

SPRING 2010

Goucher
Quarterly

**TELLING
HISTORY**

on the front cover:

Dana Kulchinsky '10, Elizabeth Von Ende '12, Emily Gray '10, and Heidi Lee '10 interviewed Holocaust survivors Israel and Adelah Gruzin as part of an oral history class (see p. 30 for story).

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Goucher College is a private liberal arts and sciences college founded in 1885.

For up-to-date information about the college, visit www.goucher.edu

22 looking back, thinking ahead

The year 2010 is underway, and we ask five Goucher faculty members what the second decade of the new millennium will bring.

30 storied lessons

Goucher students interview Holocaust survivors as part of an oral history class.

34 green peace

One Goucher alumna pursues a simpler, greener life and discovers that it is worth the effort.

3 | goucher TODAY

8 | giving to GOUCHER

13 | gopheREPORT

14 | alumnae/iUPDATE

40 | impromptu

42 | inMemoriam

47 | viewPOINT





contributors



Photo by Dave Frey

Heather Harris MFA '05

Since earning her MFA in creative nonfiction, Harris has written for and edited several publications, including the *Baltimore City Paper* and *Urbanite* magazine, where she spent a year as executive editor. Currently a faculty member at the Community College of Baltimore County, she writes in this issue (p. 34) about the challenges and advantages of living a simpler, greener life.



photo by Jovan

Dana Kulchinsky '10

A double-major in English and women's studies, Kulchinsky is working this spring as the *Quarterly* intern. A native of Huntington, NY, she interned last summer for New York State Sen. Craig M. Johnson (D-Nassau) and hopes to become a lawyer. In Fall 2009, she took an oral history class, and her article about telling the stories of Holocaust survivors appears in this issue (p. 30).



photo by Todd Olszewski

Billie Weiss '11

Weiss, whose photographs of the 2010 blizzard appear in this issue (p. 6), is majoring in communications and media studies. He has served for two years as the photography editor and as a reporter for Goucher's student newspaper, the *Quindecim*. Last summer, he was the photography intern for the Baltimore Orioles and this summer will be the multimedia intern for the *Baltimore Sun*.

Click On

Welcome to the first online-only issue of the *Quarterly*



When the college decided to publish a first “paperless” issue of the magazine, I was well aware that change can be challenging, nerve-racking, and exhilarating. Now I am hoping that it also will prove to be illuminating.

Like other publications, from the *New York Times* to the *Pennysaver*, the *Quarterly* faces rapidly changing opportunities and demands. Beyond the challenges of a tough economy and the responsibilities that come with reducing our environmental impact, we all are facing a radical transformation in the way information is disseminated—and we need to begin positioning ourselves for future success.

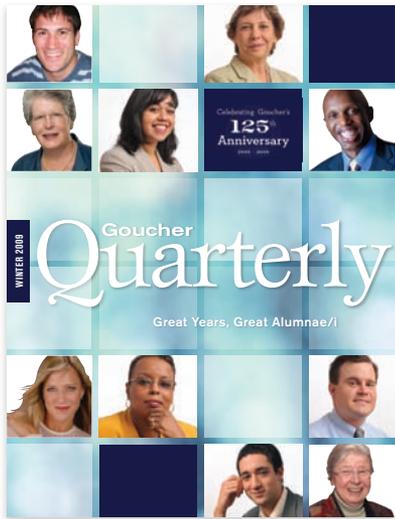
Is publishing one online-only issue the answer for the *Quarterly*? I don't yet know. I do know that it saves money in uncertain economic times. And I know that it allows this publication to be part of Goucher's efforts to become environmentally sustainable. I know, too, that by 2015 more than half of Goucher's alumnae/i will be under 35 years old. Just last month, when talking about this online-only magazine issue, one young alumnus asked: “When can I get it on Kindle?”

Some months ago, an alumna from the Class of '40 called to say she wasn't keen on the idea of an online-only issue. “I really like holding a magazine,” she said. Nonetheless, she asked me to check that I had her e-mail address listed correctly. “I don't want to miss the magazine, so I am going to give it a try.”

She inspired me. And in editing this paperless issue, I have learned that an interview with an astronomer about the future of the universe can be just as mind-blowing when read online as it can be in a printed magazine (see p. 25). News about two young poets who are beginning their professional lives (see p. 4) can be as engaging read online as on paper. And an article about students who, as part of a class, meet and interview Holocaust survivors then retell the stories they hear as oral histories is poignant whatever the format (see p. 30).

I hope you will join that alumna from the Class of '40 when she clicks on the next page and reads all of the great news stories and features in this issue.

Best regards,
Holly Selby | Editor
holly.selby@goucher.edu



feedback

 by mail
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quarterly@goucher.edu

Letters should be 250 words or fewer (longer letters may be edited for length) and must be accompanied by sender's name, daytime phone, and current address. Submissions will be edited for clarity and style. Publication will be as space permits.

Tribute to a Beloved Professor

With much sadness, I learned of the death on November 3, 2009, of Dr. Alice Rossi, who was a professor of sociology at Goucher in the late 1960s and early 1970s. Dr. Rossi was a mentor and friend to me during my senior year at Goucher, empowering me to conduct independent research on the image of women in Southern literature. She wrote letters of recommendation for me and encouraged me to pursue a Ph.D. Although I never completed my doctorate, she cared about me as a person, not just a high-achieving student.

Dr. Rossi was a feminist scholar with a national reputation. She and I corresponded every year at Christmas, and she has remained a profound influence on my life. My condolences go to her children, Peter, Kris, and Nina, and my prayers are offered for her spirit with boundless gratitude for her presence in my life experience.

Sincerely,
Janet Sloane Muller Benway '70

Editor's note: An obituary of Alice Rossi can be found on page 42.



Share your thoughts

Click here to take a survey about the *Quarterly*

Notes of Gold

Internationally acclaimed pianist Leon Fleisher gave a golden performance on March 7 at the 50th annual Henry and Ruth Blaustein Rosenberg Lecture-Performance.

Established with a gift from the Louis and Henrietta Blaustein Foundation to honor the late Henry and **Ruth Blaustein Rosenberg '21**, the series over the years has brought acclaimed musicians to campus, including Isaac Stern and Yo-Yo Ma.

Regarded as one of the greatest pianists of the last century, Fleisher's career was tragically altered in 1965 by a rare neurological disease that immobilized two fingers on his right hand. Despite the disease, Fleisher continued performing left-handed repertoire, teaching, and conducting. In recent years, Botox therapy has made it possible for him to use his right hand again.



Photo courtesy of Leon Fleisher



Photo by Billie Weiss '11

(L to R) Robert E. Meyerhoff, President Sanford J. Ungar, and Robert F. Kennedy Jr.

Speaking of the Environment

Robert F. Kennedy Jr., a longtime advocate for environmental preservation who is considered the country's foremost environmental attorney, came to campus last semester to give a talk titled "Our Environmental Destiny: How to Get There in Troubled Economic Times." Kennedy, who was the Fall 2009 Robert and Jane Meyerhoff Visiting Professor, is also a clinical professor and supervising attorney at Pace University School of Law's Environmental Litigation Clinic and the co-host of *Ring of Fire*.

Goucher Poets Shine

BY JANIE KORN '10



Two recent Goucher graduates have written poems that appear in the *Norton Pocket Book of Writing by Students*. The anthology, a collection of works written by college students, features only nine poems—including one written by Barack Obama when he was a student.



In “Lucille,” **Holly Roland '09** explores the simplicity of the popular 1950s sitcom *I Love Lucy*. A recipient of a Kratz Fellowship for Creative Writing, the Dillard, GA, native spent last summer in the Galapagos Islands writing poetry. Roland plans to pursue a career in art therapy.



Photo by Rachel Stark '09

Lindsay Stuart Hill '09 wrote “One Life” in response to a Japanese official who reacted to news of a student’s suicide threat by saying: “You have only one life, and that life is not yours alone.” Hill, who received two Kratz fellowships, spent summers in Ireland and at New York’s Zen Mountain Monastery. Last fall, she was the poet-in-residence at Baltimore’s Carver Center for Arts and Technology; this spring she began working as a writer at the *Quarterly*.

Goucher in Top 10 for Study Abroad

The Institute of International Education now lists Goucher among the top 10 baccalaureate schools in the nation for study abroad. (The college is ranked No. 1 in Maryland.) These days, about 20 percent of Goucher students choose to study abroad two or more times during their college years.





green spot

Building Green

Goucher College received the 2009 Special Accomplishment Award from the Maryland Chapter of the United States Green Building Council (USGBC) for the college's newest building, the Athenaeum.

The USGBC is a nonprofit organization dedicated to promoting environmentally responsible construction projects. Now in its fifth year, the Maryland chapter's annual awards program recognizes individuals and institutions whose building designs incorporate environmentally sound practices.

Located at the heart of campus, the Athenaeum, which was dedicated last fall, was honored for its environmentally friendly design, its focus on the needs of students and faculty, and its contributions to the local community.

The college worked with architecture firm RMJM to ensure that the Athenaeum's design would reflect a strong environmental ethic. Some of its green elements include

insulated glass that decreases heat gain, solar water heating, and light-activated window shades. The building also is surrounded by water-efficient landscaping and includes two green roofs planted with indigenous greenery and succulents to minimize heat gain and decrease storm-water runoff.

"We are absolutely delighted to win this prestigious award for sustainable design," said Phil Dordai, RMJM principal and LEED-accredited professional. "It is an acknowledgement of the strong commitment of RMJM and Goucher College to green design and that innovative architecture and sustainability seamlessly fit together."



President Sanford J. Ungar accepts the 2009 Special Accomplishment Award given by the Maryland Chapter of the USGBC on January 28, 2010.



The Big Dig Photos by Billie Weiss '11

People dubbed it the Blizzard of 2010 or Snowmageddon. Whatever they called it, no one denied that Goucher (and the rest of Maryland) was covered in a heck of a lot of snow.

From February 5 through February 10, the campus received an estimated 38 inches of the white stuff. Snow covered the loop road, making it indistinguishable from the lawns; frosted the evergreen boughs, weighing them down like weary arms; and hid Goucher's stone walls and recycling



bins, turning them into frosty snow sculptures. The college officially was closed for six days while facilities management services, public safety officers, housekeeping crews and food service employees scrambled to keep roads open, rooms heated, and food for the students coming.

On any given night, staff members who were deemed “essential” slept where they could. Some spent the night in a nearby hotel, others slept in the Athenaeum. Still others stayed in the Julia Rogers Building (where it’s said that ghosts were wandering). The students, too, could be seen around campus, bundled up and building igloos, lobbing snowballs, and sledding on contraband cushions and food service trays.





Meeting and Greeting in Boston

More than 20 young alumnae/i (and by that we mean folks who graduated during this millennium) gathered last fall to eat and drink—and learn about the Greater Goucher Fund. Old friends reconnected and new friendships were made at a happy hour held at the 21st Amendment, a historic tavern in Boston's Beacon Hill neighborhood.



(L to R, top row) Alex Smith '05, Miguel Williams '06; (L to R, middle row) Erika Davis '05, Casey Shaffer '05, Alison Dagger '08, Joval Webbe '05, Ashley Dubin '08; (L to R, front row) Oliver Smith, Christine Fodness Smith '04



(L to R, back row) Brandon Arber '06, Vaughn Frisby '08, Seth Michaelson '04, Miguel Williams '06; (L to R, front row) Danielle Cohen '06, Ashley Gavarny '06, Erika Davis '05, Nicole Sawitz '08, Betsy Miller '06, Julia Pollack '07, Aliza Ross '07

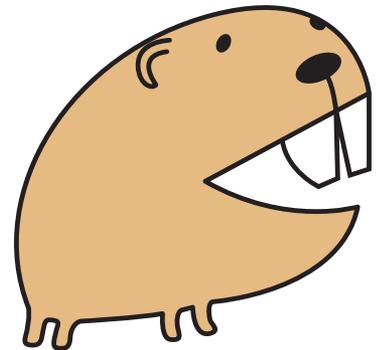
giving to Goucher

Gophers Give Back

The Goucher mascot has taken on a new initiative: promoting Gophers for Goucher, a program aimed at educating students about philanthropy.

Launched last fall by a committee of students and alumnae/i, the effort offers students a variety of ways to support the college. Thus far, Gophers for Goucher has sponsored several events, including Scrabble tournaments and a wine tasting. The program also has raffled off a spring-break trip to Las Vegas and is scheduled to raffle off two more trips to “mystery” locations. All proceeds will be donated to the Greater Goucher Fund (formerly known as the Annual Fund), which supports scholarships and other programs not covered in full by tuition.

“We’re introducing to the students the idea of giving back and supporting the college,” says **Aliza Ross '07**, assistant director of annual giving and leader of the effort. “These events educate and offer a chance for students to give a small donation to Goucher while enjoying themselves.”



GOPHERS
..... for
GOUCHER

To give to the Greater Goucher Fund, visit the secure website at www.goucher.edu/gift

One of the Family

BY LINDSAY STUART HILL '09

Although he never attended Goucher, John F. Crigler Jr. can't help feeling as though he's part of the college's family. After all, the number of Goucher graduates among his relatives is impressive: three sisters, two aunts, a mother-in-law, and a cousin-in-law, to name a few. The members of the Crigler extended family who attended Goucher, in fact, go back to 1892, the year of the college's first graduating class. "I had a great deal of respect for all of those graduates," says the 90-year-old physician. "At that time, good schools for women were rare."

Of course, the most important Goucher graduate in Dr. Crigler's life was **Mary Adele Sippel Crigler '44**, his wife. It is in memory of Mrs. Crigler, who died in 2007, that Dr. Crigler has given to the college a generous charitable gift annuity, which offers the donor an income tax deduction as well as a fixed annual income for the remainder of his life.

The couple met while Dr. Crigler was attending the Johns Hopkins University School of Medicine. "They'd always lock her dorm at midnight, so there are all kinds of romantic tales about a medical student who had to walk back from

John F. Crigler Jr. and the late Mary Adele Sippel Crigler '44

Maryland Avenue or even Towson to North Broadway," he says. After Dr. Crigler completed his degree and a nine-month internship in medicine, the couple was married in January 1944, five months before Mrs. Crigler graduated. Two days after the wedding, Dr. Crigler entered the U.S. Navy. On June 6, 1944, the date of the Allied invasion of German-occupied Normandy, Mrs. Crigler received her diploma while her husband waited to deliver injured troops from Omaha Beach to England.

The couple traveled to Dr. Crigler's various naval posts after Mrs. Crigler graduated, moving five times in the first year of their marriage. In 1951, they settled with their growing family in Wellesley, MA. Dr. Crigler began graduate work in biochemistry at the Massachusetts Institute of Technology, but left three years later to accept a position with the Harvard Medical School at Children's Hospital Boston. There, he founded the Division of Endocrinology in the Department of Medicine and acted as its chief for 34 years.

But Dr. Crigler prefers to speak about his wife's accomplishments: "She just took care of all of us," he says. "She didn't ask for anything;



Photo courtesy of Dr. John F. Crigler Jr.

Dr. John F. Crigler Jr. and his late wife,
Mary Adele Sippel Crigler '44

she was extraordinarily gracious and generous with her time and talents at home and in the community.”

On the subject of his gift to Goucher, Dr. Crigler notes: “The essence of it is that you can never repay what you get from your experiences in these institutions. I went from Duke to Hopkins, to MIT, to Harvard, but the greatest gift to me in life has been my Goucher graduate.”

Goucher Is All in This Family

Below is a list of Sippel-Crigler family members who attended the college.

Extending from the Sippel side of the family:

Emily Sippel '99

Martha McClintock Sippel '70 P '99

Catherine Jean Heubeck Weltner '45

Emma Virginia Drury Sippel Teller '20 P '44

Doris Weltner Brumback '40

Isabel Drury Heubeck 1909

Anna Heubeck Knipp 1892

Extending from the Crigler side of the family:

Eleanor Fielding Crigler Aldinger '36

Catherine Wolf Crigler Gebhart '30

Elizabeth Aylor Crigler '27

Anna Dryden Wolf '11

Eleanor Bittinger Wolf Stewart 1908

BRAGGING Rights

That's 'Ms. 1,000' to You

The Goucher women's basketball team said farewell this winter to one of its best players in recent history. On February 10, while playing in the Decker Sports & Recreation Center, **Amber Smith '10** scored the 1,000th point in her career. She is the ninth player in the history of Goucher women's basketball to do so. Her illustrious career leaves her near the top of almost every statistical category: She finished eighth all-time in points with 1,057, third all-time in rebounds with 791, and third all-time in steals with 217. Smith also broke the record of 76 career blocks held by **Maren Hill '03**; Smith turned away 82 shots during her college career.

Killer Competitor

Goucher's volleyball team qualified last fall for the Landmark Conference playoffs for the second year in a row due in large part to **Megan Smith '10**. Goucher's career leader in kills with 1,563, Smith was the only player in the conference to average more than four kills per set. She earned all-conference honors and became the only player in the program's history to be selected all-conference three times in her career.

Record-Breaking Efforts

Records fell one after another in February at the Landmark Conference Swimming Championships. Last year's co-swimmer of the year, **Britt Hogstrom '10**, set school and Landmark Conference records in the 100 freestyle and the 200 freestyle. She successfully defended her crown in the 200 freestyle and is now a three-time champion in the event. Teammate **Lindsey Phillipson-Weiner '11** placed third in the 500 freestyle, breaking a 15-year school record with a time of 5:21.45.



Become a fan of the Goucher College Gophers on Facebook at facebook.com/GoucherGophers and keep in touch with the latest events and happenings within the Athletic Department.

gopheReport

Celebrating Goucher's Athletic Legends

A spotlight soon will shine on the athletic greats of Goucher's past: the Goucher Athletics Hall of Fame will be unveiled on April 24, during Alumnae/i Weekend. Additionally, three former Goucher athletes and a former coach will be named its inaugural members.

A joint venture of the Athletic Department and the Office of Alumnae/i Affairs, the Hall of Fame will recognize former Goucher athletes and coaches, as well as athletic trainers, managers, and administrators who have made significant

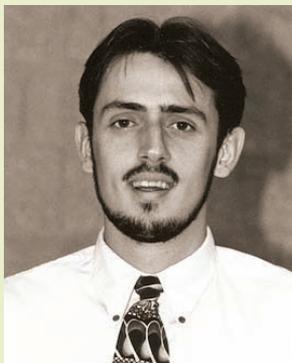
contributions to the college on and off the field. It will be housed in a permanent, interactive display located in the Decker Sports & Recreation Center. An induction ceremony will be held annually, at which two to four new members will be named.

"The Hall of Fame offers us an opportunity to honor Goucher's great athletes of the past. We will be able showcase the all-women's college athletics as well as our co-educational athletics in a unique manner," says Geoff Miller, director of athletics. §



For more information about the Hall of Fame, visit http://athletics.goucher.edu/information/Hall_of_Fame

Inaugural Hall of Fame Members



Predrag "Pretz" Durkovic '98
Men's basketball
Goucher's all-time leading rebounder



Josephine E. Fiske
(posthumous award)
Physical education
Coach and department chair



Judy Devlin Hashman '58
Women's badminton
International singles and doubles champion



Susan Devlin Peard '53
Women's badminton
International doubles champion

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Robert Lee Bull Jr. '93
*AAGC Nominating
Committee, Facilitator*

Vacant
Alumnae/i Fund Chair

mark your calendars

April 22
ANNAPOLIS, MD

Spring Sing

The Goucher Chorus, U.S. Naval Academy Glee Club, and Annapolis Symphony Orchestra Spring Concert. 7:30 at the U.S. Naval Academy

June 7
PHOENIX, MD

Blue & Gold Golf Tournament

Tournament followed by a buffet dinner. Check-in 10 a.m., Hillendale Country Club



For information about the Spring Concert in Annapolis, MD, call 410.293.8497. For information about the golf tournament, call 410.337.6383.

For a complete schedule of events, visit www.goucher.edu/125 or call toll-free, 1.800.272.2279.

● OUT OF TOWN

● ON CAMPUS

● IN BALTIMORE

alumnae|iUpdate



Photo by Mike Ciesielski

Dear Goucher Alumnae and Alumni,

If you are reading this, then you know that the “green” issue of the *Quarterly* has arrived—and not by snail mail. The decision to publish a “paper-free” issue reflects both our desire to embrace environmental responsibility and current financial realities. As you read the magazine, you will notice that Class Notes is missing. Don’t worry: We’re well aware of their popularity, and Class Notes will appear in the summer (print) issue.

I’d be remiss if I didn’t point out next that a great opportunity to reconnect with your Goucher roots is just around the corner: Alumnae/i Weekend, which represents the culmination of the college’s 125th anniversary festivities, is being held April 23-25.

With more than 70 events planned, the weekend promises to be a grand time. The highlight will be the Baltimore Birthday Party (complete with the famous Goucher cake) to be held Saturday night in the Athenaeum. The weekend will offer us a chance to acknowledge and relish the accomplishments of Goucher’s amazing graduates.

In the meantime, Summit 125, an online conversation among our more recent alumnae/i leaders (those who have graduated since 1985), is rolling along. Discussions have focused on four key areas—alumnae/i involvement, communication, career networking, and philanthropy. Our goal is to keep all our graduates, no matter their ages, engaged with the college.

Now for the “housekeeping” part of my job: A few of the decades-old AAGC bylaws need to be fine-tuned. The proposed revisions, which include allowing the board to transmit information to the alumnae/i body electronically, will enable us to cut costs and to reduce the college’s carbon footprint. Complete copies of the bylaws and proposed changes are posted on our website. A vote of approval of these changes will be taken on April 24 at the AAGC annual meeting.

I hope to see you there—as well as during the rest of Alumnae/i Weekend. Let’s celebrate the accomplishments of the past 125 years and look forward with renewed commitment to the future of Goucher College.

Warm regards,
Katherine E. Healy ’78
President AAGC

Here are the 2010-11 AAGC nominees:

ALUMNA TRUSTEE

Melinda Burdette '72: The vice president of development and planning for Crow Canyon Archaeological Center, Burdette lives in Cortez, CO. She was the director of annual giving at Goucher from 1987 to 1997 and an AAGC director from 2001 to 2004.

AAGC BOARD OF DIRECTORS

Todd Eric Hawkins MAAA '10: A project manager for Public Art for Public Schools at the New York City School Construction Authority, Hawkins lives in Brooklyn, NY. He earned a bachelor of fine arts degree in drama from the University of Oklahoma.

Paul Powell '03: A former educator with Teach for America, Powell is the founding principal of the True North Troy (NY) Preparatory Charter School, and lives in Albany, NY.

Odette T. Ramos '95: The founder of Strategic Management Consulting, Ramos is the five-year-old company's president and chief executive officer. She holds a master's degree in politics and public policy from Rutgers University and lives in Baltimore.

Minnie Waters Shorter '73: A human resources project manager at the Social Security Administration, Shorter lives in Baltimore. She has a master's degree in management information systems from the University of Baltimore.

AAGC NOMINATING COMMITTEE

Tobi Elkin '86: A writer/analyst at eMarketer, a research firm that focuses on digital marketing and media intelligence, Elkin also is a New York-based freelance writer and editor. She holds a master's degree in political science from the University of Massachusetts Amherst.

Jane Riggle Van Aken '61: Retired from careers in real estate, substitute teaching, and as an educational special-needs technician, Van Aken lives in Williamsburg, VA. She has served as an AAGC regional representative and, from 1997 to 2000, sat on the nominating committee.

Susan Rae Zeigler '95: The HIV prevention project manager at Chicago House and Social Service Agency in Chicago, IL, Zeigler holds a master's degree from the Jane Addams College of Social Work at the University of Illinois at Chicago. She lives in Chicago, IL.

The nominees are scheduled to be approved at the AAGC annual meeting on Saturday, April 24, 2010, in Merrick Hall. To submit a name to the candidate pool, contact the nominating committee at alumni@goucher.edu or call 1.800.272.2279

(L to R) Lynn Toby Fisher '71;
 Fern Karesh Hurst '68,
 moderator; Rhoda M. Dorsey,
 president emerita; Marianne
 Githens, Goucher professor;
 Sanford J. Ungar, president;
 Becki Kurdle '61, chair of
 Goucher's Board of Trustees;
 Patricia A. Goldman '64



Goucher Women's Summit

On February 23, Goucher invited alumnae who graduated between 1960 and 1985 to a panel discussion about the most important event in the college's recent history: the decision to become a co-educational institution. Called the Goucher Women's Summit, the event, which was held in the New York City law offices of Kaye Scholer, was attended by more than 40 men and women. It offered participants a chance to review how the decision was made, recall how it felt to be a student before and during that transformational era, and voice how they feel today.

The discussion was moderated by **Fern Karesh Hurst '68**, a trustee emerita who sat on the committee that investigated the feasibility of becoming a co-educational institution. Members of the panel were: **Rhoda M. Dorsey**, president emerita; **Lynn Toby Fisher '71**, a current college trustee and a partner at international law firm Kaye Scholer; **Marianne Githens**, Goucher professor of political science and women's studies; **Patricia A. Goldman '64**, former vice chair of the National Transportation Safety Board who served as a Goucher trustee from 1981 to 1991 and was its chair from 1985 to 1988; **Florence Beck Kurdle '61**, Goucher's current board chair; and **President Sanford J. Ungar**.



(L to R) Ellie Coakley Leslie '58,
 Mary Booth Doty '62,
 Janet Hughes Smyth '62



(L to R) Sally Mansbach Herman '68,
 Susan Pralgever '68,
 Deborah S. Levinson '68

Photos by Milan Karol



seen on the scene



Photos by Milan Karcol



(Top L to R) Linda K. Himmelberger '74, C. Lynne Kalish '66, and Marsha Wachsman Peltz '78 celebrate Goucher's 125th anniversary at the Beaumont at Bryn Mawr in Philadelphia.

(Above) Despite icy conditions outside, the atmosphere was warm and festive at the Louisville, CO, home of Buel and Beverlee White '65, where about 25 Goucher fans gathered on January 10 to toast the college.



The Party's Not Over

More parties are scheduled to be held in Washington, DC, and Boston, MA, but the biggest birthday party of all will be held at Goucher during Alumnae/i Weekend.



Photo by Aliza Ross '07



Photo by Billie Weiss '11

(Top) The smiles say it all at the birthday get-together held on December 7, 2009 at Nellie's Sports Bar in Washington, DC, and organized by AAGC board member Natali Fani '03.

(Above L to R) Michael Brooks '10, Hollace Goodman Davids '69, President Sanford J. Ungar, Steve Zimmer '92, Joan Pulupa '11, and Lisa Gulian '07 were panelists at the birthday party held at the Restaurant at the Getty in Los Angeles.



Let Them Eat Cake

(Hutzler's famous Goucher Cake, that is)

In Washington, DC, Goucher alumnae/i met at a pub and lingered long into the night. In Philadelphia, they came to the Beaumont at Bryn Mawr, nibbled elegant fare, and reconnected with old friends. And in Los Angeles, they gathered at the Restaurant at the Getty, gazed upon the art and toasted the college as the sun slipped below the horizon.

These are three of many birthday parties marking Goucher College's 125th anniversary that have been, and are still being held, around the country. At many of the parties, guests can watch a Goucher history video narrated by **President Emerita Rhoda M. Dorsey**, and, of course, have a slice of Goucher Cake (a recipe created years ago by a Hutzler's department store chef).



For information about the festivities, visit www.goucher.edu/125. And if you are interested in hosting a party in your town, please contact Kathy Fasolo at kfasolo@goucher.edu or 410.337.6183.



Saratoga Springs and Tanglewood: Art, Dance, Music, and Sights

Wednesday, July 14 – Monday, July 19, 2010

Join Goucher Alumnae/i Tours on its 15th visit to Saratoga Springs, NY, and Tanglewood, MA. Those who make the trip will enjoy ballet and music performances, as well as several museums. On the way, we'll visit the Clark Art Institute and spend three nights at the Williams Inn, located in the heart of Williamstown, MA. Guests at the inn will enjoy two performances of the Boston Symphony Orchestra at the legendary Tanglewood, an excursion to the nearby Shakespeare Festival, a dance performance at the famous Jacob's Pillow, and visits to Edith Wharton's House and the Chesterwood House and sculpture garden.

THIS TRIP INCLUDES

accommodations for five nights, including two at the Gideon Putnam Hotel in Saratoga Springs, NY; taxes and gratuities; entrance fees; performance tickets; and transportation in a deluxe motor coach.

COST: \$1,795 per person, double occupancy; additional \$550 for a single room. A \$500 deposit secures your place, and the balance is due on May 1, 2010.

FOR MORE INFORMATION,

contact a trip leader:
Ethel Berney (410.363.1332) or
Dorothy Krug (410.771.9899)



For information about more exciting trips and events in 2010,
contact alumni@goucher.edu or call 410.337.6180.



'08
alumni
SPOTLIGHT

Andy Wheeler '08

A Taste for *Dal Bhat*

A semester in Copenhagen, Denmark, whetted Andy Wheeler's appetite for immersing himself in other cultures.

As soon as he graduated from Goucher, the psychology major volunteered to teach for the Students Partnership Worldwide (SPW), an international nonprofit that serves rural areas in sub-Saharan Africa and South Asia.

It wasn't as easy as simply signing up, however. First, the Baltimore native spent five months raising money to help cover his own expenses and ensure that SPW's programs remain sustainable. The organization, which relies on volunteer efforts from around the world, aims to empower youths by educating them about topics from women's rights to HIV/AIDS prevention. "SPW appealed to me because I believe that social change has to begin with the youth of a country," says Wheeler.

Eventually, Wheeler moved to Murali Bhanjyang, a village about three hours west of Nepal's capital, Kathmandu. The surrounding region suffers from poverty, political turmoil, and poor hygienic conditions. Wheeler, who lived with a family of five, soon picked up Nepali and developed a fondness for *dal bhat*—the rice and lentil dish that is eaten at every meal.

Six days a week, he rose early to teach HIV prevention, life skills (such as public speaking, debate, and hygiene), and English at the local school. Often as many as 65 students, some of whom had risen hours earlier to tend their families' rice and potato crops, crowded into the small rooms. To help them hone their English skills, Wheeler organized a pen-pal exchange between his students and youths at a West Baltimore after-school program.

These days, Wheeler works at the psychiatric unit of the Johns Hopkins Hospital, where he researches suicide prevention. He hopes ultimately to pursue a career in social work, supporting disadvantaged and underrepresented populations. He also is eagerly waiting to be assigned to a refugee family through the International Rescue Committee, an organization that, among other things, pairs local volunteer mentors with families that are new to the country. Wheeler hopes to be placed with a Nepalese family so that he can continue working with people from the country he called home for over half a year.

—Vanessa Keen '11



RAMONA BAKER

BEN SUGERMAN

ARIANE DE BREMOND

NSENGA K. BURTON

DAVID ZURAWIK

Interviews by Holly Selby



Looking Back, Thinking *Ahead*



This year marks the start of the second decade of the new millennium and serves as a reminder of the unrelenting pace of change. The previous decade brought the election of the first person of color as president of the United States, accelerated our understanding of what “global warming” means, and made cell phone technology ubiquitous. At the *Quarterly*, we asked five Goucher College faculty members what they thought was the most transformative development of the last decade in their respective fields of expertise. Then we asked them what the next 10 years will bring.



Ramona Baker, director of Goucher's Master of Arts in Arts Administration program, has more than 25 years experience as a chief executive officer of nonprofit organizations. A former executive director of the Arts Council of Indianapolis, she earned a master of fine arts degree from Florida State University.

What was the most important development in the arts in the past decade?

Technology has changed how we look for new audiences and how we build audiences, and it has changed how we explore art, and how artists create art. In the time that it once took us to mail 400 brochures, we can now send thousands of e-mails to audience members. As audience members, we no longer commit to season tickets; we buy tickets online at the last moment. It isn't uncommon for directors to blog about the rehearsal process. An audience member who has just seen a performance can go home and immediately comment on it; we don't have to wait for the reviews. We can take a virtual tour of a museum without ever leaving home. We can listen to music in ways that we wouldn't have believed 10 years ago. We can be in touch with art and artists globally in the blink of an eye. Technology has been a part of our expanding definition of art.

I also think—since every coin has two sides—that there is a much greater cacophony of organizations and people and artists all trying to get our attention.

We are exposed to so much more than before that it is hard for artists to cut through that, to get people's attention.

What will be the most important development to come in the next decade?

The most important thing for us [in the arts] will be our flexibility and our ability to adapt to changes in leadership, economics, demographics, audience patterns, and in boundaries of what is art. The worst thing that we can do is become rigid and say, "This is the line around what is art," or refuse to use technology or new leadership. The great news is people who are involved in the arts are very creative, and creative thinking is the most flexible kind—the most accepting of change and differences.

I am reminded of a coach who tried to teach me to play tennis many years ago. "Keep your knees bent; that is the 'ready' position," he used to say. "Because you don't know which way you'll need to move." I think we need to be in the "ready" position.



Ben Sugerman, assistant professor of physics and astronomy, researches what happens to stars immediately before and immediately after they die. A graduate of Occidental College and Columbia University, he came to Goucher in 2006 after conducting postdoctoral research at the Space Telescope Science Institute in Baltimore.

What was the most important development in astronomy in the last decade?

The last decade was the era of precision cosmology.

In the 1930s, Edwin Hubble found that the universe was expanding, the result of what we now call the Big Bang. But at the turn of the millennium, there were still many competing theories about the universe: what filled it, its age, and what its future might be. It wasn't until the last decade that technology had advanced enough to take the sensitive measurements needed to untangle this mess.

We now know the universe is 13.7 billion years old, and that it will continue to expand forever. And we know that stars, dust, everything you can see in the universe, accounts for only about 4 percent of its total contents. But we also know that the other 96 percent is made up of things we can't explain and don't really understand.

About a quarter of the universe consists of "dark matter," some weird substance that exerts gravity but doesn't interact with light, so there is no way to see it. The rest is filled with something called "dark energy," basically an energy that results from nothing being there at all.

What will be the most important development to come in the next decade?

I'd say the search for exoplanets. One of NASA's primary missions right now is called the Origins Program, which is the effort to discover how life happened here on Earth and to try to find life elsewhere in the universe.

The first exoplanet—or planet orbiting a star other than the sun—was discovered in the early '90s; since then, some 400 planets around other stars have been discovered. Scientists now are searching for Earth-like planets. One problem is that our detection techniques favor finding very large, Jupiter-like planets, and it is very challenging to find Earth-like ones.

A satellite called *Kepler* was launched last year, and its main mission is to find Earth-like planets. A number of ground-based projects also are underway to do this.

This decade, I expect that we will not only find an Earth-like planet, but we will be able to comment on what it is made out of, whether it has an atmosphere, whether it has an ocean, and whether the conditions are favorable for life to evolve there.



Ariane de Bremond, visiting assistant professor and director of Goucher's environmental studies program, conducts research on resilience and adaptive capacity in socio-ecological systems, including work on land-use change in post-conflict societies in Latin America. A graduate of the University of Colorado and the University of California, Santa Cruz, she came to Goucher in 2008.

What was the most important development in environmental studies in the last decade?

Scientists have known for years that human activity has been changing the global climate, but it only has been within the last 10 years—when [Former Vice President] Al Gore came out with *An Inconvenient Truth*—that the public has begun to take notice. That is the really significant transformation that has taken place in the past decade: a widespread public consciousness about global warming, the realization that we as humans are changing the global climate.

What will be the most important development to come in the next decade?

The great thing about this realization is that now we can do something. While the challenges to global environmental governance are huge, especially in terms of climate change, I think we're on the cusp of a big transformation. Gore talks about climate change as one of the biggest opportunities human beings have

ever been offered: to work collectively for humanity in ways we have never done before. Rather than acting from a place of fear about what we are doing to ourselves and to the planet, we can actually see this moment as an opportunity to draw forth the moral fortitude and humanity required to care for the planet and for each other.

More and more environmental scientists are urging us to think about Earth as the human biosphere, asserting that we've entered a new epoch known as the "anthropocene." If [human beings] are changing the Earth's temperature, then we are actually shaping the planet's climate. We have become a force of nature.

We may be entering the last stage of time in which we might actually be able to reverse the warming of the planet, so we have to make a choice about what kind of world we want it to be. No doubt we'll survive, but what kind of world do we want to live in? What can we do in the next 10 years? The challenge will be to succeed in the arena of global environmental governance. We'll do best if we're educated, if we understand our choices. And we'll need to be very creative.



Nsenga K. Burton, assistant professor of communication and media studies, explores media culture through the lens of race, class, gender, and sexuality. She is a columnist for *Creative Loafing*, an alternative weekly publication, and writes the blog *Tune N*. She holds a bachelor's degree from Northwestern University and a doctoral degree from the University of Southern California.

What was the most important development in American culture in the last decade?

The biggest thing that has occurred is, of course, that Barack Obama ran and won as president of the United States. Having a black president in this country, a majority white country that has been mired in race, class and gender conflicts since its inception, seems to reflect an enormous change in attitudes about race. And the fact that you had a woman run as a true contender speaks volumes as well.

The election highlighted people's multiple identities and the struggle that we face in prioritizing our needs and wants. I typically think of myself first and foremost as black. But during the election, I had to think about Hillary Clinton's stance on all kinds of issues that were important to me as a woman.

It will be interesting to see where we will go as a country as we become more racially, ethnically, and economically diverse.

What will be the most important development to come in the next decade?

I think that people will be able to represent multiple identities. I see this reflected already in terms of how race is being discussed as a metaphor in ground-breaking films such as *Avatar*.

The movie was made by James Cameron, a white director who cast black actors as many of the lead characters, and the movie has become the most successful in history. I think that this is where we are going culturally: Although race is still a factor, it is becoming less of a factor. I think that we will see more people of color, different genders, sexual identities, religions...all thrown together, whether in national politics or the neighborhood bar. Having said that, I don't think racism is going anywhere, but I do think people's abilities to accept multiple identities is changing. And that is fascinating to me.



David Zurawik, television and media critic for the *Baltimore Sun* and an assistant professor in communication and media studies, has more than 25 years experience as a media critic. The author of *The Jews of Prime Time* (Brandeis University Press), he earned his doctoral degree from the University of Maryland, College Park.

What was the most important development in how Americans disseminate and receive information in the last decade?

I think the camera phone—not the cell phone—began an extraordinary transformation that has had a huge affect on sending and receiving information. I can point to when the transformation began: the year 2001.

That was when Sprint launched a camera phone with the ability to capture still or video images; by 2005, one in every four cell phones was equipped with this technology.

Although all the technologies that bring information to us via words—such as Twitter or texting—are amazing, in the end, we are a visual culture. The ability to record, capture, and transmit pictures instantaneously with something that can fit in your pocket holds a power that none of the word-transmitting technologies has. Remember the images that were transmitted around the world last year from the uprising in Iran? Those images were cell phone images, and they had the power to move people and change cultures and influence empires.

What will be the most important development to come in the next decade?

We need to find a new model for American journalism. We're in an exciting but dangerous place, where technology has given us millions of options of how to get and share information. But that same technology also has shredded the news and information industry.

Millions of streams of information are flowing toward us nonstop, and we have almost no system of how to process them. We have no commercially viable, ethical, reliable model of what and how information should be shared, and no real vision of what we should be doing with that information.

Despite this rush of facts, non-facts, and images, no process has been developed to sort out good information from misinformation. And in this climate, it is easy for people to put out misinformation—whether it's about *Jon and Kate Plus 8* or what's happening in Afghanistan—and ultimately, that can affect the entire democratic process. §



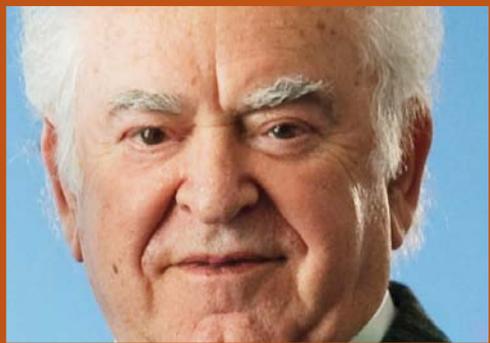
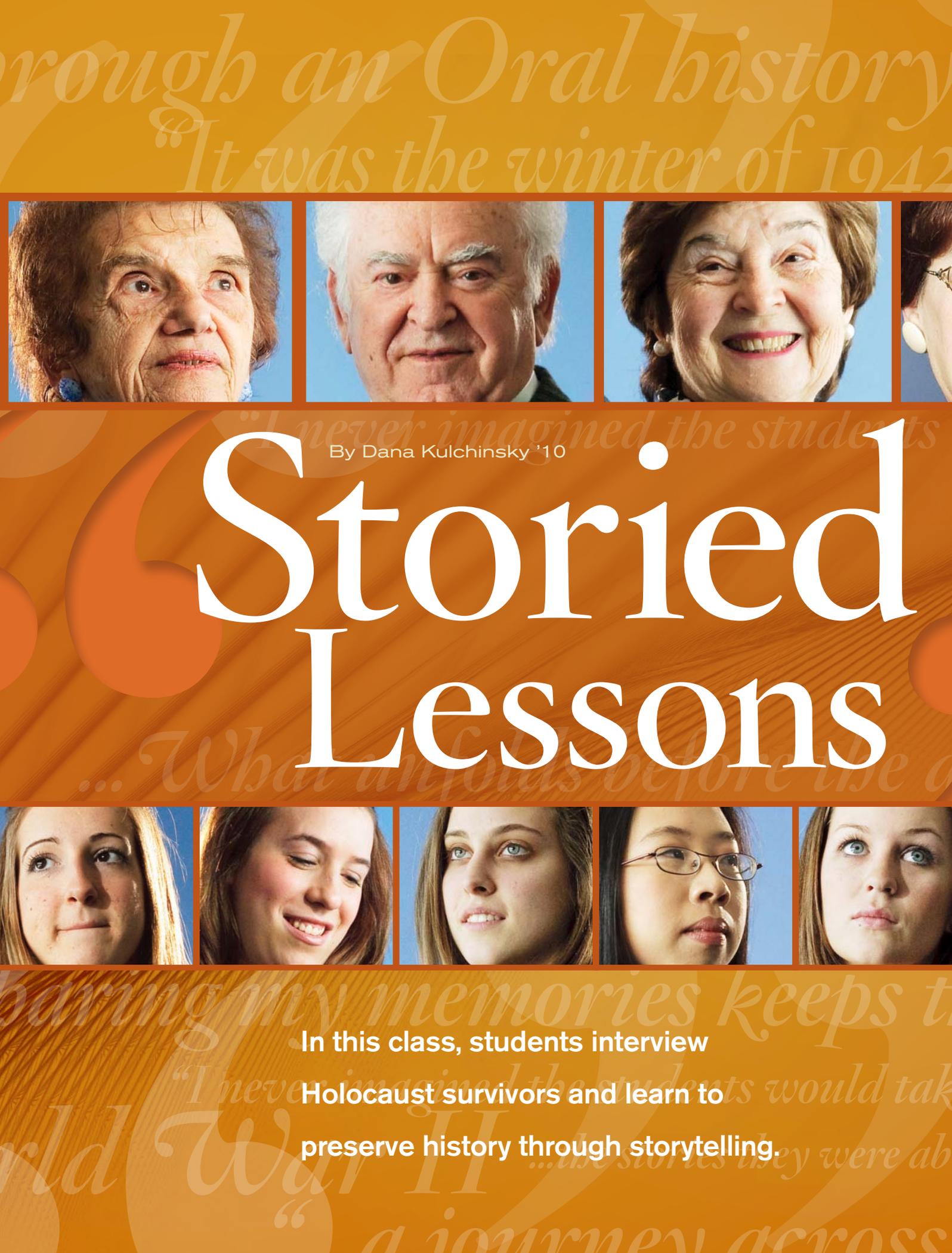
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Please visit www.goucher.edu/gift or call 1-800-619-7564 by June 30, 2010 to make your 125th anniversary gift to the Greater Goucher Fund.



By Dana Kulchinsky '10

Storyed Lessons



In this class, students interview

Holocaust survivors and learn to

preserve history through storytelling.



“The story is living inside of you. Let the images and the knowledge you have speak from your center,” said the storytelling coach to the students, moments before they stepped in front of the audience.

But the students were still nervous. The stories they were about to tell were more than simple tales; they were stories of the Holocaust as recalled by men and women who had lived them.

Taught by a history professor, a professional storyteller, and a psychiatrist, “Oral History of the Holocaust” brings to campus Baltimore-area residents who survived World War II. As part of the class, offered jointly by Goucher’s Judaic Studies, German, and History departments, students are challenged to retell these testimonies as an oral storytelling performance.

Now in its sixth year, the course, which has grown from six students in 2004 to 16 last fall, has produced lasting friendships and inspired works of art. Hillary Hoffman ’10, for example, choreographed a dance this spring as part of her senior thesis, in which she retells the story of a man who fled Vienna, Austria. Another student, Billie Weiss ’11, who took the class as a freshman, returned on an internship as the course videographer.

“I envisioned this course as a tremendous opportunity for students to meet survivors in an intimate way rather than simply hearing their stories, as powerful as that is,” said Jennifer Rudick Zunikoff,



(Above L to R) Holocaust survivors Bluma Shapiro, Israel and Adelah Gruzin, and Esther Kadinow were interviewed by (below L to R) Kelsey Myette ’12, Emily Gray ’10, Elizabeth Von Ende ’12, Heidi Lee ’10, Allie Palmer ’10, and Dana Kulchinsky ’10.



32

“The story is living inside of you. Let the images and the knowledge you have speak from your center.”

—Jennifer Rudick Zunikoff

the storyteller who co-founded the course and teaches it with Uta Larkey, a Goucher German professor, and Steve Salzberg, a Baltimore psychiatrist. “I never imagined that students would take what they learn and do so much with it.”

The class is divided into small groups, each including a Holocaust survivor. For some of the survivors, participation is a way to preserve the narrative of their experiences; for others, it is a way of bestowing invaluable truths upon the next generation.

“I enjoy the young generation’s interest in the time I went through,” said Israel Gruzin, who owns a cabinet shop in Baltimore. “Sharing my memories keeps them alive.” His wife, Adelah Gruzin, participated in the class as well.

Students study the history of the Holocaust and practice interviewing techniques. They then interview survivors in their homes or offices and

es keeps them alive.”



“Being asked to place yourself in someone else’s world and try to fully understand and embrace it has been one of the most rewarding and challenging things I have ever experienced.”

—Allie Palmer ’10



later devote several weeks to developing narrative arcs.

What unfolds before the audience of Goucher community members, relatives of students, and families of those whose stories are being told is part history, part performance art—richly textured, highly personal narratives as heard, interpreted, and retold by the students.

For Emily Gray ’10, movement became a story element, and a young girl’s unwavering faith in her mother

became a central theme. Allie Palmer ’10 began and ended her narrative with scenes that occurred at a prom in Bialystok, Poland. Heidi Lee ’10 wove together her own story of immigrating to the United States from Taiwan with the story of a young girl forced to flee from her home to avoid the Nazis.

“Being asked to place yourself in someone else’s world and try to fully understand and embrace it has been one of the most rewarding and challenging things I have ever experienced,” Palmer said. “This class gave me personal insights into the horrible events of the Holocaust that I never could have learned from a book.” §

(Above L to R) Emily Gray ’10, Kelsey Myette ’12, Elizabeth Von Ende ’12, Dana Kulchinsky ’10, Heidi Lee ’10, Allie Palmer ’10

(Left) Psychiatrist Steve Salzberg, one of three teachers for the class, chats with Heidi Lee ’10

By Heather Harris MFA '05

Vegan ut

One alumna discovers that the challenges to living a simpler, greener, vegan lifestyle are outweighed by the sense of well-being (and yes, **calm**) that follows.



“Mom says you’re veggin’ now,” my father announces on the phone.

“It’s vegan,” I say. “Veggin’ is when you sit on the couch for a long time.”

“OK. Vegan. So, what kinds of things do you eat?” he asks. I tell him that I eat a lot of beans, grains, fruits, and vegetables, foods that are common to cultures close to the equator—Latin American, Middle Eastern, Indian, and Mediterranean. “It’s pretty inefficient to grow food, feed it to animals, and then eat the animals,” I say. “It’s better for the Earth, me, and the animals if I just eat what is grown instead of what is raised.”

My father listens and then tells me that my diet isn’t so different from his. It seems unlikely that a 66-year-old man living in an American suburb would eat a vegan diet by accident when I have a hard time eating one on purpose, but I let it lie.



Photo by Dave Frey

Later, I share his comment with my mother. “Oh,” she says dismissively. “He thinks he’s vegan, too, because he doesn’t consider chicken meat.”

For Thanksgiving, my husband Dave and I arrive at my parents’ home with an arsenal of vegan dishes. We’ve got truffle mashed potatoes with soymilk and vegan margarine; we’ve got baking-dish “stuffing” with vegan “sausage,” assorted mushrooms, and all sorts of root vegetables. We’ve brought all the in-season vegetables we could find at the farmers’ market that week. I even bought a pumpkin pie from a vegan bakery. For \$20.

“Have you put the side-view mirror back on your car yet?” My father greets us at the door and peers outside. We drove my husband’s car, but he knows my 15-year-old Saturn is at home in the city, sans passenger-side mirror. Someone knocked it off on New Year’s Eve 2000. This poor man has been waiting almost a decade for me to say I’ve resolved the situation.

OK. Vegan.
So, what kinds
of things do
you eat?

A glass bottle is tilted, pouring a thick stream of yellow oil. The oil flows from the spout and forms a continuous, vertical column. The background is plain white.

In the **kitchen**, my mother is preparing an appetizer of rice and seaweed.

“No, Dad. It doesn’t matter.” And then I add, just to vex him if I’m being honest, “The temperature lever in the car broke. It won’t move out of the blue range, and the manufacturer wants \$1,800 just to take apart the dashboard. Looks like I’m driving without heat this winter.”

My father purses his lips and snorts—that’s his response to ridiculous things like his daughter driving an ugly old compact car while she waits for Baltimore’s car-share program to get off the ground so she can stop owning a car altogether. He thinks old cars are silly; I think all cars are wastes of money, clean air, and mental health. We disagree on this subject.

In the kitchen, my mother is preparing an appetizer of rice and seaweed. I’m touched. I really am. This is a woman who doesn’t like to cook, let alone cook unfamiliar items. Last week she offered to stuff the turkey with some beans for me. I declined, but still, the sentiment was nice.

“I don’t know how you’re supposed to eat this seaweed,” she says, holding up a stiff, dark-green square.

“I think you’re supposed to cook it first so you can work with it,” I say.



Instead, she crumbles it onto the rice and stirs it around.

She's reserved some potatoes for us to prepare in whatever manner suits us. I point to our pot of mashed potatoes, and she makes the same pursed-lip face my father did about my car.

"Try them," I say. "It would have been a hassle to bring all the ingredients down, so we put it together at home." She takes a spoonful. "Can you taste the earthiness?" I ask. "That's the truffle oil."

She's terrible at faking enthusiasm. "Mmmm," she says. "That's different."

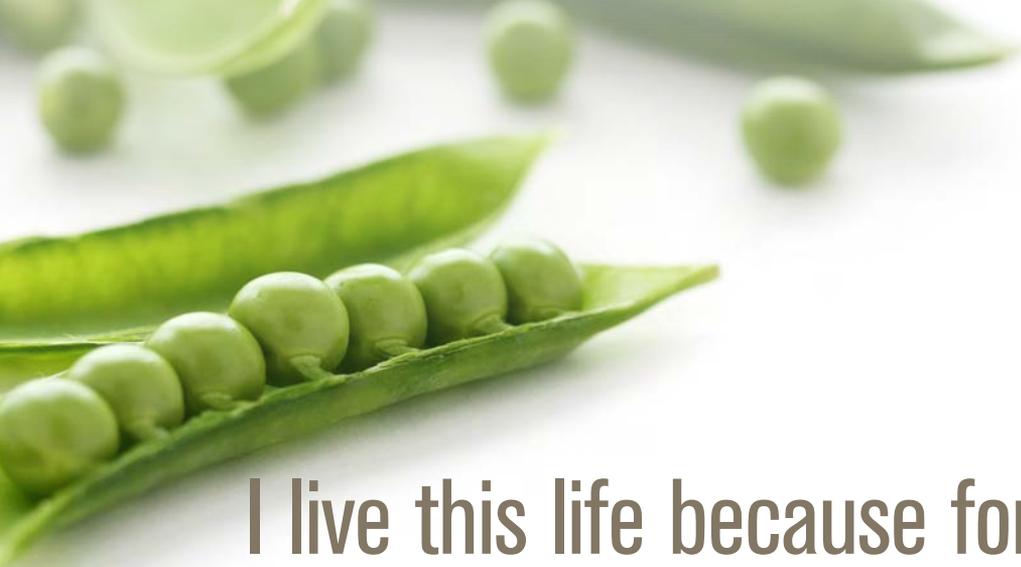
I think I know what "different" means. A friend once accidentally ate one of my tofu hot dogs at a barbeque. She had the same sort of response. "They're good," she said with her mouth still full, not swallowing. "I knew something was different when I didn't get that squirt of grease."

37

My brother arrives, and then some family friends. I am sure Dave's and my vegan fare will be a hit. Nope.

While I have lost my **taste** for meat and cheese, they have never stopped smelling good.





I live this life because for me it's more **peaceful**.

Dinner is served, and everyone politely declines our no-meat, no-dairy food, opting instead for turkey, gravy, butter, cream, and cheese. Then, we all retire to the living room with our respective pies.

My feelings aren't hurt—really, they're not. In retrospect, it's not surprising that our guests aren't interested in eating vegan food—of course, today of all days, they would want to eat traditional food. And there is something about a meal that consists of a main entrée and several side dishes. More than any particular food, when I'm eating my umpteenth vegan meal out of a bowl, I miss that formula. And, while I have lost my taste for meat and cheese, they have never stopped smelling good. Hamburgers on a grill in the summertime still smell divine to me. So does turkey.

But just as I'm about to feel sorry for myself and perhaps indulge in some secret just-this-once-won't-hurt-anything snack, I remember that no one is making me live this life or stopping me from living that one. I live this life because my skin is clearer, my stomach is happier, and I don't have to avoid a host of inconvenient truths. I would happily give up my car because my nerves would be less jangled, my budget would be less tight, and I'd be relieved of the vague but insistent sense that I'm contributing to something bad by being a part of what James Taylor calls the “foolish school of fish on wheels.” I live this life because for me it's more peaceful—I guess in that way being vegan is sort of like veggin'. §

Here are a few examples of what other alumnae/i are doing to help protect the environment.

By Janie Korn '10

Seasoned Gardener

For more than 20 years, **Sarane McHugh '57** has cultivated fruits and vegetables in her Oxford, MD, garden without using chemical-based pesticides or fertilizers. The retired financial manager instead relies on earth-friendly alternatives such as fish emulsions, which fertilize the soil, and vinegar, which deters pests. And by planting some varieties early in the season and others late, she can harvest some crops before or after the warmest—and buggiest—months.

Liquid Assets

Although **Gina Hardin '89** makes no claims to be an “eco-warrior,” she eschews bottled water and has installed energy-efficient, low-flow, dual-flush toilets in her Kensington, MD, home. She also has joined greendimes.com, a media company that filters out and reduces the amount of paper junk mail received annually by its clients.

Use and Re-use

Maggie Wood '08, who aims to pursue a career in environmental planning, incorporates her earth-friendly interests in everyday life. The Lancaster, PA, resident maintains an organic garden and is adamant about recycling (she even makes her own “sticky notes” out of scraps of paper).

Walk the Walk

Sierra Polisar '09 exercises, bonds with her dad, and protects the environment—all at once. The Burtonsville, MD, resident takes what she calls “aerobic trash walks” with her father, meandering through the woods and neighboring areas while picking up litter. By now, Polisar says, surely she and her father have collected enough debris to fill a landfill.

impromptu

(*im•promp'tōo*) *adj.* **Something made or done offhand, at the moment, or without previous study; an extemporaneous composition, address, or remark.**

By Vanessa Keen '11

Professor John Rose has been teaching philosophy at Goucher for nearly three decades. Known for pushing his students to question everything, including their questions, Rose sat down to offer the *Quarterly* a few answers.

You are part of an intergenerational Goucher family, could you tell us about that?

I grew up in Towson, and my late mother, Mary Carman Rose, was a philosophy professor at Goucher from 1953 to 1982 (and was department chair from 1960 to 1980). I was born her second year here, so I like to say I've been on Goucher's campus since my first trimester. I didn't actually realize she taught philosophy until I came home from college one day and told her I wanted to be a philosophy major, to which she said, "Oh good, that's what I do!"

What drew you to philosophy?

I wasn't a very good student in high school; I was much more interested in reading than studying, and I didn't like having to memorize answers and repeat them back to the teacher. The first time I went to a philosophy class, the professor told us: "We are not as concerned with the answers as much as we are interested in trying to understand the questions." I knew immediately that this stuff was for me.

You're an expert in phenomenology—what does that mean?

I'm one of about 2,300 philosophers worldwide who study contemporary French and German philosophy—mostly focusing on the theories of [Martin] Heidegger, [Jacques] Derrida, and [Hans-Georg] Gadamer. By looking at their work, we try to identify the presuppositions and assumptions about the world that drive our theories. Consider a poet writing a poem about a tree and a biologist studying the molecular biology of the tree: Each sees the tree in a completely different way, but they would never disagree that they are looking at the same tree. Why is that? That's what phenomenology tries to get at.

Any recent accomplishment of which you're particularly proud?

I presented a paper on Heidegger at the international phenomenology conference last year. Afterward, this elderly philosophy professor, [William J.] Richardson, approached me. He is famous for publishing *the* book on Heidegger [*Heidegger: Through Phenomenology to Thought*] back in the '60s, and actually lived with him while he was writing it. Well, Richardson came up to me and said, "You know, John, you've really got it. You got the beating heart of Heidegger," and then asked me for an autographed copy of my paper. It was so cool!

Other than philosophy, what are you passionate about?

I'm a jazz musician, which isn't unlike being a philosopher. Both improvisation and philosophy require a combination of knowing what the structures are but also knowing how to move out of the structures. I also love words and I always write for an hour every morning. I have about four different book manuscripts rattling around in my desk drawer right now, and I hope to publish at least one within the next year or so.



photo by Stan Rudick

in Memoriam



Alice S. Rossi

1922 – 2009

Noted Sociologist and Feminist Scholar

Alice S. Rossi, former Goucher sociology professor and renowned feminist scholar who, in 1966, joined Betty Friedan as a founding member of the National Organization of Women, died November 3, 2009, in Northampton, MA. Dr. Rossi was 87.

Dr. Rossi began her teaching career at Goucher and worked at the college from 1969 to 1974. Throughout her career, she focused her research on the lives of women in the home, in relationships, and in professional settings. Her scholarship is widely considered a cornerstone of the intellectual foundation upon which the women's rights movement was built in the 1960s. A past president of the American Sociological Society, Dr. Rossi retired from teaching in 1991.

In 1964, she caused a stir with her article titled *Equality Between the Sexes: An Immodest Proposal*, in which she argued that society as a whole suffers when a majority of women stay at home to care full-time for their children—a highly controversial notion at the time.

Her works include numerous books and papers; in 1973, she edited *The Feminist Papers: From Adams to de Beauvoir*

(Columbia University Press, 1973), an anthology of feminist works that became a staple in women's studies classes. In the anthology, Dr. Rossi included a warm acknowledgement of the support she received from Goucher President Emerita Rhoda M. Dorsey, then academic dean, and expressed gratitude to her former students at Goucher whose seminar papers and discussions “contributed to [the] book in numerous ways.”

“Alice Rossi brought to Goucher great intellectual distinction, a deep commitment to thoughtful and responsible change, and warm concern for her students,” said President Emerita Dorsey. “We are honored that she began her teaching career here.”

Born Alice Emma Scharr on September 24, 1922, in Brooklyn, NY, Dr. Rossi earned a bachelor's degree from Brooklyn College and a doctoral degree from Columbia University. After leaving Goucher, she joined the faculty of the University of Massachusetts Amherst in 1974, where she remained until her retirement. Dr. Rossi's first marriage ended in divorce; in 1951, she married Peter H. Rossi, also a sociologist. Dr. Peter Rossi died in 2006. The couple is survived by three children.



'36

Eleanor Kratz Denoon

1915–2010

Founding Donor of the Kratz Center for Creative Writing

Eleanor “Ele” Kratz Denoon, who was the founding donor for Goucher’s Kratz Center for Creative Writing, died January 7 of heart disease in Newtown, PA. She was 94 years old.

One of Goucher’s most generous supporters, Mrs. Denoon was known for her warm personality and contagious laugh. “She loved to come to Kratz festivities, and she had the gaiety of a girl on these occasions,” said Madison Smartt Bell, co-director of the Kratz Center. “There was something eternally youthful about her, though she was in her 80s by the time we met.”

Born and raised in Norristown, PA, Mrs. Denoon graduated in 1936 from Goucher with a bachelor’s degree in English literature. She became a public relations writer for DuPont Company in Wilmington, DE, where she met Clarence Denoon, a research chemist. The two were married in 1942, on Valentine’s Day.

Mrs. Denoon returned with her family to Pennsylvania, where she served on the James A. Michener Arts Museum board and received a master’s degree in reading psychology from Temple University. She also participated in the Wrightstown Friends Meeting for 57 years. Professor Bell credited

Mrs. Denoon’s Quaker background as the inspiration for her modest demeanor. “She seemed to have no vanity and practically no ego,” he noted.

Since its inception in 1999, the Kratz Center has hosted many renowned writers for public readings, including Seamus Heaney and Carolyn Chute. The center also supports a writer-in-residence program and awards summer fellowships to students.

“Mrs. Denoon’s gift has set Goucher apart as a place that has special offerings for students who have a passion for writing,” said Elizabeth Spires, co-director of the Kratz Center. “She loved having a connection to the students—reading their writing and hearing about their summer projects.”

Mrs. Denoon’s husband, who was vice president of specialty chemical maker Rohm & Haas, died in 1997. The Denoons are survived by their two sons, Ashby Denoon and David Denoon, who served as a Goucher trustee from 2001 to 2006. For Mrs. Denoon, Goucher was a family tradition: The Kratz Center was named for her sister, Marion Kratz Clayton ’31; and her niece, Deborah Clayton Struve ’61, also attended the college.

— *Lindsay Stuart Hill '09*



James Webb

1917 – 2009

Beloved Chemistry Professor



Mary-Elizabeth Hamstrom

1927 – 2009

Insightful Math Professor

Known for his courtly manner and his ability to make chemistry accessible to a multitude of students, James L. A. Webb, professor emeritus of chemistry at Goucher College, died on December 8, 2009.

Born in Webb, MS, Dr. Webb received his bachelor's degree from Washington and Lee University in 1939 and his doctoral degree in organic chemistry from the Johns Hopkins University in 1943.

Dr. Webb taught at Southwestern at Memphis (now Rhodes College) before being appointed professor of chemistry at Goucher 1959. He later served as the chair of the Chemistry Department from 1965 until his retirement in 1985.

"Jim Webb was a stalwart member of the Goucher faculty. To his many devoted students, however, he was first and foremost an outstanding teacher carrying on the great Chem Department tradition of Louise Kelley, Belle Otto, and Huntley Lloyd," said Rhoda M. Dorsey, president emerita of Goucher College.

The author of numerous professional articles, Dr. Webb also achieved popular acclaim as co-author (with Goucher Professor Emeritus Barton Houseman) of *The You-Don't-Need-A-Man-To-Fix-It Book* (Doubleday, 1975). The book, which grew out of a course in household and auto repair titled "Nuts and Bolts in Contemporary Society," became a Literary Guild selection.

Dr. Webb is survived by his wife, Jeanne DeHoff Webb '43, daughters Mary Jo Hernandez '71 and Jeanne Moseley '78, and his son, James L. A. Webb Jr.

Known to her students as a demanding and insightful teacher, Mary-Elizabeth Hamstrom, a renowned professor of math at the University of Illinois, died on December 2, 2009. She was 82.

Dr. Hamstrom launched her academic career at Goucher, where she was first assistant, then associate professor of math from 1952 to 1961. "Many Goucher students from those years, struggling with beginning math courses, may remember her as a very young, very demanding assistant professor," said President Emerita Rhoda M. Dorsey.

The eldest of three daughters, Dr. Hamstrom was born on May 24, 1927, in Pittsburgh, PA. In 1948, she earned a bachelor of arts degree from the University of Pennsylvania. Four years later, she received her doctoral degree from the University of Texas. In 1961, Dr. Hamstrom accepted a post at the University of Illinois at Urbana-Champaign. Within five years, she became one of only four female full professors in the university's college of liberal arts at that time. An expert in point-set and geometric topology, she was author or co-author of at least 24 research articles in professional journals and held visiting appointments at the University of Pennsylvania, the University of Warwick in England, and the University of North Carolina. An avid runner, swimmer, and biker, she retired in May 1999.

deaths

'29

**Blanche Taussig
Cowperthwaite**
June 17, 2009

'30

Sonya Bychowski Deakin
July 13, 2009

'31

**Lillian Virginia Hope
Powell**
March 31, 2009

'32

S. Anita Moore Jones
September 26, 1999

'33

Agnes Mae McColly Silvis
March 23, 1999

Eleanor Wilson Kelsch
April 26, 2008

'34

Mildred Katz Sheff
October 30, 2009

'35

Barbara Elberfeld Lytle
December 25, 2009

Dorothy Jacques Dengler
June 14, 2008

Fannie Bloom Lappin
November 24, 2009

Grace Almond Baker
November 7, 2009

Helen Seward
November 4, 2009

Janet Feiker Delaney
September 20, 2009

Katharine Held Buxton
October 2, 2009

Louise Keyser Cocke
October 25, 2009

'36

Barbara Ottinger
September 9, 2009

Eleanor Kratz Denoon
January 7, 2010

Eleanor Uebersax Zeock
July 18, 2009

'37

Doris Brown Kleiman
July 19, 2009

Martha Williams Kehoe
May 6, 2009

Ruth Marie Cooper
November 21, 2009

'38

**Doris Oberseider
Grabenstetter**
April 7, 1997

Mignon Mackensen Bieber
August 7, 2009

'39

Mary Middleton Madeira
September 19, 2009

Mildred Baldwin Turner
June 29, 2009

Muriel Bloch Parker
September 29, 1997

'40

Anita Steindler Grossman
September 30, 2002

H. Lorraine Aaron Coplan
April 7, 2003

Hazel Zweibel Farber
November 12, 2009

Marion Smith Stagmer
January 17, 2008

Marja Adams Bennett
January 27, 2005

'41

Louise McKay Hutchings
October 15, 2009

**Myra Goldenberg
Roseman**
November 21, 2009

'42

Eleanor Jacobs Warner
June 17, 2007

Mary Jane Rust Kent
March 14, 2009

Miriam Miller Preller
September 28, 2009

Shirley Berman Fletcher
September 15, 2009

Virginia Wooden Crocker
May 6, 2009

'43

Marian Loose Barlow
October 10, 2009

Marion Tunick Marcus
June 18, 2009

Ruth New Travis
July 15, 2008

'44

Louise Gilman Eskesen
September 3, 2007

'45

Theodora Stover Russell
July 11, 2008

'47

Carol Chase Brager
March 25, 1999

June Libenson Golubock
October 19, 2009

'48

Helen Hampton
May 6, 2008

Janet White Connor
August 4, 2009

June Bangham Simcoe
July 7, 2009

'49

Dorothy Ashley Wiley
December 20, 2009

'50

Elisabeth Lewis Mark
November 25, 2009

deaths

Zana Smith Becker
January 13, 2009

'51

Edna Heinz Spilman
December 30, 2007

Ellen Emery Beeson
September 24, 2009

Esther Rivkin Birnbaum
September 25, 2009

Natalie Bisgyer Shaw
December 20, 2007

Roberta June Ferrell Siegmund
October 26, 2009

Yvonne Morin Homan
March 6, 2005

'52

Suzanne Spigel Redmond
December 18, 2008

'53

Harriet Lee Davidson Yaffe
October 6, 2008

Lois Silberman Nusbaum
January 1, 2010

Regina Katz Schreiber
October 19, 2008

Robin Donaldson Coblentz
January 2, 2010

'54

Barbara Schiff Passloff
December 15, 2009

'55

Emily Lefkowitz Hexter
July 9, 2006

Marion Hackman Irvine
September 28, 2008

Rhoda Rappaport
October 26, 2009

'56

Diane Moore
March 14, 2007

Patricia Ingham McGregor
May 18, 2009

'57

Janet MacLean Jones
September 28, 2009

'58

Ann Haines Braham
October 15, 2009

'59

Ann Charlesworth Campbell
June 10, 2008

Audrey Frazee Jennings
October 22, 2009

Katharine Bissert Garber
August 28, 2009

'60

Susan Hyde Calhoun
November 12, 2007

'62

Barbara Jones SanGabino
August 20, 2007

Mary McSweeney
September 20, 2008

'63

Carol Sideris Bailey
February 3, 2009

'64

Eleanor Adelman Ross
September 28, 2004

'69

Lea Silverman Jaffee
July 7, 2009

Mary Kathryn Copper Aranda
December 21, 2009

'70

Mildred Sydnor Walger
April 7, 2002

'71

Lynn Anderson Chow
April 10, 2007

'75

Leslie Jane Wooding
September 22, 2009

'83

Jacqueline Hoffstein
November 29, 2007

'86

Rita Connors
July 19, 2008

'87

Carla Guttinger
June 12, 2008

'89

Sylvia Bear
July 24, 2009

'91

Cynthia Hope Mendez
July 20, 2008

'00

Sara Bowman Thiermann
December 13, 2009



Looking for Notes?

Class Notes will resume in the next *Quarterly* issue.

Common Misperceptions About the Liberal Arts

by Sanford J. Ungar

This article appeared on February 28, 2010 in the Chronicle of Higher Education.

Hard economic times inevitably bring scrutiny of all accepted ideals and institutions, and this time around liberal-arts education has been especially hard hit. Something that has long been held up as a uniquely sensible and effective approach to learning has come under the critical gaze of policy makers and the news media, not to mention budget-conscious families.

But the critique, unfortunately, seems to be fueled by reliance on common misperceptions. Here are a few of those misperceptions, from my vantage point as a liberal-arts college president, and my reactions to them:

Misperception No. 1: A liberal-arts degree is a luxury that most families can no longer afford. “Career education” is what we now must focus on. Many families are indeed struggling, in the depths of

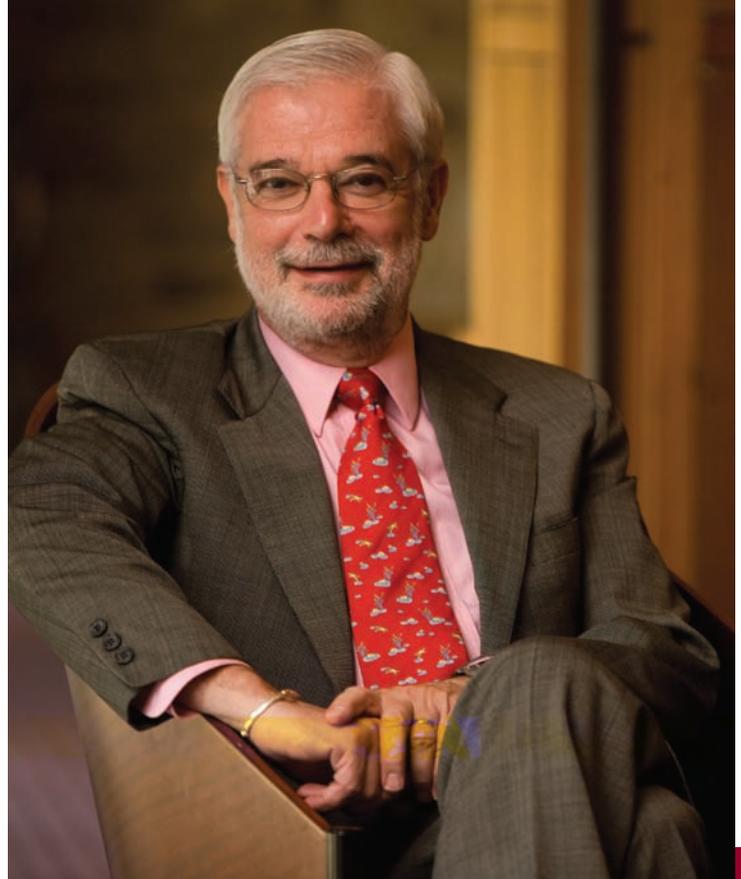


photo by Bruce Weller

the recession, to pay for their children’s college educations. Yet one could argue that the traditional, well-rounded preparation that the liberal arts offer is a better investment than ever—that the future demands of citizenship will require not narrow technical or job-focused training, but rather a subtle understanding of the complex influences that shape the world we live in.

No one could be against equipping oneself for a career. But the “career education” bandwagon seems to suggest that shortcuts are available to students that lead directly to high-paying jobs—leaving out “frills” like learning how to write and speak well, how to understand the nuances of literary texts and scientific concepts, how to collaborate with others on research.

Many states and localities have officials or task forces in charge of

“work-force development,” implying that business and industry will communicate their needs and educational institutions will dutifully turn out students who can head straight to the factory floor or the office cubicle to fulfill them. But history is filled with examples of failed social experiments that treated people as work units rather than individuals capable of inspiration and ingenuity. It is far wiser for students to prepare for change—and the multiple careers they are likely to have—than to search for a single job track that might one day become a dead end.

I recently heard Geoffrey Garin, president of Hart Research Associates, suggest that the responsibility of higher education today is to prepare people “for jobs that do not yet exist.” It may be that studying the liberal arts is actually the best form of career education.

Misperception No. 2: College graduates are finding it harder to get good jobs with liberal-arts degrees. Who wants to hire somebody with an irrelevant major like philosophy or French? Yes, recent graduates have had difficulty in the job market, but the recession has not differentiated among major fields of study in its impact. A 2009 survey for the Association of American Colleges and Universities actually found that more than three-quarters of our nation’s employers recommend that college-bound students pursue a “liberal education.” An astounding 89 percent said they were looking for more

emphasis on “the ability to effectively communicate orally and in writing,” and almost as many urged the development of better “critical thinking and analytical reasoning skills.” Seventy percent said they were on the lookout for “the ability to innovate and be creative.”

It is no surprise, then, that a growing number of corporations, including some in highly technical fields, are headed by people with liberal-arts degrees. Plenty of philosophy and physics majors work on Wall Street, and the ability to analyze and compare literature across cultures is a skill linked to many other fields, including law and medicine. Knowledge of foreign languages is an advantage in all lines of work. What seemed a radical idea in business education 10 years or so ago—that critical and creative thinking is as “relevant” as finance or accounting—is now commonplace.

Misperception No. 3: The liberal arts are particularly irrelevant for low-income and first-generation college students. They, more than their more-affluent peers, must focus on something more practical and marketable. It is condescending to imply that those who have less cannot understand and appreciate the finer elements of knowledge—another way of saying, really, that the rich folks will do the important thinking, and the lower classes will simply carry out their ideas. That is just a form of prejudice and

cannot be supported intellectually.

Perhaps students who come with prior acquaintance with certain fields and a reservoir of experience have an advantage at the start of college. But in my experience, it is often the people who are newest to certain ideas and approaches who are the most original and inventive in the discussion and application of those ideas. They catch up quickly.

We should respect what everyone brings to the table and train the broadest possible cross section of American society to participate in, and help shape, civil discourse. We cannot assign different socioeconomic groups to different levels or types of education. This is a country where a mixed-race child raised overseas by a struggling single mother who confronts impossible odds can grow up to be president. It is precisely a liberal education that allowed him to catch up and move ahead.

Misperception No. 4: One should not, in this day and age, study only the arts. The STEM fields—science, technology, engineering, and mathematics—are where the action is. The liberal arts encompass the broadest possible range of disciplines in the natural sciences, the humanities, and the social sciences. In fact, the historical basis of a liberal education is in the classical *artes liberales*, comprising the *trivium* (grammar, logic, and rhetoric) and the *quadrivium* (arithmetic, geometry, astronomy, and music). Another term

sometimes substituted for liberal arts, for the sake of clarity, is “the arts and sciences.” Thus, many universities have colleges, divisions, or schools of arts and sciences among their academic units.

To be sure, there is much concern about whether America is keeping up with China and other rising economies in the STEM disciplines. No evidence suggests, however, that success in scientific and technical fields will be greater if it comes at the expense of a broad background in other areas of the liberal arts.

Misperception No. 5: It’s the liberal Democrats who got this country into trouble in recent years, so it’s ridiculous to continue indoctrinating our young people with a liberal education. A liberal education, as properly defined above, has nothing whatsoever to do with politics—except insofar as politics is one of the fields that students often pursue under its rubric. On the contrary, because of its inclusiveness and its respect for classical traditions, the liberal arts could properly be described as a conservative approach to preparation for life. It promotes the idea of listening to all points of view and not relying on a single ideology, and examining all approaches to solving a problem rather than assuming that one technique or perspective has all the answers. That calm and balanced sort of dialogue may be out of fashion in the American

public arena today, when shouting matches are in vogue and many people seek information only from sources they know in advance they agree with. But it may be only liberal education that can help lead the way back to civility and respectful conversation about issues before us.

Misperception No. 6: America is the only country in the world that clings to such an old-fashioned form of post-secondary education as the liberal arts. Other countries, with more practical orientations, are running way ahead of us. It is often difficult to explain the advantages of a liberal-arts education to people from other cultures, where it is common to specialize early. In many places, including Europe, the study of law or medicine often begins directly after high school, without any requirement to complete an undergraduate degree first. We should recognize, however, that a secondary education in some systems—say, those that follow the model of the *German Gymnasium*—often includes much that is left out of the typical high-school curriculum in America. One need only look in on a student preparing for the *baccalauréat* examination in France to understand the distinction: Mastery of philosophical and scientific concepts is mandatory.

Further, in recent years delegations from China have been visiting the United States and asking pointed questions about the liberal arts, seemingly because they feel there may be good

reason to try that approach to education. The Chinese may be coming around to the view that a primary focus on technical training is not serving them adequately—that if they aspire to world leadership, they will have to provide young people with a broader perspective. Thus, it is hardly a propitious moment to toss out, or downgrade, one element of higher education that has served us so well.

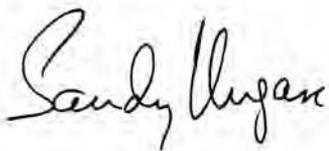
Misperception No. 7: The cost of American higher education is spiraling out of control, and liberal-arts colleges are becoming irrelevant because they are unable to register gains in productivity or to find innovative ways of doing things. There is plenty wrong with American higher education, including the runaway costs. But the problem of costs goes beyond individual institutions. Government at all levels has come nowhere close to supporting colleges in ways that allow them to provide the kind of access and affordability that's needed. The best way to understand genuine national priorities is to follow the money, and by that standard, education is really not all that important to this country.

Many means exist to obtain a liberal education, including at some large universities, public and private. The method I happen to advocate, for obvious reasons, is the small, residential liberal-arts college, usually independent, where there is close interaction between faculty members and students

and, at its best, a sense of community emerges that prepares young people to develop high standards for themselves and others.

Efficiency is hardly the leading quality of liberal-arts colleges, and indeed, their financial model is increasingly coming into question. But because of their commitment to expand need-based financial aid, the net cost of attending a small liberal-arts college can be lower than that of a large public university. One can only hope that each institution will find ways to cut costs and develop distinguishing characteristics that help it survive through the tough times ahead.

The debate over liberal arts education will surely continue through the recession and beyond, but it would be helpful to put these misperceptions aside. Financial issues cannot be ignored, but neither can certain eternal verities: Through immersion in liberal arts, students learn not just to make a living, but also to live a life rich in values and character. They come to terms with complexity and diversity, and otherwise devise means to solve problems—rather than just complaining about them. They develop patterns that help them understand how to keep learning for the rest of their days.



Sanford J. Ungar | President

