

A Newsletter by Haverford Parents  
for Haverford Families

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## JOIN THE CONVERSATION!

Haverford parents now have a private online discussion board to share ideas and talk about issues of interest and concern. Register at <http://news.haverford.edu/parents/>

## SAVE A TREE!

If you would prefer to receive your copy of *Founders Green* electronically (instead of via the US mail) please contact us at [records@haverford.edu](mailto:records@haverford.edu) and give us your e-mail address along with your student's name and class year.

## DID YOU KNOW...

Back issues of *Founders Green* can be found online at [www.haverford.edu/forparents](http://www.haverford.edu/forparents)

## WRITERS WANTED:

*Founders Green* needs contributors. If you are interested in writing for this publication, contact Alumni Relations and Annual Giving: [alumni@haverford.edu](mailto:alumni@haverford.edu)

# More Than A Beginning

One of the best things about the summer is that Jenni and I get to travel and meet alumni, both around the country and abroad. This year took us to France, Scotland, India and California, and what was truly inspiring was seeing how most recent alumni are integrating the lessons from their Haverford experience with their own aspirations for the future. Whether they are bringing Haverford-style chemistry education to southern California, spearheading new sustainability programs in Mumbai or starting entrepreneurial restaurants in Bangalore, they are extremely comfortable identifying the needs and opportunities of the communities they join and then bringing to bear their own talents to enrich and improve those communities.

Looking back on their experiences at the College, I can't help but feel that their ability to innovate and lead comes directly from the combination of traditional liberal arts and sciences education with more recent evolutions in contextual and interdisciplinary learning that are so uniquely Haverfordian. Essentially, your sons and daughters are taking the core, time-honored approach of liberal arts study and re-visioning it under the influence of numerous opportunities for collaboration with faculty, internships in the U.S. and abroad, conferences and workshops, and on-campus events.

Such connections between classroom learning and the outside world provide the opportunity to see how theory informs practice and vice versa. This summer, over a hundred students performed on-campus laboratory research, nearly as many traveled for research explorations around the world to sites of economic, political and social turmoil, and many more worked collaboratively with humanities faculty on new interpretive research projects. Each of these students return to campus this fall palpably energized and armed with a much richer contextual framework with which to dive into their scholarship at the College.

This integration of learning across settings is particularly effective at Haverford thanks to three relatively recently created academic centers: the Marian E. Koshland Integrated Natural Sciences Center (KINSC), the John B. Hurford '60 Humanities Center (HHC), and the Center for Peace and Global Citizenship (CPGC). Since their inception following our previous comprehensive fundraising campaign of 1999-2004, the Centers have worked with our traditional academic departments to create portals that students use to enrich their classroom and laboratory experiences.

The explicit and unusual degree to which we encourage and expect students to engage in original analysis and creative research is manifested in each student's senior thesis (for arts majors, a senior project or performance). This comprehensive senior thesis, designed and performed under the careful mentorship of our faculty, is the capstone of four years' work. Indeed, giving every Haverford student the chance to develop and execute their own original scholarly work is a reflection of the opportunities that exist here for direct engagement, the trust we have in our students and our belief that this intellectual ownership best prepares our students for lives of meaning and leadership after graduation.

Not surprisingly, students who engage in serious scholarship and research and who travel on internships every year are directly applying that extracurricular experience to the academic activity that follows. For example, students who went on overseas internships in the summer of 2009 acquired direct, hands-on familiarity – and, in many cases, data – that directly informed their senior thesis work upon returning to campus that September as they prepared to graduate in 2010. And it's not stopping at Commencement: This year, young Fords won postgraduate fellowship support from organizations like Watson, Fulbright and Churchill to build on the work they did in their senior theses – which was itself informed by previous extracurricular study.



This approach to academics nourishes Haverford's commitment to graduating students who will be leaders in their chosen fields because they know what it means to own the process whereby challenges are identified and solutions are sought. And I believe that this is truly Haverford's place in the world, to offer these opportunities and challenge our students to take their best advantage. This is what the Haverford experience is all about, and the training serves them well whatever they do after graduation, whether they become teachers, investment managers, physicians, researchers, social workers, lawyers, statesmen, artists...and parents.

All of which explains why the 'start' of the year is in many ways merely a signpost in a journey that is multidimensional, textured and continuous. Haverford students – educated by teacher-scholars in an intellectually rich and open community devoted to understanding and improving our world and the lives of its inhabitants – are immersed in an ever-evolving process of learning, discovery, and renewal. Yes, it's the start of a new academic year. But it's also the continuation of what began last summer – which was but a next step beyond what emerged the semester before. Today's questions yield tomorrow's knowledge, and your sons and daughters are inventing the future – their own, and that of our world. I am proud to be able to work with them!

Best wishes for a fulfilling year. I look forward to meeting you here on campus at Family & Friends Weekend, October 29-31.

Steve Emerson





## Life Is Greater Than You Can Imagine

By Pamela Brounstein P'10

The reality of commencement began to set in a few weeks beforehand when I was in a store trying to select a congratulatory card for our son, Andrew Lipstein. I wondered: What was the message we wanted to convey? To help make my decision, I started recalling what the Haverford experience had been all about, what our hopes had been when we dropped off Andrew to begin his freshman year, and the personal growth he has exhibited since then.

Our son's exposure to Haverford's values, and their potential impact on him, began on accepted students' day in April 2006, when then-President Tom Tritton told the admitted students not to be afraid to challenge authority. It was the first of many instances of the College's emphasis on developing self-reliant individuals and independent thinkers.

As the Haverford years went by, my husband and I took great pleasure in the examples of Andrew's growth: newly discovered academic and extracurricular interests such as math, literature and satire writing; hiking the Appalachians in Tennessee; and travels through Europe while abroad for a semester, among others.

Yes, some aspects of the parent-child relationship were fading at the same time. We were moving further away from the child with the mop of near-perfect, red curls who thanked us profusely for his

birthday parties and who bought me roses at our local 7-11. And yes, as commencement neared, nostalgia was creeping in. But it shared space with pride in our son and the excitement of what is ahead.

By the time I stood before the selection of graduation cards, I thought about what I had known for a while: Our son was well-equipped to move out of the college bubble. More than all my other sentiments competing for attention weeks later at commencement, that one offered the most comfort.

And the card I chose? It featured a quote by Thoreau: "Go confidently in the direction of your dreams. Live the life you have imagined." During graduation weekend, though, I came across a quote I liked better. In an informal talk at Haverford with the other honorary degree recipients the day before commencement, French philosopher Jean-Luc Marion summed it up best when he told the soon-to-be graduates and their guests: "Life is greater and broader than you can ever imagine."

## A Toast to the New Grad

By Michele Dickey P '10

We leave tonight for Haverford College to begin the graduation festivities, which seem to be increasing in number. We have our clothes, gifts, dinner reservations, and right now I am calm. We are gathering with other parents, some we've met before but others we "know" only through the parents' listserv—we've even exchanged photos to help recognize each other. I've shared a lot with these new friends via e-mail—twelve in one busy day as we related where we were in our preparations—and I'm eager to see them. But I think that's the only "eager" I anticipate.

We are, of course, happy, and oh-so-proud of our graduating daughter, Lauren, of her hard work, grades, loyalty to crew, orchestra and percussion ensemble, Newman and her job at security. (She worked her last shift Senior Week. I asked why she didn't get a substitute so she could enjoy the waning time with friends; she answered, "I thought it would be nice to spend my last shift with the guys at security.") Every pre-graduation event—breakfast, reception, speeches by honorary-degree recipients, baccalaureate mass, family celebratory dinner that evening—marks off another increment in time toward that march in cap and gown, when she will cross over from Haverford student to Haverford alum. She will leave the proverbial "Haverbubble" to continue her job search unimpeded by papers, voluminous reading assignments, and other academic rigors. But most sadly, she will separate from this nest of wonderful friends. How perfectly her dorm's suite came together, with members hailing from as close as New Jersey and as far as Washington State. Can such bonds be formed outside academia? How long will it take to form another circle of friends who come find her for meals, chat far into the night and greet her with tea if her train is late?

I am at the point where I can count down hours.

It is 6:15 graduation morning, and I feel nervous. It is surreal.

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Graduation is now three weeks in the past. Everything went splendidly — good seats (was it significant that the two families who arrived before us were also parents of "onlies"?), glorious weather, excellent photos and meaningful speeches. Lauren kept on her gown and cap until the last possible moment for photos with friends, family,

and professors. Although there were tearful partings later in the day, that night brought a perfect culmination of a special day, maybe even the special four years. We shared triumphant toasts at Philly's oldest pub with family and friends from Texas and England, then boarded a bus to tour the city by night. I'd proudly told the guide as we climbed aboard, "Brand-new Haverford graduate here!" The kindly tour guide soon led the top of a double-decker bus in a round of applause for the new grad!





# Where Educational Policy Is Made

By Sarah Smith Sangree P'12

***For many parents, the essence of Haverford can be evoked by the College's Quaker ideals, the broad expanse and century-old oaks of Founders Green or the bucolic duck pond. But when it comes to the actual education of our sons and daughters, the Educational Policy Committee (EPC) runs the show.***

The EPC, the most important committee you've never heard of, oversees educational policy and the curriculum, makes major changes to the academic calendar, advises the provost on tenure-line searches and periodically reviews the College's graduation requirements, including those covering course distribution and foreign language expertise. Requirements for majors, minors and the various concentrations, formulated by the academic departments, are also reviewed by the EPC, and, like the graduation requirements, are approved by the faculty as a whole.

Composed of four faculty members (a chair, plus one representative from the Humanities, Social Sciences and Natural Sciences), two students, the provost and two deans, the EPC is responsible for keeping abreast of new ideas in higher education and initiating proposals to the faculty based on these ideas. "The amount of work that moves through the Committee is at times daunting," says Richard Freedman, the current EPC chair and the John C. Whitehead Professor of Music and chair of the Department of Music.

"This past year, we reviewed nearly four dozen proposals for new courses," Freedman continues, pointing to newly approved offerings in economics (Sports Economics), religion (Hindus and Muslims in South Asia), chemistry (Chemical Structure and Bonding) and Spanish (Latin American Documentary Cinema). EPC also reviewed "a handful of significant changes to major and minor programs and some new or revised concentrations (which build on major programs, but across disciplines and divisions). We work on a consensus model, which is to say slowly, as we hear all viewpoints en route to mutual agreement."

Perhaps the EPC's most ambitious project this past year was an initiative conceived in 2008 to affirm and reinvigorate the College writing program. "Writing is a vital part of a liberal arts education," notes Freedman, "and Haverford, like many colleges, is looking at ways to address the deterioration of writing instruction and increasing standardization that is occurring in high schools." In addition to meeting the needs of students who are inadequately prepared for the demands of its Freshman Writing Program, Haverford has a commitment to fostering original scholarship as students



develop expertise in major and minor fields and mature as writers. At the same time, "all of this had to be considered in the context of the resources on hand, and the stated requirement that students take a one-semester Freshman Writing course at Haverford. Discussions were systematic and often slow," says Freedman. But this past spring, the Haverford faculty and the Board of Managers endorsed the changes recommended by the EPC.

These changes represent a substantive commitment by Haverford to emphasize writing as a means of inquiry, analysis and persuasion, and are intended to serve students well regardless of what path they choose after graduation. The College will hire a permanent director of Rhetoric and Composition; a search for this position will begin during the 2010-2011 academic year. Regular faculty will be joined by a number of new teaching fellows to teach the nearly two dozen sections of Freshman Writing as well as higher-level courses; these positions will be phased in over four years, with the search for the first fellows to begin in 2011-2012.

According to Freedman, "Each year a fellow will teach two sections for freshmen and one 200/300 level course, and will spend the equivalent of one course working with the Center and the director. This could be time for one-on-one tutorial, workshops, organization of a panel, work with a student journal, etc. The director will thus have the authority and resources to do innovative work with the Center at all levels of the curriculum, and will have the benefit of an array of fellows to do the job. There will still be other tutorial help needed, as there is now." The new 200/300 level courses, designed in consultation with host depart-

ments and with the director, will introduce students to disciplinary modes of argument.

In another EPC project this past year, Assistant Professor of Philosophy Jill Stauffer worked with colleagues across a range of disciplines to redesign the Haverford component of the Bi-Co Peace and Conflict Studies concentration. This initiative, part of Stauffer's charter when she joined the Haverford faculty in the fall of 2009, provides a theoretical framework for students and re-crafts the concentration as "Peace, Justice, and Human Rights." Stauffer will teach an introductory and two other courses in this concentration.

The EPC also reviewed requests related to a new program in Environmental Studies. Thanks to a grant from the Mellon Foundation, Haverford has the opportunity to appoint three new tenure-line positions in the Departments of Chemistry, Biology and Anthropology; the chemistry appointment has already been made. The EPC is now reviewing a proposal for a concentration in Environmental Studies "that will allow students to connect diverse disciplinary interests in the Humanities, Social Sciences, and Sciences as they study natural environments and our roles in them," says Freedman.

The agenda for the coming year looks just as crowded. Says Freedman: "EPC will turn to a number of other themes that range widely across the curriculum. We'll be talking about our foreign language programs, about experiential learning and about our 'concentrations,' which are designed to allow students majoring in one department to assemble an array of cognate classes that build toward a thematic focus."

# Music at Haverford: A Fine and Liberal Art

By Marc Sacks P'08, '13

Haverford is well known, musically speaking, for its many *a cappella* ensembles. But musical life goes far beyond that, as the College affords a wide range of opportunities for students to play, hear and perform classical music.

About 400 students take advantage of those opportunities, says Heidi Jacob, associate professor of music since 1996, who directs the Haverford-Bryn Mawr Orchestra and heads the College's chamber-music program, coaching nearly all of its ensembles.

Students participate in the orchestra, the chorale (directed by Professor Tom Lloyd) and the dozen or so chamber ensembles. Many take private instrument or voice lessons from area teachers (on a faculty-approved list); those who are less experienced may even take lessons from fellow students. The students also benefit from performing with and being coached by guest artists. For example, members of the Artist-in-Residence Network for New Music, described by the *Philadelphia Inquirer* as "Philadelphia's premiere new music organization" and including Philadelphia Orchestra members, work and perform with students on 20th- and 21st-century music. Moreover, Jacob points out, the ensemble also "often performs music of Haverford faculty, such as Professor



Associate Professor of Music Heidi Jacob

Ingrid Arauco's Fantasy Quartet, performed in the Spring of 2008."

Jacob, a cellist who studied at Curtis and Juilliard, says her students "work hard and have a fine work ethic, and they're so bright." She is interested in learning what else they are studying and appreciates the breadth of their education and interests. In order to enhance the students' musical education, Jacob goes beyond the music itself. When working with

ensembles, she discusses the theory and historical context of the works the students are learning. To broaden her students' perspective, she requires those taking her ensembles for credit to attend concerts and to write about the experience in a blog.

Along with performances by the orchestra, chorus and chamber ensembles each semester, students can also enjoy concerts presented by the Guest Artist Series; faculty recitals; and other events, such as the Music & Conversation with Tony Orlando, a percussionist with the Philadelphia Orchestra, to be presented in October. Student-run events, such as *a cappella* concerts and musical theater, provide further forums for performing and hearing excellent music. In addition, ensembles may also play at paid private events, such as weddings and funerals.

And the College's recording studio, Black Squirrel Records, provides a place for on-campus groups to record their music.

Music is a vibrant facet of life at Haverford. The extent and intensity of music-making demonstrate the College's (not to mention Jacob's) dedication to music as both a fine and a liberal art and the importance of music in the education and lives of many Haverford students.

