

# From the FAHE Clerk



FRIENDS ASSOCIATION FOR HIGHER EDUCATION

# NEWSLETTER

Dear Friends,

Spring has brought showers to end our California drought, and as I write this, rain on the sky-light is splattering a welcome accompaniment to the sound of fingers on the keyboard. FAHE has plenty of news to share, so I'll plunge right in. . . .

First, some news about our annual conference, "Spirituality in Action: Quakers in Education in the New Millennium," which is coming soon—June 22-25 at Earlham College. As you will see from the schedule of conference offerings inside this issue of the *Newsletter*, this may be our richest conference yet. (We're only printing the FAHE share of offerings; there is simply not enough room to include all of the presentations to be offered by the Friends Council on Education and the Quaker Historians and Archivists.) Rather than narrow the conference to one overarching topic, as we have done in recent years, the conference planning committee (a group made up of FAHE members, FCE representatives, and our Earlham

hosts) decided that this fellowship gave us the chance to explore how Friends can speak to a new millenium about the following major themes: pedagogy, diversity, peace education, Quaker process, moral education, technology, Quaker identity, and service.

his workshop several times during the conference so that all interested can participate. Those whose preferred way of learning is the workshop approach will be happy to hear this news: there will be an FAHE workshop for every conference time slot. There will be an

**Parker Palmer, noted Quaker teacher and writer, will be the keynote speaker for this year's FAHE Conference, "Spirituality in Action." Check out the special pullout guide of this newsletter for more information about the conference.**

**You won't want to miss it!**

Our presenters will be many and diverse: faculty from numerous disciplines; college presidents and program directors; campus ministers; student life administrators; admissions staff; and, of course, students themselves. Parker Palmer, author of *The Courage to Teach* and "The Classroom as Meeting for Learning," among many other works, will be our keynote speaker, and he will offer

FCE workshop for each time, too, and many of our talks and workshops offer opportunities for sharing between Friends in K-12 and Friends in our colleges. We're grateful for the energetic leadership of Earlham's president, Doug Bennett, and his team in our planning, and for the hard work and loving care of Monteze Snyder, our on-site liaison, on Earlham's

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

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

- \* Facilitating interaction and fellowship among all who share Friends' ideals of higher education;
- \* Discerning the unity of spirituality, intellectual rigor, and social justice;
- \* Sharing of scholarly research in the service of Friends' values; and
- \* Providing resources and encouragement to Friends-connected institutions of higher education in understanding and applying Friends' values.

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<i>David Ross</i>	<i>Deborah Shaw</i>
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# From the FAHE Clerk

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operations committee.

I wish there were room in this space to tell you more about our conference, but I'll confine myself to a few highlights. For the first time, we will welcome representatives from two of our newest institutional members, the Friends World Program of Long Island University and the Woodbrooke Quaker Study Centre in England, who will share with us their news of opportunities for our students, colleagues and selves to study and serve abroad. Paul and Mary Mangelsdorf will once again manage our conference bookstore. And, we'll have representation from the Friends Committee on National Legislation. Many old friends are presenting their new work, and we have many first-time attenders presenting, as well.

Friends, this conference does promise, Whitman-like, to "contain multitudes," and gives us the chance to make exciting connections with our educational partners in K-12. We'll also have plenty of occasions for our usual FAHE fellowship. There will be an FAHE hospitality room for our own gatherings and interest groups, so that we can strike a balance between meeting new friends and enjoying time with old. I would urge early registration to ensure that you can reside on Earlham's lovely campus and be close to conference events. *(See the box inside the newsletter for details on how to register!)* And when you have registered, please pass this schedule of offerings on to a F/friend who might wish to join us.

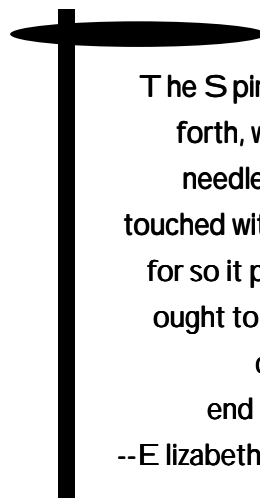
I'd also like to mention some new FAHE initiatives. To begin, we are exploring an exciting opportunity to collaborate with the Independent Teaching Project (ITP). Not only do we share office space and an office manager, but FAHE and ITP share concerns about access to higher education. Specifically, ITP seeks to place students of color in teaching positions in independent schools, many of which are Quaker, and to encourage schools

to help by paying reductions of college loans. Could this work be extended to the college level? *(See the article about ITP in this issue)* At the conference, Dwight Wilson, ITP's president, and Jonathan Collett will present a workshop that explores issues of student diversity on the college campus.

More projects are percolating. We are hoping to hold a Quaker College Fair once again to help bring the news of our Quaker institutions to soon-to-be-Quaker first-year students. Our grant-writing team is actively seeking funding for our membership outreach initiatives—many thanks to Jonathan Collett, Monica Day, and David Ross for their work and care. Heartfelt thanks, too, to Steve Smith for writing a letter on behalf of our Executive Committee, one which readers will have already received, asking that you consider making an additional gift to FAHE to help us carry out these projects.

We have some greetings and farewells. Monica Day, whose work has been instrumental in helping us establish our new office in Philadelphia and begin the grant-writing phase of FAHE's existence, is leaving to work full-time for "The Other Side," another nonprofit organization. The members of the Executive Committee are deeply grateful for the blessings that Monica's many gifts brought to FAHE over these last two years. Monica, we wish you

*(Continued on page 14)*



The Spirit which led me  
 forth, was to me like a  
 needle of a compass,  
 touched with a loadstone;  
 for so it pointed where I  
 ought to go, and when I  
 came to the far  
 end of the journey.  
 --Elizabeth Webb (1710)

**FAHE NEWSLETTER**

**EDITOR: MICHELE LISE TARTER**  
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# A Pedagogy of Place: Neighborhood as Text & Context for Learning, Serving, and Living

by Timothy J. Peterson

For eight years, my academic work as a professor of social sciences at Malone College (Canton, Ohio) had been growing and developing. A year ago, as the youngest of our two children was preparing to leave for college, my wife Debi and I were making our own preparations for a new chapter of "life together" in terms of a more settled and peaceful living and working existence. There was no need to disturb this gently flowing stream of satis-

education courses offered at the Messiah-Philadelphia campus.

My teaching load covers these general education courses that allow me to utilize all aspects of my academic work and experience in philosophy, theology, and urban theory. Students study urban world-view perspectives while examining expressions of those ideas in architecture and city development. In another course, students read moral philosophy and its relation-

Research articles and scholarly books about the City of Philadelphia and the conditions of life found in this North Philadelphia neighborhood become an integral part of each course. The immediate urban environment is a source for course content: the location for the application of various theoretical perspectives and the study of specific issues, and the context for considering how positive social change can occur within an inner-city setting.

As a class, we find subjects for investigation and topics for discussion from the issues of the immediate neighborhood. Working collaboratively as co-participants and co-investigators in the learning and examining process, we allow the city to speak to us and use its messages to guide and direct our academic inquiries. The neighborhood serves as the location for what is to be learned, and the classroom becomes an environment for discussing and examining the interface of home, neighborhood, city, and world.

**Our small third-story apartment rumbles every fifteen minutes from subway trains passing underneath, overlooks one of Philadelphia's busiest thoroughfares, and is located in one of our nation's most economically disadvantaged neighborhoods.**

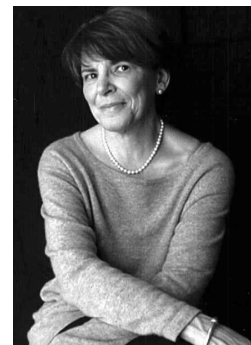
fyng personal life, productive academic work, and effective community involvement. We engaged in a process of evaluating our "goodness of fit" in the Malone setting and compared that to the opportunity of working and living in a different situation, one that seemed to better match our gifts and visions. As we discussed various options among ourselves, with our children, and with friends, a sense of peace and rest confirmed our Leading. Less than a year later, we are living in the inner-city of Philadelphia (commonly referred to as the City of Brotherly-Love and Sisterly-Affection). I am working at Messiah College, where I hold the position of professor of Urban Studies, and Debi has been finishing her graduate work in administration.

The main campus of Messiah College (an undergraduate school of 2500 students with Anabaptist/Mennonite roots) is located in Grantham, PA. Each semester, approximately 80 Messiah students come into the city to take major-specific courses at Temple University and take one of four different upper-division general

ship to planning ethics and neighborhood issues. In a third, they consider the role that local faith-based groups can have in community organizing, activism, and social change. All reading assignments and research projects focus on specific circumstances faced by people living in the Dauphin and Susquehanna neighborhoods of North-Central Philadelphia. I am able to bring much of myself, my gifts, abilities, and interests into this work, and it feels like my life is much less compartmentalized now. I seem to "fit" well within this new environment and, in turn, much of myself is "fitting" together.

## Neighborhood: Text and Context

Central to my teaching has been the development and use of a pedagogy that provides students an opportunity to integrate what they are learning in their academic work with their present world and experience. I am using the neighborhood as a "text" and "context" for learning, serving, and living.



Author  
Timothy  
Peterson

## Arena for Learning, Serving, and Living

### Learning

Included in my work as an educator is the difficult task of challenging students' mistaken or distorted impressions about current social realities, helping students make meaning from life, and giving students opportunities to apply what they know. By using the neighborhood as the text and context

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## A Pedagogy of Place...

*(Continued from page 3)*

for learning, students develop skills of "reading" and interpreting real-life settings and thereby are in a better position to become active participants in and contributors to community life.

This is "a pedagogy of place" where students attempt to link the realities of life found in the physical and social environment of North-Central Philadelphia to the discipline-specific knowledge and skills they are seeking to acquire. In my academic work, I am attempting to design each of my classes to work together as an entire, mutually supportive curricular whole and simultaneously relate to the immediate geographical and social context. For example, my world-views course on modern and post-modern urbanism sets the basis for considering ethical issues and choices in city planning which together are used in the applied neighborhood-based course on practical theology. There is an intentional effort on my part to "blur" the lines between these courses by assigning readings and activities that use theories and concepts considered in other classes. My aim is that members of this urban campus (faculty and students alike) may begin to speak a "common language" in and outside of the classroom and look for new insights and understandings that can be made within and across each academic discipline.

### Serving

In the literature on higher education, there is a growing recognition of the importance for student learning to be directed towards civic responsibility and public involvement. Part of our academic duty is to train students to be good and effective citizens. In addition, our academic institutions have a civic obligation to contribute to the improvement of the quality of life within their surrounding communities. My work at Messiah College and in Philadelphia attempts to fulfill some of these inherent duties of academic institutions.

Students of this generation, not unlike those of the past, are interested in making a social difference. Many

have chosen to attend our Quaker institutions because of a stated commitment to integrating learning with service. And those of us teaching and working in Quaker and non-Quaker institutions are at the forefront of having our schools be involved in community-based service work.

It is important for students to learn that they have personal responsibility to live in ways that contribute to an improved quality of life for those around them. This has become especially clear to me as I have moved into a neighborhood setting that is being challenged and changed by an increase in off-campus student housing. Over

**A person cannot really learn about a subject until he/she is in the midst of it, attempting to "read" and "see" it with fresh perspectives and attitudes. In order to serve another, a person must be willing to reach out and be close to the other.**

the last few years, a number of the single-family homes directly behind our facility of seven partially connected row-houses on North Broad Street have been converted into student rental units. Most of the long-time residents on this formerly clean, quiet, and stable street are struggling with the negative impact of this social change. I am helping my students learn what it means to be "good" neighbors by not throwing their garbage into the street and picking up what is there, by not engaging in disruptive behavior late at night (especially on weekends), and by demonstrating an attitude of respect and appreciation for other neighborhood residents who have chosen to live

on this street and consider it their home. Through both formal and informal service to people living in this area, my students are learning how to make a positive contribution to the form and strength of "community." My students join me in coming to the residents of our neighborhood, not so much with something to tell them or do "for" them, but with an attitude of humility and openness to what they have to teach us and ask of us.

### Living

This type of academic work and community service cannot be done at a distance. Debi and I have chosen to live with the students in their residence building. This means we are available to them at night or on weekends, at their times of celebration and need. It is not uncommon for us to be invited to go along with a group of students to see a film and then go out for coffee afterwards, though Debi and I make sure the brew is decaffeinated. Our small third story apartment rumbles every fifteen minutes from subway trains passing underneath, overlooks one of Philadelphia's busiest thoroughfares, and is located in one of our nation's most economically disadvantaged neighborhoods. And we have chosen to live here because it positions us in the midst of intersecting communities: our students, the immediate neighborhood, and the city.

In terms of community work, it is not enough for students to come into a neighborhood for an afternoon or a weekend and expect to be involved in it to the degree that allows the residents to speak to them and teach them. The goal of having the neighborhood articulate the subject and direct the topics of study cannot happen if we are not personally involved in this neighborhood's daily life.

If we are seeking to learn about and work with the conditions facing those who call the inner city "home" - serving those according to what they articulate as needs—then it is necessary to intentionally position ourselves

*(Continued on page 5)*

## Pedagogy...

(Continued from page 4)

whereby this learning and serving is possible. A person cannot really learn about a subject until he/she is in the midst of it, attempting to "read" and "see" it with fresh perspectives and attitudes. In order to serve another, a person must be willing to reach out and be close to the other. To accomplish both of these goals often requires repositioning ourselves by going off-campus and walking into the neighborhood.

On many levels this has been a difficult Way for me to find and negotiate, but it is already proving to be a route that is bringing me great satisfaction in my work and contentment in my living. This "pedagogy of place" positions me to be both a teacher and a student of the hermeneutic of urban life. It is also within the context of this neighborhood that Debi and I seek the evidence of God's Light and Love. May we also reflect that Light and Love back into the lives of those who call this place "home."

*Timothy Peterson is professor of Urban Studies at Messiah College's Philadelphia campus, where he lives with his beloved Deborah. He has two children, Melissa and John Paul, who both attend Messiah College, main campus. Timothy is a former member of FAHE Executive Committee.*

**T his coming to my hand, and reading it over, savouring it to come from a pure Fountain, eternal life springing forth itself... a necessity was laid upon me to put it in print, that so it might do its service, and have unity with its own.**

--Sarah Blackborow (1657)



## What's New With Thee?

This past winter, **Anne Dalke and Kaye Edwards** trained with the Quaker Ministry to Persons with AIDS in Philadelphia; since that time, they have been engaged in a ministry of witness to several men ill with the disease, a commitment they have found simultaneously difficult, astonishing, and profoundly rewarding. The Ministry is now in the process of being laid down; Anne and Kaye have been trying to carry what they learned in the work of visitation into other areas of their lives, and into the lives of others.

**Paul Niebanck** is helping a new campus generate a new program. The campus is the Tacoma branch of the University of Washington (UWT); the program is Urban Studies. At UWT, Urban Studies is conceived to be a blend of student-initiated scholarship and service, community-based learning, and interdisciplinary and collaborative teaching, all with an explicit ethical underpinning. Paul is having fun, working with an unusually open-minded, unfettered group of faculty on a project that will combine the best of what we Quaker educators are trying to practice. Paul welcomes correspondence at: paulniebanck@aol.com.

Since August of 1997, **Bette Bauer** has been program director of English at the College of Saint Mary, a small Catholic women's college in Omaha, NE. She has developed several new courses from her research work with narrative, including Women's Spiritual Journeys in Literature and Narratives of the Holocaust (co-taught w/ a History professor). Bette writes, "It is wonderful to teach at a school with a spiritual mission, and one where the chapel is at the heart of the administration building!"

In February, **Max Carter** went to Sycamore Farms School, a one-room Amish schoolhouse in Indiana, and taught about the Underground Railroad to a combined class of schoolchildren,

grades 1-8. In April, he spoke at Pendle Hill's 70<sup>th</sup>-year reunion about the Quaker center's contributions to education. Max and **Mel Keiser** have developed a Quaker Studies Concentration at Guilford College.

**Deborah Shaw**, director of the Quaker Leadership Scholars Program at Guilford College, and her husband, Sid Kitchens, will be serving as Friends in Residence at Woodbrooke Quaker Study Centre in England, July-December, 2000.

*Deborah Shaw (R), pictured above with Roy and Kathleen Gathercoal at last year's conference in Whittier. Kathleen has just rotated off of Executive Committee, but continues to maintain our website. Roy has just joined Exec, and Deborah is currently serving as recording secretary for FAHE. Much thanks to these dedicated Friends!*

**Paul and Margie Lacey** will be in Japan this May, spending three weeks as Quaker visitors at the Tokyo Friends Girls School. Paul also writes that he has enjoyed teaching a course he developed, "Some Mystics/Some Poets," which includes The Song of Songs and writings of St. John of the Cross, Julian of Norwich, Bernard of Clairvaux, St. Ignatius, and poetry by Hopkins, Yeats, Eliot, Levertov, and Mary Oliver. Paul shares, "I have been delighted at how much light Rufus Jones still throws on the mystics."

*Please share news of thee with your colleagues and F/friends! Submit your news to: fahe@quaker.org*

# Mid-May

*by Wallace Collett*

Mid-May, a heavy wind and rain storm in the  
late afternoon  
and of a sudden the storm has blown over,  
the sun has come out,  
and each particle of May greenness sparkles  
with precision and brilliance.  
I pull on boots and go across the wet sponge  
yard into the woods,  
the woods pushing with spring, all tender  
and growing,  
all green and lush and blooming and singing.

I know where to go to see the trillium, off  
the trail through a thicket of spice bush,  
to an opening under ash trees where trillium  
grows thick as clover,  
a few flowers still white but most turned to  
pink and a deep rose;  
they live with solomon seal and jack-in-  
the-pulpit in quiet ecstasy,  
their leaves fluttering gently in the breeze,  
and branches swaying overhead.

I slosh back to the trail through woods  
brimming with wetness,  
come to the small pond of brown water at a  
turn in the trail  
and hear the crong (both croak and song) of  
a spring peeper;  
tensely I look for him, cannot find him, and  
imagine him nestled into the brown mud,  
shouting his joy to be alive in this spring time.

On down the trail through clumps of the  
white blossoms of sweet cicely:  
I break off some leaf stems and taste the  
sweet anise flavoring -  
and come to the dip in the trail, a valley  
in this flat Ohio land,  
to the stream bed, not large enough to be  
called a creek,  
knowing that along its bank will be the  
bloodroot plants;  
and here they are, sturdy now in their maturity,  
the seed pod green on a separate stem rising  
through the fan-like leaf,  
a sloping bank of bloodroot, hundreds of  
them, and I missed their flowering.  
A torrent runs and twists and rolls in the  
creeklet:

I jump over the turbulence and turn off  
the trail through the bloodroot,  
apologetic that I crush some of the blood  
juice stems.

I have never turned this way in May, and  
look what I find!  
a large but quiet city of many races,  
trillium lordly and colorful, white and  
pink and rose and lavender;  
a colony of may-apple, their panoply leaves  
blown by the wind so the flower shows,  
the white waxen cup of may-apple bloom turned  
modestly toward the ground;  
spires of jack-in-the-pulpit, green steeples  
over the waving bloodroot leaves;  
and coming in from the west, bright stalks  
of purple larkspur,  
seeming not a spring flower, but belonging  
to the next century of June,  
a forerunner of things fringed and complex.  
A thrush calls softly from a thicket of  
maple saplings,  
the song an extension of the liquid stream  
I wait to see the thrush, readying my attention  
to identify any movement,  
but I see only green stems swaying, and in a  
moment the song wafts to me  
from a further hiding.

I turn back to the trail, skirting the beds  
of trillium and bloodroot,  
and take the trail through the spice bush,  
past large trunks of maple and walnut  
and huge gray tubes of beech,  
going the circle route of trail that I cut  
twelve years ago,  
through the wondrous woods  
the mystical May woods  
the mysterious mythical woods  
knowing that my father and grandfather  
and great grandfather  
walked through these woods in May with  
equal elation  
finding again that yes there is purity  
and freshness and rebirth and beauty  
and that god does indeed touch our earth  
with a wand of wonder.

**Special Conference Pullout Guide**

***Quaker  
Pedagogy***

***Moral  
Education***

***Diversity***

***Quaker  
Business***

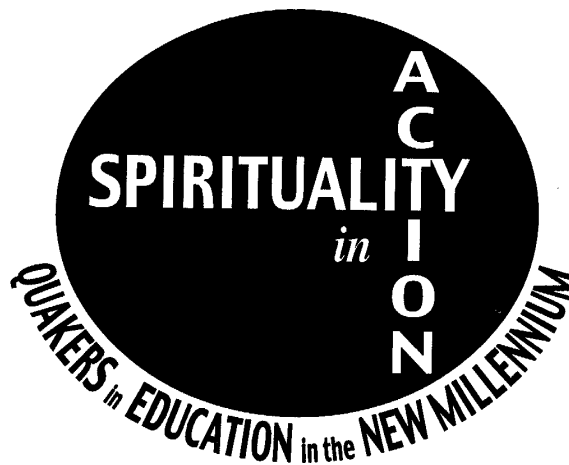
***Simplicity and  
Materialism***

***Quaker  
Presence,  
Professionally***

***Peace-making***

***Community  
Service***

***Strengthening  
Quakerism***



**FAHE Conference 2000**

*featuring*  
**Parker Palmer**

June 22-25, 2000  
Earlham College  
Richmond, Indiana

*This is a joint conference with the **Friends Council on Education**. Join with educators from K-12 schools and other Quakers in education to discuss the future and the fabric of Friends testimonies and beliefs in education.*

***Additional Highlights Include:***  
*Quaker Historians and Archivists Lecture  
FAHE Poetry Night  
A Search for Quaker Scientists  
Day Trips and Special Activities  
Interest Groups on Diversity, Admissions,  
and more!*

***SPACE IS LIMITED!***

***REGISTER TODAY***

*(after June 1 there is a late fee for registering)*

***SEE YOU THERE!***

**TURN HERE FOR FAHE CONFERENCE SCHEDULE  
AND REGISTRATION INFORMATION**



## Conference Schedule for FAHE 2000

### Friday morning, June 23

#### **Quaker Pedagogy I: Workshop on Quaker Teaching**

- "The Dynamics of Quaker Education: A Participatory Workshop" *Susan McNaught, George Fox University, and Earl Redding, American University*

#### **Bringing "That of God" Into the Classroom**

- "If You and the Person Next Door Are Teaching the Same Material, How Do the Students Know You Are the Quaker Teacher?" *Leona Mirza, North Park University and Earlham College*
- "Honoring of the Self in Education" *Frances M. Parks, Forest Institute of Professional Psychology*

#### **Spiritual Autobiography**

- "Spiritual Autobiography" *Mary Rose O'Reilley, University of St. Thomas*
- "Kathleen Norris as Spiritual Autobiographer" *Barbara Dixon, University of Wisconsin/Stevens Point*

#### **Diversity Panel**

- "Diversity: Vision and Experience" *Tom Tritton and Joe Tolliver, Haverford College*

#### **Quaker Leaders Panel**

- "Developing Quaker Leaders in Quaker Colleges" *Patrick Nugent, Earlham College; Max Carter, Guilford College; and Martha Hinshaw Sheldon, Wilmington College*

#### **Panel on Moral Education**

- "Quaker Moral Education for Adolescent, College, and Adult Students" *Lonnie Valentine, Elizabeth Lyzenga, and Bonita Washington-Lacey, Earlham College*

### Friday early afternoon, June 23

#### **Workshop on Quaker Process**

- "Seeking Consensus in Schools and Classrooms" *Monteze Snyder and Len Clark, Earlham College*

#### **Quaker Pedagogy II**

- "Spirituality and Quaker Pedagogy: The Challenge of Silence and Listening" *Stan Searl, Union Institute Graduate College*
- "Teaching As Clerking the Classroom" *Steve Smith, Claremont McKenna College*
- "The Professor's Responsibilities in a Learner-Centered Classroom" *Deborah Roose, Guilford College*
- "Helping Faculty Improve Their Teaching" *Jonathan Collett, SUNY/College at Old Westbury*

#### **Service Learning I**

- "Community Service, Service Learning, Volunteering or Seeking That of God: Outreach into Diverse

Communities" *Barbara Bixby, Arizona International College*

- "University Serve Day: Blessings Delivered and Blessings Received" *Alan Kluge, George Fox University*
- "Assessment and Best Practices: The Results of an Ethnographic Study at a National Service Learning Leader School" *Marybeth Neal, University of Minnesota Center for Experiential Education and Service Learning; Minnesota Department of Children, Families, and Learning*

#### **Nurturing Spiritual Wellness**

- "Nurturing Spiritual Wellness in College Students" *Louise Tritton, Emma Lapsansky, and Amy Taylor, Haverford College, and Cynthia Rena, Earlham College*

#### **Friendly Technology**

- "Watering the Roots of Sustainable Scholar-Activism: Researching in the Space of Reflective Hypermedia" *Mary Finney, Case Western Reserve University*
- "Education Technology and Change: Developing Queries for Connected Education and Collaborative Change" *Steve Gilbert, the TLT Group (the Teaching, Learning, and Technology Affiliate of the American Association for Higher Education)*

#### **Stories of Teachers Led to Teach**

- "The Life of Elise Boulding: Educating Toward a Culture of Peace" *Mary Lee Morrison, University of Connecticut Neag School of Education*
- "Teacher As Author of a Polyphonic Self: The Spiritual Voice" *Billie Jean Wiebe, Fresno Pacific University*

### Friday late afternoon, June 23

#### **Quaker Pedagogy III**

- "Outside the Mainstream / In the Well of Living Waters: Seeking a Quaker Pedagogy" *Anne Dalke, Bryn Mawr College; Nelson Bingham, Earlham College; and Mike Heller, Roanoke College*

#### **Coming to a Quaker College**

- "Earlham's Pre-College Summer Program: Explore-A-College" *Dee Ball, Nelson Bingham, and Brandee Mayberry, Earlham College*
- "Recruiting the Friends School Student: Why Do They Choose or Not Choose to Go to a Quaker College?" *Marie Cope Nicholson, Earlham College*

#### **Art Among Friends**

- "Quaker Spirituality and the Language of Modern Art" *Carol Sexton, Clear Creek Design*
- "Applying James Fowler's Stages of Faith Development to Quaker Education" *Mary Snyder, University of Wisconsin/Stout*

## Conference Schedule for FAHE 2000

### In the Profession

- "Comments on Values in Professional Engineering Accreditation" *Gary Farlow, Wright State University*
- "Advertising's Overdue Revolution" *Jelly Helm, Virginia Commonwealth University Adcenter*
- "Poetry, Creativity, Science" *Bob Wixom, University of Missouri/Columbia*

### Quaker Education Abroad

- "Opportunities in Quaker Education Abroad" *Jennifer Barraclough, Woodbrooke Quaker Study Centre; Lewis Greenstein, Friends World Program, Long Island University; and Max Carter, Guilford College*

### Quaker Pedagogy IV:

#### Panel on the Learner-Centered Classroom

"The Professor's Responsibilities in a Learner-Centered Classroom" *Deborah Roose, Guilford College, and Co-presenters*

### Saturday morning, June 24

#### Workshop: Quaker Practice in Art

- "Coloring Outside the Lines: Visual Art, Quaker Practice, and Diversity" *Marsha Heck, Indiana University/South Bend*

### Peace Education

- "Challenges for Peace Education at the Beginning of a New Century" *Ian Harris, University of Wisconsin/Milwaukee*
- "Active Peace Studies: Five Teaching Tools for Learning Practical Peacemaking" *Ron Mock, George Fox University*

### Scripture: Participatory Session

- "Reading Scripture with Early Quaker Women" *Michael Birkel, Earlham College*

### Worship Sharing: Responding to Readings

- "When God Speaks: An Opportunity for Worship Sharing" *Mariellen O. Gilpin, University of Illinois*

### College Students of Color

- "Addressing Problems of Identity with College Students of Color" *Dwight L. Wilson, Haverford College and Independent Teaching Project, and Jonathan Collett, SUNY/College at Old Westbury*
- "Working with Haverford's Minority Scholars Program and Public School Outreach" *Kaye Edwards, Haverford College*

### Quaker Scholarship

- "Jobs for Quaker Scholars" *Chuck Fager, Penn State University*

### Workshop on Servant Leadership

- "Servant Leadership: Spiritually Grounded Presence in Organizations" *Margaret Benefiel, Andover Newton Theological School*  
\*\*\* Note: this workshop is being offered again this year upon participant request.

### Saturday early afternoon, June 24

#### Leadership Workshop

- "Leadership in Dealing with Difference" *Monteze Snyder and Heidi Vogulhuber, Earlham College*

### Quaker Pedagogy V: Paolo Freire's Pedagogy

- "The Pedagogy of Paulo Freire and Its Usefulness in Friends Teaching" *Rit Squailia*
- "What Does Freire's *Pedagogy of the Oppressed* Say to Quaker Educators, or, Is It Our Job to Make Literacy Dangerous Again?" *Patrick J. Finn, SUNY*

### Literature

- "The Living Body: Literature and the Dance" *Langdon Elsbree, Claremont McKenna College*
- "Hearts-A-Busting: Southern Appalachian Literature" *Susan Schmidt, Brevard College*
- "Where There Is No Peace: the Presence of the Past in Faulkner and Rushdie" *Anne Kiley, Whittier College*

### At the Heart of Our Colleges

- "Strengths and Challenges of the Liberal Arts College which Promotes both Religious Identity and Cultural Diversity" *Diana Bohl, Mercyhurst College*
- "Education from the Heart . . . of What? What Friends Can Learn from Ex Corde Ecclesiae" *David L. Johns, Wilmington College*

### Quaker Workcamps

- "What Do We Know About the Long-Term Effects of Quaker Workcamp Service?" *Gilbert White*
- "YSOP Workcamps: A Unique Approach to Service Learning" *Daniel Hart*

### Beyond the Academy

- "New Paradigms for Quaker Missions" *Newton Garver, SUNY/Buffalo*
- "Some Characteristics of Good Quaker Governance" *Jon Van Til, Rutgers University and the Friends Board Training Project, and Asia Bennett, Friends Board Training Project*

### Saturday late afternoon, June 24

#### Workshops on Peacemaking and Pedagogy

- "How to Teach Peace-Making Skills Throughout the Curriculum: The Get Smart Exercises and the Peace Makers Project" *Carol M. Baldwin, Washington, DC*

## Conference Schedule for FAHE 2000

- "Getting to 'Eureka!' -- Examining Enlightenment in the Classroom" *Julia Giordiano, Nassau Community College*

### Students Go to Washington

- "Friends in High Places: Earlham / FCNL May Term" *Robert Johnstone, Mary Lord, and Dortha Meredith, Earlham College; Sara Bradbury, FCNL*

### Service Learning II: Presentation and Active Workshop

- "Writing the Wild: Blending Freshman Composition and Service" *Susanne Weil, Whittier College*
- "Orienting New Students to a Quaker College through Wilderness Programs" *Kurt Terrell and Margaret Lechner, Earlham College*  
\*\*\* Note: active workshop. Please wear comfortable clothing and shoes.

### Building the Loving Community

- "Trust, Distrust, and Grading" *Laura Rediehs, St. Lawrence University*
- "Traditional Subjects, Untraditional Teaching: The Classroom As Loving Community" *Sally MacEwen, Agnes Scott College, and Josephine Bradley, Clark Atlanta University*

### Student Life Panel

- "No Simple Solutions: Addressing Complex Campus Issues" *Mark Denniston, Wilmington College*

### Quaker Presence, Professionally

- "What Quakers Should Say in the 21st Century: A Framework for Quakers' Responses to a Postmodern Culture Shift" *Kathleen and Roy Gathercoal, George Fox University*
- "Quaker Mentoring" *Cheryl Keen, Antioch College*

## Registration Information

### ***Ways to Register and get more information:***

#### **Electronically**

***Email—[qeducators@earlham.edu](mailto:qeducators@earlham.edu)***

***Website—[www.earlham.edu/Q/qeducators](http://www.earlham.edu/Q/qeducators)***

#### **By Mail**

***Office of the President***

***Earlham College***

***Drawer 191***

***Richmond, IN 47374***

#### **By Phone**

***765-983-1211***

*FAHE's beloved poet, Sterling Olmsted, (L), pictured here with dear Friend Mike Heller. Sterling and Mike are pioneers of FAHE's now-famous Poetry Night. Bring your best (and worst!) verse to share.*

***Remember to mention that you are an FAHE attender, and to take this opportunity to renew your membership. You may also request to be housed near other colleagues who work in higher education, or with air-conditioning, or for child care...but for these and all other accommodations, early registration is the key! So please register no later than June 1, 2000.***

## Common Ground: A Collaboration of the Independent Teaching Project and FAHE

by *Monica Anna Day*

This year, diversity has been a strong theme in the activities and programming of our sister organization, the Friends Council on Education (FCE). Similarly, most of FAHE's institutional members are undertaking initiatives, discussions, and gatherings to address this topic. Monthly and yearly meetings also share this concern, again to varying degrees.

Time and again, the hand-wringing question is posed, "*What can we do?*" Sadly, separation and exclusion still exist in nearly every aspect of American life, and Quaker settings are no exception. Most Friends would state clearly that they are uncomfortable with the lack of diversity found in many of the spaces they sit, but when it comes to the question of how to alter this situation, the dialogue becomes murky, painful, and disjointed.

FAHE has been presented with an opportunity to take a small, but concrete step in addressing the issue of diversity within the context of our institutional members. This past fall during our visioning retreat, one of our mandates was to explore collaborative opportunities that might strengthen the impact of our programming efforts and help to increase the value of what we offer our constituents. At this time, we had just begun to share administrative staffing with the Independent Teaching Project (ITP) and were learning more about the mission of that organization. Very quickly, it became clear that this was a promising first chance for collaboration.

ITP focuses on enhancing diversity and cultural pluralism in independent secondary schools across the country, many of which are Friends schools. They do this specifically by assisting the schools with identifying and hiring teacher candidates from under-represented groups, funding teacher candidate visits to schools, mentoring teachers once they are placed, and assisting them with a three-year student loan reduction program. ITP presents a

solid answer to the question of "*What can we do?*" by providing these services.

Our collaboration with this organization would allow our member institutions to take advantage of this service, with ITP helping to identify a more diverse pool of qualified candidates for entry-level administrative positions than the institution might be able to find by relying on its current networking and human resources infrastructure. This would be that bold leap into action that so many of our institutions want to undertake, but with the thoughtful attention and support of an organization that has this issue as its primary focus.

In the trajectory that American education has faced—from separate but unequal educational opportunities, to failed attempts at integration, to efforts such as affirmative action—theory has prevailed over practicality. It seems that there is this idealistic place that many of us see in our minds, but in reality is rarely actualized. An organization such as ITP fully understands the real challenges that are presented when placing candidates in environments where their very presence alters the existing culture. Through providing mentoring opportunities and hosting institutes twice a year for their placements, ITP helps create a supportive environment that allows these groundbreaking transitions to occur. And everyone, including the institutions that hire their candidates, benefits greatly.

FAHE is a small organization with big dreams. We saw this very clearly at our visioning retreat. In this way, we are reflective of the entire denomination of Quakerism. It is important that we do not allow this smallness of size to translate into ineffectiveness of effort. Collaborating with ITP to help bring about greater diversity in higher education, starting in our own backyard, is a big effort, but one that we are uniquely qualified to undertake.

At this year's conference, diversity will be a strong theme woven through-

out the workshops and presentations. FAHE's Jonathan Collett will be teaming up with ITP's president Dwight Wilson to take a look at how issues of cultural identity play themselves out in educational settings. They will also host an interest group to probe more deeply into how we can address issues of diversity along the entire continuum of education. It is in this talking, and doing, and refining, and doing, and feeling, and doing, that we will find the common ground where we might not just *address*, but will *experience* the beauty of our diversity.

*Monica Anna Day is currently the FAHE Office Manager, and has helped envision the collaboration between ITP and FAHE. She has been active for many years in seeking positive ways of exploring, addressing and ultimately eradicating racism, classism, and other barriers that alter our ability to be in community with one another.*

### Thanks to a Special Friend

The Friends Association for Higher Education wants to recognize **Kay Edstene** for her many years of service to the community of Friends education, and for her vision in establishing a relationship between FAHE and the Friends Council on Education (FCE) that continues to grow and flourish. At the end of April, Kay will be stepping down from her role as Executive Director of FCE due to health challenges.

It should not go unsaid at this time what an amazing impact one individual can have when faithfully responding, year after year, to her call. We have all benefited from Kay's leading and vision for Quaker education. She will continue to inspire us for years to come.

**From Our Colleges and Adult Learning Centers**



**BARCLAY COLLEGE**

At the annual meeting of its accrediting association held in February, Barclay College was presented the 1998-99 Enrollment Growth Award sponsored by Christianity Today, Inc. The award, for growth of 52% in one year, was one of four such awards presented to colleges of different sizes.

Also in February, Barclay opened a new \$1.875 million women's dormitory and student center expansion. The new dorm has the capacity to house 64 women. The student center expansion contains an office and conference room for Student Council, a health clinic, and expanded dining space.

Barclay is currently observing the "Year of the Church." The purpose is to ascertain how the college can better serve the church and to recognize outstanding service on the part of alumni and others closely associated with Barclay serving the church throughout the world.

**Earlham  
COLLEGE**

Earlham alumni in 12 cities across the country—including Boston, Cincinnati, Wilmington, Philadelphia, San Francisco, Washington, D.C., Chicago, Denver, and New York City—volunteered in a host of community betterment activities, as part of the National Earlhamite Volunteer Day on April 15. A similar event involving Earlham College students and alumni in the Richmond area was held on April 8, a week earlier than the national effort: some 200 students plus dozens of alumni and faculty members participated in joining Habitat for Humanity for housebuilding; cleaning up neighborhood streets and parks; offering time and help at the AIDS Task Force; trail clearing for the Hayes Ar-

boretum; and offering numerous other services to the community. Events on April 8 were part of the national Great Hunger Cleanup effort. Now in its 16<sup>th</sup> year and involving thousands of college students across the country, this program is organized by the National Student Campaign Against Hunger and Homelessness. The Earlham Volunteer Exchange, a student-run clearinghouse for community service opportunities, coordinated all local events in Richmond.



**FRIENDS  
UNIVERSITY**

Friends University will distribute alumni service and distinguished alumni awards during the university's upcoming alumni weekend. Daryl and Rodney Pitts are among those receiving honors as distinguished alumni at the May 5 ceremony. Darryl Pitts graduated from Friends University in 1957 and earned an MBA from the University of Colorado. While at Friends, he was active as a Singing Quaker and athlete. He served on the Board of Trustees for many years in a variety of capacities, including vice chair and chair of the board.

Rodney Pitts graduated from Friends in 1982 and earned his law degree and MBA from Oklahoma City University in 1985. While at Friends, he was active as a Singing Quaker and Talisman staff member. Rodney is senior vice president for wealth management at a bank, and in 1999, he was selected as one of *Wichita Business Journal's* "40 under 40." He has been on the Board of Trustees since 1994 and currently serves as chair.

**Friends World Program**

Friends World will celebrate its 35th anniversary with an alumni reunion on the weekend of May 19-21, 2000. Alumni from all classes are invited and will have the chance to participate in graduation ceremonies organized by current students. It will provide an opportunity for those who protested the war in Vietnam to swap stories with those who stood against the W.T.O. in Seattle.

Speaking of the Seattle protests, Friends World is developing a program in Global Business Ethics. Students will study in at least three different regions during the academic year. They will address, from specific cultural perspectives, issues such as international environmental standards, the appropriateness of different forms of advertising in various societies, questions about the export to other countries of products that are proscribed or severely restricted at home, the meaning of corruption in societies, and the challenges posed by different cultural norms regarding women in the workplace.



Longtime Friends minister Eugene Coffin died in December at the age of 85. Coffin served 16 years at the Crystal Cathedral in Garden Grove, California, served as pastor of President Richard Nixon's home church, and chaired the Board of Trustees at George Fox University from 1974-79. Raised in India, the son of missionary parents for the Ohio Yearly Meeting of Friends Church, he attended George Fox, then known as Pacific College, and graduated in 1935.

**FAHE  
HAS A NEW WEB ADDRESS  
[http://www1.georgefox.edu/  
nonfox/fahe/](http://www1.georgefox.edu/nonfox/fahe/)  
Click On!**

## From Our Colleges and Adult Learning Centers

From 1948 to 1962, he was pastor of the Garden Grove Friends Church, then known as Alamitos Friends. He chaired the Board of Trustees at Asuza Pacific University while at Garden Grove. From 1962-69, he was secretary of evangelism and church extension of Friends United Meeting, headquartered in Richmond, Indiana. From 1969-76, he was pastor of East Whittier Friends Church in Whittier. He served at the Crystal Cathedral from 1976-86 as executive pastor. Coffin was a regular columnist for *Quaker Life* and represented the National Association of Evangelicals before the U.S. Congress and the World Congress on Evangelism.

Paul Anderson, associate professor of Biblical and Quaker studies, will participate in the third phase of the Rhodes Consultation on the Future of the Church-Related College. The consultation, which began in the mid-1990s, is coordinated by Rhodes College, a Presbyterian institution in Memphis, Tennessee, and is funded by the Lilly Endowment. The goal of the program is to strengthen ties between church-related colleges and their parent denominations.

GFU publicly launched a \$22 million Legacy Campaign for facilities, scholarships, faculty development, and technology enhancement in February. Two-thirds of the total were raised in a non-public "quiet phase," and the campaign has now reached 82% of its goal. The cornerstone project for the campaign is the \$7 million Edward F. Stevens Center, a student services and classroom building named for the late George Fox President.



Haverford students no longer go to the polls to vote in campus elections. Instead, they let the polls come to them

via the Internet. For the first time this February, Haverford's student government council was elected online. Sixty-six percent (66%) of the student population voted in the Students' Council executive committee election—a 21 to 26% increase over past campus elections and considerably higher than the national average of 10% for campus elections cited by the Center for Leadership Development. Election results were easier and faster to tabulate. What took six or seven students five hours to complete in past years was calculated and distributed by email to the entire student body within five minutes.

"Who knows what online voting will do for the future of national elections and national politics," wonders Jesse Ehrenfeld, former Haverford Students' Council co-president. Ehrenfeld, one of the organizers of the online election, attributes its encouraging results to a number of factors: preparation for the election and casting of ballots required much less time and effort than in past years; student support for the idea was very high; and for the first time, Haverford students abroad could vote in a campus election. Votes were recorded

I began to be broken, melted  
and overcome with the love of  
God. Oh! The love which in  
that day abounded among us...  
the nearness and dearness that  
were amongst us one towards  
another, the openings and  
revelations which we then had!  
--William Caton (1656)

by students as far away as England and Chile.

The software used for the online election makes possible campus-wide surveys and polls. Matt Nocifore, Haverford's assistant director for networking and systems, created the software to serve a variety of functions. Recently elected Students' Council co-president Wheaton Little says that in the future he would like to use the software to assess students' feelings about various student life issues.



This year, many Malone students spent not spring *breaks*, but spring *missions* doing service projects abroad and at home. Sixteen students traveled to Managua, Nicaragua to build small homes used for a family-style orphanage. Seven students traveled to Paris as part of a larger Baptist Collegiate Ministries Group: they distributed bilingual French/Arabic New Testaments in Muslim neighborhoods, visited the Mosque of Paris, and received instruction in Muslim evangelism in France. Six students traveled to Toronto to further develop and integrate "a Kingdom vision" by discussing the biblical concept of Jubilee, Christian citizenship, and involvement in politics; studying art history; and participating in a "streetwalk" experience on the streets of Toronto.

Several groups of students served in a wide range of U.S. settings. One group mounted "the Jerusalem Project" in downtown Canton, Ohio, starting a mural with junior high school students in an inner-city youth ministry, running a Vacation Bible School, and working with families in need of house repair. Another group visited the World Vision Distribution Center to assist in preparing shipments to projects and partner agencies around the world. "Pittsburgh Project" students had short-term urban

## From Our Colleges and Adult Learning Centers

mission experience, immersing teams in hands-on service painting, dry-walling, and repairing homes for urban residents in need. The "New York School of Urban Ministry" went into the streets to distribute food, clothing, and tracts to the homeless. Finally, two groups took spiritual formation trips to the Everglades and to Utah, respectively, to explore the spiritual disciplines of silence, solitude, fasting, prayer, meditation, study, and praise.

Two more service trips are scheduled for May: one will send fourteen students to Kenya to do mime ministry in ten different schools, serving 5,000 high school students, followed by a second week doing ministry for children in a Nairobi orphanage; the other will send ten students to Budapest to help Norm and Michelle Smith, a career ministry couple, complete the construction of their home.



**PENDLE HILL**

Over the weekend of April 15-16, Pendle Hill held its 70<sup>th</sup> anniversary celebration. The party was a wonderful occasion, with over 300 staff, students, board members, alumni, and friends attending to share memories of the past and dreams for the future. The big tent on Firbank field accommodated a buffet lunch and dinner, two concerts in the evening, and an afternoon program featuring Max Carter, Janet Shepherd, and others. Pendle Hill's new director Steve Baumgartner was introduced with his family. He will begin his term in September, but is already a familiar face on campus. Paul Rasor, director of the new Forum Program, was there as well. The electricity kindly went off on Wednesday, not Saturday night, and the snow, equally kindly, occurred the weekend before. Everyone went to bed Saturday night tired but elated.

This summer, the study center will run its usual array of courses in the arts, as well as the high school youth camp, a college internship program, and a beginning level of the Alternatives to

Violence program.

Two new Pendle Hill pamphlets have just been published: "Journey to Bosnia: Return to Self," by Suzanne Hubbard O'Hatnick, and "The Radiance and Risks of Mythmaking," by Gilbert H. Kilpack. Margaret Hope Bacon's *The Quiet Rebels* has also been reissued. As part of the 70<sup>th</sup> anniversary celebration, Kimo Press has published "In Stillness There is Fulness," a volume of essays in honor of Dan Seeger.



Two milestone events happened at Whittier in March. On March 3, Katherine Haley Will was inaugurated as Whittier's 13<sup>th</sup> president. She is the first female president in the college's history. Before coming to Whittier, she was provost and professor of English at Kenyon College from 1996-99.

The week of celebration included special inaugural colloquia on arts and the liberal arts, philosophy, political science, and biology. Michael Harper, professor of English at Brown University, and the first poet laureate for the state of Rhode Island, read a new poem, composed especially for the ceremony, "The Presidential Voice of Katherine Haley Will." Robert Oden, president of Kenyon College, was the keynote speaker.

At a meeting of the Board of Trustees during inauguration week, it was announced that Whittier's capital campaign, "Endowing the Tradition," exceeded its \$70 million goal more than a year ahead of its October 2001 deadline. Although the campaign books will not be officially closed until June 30, the amount raised as of March 1 was \$70,029,634. The capital campaign was formally launched on October 11, 1996, with just over \$31 million raised in gifts and pledges, nearly 45% of the goal.

*Our warmest welcome to incoming  
FAHE Coordinator, Deborah Peterson*

## Clerk's Letter

*(Continued from page 2)*

and your family success and joy.

In a way, Monica's parting gift has been finding her successor: our new coordinator for the FAHE office and programs is Debi Peterson. Debi brings us rich experience from many areas of academe: at Malone College, she taught, worked as an academic advisor, and served as chaplain and spiritual life director. At Lewis & Clark College, she worked in advancement and other administrative areas, including service as a residence hall director. She has taught elementary school and participated in mission work abroad. Finally, she has a familial tie to FAHE—her husband is Timothy Peterson, a longtime member and former recording secretary on our Executive Committee. We'll bring more news of Debi in our summer newsletter.

Finally, this is the last FAHE newsletter to be edited by Michele Lise Tarter. Michele's guiding vision has shaped this newsletter for more years than I can remember, and her grace and thoughtfulness will be much missed. Michele, our loving best wishes go with you in your teaching, your writing, and all things else, dear Friend. Many, many thanks for all your work and care.

Friends, take care, and we will see you at Earlham in June!

In Friendship,

Susanne Weil  
Co-Clerk, FAHE



# ANNOUNCEMENTS



## Summer 2000 Youth Programs and Leadership Opportunities at Pendle Hill

*Summer Youth Programs  
Co-Coordinator*

This position will work with the Coordinator to implement Pendle Hill's two Summer Youth Programs, Community Service and Leadership Development Internship (ages 18-24) and Youth Camp (ages 15-18).

Dates:

May 22nd (flexible)- August 4th, 2000

*Youth Camp Co-leaders:*

These three positions will work as a team to plan and lead a week-long service learning program in collaboration with Philadelphia Yearly Meeting's Weekend Workcamp Program

Dates:

July 8th - July 17th, 2000 (and an advance-planning weekend)

**For more information, contact:**

Julian O'Reilley  
Youth Programs Coordinator  
Pendle Hill, 338 Plush Mill Road  
Wallingford, PA 19086-6099  
Fax: 610/566.3679  
Phone: 800/742.3150, ext. 129

## Calling All Quaker Scientists

Pendle Hill's Forum Program on Science, Technology, and Religion aims to expand Friends' awareness of ethical issues in science and technology. It also works to facilitate more fruitful dialogue between religion and science, among Friends and elsewhere. Toward those goals, Pendle Hill is building a database of Friends in the sciences in order to create networks for the mutual encouragement and spiritual nurture of Friends in the sciences, and to create programs for Quaker scientists to inform other Friends of important issues in science and technology today. The database will be used to inform registrants of upcoming science and religion programs. There are also plans to develop a moderated listserv.

**Pendle Hill needs to know who and where you are!** If you have not already registered with Pendle Hill, please do so at <[www.pendlehill.org](http://www.pendlehill.org)> or send your current curriculum vitae to:

Forum Program, Pendle Hill  
338 Plush Mill Road  
Wallingford, PA 19086-6099

*A weighty concern coming upon many faithfull friends at this meeting in relation to divers undue liberties yt are too frequently taken by some yt walk among us...some of which we think proper to particularize: ...yt none of our friends accustom themselves to wear their gowns wth superfluous fold behind but plain and decent, nor to go without aprons, nor to wear superfluous gathers or pleats in their caps—nor to wear their heads drest high behind, neither to cut or lay their hair on their forehead or Temples... And that friends be carefull to avoid wearing of strip't shoes, or red or white heel'd shoes or clogs, or shoes trimmed wth gawdy collours.*

*—from an Epistle of Women Friends  
Yearly Meeting in Burlington to  
Women Friends at Several  
Quarterly and Monthly  
Meetings, 1726.*



## Time To Join / Share With A Friend!



### Friends Association for Higher Education

1501 Cherry Street  
Philadelphia, PA 19102  
215/241.7116 phone 215/241.7278 fax  
Email: [fahe@quaker.org](mailto:fahe@quaker.org)

### Membership July 1, 1999—June 30, 2000

*Who should join? Friends interested in higher education, anyone connected with Friends higher education institutions, and anyone interested in furthering a Spirit-based commitment to higher education. If you have a question about whether your membership is current, email [fahe@quaker.org](mailto:fahe@quaker.org), or drop us a line at the office.*

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Surface Mail Address: \_\_\_\_\_

Email Address: \_\_\_\_\_ College or other affiliation: \_\_\_\_\_

Discipline or other college office: \_\_\_\_\_ Monthly/Yearly Meeting or Other religious affiliation: \_\_\_\_\_

Indicate FAHE support level:

- Sustainer (\$50-\$100)     Family (\$40)     Individual (\$30)     Student (\$10)

Please make check payable to : Friends Association for Higher Education

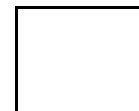
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**Friends Association for  
Higher Education**

1501 Cherry Street, Philadelphia, PA 19102  
215/241.7116 phone 215/241.7278 fax  
Email: fahe@quaker.org

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***WE WANT TO  
HEAR FROM YOU!***

We invite you to take part in an interactive Readers' Dialogue, by responding to ideas raised in this issue or by addressing any other topics which are moving you at this time. Is there an issue or concern which you feel moved to share?

Please send your response or short article to the attention of the newsletter editor at the FAHE office. You can mail, fax or email your submission to the addresses found.

**The submissions deadline  
for the summer issue is  
July 14, 2000.**

For, lo! The winter is  
past, the rain is over  
and gone; the flowers  
appear on the earth;  
the time of the singing  
birds is come,  
and the voice of the  
turtle is heard  
in the land.

--The Song of  
Solomon 2:11-12

## Looking Ahead

*Two college presidents share a word at Wilmington Yearly Meeting 1999 sessions. Don McNemar's (L) Guilford College will host FAHE's conference in 2001. Dan DiBiasio's (R) Wilmington College is next in line for the conference in 2002.*