Sponsors: Michael Boyle, Timothy J. Segar  
Outside Evaluator: Angela Fina, Ceramic Artist

Joslyn Holloway Homberg  
Bachelor of Science  
BIOCHEMISTRY & POLITICAL SCIENCE/Development Theory  
A study of biochemistry and political science with a focus on tuberculosis.  
Project: An examination of the etiology and treatment of tuberculosis.  
Sponsors: Todd Smith, Lynette Rummel  
Outside Evaluator: Sarah Kemble, Franklin County Community Health Center

Emily Auer Hood  
Bachelor of Science  
BIOLOGY/Molecular Biology  
A study of apoptosis—the mechanism of programmed cell death—focusing on its molecular pathways and its role in the development and sexual differentiation of the brain.  
Project: A discussion of the role of apoptosis in the development and sexual differentiation of the neural substrate. A review of the molecular mechanism of apoptosis and laboratory research on the expression of the apoptotic protein Bcl-2 and its isomers in the developing rat brain and whether exposure to tetrachlorodibenzo-p-dioxin (TCDD), a potent environmental toxin, affects Bcl-2 expression.  
Sponsor: Todd Smith  
Outside Evaluator: Sandy Petersen, University of Massachusetts, Amherst

Wallace Averell Hurd IV  
Bachelor of Arts  
POLITICAL SCIENCE/Political Theory  
A study of Natural Law in the Western political tradition.  
Project: An examination of four political theories founded on pre-political principles.  
Sponsor: Meg Mott  
Outside Evaluator: Doug Challenger, Franklin Pierce College

Mona Adele Ibrahim  
Bachelor of Arts  
SOCIOLOGY/Social Psychology & PHOTOGRAPHY/Photojournalism  
A study of youth culture with a focus on the social group of rock musicians.  
Project: An ethnographic study of rock musicians in their business, familial and social worlds.  
Sponsor: Gerald E. Levy  
Outside Evaluator: C.J. Churchill, St. Thomas Aquinas College

William Malcolm James  
Bachelor of Arts  
SOCIOLOGY & WRITING/Creative  
A study of poverty and income inequality in contemporary America using both sociology and creative writing.  
Project: Two essays. One is on the nature of media ownership, ideology and entertainment; the second is on the influence of advertising on media content and the saturation of advertising in contemporary America.  
Sponsors: Gerald E. Levy, John Sheehy  
Outside Evaluator: C.J. Churchill, St. Thomas Aquinas College

Rachel Amy Jensen  
Bachelor of Arts  
AMERICAN STUDIES & VISUAL ARTS  
A study of the regionalist painters of the 1930s focusing on the murals of Thomas Hart Benton.  
Project: Three parts. A paper exploring the development of Thomas Hart Benton’s American-themed murals and the subsequent treatment of these works during the 20th century. A series of paintings exploring issues of national identity. An examination in American art.  
Sponsors: Kathryn E. Ratchiff, Cathy Osman  
Outside Evaluator: Paul Staiti, Mt. Holyoke College

Lara Morgan Knudsen  
Bachelor of Arts in International Studies  
DEVELOPMENT STUDIES & BIOLOGY  
A study of development with a focus on women’s reproductive health in Uganda and an investigation of the immune response induced by the malaria parasite in pregnant women.  
Project: An exploration of the Ugandan healthcare system, with particular attention to family planning, based on research done while in the field for eight months.  
Internship: Kiboga, Uganda  
Sponsors: Lynette Rummel, Robert E. Engel  
Outside Evaluator: Elizabeth Hartmann, Hampshire College

Susan Marie Levesque  
Bachelor of Arts  
HISTORY & MUSIC  
A study of the Negro spiritual from the arrival of the enslaved creators in the American South to their emancipation to the Civil Rights Movement and its subsequent metamorphosis.  
Project: A concert of spirituals and gospel music.  
A paper on the spiritual in American history.  
Sponsors: Timothy F. Little, Susan Dedell  
Outside Evaluator: Carolyn Taylor-Olson, Performer

Jessica McCloskey and Plan sponsor  
Carol Hendrickson, Marlboro’s anthropology professor.

Photo by Dianna Noyes ’80

Return to Table of Contents
Laura Renata Martin  
Bachelor of Arts  
AMERICAN STUDIES/ Gender Studies/ Media Studies & VISUAL ARTS/Photography  
An examination of representations of gender and race in U.S. visual culture, with a focus on ideological and political implications thereof.  
Project: Two papers. The first is an analysis of the discourse of postfeminism as articulated through the mass media; the second is an examination of the political implications of photographer Lorna Simpson’s images of black women. An exhibit of original photography drawing upon feminist themes.  
Sponsors: Felicity Ratté, Kathryn E. Ratcliff, John Willis  
Outside Evaluator: Lise Sanders-Shapiro, Hampshire College

Jesseca Anne McCloskey  
Bachelor of Arts  
VISUAL ARTS/Women’s Studies  
A study of an alternative cultural history as recorded by women’s personal scrapbooks.  
Project: An examination of an alternative history created through women’s scrapbooks. An exhibition of original artist books, photographs and collage constructing a personal narrative of memory and the everyday.  
Sponsors: Cathy Osman, Carol E. Hendrickson, Felicity Ratté  
Outside Evaluator: Rita DeWitt, Independent Artist

Barbara Elizabeth McCollum  
Bachelor of Arts  
HISTORY/Costume Design  
An exploration of Bohemian lifestyle and dress in late Victorian and Edwardian England.  
Project: A series of papers analyzing such topics as aesthetic dress, the development of Bohemian lifestyles in England from the Pre-Raphaelites to the Bloomsbury Group and an exhibit of two original dress designs.  
Sponsors: Timothy F. Little, Paul D. Nelsen  
Outside Evaluators: Leonard Berkman, Smith College, and Joyce Berkman, University of Massachusetts, Amherst

Patrick James McMahill  
Bachelor of Arts  
FILM/VIDEO STUDIES/Theater Studies  
An exploration within film studies and theater of the directional methods of Strasberg, Stanislavsky, Weston, Cassavetes and Mamet.  
Project: Direction of a feature film on Super 16mm. Writing, producing, directing a short Super 16mm film.  
Sponsors: Jay Craven, Paul D. Nelsen  
Outside Evaluator: John O’Brien, Independent Filmmaker

Andrew James Monroe  
Bachelor of Arts  
LITERATURE  
A study of literature examining fiction since 1900 with a focus on the works of Virginia Woolf and James Joyce. An examination of three of Woolf’s novels, Mrs. Dalloway, To the Lighthouse and Jacob’s Room, and Joyce’s Ulysses.  
Sponsors: Geraldine Pittman de Batlle, Heath Clark  
Outside Evaluator: David Littlefield, Professor Emeritus, Middlebury College

Laura Elizabeth Murray  
Bachelor of Arts  
LANGUAGES/French/Literature  
A study of 19th century French economic history, thought and literature.  
Project: Four papers. Two historical papers analyze the treatment of laissez-faire economic thought and development of centralization. Two literature papers analyze economic themes in the novels of Emile Zola and Gustave Flaubert.  
Sponsors: Veronica A. Brelsford, Laura D’Angelo, Timothy F. Little  
Outside Evaluator: Jay Caplan, Amherst College
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Title</th>
<th>Project</th>
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<tbody>
<tr>
<td>Micah Mutrux</td>
<td>Bachelor of Arts</td>
<td>COMPUTER SCIENCE</td>
<td>Programming for the web.</td>
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<td>Project: Implementation of a java-based web application with a database backend. Supporting papers on intelligent agents and java programming techniques.</td>
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<td>Sponsor: James H. Mahoney</td>
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<td>Outside Evaluator: Brandt Kurowski, Green River Data Analysis</td>
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<tr>
<td>Kristen Lee Olsson</td>
<td>Bachelor of Arts</td>
<td>THEATER/Dramaturgy</td>
<td>A study of the role of alternative dramaturgies in theater. Complementary studies examine the work of Bertolt Brecht, Vsevolod Meyerhold and others.</td>
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<td>Project: Dramaturgical exercises as prepared for two faculty productions, When 3 It’s Night and Scene 9.</td>
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<td>Sponsors: Paul D. Nelsen, Holly Derr</td>
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<td>Outside Evaluator: Leonard Berkman, Smith College</td>
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<tr>
<td>Morgen Pavlovic</td>
<td>Bachelor of Arts</td>
<td>FILM/VIDEO STUDIES &amp; HISTORY</td>
<td>A study of how cultural and social-political factors affect the creation of cinematographic trends and how cinematographic trends are rendered during production.</td>
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<td>Project: A set of papers that discuss German Expressionist and French New Wave films in the context of their place in 20th century European history. An original film that demonstrates knowledge of the cinematographic techniques used in the periods studied above.</td>
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<td>Sponsors: Jay Craven, Timothy F. Little</td>
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<td>Outside Evaluator: Ken Peck, Film Curator and Public Television Commentator</td>
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<td>Jenna Amber Pettipas</td>
<td>Bachelor of Arts</td>
<td>CULTURAL HISTORY &amp; HISTORY</td>
<td>An examination of the connection between figures of history and figures of folklore in British tradition, particularly the figure of King Arthur.</td>
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<td>Project: Two papers. One focuses on the historical person and the historical elements of Arthurian tradition, and the other focuses on folkloric or mythical elements of Arthurian tradition, with discussion of the connection between the Arthur of history and of folklore.</td>
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<td>Sponsors: Dana P. Howell, Timothy F. Little</td>
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<td>Outside Evaluator: Paul Cullity, Keene State College</td>
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<tr>
<td>Nicole Victoria Reinsel</td>
<td>Bachelor of Arts</td>
<td>THEATER &amp; LITERATURE/Shakespeare</td>
<td>An exploration of women’s wit in selected Shakespeare comedies.</td>
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<td>Project: Direction and performance of Beatrice in Much Ado About Nothing; a paper exploring women’s wit in selected Shakespeare comedies.</td>
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<td>Sponsors: Paul D. Nelsen, Jayshin Birjepatil</td>
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<td>Outside Evaluator: Ramie Targoff, Brandeis University</td>
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<tr>
<td>Kurt Philip Roderick</td>
<td>Bachelor of Arts</td>
<td>POLITICAL SCIENCE</td>
<td>A study of the decline of the nation-state system in current world politics and the possible development of alternative political associations.</td>
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<td>Sponsors: Meg Mott, Lynette Rummel</td>
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<td>Outside Evaluator: Scott McLean, Quinnipiac University</td>
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<tr>
<td>Sonja Reitsma</td>
<td>Bachelor of Arts</td>
<td>LITERATURE/Latin American Studies</td>
<td>A study of literature, focusing on women in Latin American literature and history.</td>
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<td>Project: Four papers: 1) a discussion of the representation of women in the poetry of Pablo Neruda and Octavio Paz, 2) a discussion of the history and current state of the Women’s Movement in Nicaragua, 3) a paper in Spanish on Nicaraguan author Gioconda Belli, and 4) the women in Carlos Fuentes’ The Death of Artemio Cruz.</td>
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<td>Sponsors: Geraldine Pittman de Batlle, Carol E. Hendrickson, Edmund M. Brelsford</td>
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<td>Outside Evaluator: Lilian Uribe, Central Connecticut State University</td>
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<tr>
<td>Andrew Nielson Robitaille</td>
<td>Bachelor of Arts</td>
<td>SOCIOLOGY &amp; PHOTOGRAPHY</td>
<td>A sociological and photographic study on the American elite sub-culture of equestrian show jumping.</td>
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<td>Project: An examination of the causes and effects of the current revolt of the American elites into isolated sub-cultures such as the equestrian show-jumping community. A photographic exhibit and narrative of personal experience in this community.</td>
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<td>Sponsors: Gerald E. Levy, John Willis</td>
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<td>Outside Evaluator: Steve King, Keene State College</td>
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<tr>
<td>Angela Michelle Schultdt</td>
<td>Bachelor of Arts</td>
<td>PSYCHOLOGY &amp; ART</td>
<td>An exploration of the function of art within the realm of psychology with a focus on art therapy and how it is used in psychiatric settings.</td>
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<td>Project: A paper that analyzes psychiatric internship in art therapy. A collection of patients’ and my original art work around psychological tasks.</td>
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<td>Sponsors: Thomas L. Toleno, Cathy Osram</td>
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<td>Outside Evaluator: Madeleine Page, Widener University</td>
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<td>Scott A. Sell</td>
<td>Bachelor of Arts</td>
<td>LITERATURE &amp; SOCIOLOGY</td>
<td>A consideration of theoretical models of the prison in American society from the perspective of the post-Hegelian notion of alienation, with a practical study of the role of poetry writing as an instance of the rehabilitative model.</td>
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<td>Project: A collection of original poetry, with supporting analytical writing based on the teaching of a poetry writing workshop in a New Hampshire county jail and on a study of theoretical models of prison functions.</td>
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<td>Sponsors: T. Hunter Wilson, Gerald E. Levy</td>
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<td>Outside Evaluator: Alan Feldman, Framingham State College</td>
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<td>Sean Douglas Smith</td>
<td>Bachelor of Arts</td>
<td>COMPUTER SCIENCE &amp; MUSIC</td>
<td>A study of computer science and music.</td>
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<td>Project: Software that uses signal processing for musical analysis and synthesis, a paper describing how it works and a collection of music compositions.</td>
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<td>Sponsors: James H. Mahoney, Stanley Charkey</td>
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<td>Outside Evaluator: Judy Franklin, Smith College</td>
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Luis Batlle, music professor, and his wife, Geraldine Pittman de Batlle, literature professor. Photo by Sarah Lavigne ’98

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Jay Aaron Snyder  
Bachelor of Arts  
ENVIROMENTAL STUDIES/  
Biology and Sociology  
A cross-disciplinary study of biological and sociological aspects of alternative agriculture with a focus on ecological soil management and community-supported agriculture.  
Project: An exploration of community supported agriculture in the context of the “relocalization” of food distribution.  
Sponsors: Jennifer Ramstetter, Gerald E. Levy  
Outside Evaluator: Scott Stokoe, Dartmouth College

Alexis Arlene St. James  
Bachelor of Arts  
HISTORY/Indian Studies & LITERATURE  
An historical, literary, and ethnographic study of caste in India and related issues of nationality and identity.  
Project: Four papers: 1) historical examination of the evolution of the politics of untouchability, 2) anthropological examination of untouchability in the United Kingdom today, 3) post-colonial literature, and 4) colonial literature.  
Sponsors: Seth Harter, Carol E. Hendrickson, Heather Clark  
Outside Evaluator: John Webster, Editor, Dalit International Newsletter

Katie Irene Swisher  
Bachelor of Arts  
MUSIC/Performance and Education  
A study of general music education methods for very young children with a complementary study of the role of music in Montessori preschools. Historical exploration of the violin and viola repertoire of the Baroque through Romantic eras.  
Project: Two performances exploring violin and viola repertoire of the Baroque through Romantic eras. Two papers: one examines Montessori philosophy and focuses on the implementation of music in Montessori preschools; the other explores general music education methods.  
Sponsors: Stanley Charkey, Thomas L. Toleno  
Outside Evaluator: Ruth Schecter, Educator

Miya Taoka  
Bachelor of Arts in International Studies  
ECONOMICS  
A broad study of the post-World War II Japanese economy with a focus on the automobile industry and consumer culture.  
Project: Two papers. One is a brief survey of post-World War II Japanese economic development. The other is a case study of the automobile industry and U.S.-Japanese economic relations.  
Internship: Tokyo, Japan  
Sponsors: James A. Tober, Carol E. Hendrickson  
Outside Evaluator: Makoto Saito, University of Massachusetts, Amherst

Matthew David Temple  
Bachelor of Arts  
FILM/VIDEO STUDIES & POLITICAL SCIENCE  
An exploration of the effects of art on political and social change. From the first word to the final cut: the making of “Senses of Place.”  
Project: A feature-length film and its original screenplay.  
Sponsor: Jay Craven  
Outside Evaluator: John O’Brien, Independent Filmmaker

Marissa Tovi Tenenbaum  
Bachelor of Arts  
ENVIROMENTAL STUDIES/  
Ecology and Sociology  
An ecological and sociological examination of small-scale agriculture in the Northeastern United States.  
Project: A review of the scientific literature pertaining to intercropping with an original experiment on intercropping and crop yield in a small-scale garden.  
Sponsors: Jennifer Ramstetter, Gerald E. Levy  
Outside Evaluator: Larry Winship, Hampshire College

Amanda Tinnin  
Bachelor of Arts  
HISTORY  
An examination of Ethiopian civilization and the historiography of Fernand Braudel.  
Project: A paper exploring the historiography of Fernand Braudel and its relation to the history of Ethiopia from c. 1400 to 1200 C.E.  
Included is an annotated timeline, a review of Braudel’s The Mediterranean and the Mediterranean World in the Age of Phillip II and an annotated bibliography.  
Sponsors: Timothy F. Little, Lynette Rummel  
Outside Evaluator: Tim Carmichael, Smith College

Marissa Tenenbaum and mom, Eve.  
Photo by Sarah Lavigne ’98
Ulla Valk
Bachelor of Arts
VISUAL ARTS
A body of artwork that recovers a sense of change and transformation of place.
Project: An exhibit of painting and sculpture.
A research paper on the Danish artist Asger Jorn.
Sponsors: Cathy Osman, Timothy J. Segar, Felicity Ratté, Michael Boylen
Outside Evaluator: Nancy Friese, Rhode Island School of Design

Esther Ruth Wakefield
Bachelor of Arts
PHOTOGRAPHY & LITERATURE
A study of the way people portray themselves in literature and image.
Project: Two papers. The first is on the memoirs of Terry Tempest Williams; the second is on art and family. Two artists’ books and a photo exhibition of collaborative portraits of three models.
Sponsors: John Willis, Gloria Biamonte
Outside Evaluator: Richard Lebowitz, Rhode Island School of Design

Kristina Aphra Weeks
Bachelor of Science
BIOLOGY/Conservation Biology
A broad study of wildlife ecology and community conservation in southern Africa.
Project: An investigation of large carnivore community ecology, based on field research on carnivore communication.
Sponsors: Robert E. Engel, Jennifer Ramstetter
Outside Evaluator: Douglas Bolger, Dartmouth College

Amos T. Worth
Bachelor of Arts
PHILOSOPHY/Ontology
Issues in Plato’s ontology. The relationship between Being and Non-Being as presented in the Sophist and the connection between Plato’s ontology and his conception of the philosopher.
Project: A paper examining the character of the Eleatic Stranger and the significance of his doctrine for Plato’s work as a whole.
Sponsor: Neal O. Weiner
Outside Evaluator: David Roochnik, Boston University

Daniel Roland Worthing
Bachelor of Arts
LITERATURE & WRITING
An examination of the idea of the hero in literature, film and popular culture.
Project: A series of papers looking at various aspects of the heroic tale as is told in classical literature, film and comic books. The writing of an original heroic tale and the publication of it in the form of a comic book or illustrated novella.
Sponsor: John Sheehy
Outside Evaluator: Stephen Bissette, Comic Book Artist, Film Critic

Anthony Mark Zeli
Bachelor of Arts
FILM/VIDEO STUDIES
An applied study of cinema as narrative and image, focusing on the craft of screenwriting.
Project: “So It Goes”: A feature-length adaptation of Kurt Vonnegut’s Hocus Pocus, and “Jung and the Cinematic Image,” a paper that explores the implications of Jungian psychology in cinema studies.
Sponsor: Jay Craven
Outside Evaluator: Ken Peck, Film Curator and Public Television Commentator

Avi Zollman
Bachelor of Arts
POLITICAL SCIENCE/International Relations & PHILOSOPHY/Political Theory
An analysis in political science of the Israeli-Palestinian conflict and the role of United States foreign policy, with attention to the impact of Wittgenstein’s philosophy.
Project: Two papers. The first is an analysis of post-recognition Israeli-Palestinian relations; the second is an assessment of the impact of U.S. policies on the conflict.
Sponsors: Lynette Rummel, Meg Mott
Outside Evaluator: Alan Zuckerman, Brown University

Alexandra Zuser
Bachelor of Arts
PHYSICS & MATHEMATICS
A study of the mathematical theory of groups and various topics in modern physics, with an emphasis on the role played in physics by symmetries and group representations.
Project: A representative collection of symmetry-based solutions to problems from classical mechanics, quantum mechanics and particle theory.
Sponsors: Travis Norsen, Joseph C. Mazur
Outside Evaluator: Noah Graham, Middlebury College

Graduate Dan Worthing and senior Mary Kelley. Photo by Dianna Noyes ’80

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CHARLES STAPLES and his wife, Joan, enjoyed an adventure to Australia, New Zealand, Fiji and Hawaii last year. Charles came East last spring for reunions at Moses Brown and Putney Schools, and they both drove East last fall for visits with old friends and Charles' 59th ascent of Mount Washington in New Hampshire. He also received a lifetime service award from the Independent Voters of Illinois for his 50 years of political action and precinct work in many election campaigns.

GERTRUDE and ELMER GREEY celebrated their 50th wedding anniversary last September. “It was great—5 children and 22 grandchildren were present, plus family and friends. Love to all,” they write.

ANTHONY CUCCHIARO writes, “Liz and I spend a great deal of time doting over our 14-month-old grandson. Life is good.”

LINDA KRAMER has retired from teaching after 36 years and is now volunteering in grade 2 at a private school. “I love it,” she writes. “My daughter Monique and her husband, Randy, have two beautiful sons: Noah, 3, and Alex, 2. My son Joshua graduates from Stanford this semester—proud mom and grandma.”

MICHEL MOYSE’s film Cowards, based on a short story by Elise Boyce, won the Best Experimental Film Award at the New England Film and Video Festival in Boston in February. The film was screened at the college this May.

JEREMIAH BURNHAM is “still working at Access Hollywood and loving it. Coming east for reunion at Putney next June—hope to drop by Marlboro, as well.”

“Turning 60, and Marlboro seems like it was yesterday!” writes ERIC ROSS. “Still teaching at Crested Butte Academy—much like Marlboro. HOLLIS BARNES, where are you?”

I have two beautiful granddaughters,” writes KAREN STEIN HALL, “and am surviving breast cancer, complete with mastectomy, chemo and radiation. If any of you need or want to talk about either event, please call or email me.” Karen’s contact information can be found in the alumni directory at www.potashhill.com.

JONATHON MEEKS writes from Wardsboro, “Married off my last child March 8. Grandchildren are starting to accumulate. Seriously wondering why I still live in Vermont after this winter.”

SUSAN WHITING writes, “On my birthday, JENNIE GREENE and MAGGIE MARX ’70 helped me celebrate on the Vineyard. Maggie is now in New Orleans, and Jennie is on the Vineyard.”

Manslaughter, the fifteenth novel in PARNIE HALL’s Stanley Hastings crime series, was published this winter. “Trying to follow the logic of a Stanley Hastings mystery is like trying to make sense of a Marx Brothers routine,” wrote reviewer Marilyn Stasio in the New York Times Book Review in March. “You’re better off just rolling with the laughs.”

Barbara and PETER HAACK ’55 have spent the past four winters in Morelia, Michoacan, Mexico helping to catalog an important historical library affiliated with the University of Michoacan. In an article in the West Newbury News, Barbara explained “There are over 24,000 books in the collection, dating between the 15th and 19th centuries. Our help included raising funds in the United States and, while in Morelia, helping with the inventory and selecting some of the important titles for further research. Now that the cataloging is complete, the library—La Biblioteca Publica San Nicholas—is open to historians throughout the world.” They took a number of photographs while in Mexico, a collection of which were exhibited at the G.A.R. Library in West Newbury, Massachusetts, in May 2003. Retired from their former jobs, Barbara works as a potter in her own studio and Peter runs Barberry Hill Books.
Memories of Jet Thomas

I always wondered what happened to Jet Thomas. Now I know. He lived out his ministry to young people at Marlboro College.

Jet touched our lives for a few months in the turbulent spring of 1968. My life partner, Wendy, and I were Middlebury dropouts, living the hippie life in Cambridge, where for a time I had a soda-jerk job at a Harvard dining hall near the Square. Jet noticed me there—perhaps it was my lost-boy look—and struck up a conversation. He kept coming back for milkshakes, and soon we were friends.

Wendy and I sure needed adult friends back then; we were hardly speaking to our parents. It meant a lot to us to have a grown-up affirm the choice we had made to live a different kind of life.

Jet invited us to his apartment for a meal, letting it be known that if we needed anything, he was there. We weren’t Harvard students, just a couple of kids trying to figure out how the crazy world worked. (This was no easy thing in 1968—or now.) One time, Jet lent us his car. I don’t think he asked whether I knew how to drive; we needed emergency transportation and that was enough for him.

We lost track of Jet later that year. By the time tear gas choked Harvard Yard in the spring of ’69, we were ready to move on—back to the Green Mountains and on to a 33-year marriage.

How do I know what happened to Jet? Potash Hill came into our home today, addressed to our son, a high school senior. Last summer, he expressed interest in Marlboro and visited the campus. As I thumbed through the magazine, there—after all these years—was Jet.

How do you celebrate a man like this? Great teachers never become celebrities. The best thing we can do to honor them is to say, “thank you.” Hey Jet, thanks for 1968. You made a difference.

—Jeff Lott
Yorklyn, Delaware

’69

JOHN DEVANEY had an exhibit, “Nantucket Paseggiata,” at the South Wharf Gallery on Nantucket this spring.

RICHARD ROSS, who admits to being out of touch with Potash Hill for a long time, lives and works in Moncton, New Brunswick, Canada. He and his wife, Eileen, have two children: Jeffrey, age 6, and James, age 7. Richard’s email address is rejross@sprint.ca.

’70

NATHALIE SAXTON de PEREZ writes from Troy, New York, “I graduated from RPI with a master’s in architecture in May 2001—unfortunately, due to the economy, there is not much work, so I’m being creative and freelancing, helping my elderly parents, substitute teaching. Life goes on even without a formal job!”

PAMELA JORGENSEN HIGGINS writes, “I would love to see anyone who is in the southern Maine area passing through on Route 1, Wells, Maine, R. Jorgensen Antiques.”

MAGGIE MARX “visited with SOO WHITING and JENNIE GREENE on Martha’s Vineyard for Soo’s birthday bash. A good time was had by all.”

’71

DAPHNE CROCKER is “looking forward to a singing tour of Austria and Czech Republic next summer with my University of Maine chorus group—a dream come true for me. Anyone who is in my neck of the woods (Hancock, Maine) is welcome to stop by. Also looking forward to having KATIE WINSHIP ‘72 be my neighbor in Belfast. Welcome home, Katie!”

FRED GRAY continues to “teach foreign language at The Putney School, spend a fair amount of time in Spain and also in the Bay Area since my daughter Harriet and her husband, Warren, have a new daughter—Tallulah Jane Trewant! I’m a grandfather . . . como pasa el tiempo!”

“I recently released my first CD, Songs of the Guitar,” writes JOHN LEHMANN-HAUPT. “Samples of several selections can be heard at CDBaby.com.”

’72

MEG KELSEY WRIGHT writes from Florence, Massachusetts, “I am directing programs for adults at Northampton Music Center—chamber music, theory, piano group—and teaching privately (piano) as well at Williston School. Also working on a major piano four-hand recital with a Chinese pianist and friend. This and three active children (almost 18, 12, 9) plus husband Jonathan’s creative and business life make for a happy, busy and fulfilling life!”

HAROLD ZAKON and his wife, Lynne, “still spend the summer with our kids in Woods Hole, Massachusetts. We teach at the Marine Biological Laboratory and do research, and the kids have a great time on the beach. This summer we made a pilgrimage back to Marlboro. We stayed with WILL and LULU WOOTTON and showed the kids the college. What memories!”

’73

“I’d simply like to say hello to many of you,” writes BOB DAUCHARTY. “Write me at RPD@over.net.”

ALICE GROSSMAN wrote in November, “I just met a recent Marlboro grad by total accident—MARTA WILL-GOOSE ’01, who happens to be a photographer and will be co-teaching with me at the Pingree School in Hamilton, Massachusetts, next semester!”

’75

BRIDGETTE CHACE BALL writes from Dallas that she is “still at Blue Cross and Blue Shield as a PeopleSoft programmer, have two kids: Erin, 18, and Caitlin, 13. Erin just returned from a trip to the Hunan Province in China and plans to start college in January. Caitlin is in the TAG Academy in the DISD and will be going to Europe this summer. My husband, Ray, is still balancing three jobs: parish priest, professor at the Anglican School of Theology and school director. I am taking...
a series of classes in Latin American literature and loving it."

MERRILL BLACK is “still in New York most of the time—my son Joshua (22!) lives here now, too. We have kept our house in New Hampshire and go back whenever we can. I am developing a writing/training business, which I think I’m going to call Active Voice. I stay in close touch with CAROL DOHANYOS ’74, who just completed a very rigorous program and is now a certified physical therapist, and have seen PATRICK BARON ’74 a couple of times. Always happy to hear from Marlboro-ites.”

MARC DES MEULES is the executive director of the Damariscotta River Association, a 30-year-old midcoast Maine land trust. “Tagging horseshoe crabs and surveying islands for tiger beetles,” Marc writes. “Sons Stewart, 16, and Mark Hooper, 14.”

“Not a day goes by in my life as a teacher that I do not think of how much I owe to Marlboro,” writes TERENCE WOODS. “My years at Marlboro were among the happiest of my life.”

Doug Smith ’75 with his son Sean.

Photo by Dianna Noyes ’80

‘76

SUSAN ADDINGTON writes, “Last summer I married David Dennis, whose field of research is the use of the history of mathematics in math education. He is also an artist, jazz musician (baritone sax), and virtuoso gardener. Check out our joint Website (www.quadrivium.info) to find out how to get his album, Let It Go, of e. e. cummings’ poetry set to jazz. I have now completely crossed over to math education from pure math (after an interesting sojourn doing ethnomathematics in Alaska), and am now embarking on a project trying to link what is known about cognition to how we should teach math to elementary teachers. I started my current course for teachers by forbidding numbers for the first two weeks. I heard from PIERA PAINE, who is still living in Manhattan, and composing and performing wild and wonderful vocal and instrumental music.”

ADRIANNE LOBEL was a co-producer and the set designer for the musical A Year with Frog and Toad, which opened at the Cort Theater on Broadway this spring. The play, based on children’s books written by Adrienne’s father, Arnold Lobel, starred Mark Linn-Baker and Jay Goede and was nominated for four Tony Awards, including Best Musical.

MICHAEL MAGISTRALI was reelected to a second term as probate judge for the Torrington (Connecticut) district probate court in November.

‘77

FAITH HARRINGTON’s oldest daughter, Anna, 17, has been accepted to Tufts University to study medicine.

‘78

NATHANIEL SIMKINS writes, “We have two sons in college. Just sold two paintings, looking forward to more free time, victory in the war on terror and hopefully the creator will not return to earth. Keep on truckin’, Marlboro College.”

‘79

ED MCMULLEN was “recently appointed curator of collections at the Everhart Museum of Natural History, Science and Art in Scranton, Pennsylvania. Doing lots of theater, lectures, et cetera. Movie Stories from the Mines, in which I played Clarence Darrow, was nominated for an Emmy but lost.”

‘80

JOANNE AYOB writes from Boston, “I have been a part of the health-care merger mania and am becoming increasingly worried about the politics of an industry that can be ‘on budget’ yet still lose money. I am growing my HR background, teaching leadership development, staying healthy and daily praying for peace. I hope you are all well.”

CARTER SIO is still teaching woodworking at the George School in Pennsylvania during the year, and at the Center for Furniture Craftsmanship in Camden, Maine, during the summer.

‘81

RICH BOWEN writes, “Karen and I celebrated our 25th this year, and I’m changing my Plan of Concentration to the socioeconomic impact of empty nest syndrome on aging boomers.”

PATRICIA LOWREY LIPPERT writes, “I went to Orr’s Island, Maine, with six other women artists in September and had a wonderful time painting. We will do a show from our experience in June. Still working at the animal hospital and loving it. If anyone knows where JENNIaffer CARPENTER is, please tell me.”

JEFFREY MCGUIRE writes, “Do not see many online from the early 1980s! Assume many not acquainted with online yet. Good to hear from you. In San Francisco and other places, as well. Miss the four-season climate. Busy as usual here unlike the solitude of Marlboro, which I like about the place. Please go on-line. Best there is these days!”

‘82

NANCY OKEN is living in the San Francisco Bay area with her 10-year-old son and practicing psychotherapy as a licensed marriage and family therapist. “Still writing and recently joined a new writing group. Writing practice, yoga practice and loving-kindness practice abound.”

Marlboro artists spotlighted

Marlboro graduates helped fill the May–June 2003 special arts and music issue of Vermont Magazine. The cover story featured instrument-maker RICK DAVIS ’71 of Jonesville. Inside coverage included stories about PATRICIA PEDREIRA ’83, her husband, Matthew Perry, and their Vermont Arts Exchange of North Bennington and potter MAYA ZELKIN ’95 of Marlboro. Also profiled in the issue were former faculty member and Sandglass Theater co-director Eric Bass and Wyn Cooper, a poet and former writing instructor.
Counseling teens: Bonny White ’85

When Bonny White was studying literature with Geraldine Pittman de Batlle in the mid-1980s she would never have dreamed that 20 years later she would be working with at-risk teenagers in Bellows Falls, Vermont.

In fact, she began her early days following graduation from Marlboro on college campuses working in residence halls and even as a student life advisor here in the late 1980s. Wandering through different career opportunities, Bonny says she ultimately became hooked on her current profession, drug abuse counseling, in the early 1990s after a job as a street outreach worker in downtown Brattleboro.

“It was a 10-hour a week thing. I would walk around and talk to the teenagers there and I found myself becoming an advocate for them to the business owners that were complaining about them,” she says.

She’s still spending her days advocating for teens, as the Outpatient Counselor for Youth Services at Park Place in Bellows Falls. A certified drug and alcohol counselor, Bonny spends her time running sober groups for teens as well as doing family intervention and support work. She meets with families of teens with substance abuse issues and does what she can to help them, which often means just listening.

“What I like the most about what I do is that every once in a while I get to see someone feeling better about themselves and the world around them,” she says. “And teenagers have such great senses of humor.” It’s been more than one teen who has come into her program either annoyed or apprehensive at the prospect of talking about his or her substance abuse problem. Eventually, though, they loosen up and show their true colors, she says.

And while White continues her work at Park Place playing second mom to the teens there, she and her husband Dwight Holmes ’94 are beginning a new adventure of their own. Bonny gave birth to their first child in June. —Erin George
“I have a new addition to my family,” writes SKYLER WIND, “a 16-year-old foster daughter. My 11-year-old son and 3-year-old daughter love her. Life as a single mom is very good. Love to all.”

‘88

MATT BUEHLER left the State Attorney General’s office to become commission counsel at the Massachusetts Commission Against Discrimination. “Other than that, not much is new,” he writes.

JOHN GOEBEL writes, “After a less than brilliant academic performance at Marlboro, I knocked about a bit and finally received a degree in sculpture. I work at the high-energy physics lab at Stanford University (SLAC). I married beyond my emotional means, but I am treading water. Christina and I are expecting a child in July. We live on the coast of California in Santa Cruz. California feels like a separate country, and I feel like someone else was me going to Marlboro in the ’80s, but looking at the pictures on the Web, it’s beautiful. I was lucky to go. I am writing a book for John Wiley and Sons on scientific computing using the Linux operating system. It’s supposed to go to press in June. It’s taken me so long that Amazon already discounted my unpublished book. I hope that everyone is doing well, and my regards to those who had Corky Kramer as an instructor; he introduced Beckett and Joyce beyond the literal meaning of the words, and was a good person to me. I was sorry to hear he passed away.”

JEFF MOODY writes from Maryland, “My time is spent renovating houses, writing plays and independently producing short films. I would love to hear from anyone who has a clue who I was!”

RENEE OUBRE’s paintings can be seen on the literary website, www.wordworth.com.

MEGAN WILLIAMS is “enjoying the challenges of raising 2- and 4-year-old sons. We have started some rotational grazing on our little farm in the Finger Lakes and keeping busy in vet practice!”

‘89

“Drew and I are happy in central New Jersey,” writes LAURA FIKE-LEVY. “I love homeschooling our children and working part-time as a nurse practitioner. Have an extra room for visitors.”

‘90

JOHN THIELS is “at Michigan as a long-term grad student; I plan to do fieldwork next year in Paraguay on multilingualism and politically authoritative speech genres. Hope all of you are well.”

STEVE RUTHERFORD and his family live in Atlanta, Georgia. “My wife, Kumiko, and I celebrated the birth of our son, Alexander Masaki, born on December 1, 2002. Our daughter, Nami, will be 3 in May.”

THERESE TINLING STEPHANO writes, “Things are great! I finished graduate school last year and received my master’s degree in counseling psychology. This year, my husband and I am proud to announce the birth of our son! I am at home full-time at the moment but plan to return to my counseling work with adults and adolescents before getting my therapist’s license. I’d love to hear from old friends.”

ELIZABETH STEWART’s “third grandchild is on the way. Still folk singing—or something that passes for it. Wish I could do Marlboro all over again!”

WILL VAIL and Monica “purchased our first house in Albany, New York. The town library is a short walk through a patch of woods behind our house. I am still doing music with Hospice. Great visiting with JASON BREEN ’91 and BOB CABIN recently.”

‘91

“Hello to JUDY, HAYDEN and Madelaine,” writes BOBBI HAHN. “Also a fond greeting to ALEX, MATT, MARY, MAIA and Ken. Still working with adults with disabilities, helping them to work in their communities. Drop me an email, and let me know what you’re all up to these days: robertahahn@yahoo.com.”

ROBIN HAYES is co-owner of a graphic design firm in Portland, Oregon, and does...
“Molly and Willa are 3,” notes JUNO LAMB. “They rule our lives. They say things like, ‘I’m not doing something naughty, I’m just doing something that looks like naughty.’ Everything else—writing, teaching and practicing yoga, editing the Tamworth Civic News, et cetera—gets squeezed in around the edges. Soon it will be time to plant the garden.”

CHRISTIAN MOERK is working as a screenwriter in California. His latest projects include Hunger, based on an 1890 Knut Hamsun novel, and Loaded, a true story about what happens to a small Florida town when they come upon an abandoned windfall of marijuana bales dumped by drug runners. Christian is working on Hunger with director Patrice Chereau, who won Silver Bear Awards at the Berlin Film Festival for his movies His Brother and Intimacy.

TYRA SORENSON is now an associate with the architecture firm Mithun in Seattle. “I occasionally do ArtWalk with MAIA SEGURA and her husband, Ken. It’s always great to hear from folks.”

’92

CECELIA ZAZ BRELSFORD finished nursing school in 2001 and “flew directly to southern California to hike north to Canada 2,650 miles on the Pacific Crest Trail. Am now finishing up my first year as an obstetrics nurse at Mary Hitchcock Memorial Hospital in Lebanon, New Hampshire.”

“Big couple of years here in Portland, Oregon,” writes DAVID CLARKSON. “Left an innovative and award-winning little alternative high school after six years to get my master’s in teaching. Spent one year teaching algebra (woah!) in the ‘burbs and now I’m back teaching high school science to Portland’s wackiest and least privileged kids. Today students devoured cauliflower and broccoli that they grew from scratch! More important, I’m getting married next summer to an old Reed acquaintance, Quin Murphy. Life is good and getting even better! Hi to JENNY, Bob and John and the unforgettable WILL VAIL.”

’93

SEAN COLE writes from Massachusetts, “My girlfriend, Maryellen, and I spent New Year’s Eve and morning with CAROL.
HAMMOND and ED LUTJENS in Portland, Maine, where they live. Maryellen and I are living in Arlington at the foot of a big hill with a tower on it. I'm still working as a field producer for WBUR's local version of Morning Edition. My host had to take some time off in January, so I took the opportunity to do two 12-minute stories commemorating the 25th anniversary of the Blizzard of '78. Learned while reporting that story that the all-time record snowfall in Boston was set that year: 27.1 inches. Eleven days after the anniversary, the record was broken. Now it's 27.5 inches. Ah, what a giddy smart-ass Mother Nature is, eh? Anyway, I hope you are all well. ERICA KENT: drop me a line at scole@whur.bu.edu.

LAURA RYNIAK CORNS has been “working in Wilmington, Delaware, and living on the Eastern Shore off the Chesapeake Bay in Maryland for the past eight years. If anyone is ever in the area or looking for a job in banking, look me up! My husband is a technology teacher at the board of education in Chesterland, Maryland.”

AMY CRAWFORD has a new position at IBM in Burlington, Vermont: “In addition to usability and design consulting (which is always needed) I now manage the production environment and fix deployment workflow for the IBM Edge, a Web portal for IBM’s microelectronics clients. Living in Burlington, working at IBM, looking for a better way to make a living! Anyone need a top-notch designer/manager/strategist? IBM has taught me a lot about what not to do in managing a site.”

CHRISTOPHER DAVEY was married in 2002 “to the wonderful Letrisa Miller. The wedding was held in Arlington, Vermont; we were blessed by good weather and the company of several Marlboro folk. T. Wilson officiated; Luis and Geri read poetry; MARK GENZLER ’95 was best man; Sally Andrews, Karina and SKARRN RYVNINE ’94 and the entire Kate and Steve Davie clan attended. Since then, Letrisa and I have been putting in many long hours to make her veterinary clinic a success (our efforts seem to be working). In my spare time I copedited a few academic journals and manage the editorial support services department (think copiediting, proofreading, indexing, etc.) for an educational publisher here in Norman, Oklahoma. All the best to everyone!”

KAREN HURLEY writes, “Just wanted to drop a line to say hello to everyone, as it has been a while since I’ve been in touch with Marlboro College and fellow alumni! I’m still in Norway (for nearly a decade now!), because of a good job opportunity I found here. After finishing my master’s degree in art history at the University of Oslo in June 2000 and working as a research assistant for a year, I have been working at the U.S. Embassy in Oslo since May 2001. I am the protocol assistant to the U.S. ambassador to Norway—coordinating all social and cultural activities for both the ambassador and the deputy chief of mission. It’s a very interesting job and I enjoy it very much, despite the less pleasant realities of the recent world situation. In addition, I’m doing some freelance work as an art historian—writing articles for exhibition catalogs and even working on a catalog of the ambassador’s art collection. My best to everyone back at Marlboro. . . . I really hope to visit Vermont again soon!”

CATE MARVIN writes that she expects to have completed her Ph.D. in English at the University of Cincinnati by June 2003.

SCOTT WILLIAMS and his family bought a new house in September and are expecting their second child. “Starting to do some intellectual property law. Hope to make it to the next reunion,” he writes.

’94

“I am currently living it up in the D.C. Metro area, where I have been for the last five years,” writes STEPHANIE CRENSHAW. “I am teaching in Maryland and loving it, having made the transition from country girl to city girl more successfully than I would have at one time thought possible. I am starting to enjoy warmer winters and have slowly come around to the point of view that being snowed in on the side of a mountain every winter is not a necessary element to my complete happiness. I know all I want to know about the WELCHES (love you, guys), I am happy to be keeping up with JESSICA KOLBE PYTCKO and her wonderful new family, GREG SARACINO ’95 has promised to fly down and visit me as soon as he has his pilot’s license, and I have received occasional updates from TOBY ’95 and MASHA ’96 SMITH who are in my neck of the woods. I would love to know what everyone else is doing, though. So if you see this, please feel free to drop me a line. I’d love to hear from you! Oh, okay, HEIDI, I guess you can write, too (hee hee),” Stephanie’s e-mail address is esthersummerson@hotmail.com.

CYNTHIA EUSTICE received a master’s in counseling psychology at Antioch New England Graduate School. “Yipee! I will start working as a therapist at Simon’s Rock College of Bard in the fall,” she writes.

TIMALYNE LINDQUIST FRAZIER’s story “Burning in the Montage” is in an anthology being published by Wheatland Press. “If you go to the Website (www.wheatlandpress.com), you will find me!” she writes. “Phoebe, Paul and I are all having a lot of fun being an active part of the Marlboro College community. I’ve been enjoying my jobs as SLA, stay-at-home mom and writer,” she adds. “I sold my first poem to Nantucket Magazine. It will be out this summer.”

ANDREW GATES is living in Georgia and working in Florida as a management consultant on a business software implementation project. “Hello to the tribe.”

KRISTA HAIMOVTICH writes from Berkeley, “Still out in sunny northern California and loving it! The work situation is, well, let’s just say I’m in transition!” However, I am excited to announce the launch of a new project I’ve co-created in partnership with Jeff Greenwald (author of Shopping for Buddhas and Scratching the Surface). Our new ‘baby’ is a nonprofit called Ethical Traveler—an organization founded to help educate travelers about how their choices affect our world’s cultures, ecosystems and economies; to create a virtual community of travelers; and to promote the act of traveling as a form of grassroots ambassadorship. Our Website is at www.ethicaltraveler.com.”

ELIZABETH MEIER writes, “I welcome all who remember me to write if you feel so inspired. I’ve wondered what’s become of so many of you. Email: elimeier@talkers.net.”

JESSICA KOLBE PYTCKO and her husband, Peter, have a son, Zachary Thomas Pytcko, born on August 24, 2002. “Being a parent is awesome!” Jessica writes.

LOREN TALBOT is at Pratt University working toward a master’s degree in city and regional environmental planning. “Celebrating the return of school-length vacations by traveling as much as possible. Missing fresh air, but haven’t grown tired of New York.”

REBECCA WATSON graduated from Yale Divinity School in May. “Future uncertain!”
RANDY and HEIDI WELCH write, “Life in Hillsboro, New Hampshire, is going well. Randy just started a new job as the director of special education for the Bow district. Brianna is 6, loving school, Girl Scouts and chorus. Heidi is enjoying working as an elementary school librarian and a high school drama director.”

DORON ZIMMERMANN has a daughter, Faye Dana Zimmermann, born on May 1, 2003. “She is a real beauty and her parents are deliriously happy!” he writes. “Mother and child are in good spirits; Dad, too!”

’95  
REBECCA LYNCH NICHOLS writes, “Will be finally finishing my master’s in Spanish at Middlebury this summer. Still teaching Spanish and art in Boston. Hello, all.”

ED and CAROLYN ’96 ROSS write, “Hello. All is well here. We are enjoying homeschooling the girls and are surprisingly still living in the Boston area. We still see LAURA ROBERTS ’93 regularly for story hour and happily keep in touch with other Marlboro friends whenever possible.”

’96  
“Anyone from Marlboro in Seattle, I would love to see you!” writes BRIAN DOUGHERTY.

ELI FISHMAN recently became a homeowner on Long Island and is working at an aquarium.

CAROL HAMMOND and ED LUTJENS ’95 write, “JANAN COMPITELLO, wherever you are, get in touch with us!”

’97  
MICHAEL BECKER writes, “A big shout-out to all friends, professors, trees, et cetera. MEGAN MOONEY ’98 and I are engaged! I am very excited. Also just saw Willie Nelson live. I will never be the same again. Word up, yo.”

DENNIS CALLAHAN is working as a news photographer for a wire service, primarily in and around New York City.

RADHA ROGERS has a son, JanCarlos Christopher Geigel, born on January 13, 2003, in Saint Croix.

“Finally got a job in the field I went to grad school for,” writes AARON TIEGER. “I am now archives technician at MIT. It’s about as low-level as you can get and still have benefits, but it’s a start (and a great place to work). And I’m happy to say that after another long hiatus, I am writing more poetry than ever and will be reading as part of the Harvard Square Spring Poetry Festival in April. You can see some of my poems at www.canwehaveourballback.com, issues 9 and 16. Finally, I am now poetry editor at Art New England Magazine. Look for poems by MARK LAMOUREUX ’95 in the March issue. I’d love to hear from people.”

’98  
SHAW IZIKSON wrote in February that “American Feed Magazine is back, with coverage of the Seattle peace protests by JOHN HUDNALL ’98, ‘Nine things you should know before you praise France, Germany and Russia’s UN maneuvering’ by DANIEL LEBEBVRE ’98, Mighty Joe Activists’ tools for email activism and much more, Mumia Abu-Jamal talking about the war behind the war. Dig in: http://www.americanfeedmagazine.com.” Shaw also notes that AARON TIEGER ’97 has left the music section of American Feed and they are searching for a replacement. If interested, write to editor@americanfeedmagazine.com.

’99  
KHALISA HERMAN is living in California, writing science tests for McGraw-Hill. “Grad school is on the horizon—I’m applying to study play research and its application to education. I plan to be in grad school next fall, hopefully in the Northeast.”

“VLADIMIR” STEPHEN HUNT writes from Stanford University, “Howdy all! I finished medical school classes and Step 7 board exams, and I’m now settled into my Ph.D. lab. I’m keeping in touch with the medical side of things through working an evening a week in the ER. Drop me a line: vshunt@stanford.edu.”

MORIA MILTON was married to William Perez on June 1, 2002, in Montana. “Selected to be in the 2003 Female Firefighters of America calendar which raises money for the UM/JM Burn Center in Florida.”

KATHRYN QUIN-EASTER wrote after the holidays, “Hello to those out there in the great wide world! We spent Thanksgiving in San Diego County (Carlsbad) with Erica’s grandparents and a couple of navy cousins. Christmas/Yuletide here in Maine with my parents and brother (he lives with us: the cellar dweller). New Year’s with queer kids at the local queer youth organization making party hats and being amused by those 22 and under headed out to watch the fireworks over Portland Harbor while we planned on a night at home asleep! Having a great time in Maine. The house is still lovely, of course. Grad school is proving as fun as ever. I’m still working for the art school. Trying to find time to do a little play or two here in town and being wholly unsuccessful—theater has gone by the wayside. I would love to hear from people. Write.”

SARASWATI ROGERS wrote from Saint Croix in January, where she is visiting her sister RADHA and Radha’s new son, Christopher. “I fell in love and want to eat him up,” she wrote. “I have two jobs, one on the water. I’ll stay here as long as I can make money, and am still planning to go to India in September.”

ERICA WESTLY is starting a Ph.D. program in neuroscience at Case Western in Cleveland.

’00  
PARISA “DOVE” NOROUZI writes, “Hello, everyone! I’m loving my new-ish job as a community organizer for a group called Washington Innercity Self Help and I’m helping to form an affordable housing cooperative called the Ella Jo Baker. Hope to see you all as you pass through for upcoming protests!”

’01  
JEREMIAH BURROW writes, “I intend to finish writing my master’s thesis at Dartmouth College this summer. My topic, a growth from my Plan, is Dostoevsky and Eastern Orthodox theological aesthetics. In the fall I will join Marlboro alumnus BAR CLARKE ’89 at the Deck House School in Maine, where I will teach English. My son Jessop is now a happy but mischievous, sprouting 2-year-old.”

LAUREN BEIGEL writes, “Hello, Marlboro. I have moved to the Wild West! I am living in the Arizona desert working for the Florence Immigrant and Refugee Rights Project as a paralegal. It is a non-profit that works with detainees in the INS detention centers here, offering free legal counsel and representation. I am learning a lot about immigration law and the tragic...
circumstances that many immigrants find themselves in due to unfair laws. Eye opening, heartbreaking, frustrating and fascinating. I thought the Marlboro handbook bylaws would be the only law I would ever have to study—guess I was wrong. I didn’t know February could be so warm! There are lots of rocks out here to climb. Come visit!”

ERIN CASEY writes that she is “living in Boston, working hard at starting a magazine called The Logos with some friends and graduates of Skidmore College. You can visit the online version at www.the-logos.com.”

TIM COLLINS performed his one-man show Eleventh & Love at the Hooker-Dunham Theater in Brattleboro in December and at the college in January. The new show grew out of Collins’ experience of living in London on and following September 11, 2001. It “explores the alienation and absurdity of trying to process the trauma while living abroad,” Collins said in a Brattleboro Reformer article about the show. 

RACHAEL FRANK and ERICH BENNAR have moved from Saint Louis (where Rachael ran into MELANIE GOTTLIEB) to Springfield, Massachusetts. “Not married or working our dream jobs yet, but we’re happy and we’re moving forward! All our best to Marlboro!”

MELANIE and GARY GOTTLIEB ’97 wrote in December from Missouri, “We are settled in here in the Midwest (yikes!) and missing you all in Vermont. No snow yet . . .”

KYLE NUSE writes, “Hello, Marlboro friends! While transitioning from Marlboro to New York City has been challenging, I am embracing many opportunities the city offers, including coursework in Ayurvedic healing and nutrition. Travels with my wonderful boyfriend to his homeland, India, may be in the near future.”

“Hi, all! I’m having a great time in New Orleans with LAURA BYINGTON and DAVE PIERCE,” writes JACQUELYN PILLSBURY. “Finally got a job, and otherwise occupied memorizing The Odyssey. Jota, did you get the absinthe I sent you from Prague?”

ANDREW SANDLIN is living in Brattleboro and interning with filmmaker Ken Burns.

JULIA SLONE is teaching music at the Halifax Elementary School, giving private voice lessons and directing the women’s chorus at the college. She is also recording an album with the Five O’Clock Belles, formerly know as the Quintessentials, with whom she toured to China last spring on a college-sponsored trip.

Bringing art to critically ill children: Anna Vogler ’00

After her younger sister was diagnosed with cancer, Anna Vogler began a program that to date has helped some 300 chronically ill children. “Arts for Life” allows children with serious illnesses to express themselves through art projects, photography and journaling. All of the projects are structured to help children meet goals and look at their lives in a different way. “The projects are there to help keep their minds off the other stuff that is going on in their lives,” Anna says.

Arts for Life gives children the supplies and art tools to focus their minds in other directions while they wait at the hospital. Children going through painful and mentally challenging experiences are thus given an outlet for their feelings, Anna explains. Arts for Life works to allow children who come to the hospital for painful chemotherapy treatments to leave with something they want to show someone, and hopefully change some of their perceptions of the hospital experience. Among the arts programs open to children in Arts for Life is photography. Children involved in the photography program receive a camera to take pictures documenting their experiences; some of these photographs can be found on the Arts for Life Website, www.theartsforlife.org.

Anna was recently awarded a gold medal by the National Football League’s Junior Community Quarterback Award program. The award, created to honor people under 25 “who demonstrate leadership and dedication to others” includes a $25,000 contribution to Arts for Life. Contributions of photographic supplies, art supplies and money can be mailed to: Arts for Life, 301 Monticello Road, Weaverville, NC 28787.

—Meghan Chapman ’06
Paul N. Olson, trustee

Paul Olson, a friend and trustee of Marlboro College for 50 years, died on February 10, 2003. He was 87. Named to the board of trustees in 1953, Paul had served until then as clerk pro tem and financial advisor to the college. For a number of years, he also served as the college’s lawyer, primarily on a pro bono basis. Paul concurrently served on the board of the Marlboro Music Festival, and was sole surviving founding member of that board at the time of his death. “He was a very good man,” remarked former Marlboro President Rod Ginder, “and served as a real bridge between the two boards for many, many years.”

Paul was born in Orange, New Jersey in 1915. He received his bachelor’s degree from Dartmouth College and his law degree from Yale University. He served in the Navy from 1941 to 1945 and received a special commendation for his work in preparation for the Normandy invasion.

After the war, Paul joined the newly-opened Brattleboro law firm started by Osmer Fitts. In 1955 the firm became Fitts Olson, and in 1995 celebrated its 50th anniversary as Fitts Olson & Giddings, known in the area as being the longest continuously operating law firm in Brattleboro, and the first to be joined by a woman partner.

Paul served on a number of other boards in the Brattleboro area, including The Putney School, Brattleboro Adult Education, and the Brattleboro Music Center, where he served for 33 years. He was a member of the Vermont Board of Bar Examiners for many years, and a member of the Windham County, Vermont and American Bar Associations.

Paul is survived by his wife of 39 years, Dorothy, and by two nieces.

John Hanford ’52

John “Jack” Hanford, 77, died after a brief illness on September 4, 2002 in Paradise, California. Jack came to Marlboro in 1949 after attending Brown University and serving as a member of the U.S. Marines during the battle at Iwo Jima and the occupation of Japan. He received his bachelor’s degree in science from Marlboro, where he worked with Halsey Hicks studying forestry. He received his teaching certificate from the University of California at Berkeley and taught math in the Paradise Unified School District for 25 years. Jack was also very active in a number of community activities, including the Paradise Community Concert Association and the Paradise Performing Arts Center. He sang in the choir of the Paradise Methodist Church for over 40 years, and was one of Marlboro’s first class agents in the late 1980s. Jack’s passion remained forestry and he was the custodian of his family’s 120-acre property in Paradise, 80 acres of which are being preserved in a conservation easement called the Hanford Family Land Trust. Jack is survived by his wife Priscilla and their three children.

Josie Avery ’77


Josie, who majored in anthropology at Marlboro and received a master’s degree in education administration from Harvard, worked as an advocate and administrator serving people with developmental disabilities. At the time of her death she was associate director of Ocean State Community Resources, Inc., in East Providence. She also worked as the Human Rights Project coordinator for the Rhode Island Developmental Disabilities Council and, in an effort to help law enforcement officials better understand people with disabilities, taught at a number of police academies in Rhode Island. She was also the co-author of Home At Last, a book about Prudence Island, where she lived and was chairperson of the Prudence Conservancy and editor of its newsletter. Josie served on the Alumni Council at Marlboro for a number of years. She is survived by her brother, stepmother and two stepsisters.

George R. Ehrlich ’86

George Ehrlich, senior speaker for his graduating class, died unexpectedly on May 14, 2003 at the age of 37. George, who did his Plan of Concentration in theater and psychology, studied directing at Columbia University after graduating from Marlboro and went on to receive a master’s degree in counseling psychology at Antioch New England Graduate School.

At the time of his death, he was a practicing psychologist in Woodmere, New York, specializing in Freudian psychology. He was enrolled in the Fielding Graduate Institute in New York City to begin work on a Ph.D. in clinical psychology this September. George is survived by his mother, father and two brothers. In his speech at Commencement 1986, George remarked on the transition from Marlboro: “…what I have learned, and I am sure that I share the common sentiment, is that in light of possible limitation, vanity, failure and even profound loss, there is a promise of hope, and a belief in the glorious human spirit to ascend from the lowest depths to the greatest heights. In this sense, the only tears that are appropriate today are tears of joy.”

Gordon Baker, former faculty

Gordon Baker, a visiting professor at Marlboro in the fall semester of 1972, died in Oxford, England, on June 25, 2002. An American who served as a fellow and tutor at St. John’s College, Oxford, from 1967 until his death, he was educated at the Phillips Exeter Academy, Harvard College, and Queens College, Oxford and took his doctorate at the University of Kent. A mathematician at Harvard, he studied Greats (classical Greek and Latin literature, history, and philosophy) at Oxford and finally philosophy, his interest from the beginning, at Kent. A formidable intellect, yet modest and warm, he was a loyal friend who loved a good discussion and a good laugh. —Tom Ragle
Andrew Robitaille ’03 and Eliot Goodwin ’04 celebrate the end of the school year on the fire pond.

Photo by Dianna Noyes ’80