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FRIENDS ASSOCIATION FOR HIGHER EDUCATION

FAHE at Woodbrooke Study Centre

June 19-22, 2008



In the worldwide family of Friends, many opportunities to meet face-to-face have proved historic. Another such occasion presents itself at Woodbrooke Quaker Study Centre in the UK when in June 2008, for the first time, the FAHE annual conference crosses the Atlantic. It is my great pleasure to welcome you to this very special event.

Since 1903, Woodbrooke has been a focus for spiritual, theological and social learning amongst Friends and others. We have nurtured Quaker life in Britain Yearly Meeting and linked with Friends internationally to extend the reach and effect of Quakerism in action. Today, we provide a year-round programme of courses, including the unique and highly regarded postgraduate work done in conjunction with the University of Birmingham. Our home and facilities are beautiful and award-winning, and Birmingham itself, a city of considerable cultural and social importance, boasts strong Quaker links.

In this year's theme, "Where Faith and Practice Meet," I see an immediate and absorbing relevance to all our Quaker institutions. This year's speakers carry worldwide reputations, in science, spirituality and in Quaker learning, and will be joined by some of our most significant contributors to Quaker thought. We come together as Friends when there has seldom been a more urgent need for fresh and wider dialogue between Friends from the Americas, Europe and beyond. The conference will be a remarkable event and I hope you will be here to treasure it with us.

In friendship
Jennifer Barraclough
Director, Woodbrooke Quaker Study Centre

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- John Keats and Ethical Practice, Jim Hood
- A Concern for Sustainability: Mainstreaming Across Our Institutions, Pam Lunn and Liz Roe
- Wittgenstein on Decency, Newton Garver
- Useful Writing in the Social Sciences, David Ross
- Teaching a Science and Religion course, Don Smith with Gary Farlow
- Professor as Social Change Agent? Mike Moyer
- Religion and Spirituality in the Classroom: Where Faith and Practice Meet, Eric Kristenson

- Quaker Epistemology: A Different Kind of Empiricism? Laura Redeis
- When is the Practice of Tenure Faithful? Gary Farlow
- The Revivification of Quaker Truth in and for a Postmodern Age, Diana White, Helene Pollock, Jeff Dudiak
- Inquiry-Based Learning (IBL) and Query-Based Faith (QBF), Elwood Parker
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Friends Association for Higher Education NEWSLETTER

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

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

* Facilitating interaction and fellowship among all who share Friends' ideals of higher education;

* Discerning the unity of spirituality, intellectual rigor, and social justice;

* Sharing the scholarly research in the service of Friends' values; and

* Providing resources and encouragement to Friends-connected institutions of higher education in understanding and applying Friends' values.

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Founded by Friends: Book review by Susan McNaught

Quakers have always been known for their support of education so it comes as no surprise that some of the strongest colleges and universities in the U. S. have Quaker roots. *Founded by Friends: The Quaker Heritage of Fifteen American Colleges and Universities*, edited by John W. Oliver Jr., Charles L. Cherry and Caroline Cherry, traces the development of thirteen colleges that specifically acknowledge Quaker heritage (twelve of which are members of Friends Association for Higher Education) as well as two universities founded by Quakers as non-sectarian institutions.

Thomas D. Hamm, in the introduction, raises the query, "What does it mean to be a Quaker College in the twenty-first century?" Hamm provides a context for the exploration of this question. He reminds readers that while early Friends were concerned that "head knowledge" not be thought of as competing with knowledge gained through following the Inward Light and the Holy Spirit, Friends were far from anti-intellectual. George Fox, for example, urged the establishment of schools for both boys and girls and meeting houses built in North America often served as schools as well as places of worship. The focus was on practical application (William Penn said education should be "liberal...but useful") and a "guarded education" (only Quaker students admitted, only Quaker teachers employed, and Quaker values emphasized). Hamm traces the various splits among Friends which would influence the direction some of the colleges would follow due to their constituencies.

The stories of the various institutions are each written by a different writer, each with a slightly different focus and each with a slightly different understanding of what makes a Quaker college or university. There seems to be no template - each writer describes his or her institution, focusing on what is of importance to that particular institution and to that particular writer. Because of this, the styles vary, the interests vary, the emphases vary. At first this is disconcerting and one wishes for an order, for a way to compare. But this difference becomes a strength. Because the writers are allowed to focus on the strengths (as they perceive them), they choose what to emphasize and what not to. Some emphasize building projects and program development - not all that different than any other college, Quaker or secular. Some emphasize the faith-based foundations - not all that different than other religious institutions. The reader needs to acknowledge what he or she is given, but also ask, "What else is there? What do I not see? What gets emphasized and why?"

Some of the schools acknowledge their Quaker roots, but see them as more historical rather than a matter of determining current practice. Others embrace their Quaker roots but because of different approaches to beliefs, reflect different practices (some schools, for example, ask students and faculty to sign life style agreements - a commitment to upholding moral values, but seemingly at odds with the Quaker antipathy to creeds). And some administrators and faculty may see a Quaker identity as a hindrance. What the schools included in this book have in common is interesting; how they differ tells us much more about what it means to be a Quaker college or university in the twenty-first century.

There are some common threads. One is in origins. Haverford, Guilford, and Earlham were all founded in the period from 1833 to 1847. All began as undergraduate academies and later became colleges. Because they were founded to provide a "guarded education," they focused on the teachings of Friends and were not as concerned with preparing students to transform society. In the period from 1869 through 1891, Swarthmore, Wilmington and Bryn Mawr came into being as colleges. William Penn began as a boarding school and became a college three years later. George Fox and Whittier both began as boarding schools and became colleges a few years later. Both Bryn Mawr and William Penn admitted non-Quakers from the first days, although they gave preference to Friends. And in the period 1892-1917, four other schools were founded. Malone and Barclay began as Bible colleges, designed to serve pastoral Friends. Azusa Pacific and Friends University also began during this period.

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Founded by . . . (cont.)

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Two other schools are included in this examination. Cornell University was founded by Quaker-born Ezra Cornell. Cornell's interest in practical education reflected his Quaker upbringing as well as his own interest in technological and scientific innovation according to Elaine Engst. She claims Cornell is the first truly American university because of its integrated study of the mechanical arts and the liberal arts. Johns Hopkins, founded by a Quaker and named for one, also considers itself to the first truly American university; it was the first institution in the United States to require students to perform original research in their own field, present their findings, and to publish. While these schools do not claim ties with Friends, they certainly reflect the Quaker commitment to quality education.

Another common thread is that of continuity and change. All of these institutions experienced difficulties in funding as enrollment rose and fell in different periods. All seem to be fairly stable at present. All have grappled with changes - in the society they serve and in their own educational missions.

It is, however, the differences that intrigue. Some of the differences may be institutional, or may be reflections of the writers. One difference is the interpretation of the peace testimony on campus. While many of the writers discuss the peace testimony on their campuses, that discussion is a major portion of the Wilmington College chapter; it doesn't figure at all in the chapter on Malone. The question is whether this reflects the campus ethos or the interests of the writer.

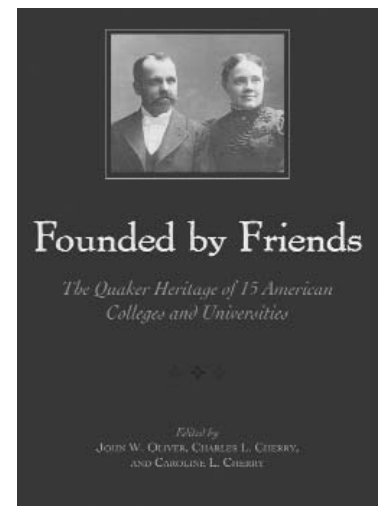
Most of the writers mention the question of allowing military recruitment and, particularly during World War II, the issue of military training. Swarthmore's policy, for example, was acknowledged as a significant break with the historic Quaker peace testimony. Earlham allowed no military training unit on campus, although the over-

whelming majority of Earlham's male students, Quakers included, accepted service in the armed forces. Friends University allowed no military training, and welcomed into its student body five Japanese-American students who would have otherwise been sent to an internment camp.

Another difference is that of control. Some of the schools have close ties to their Yearly Meetings which makes a difference in patterns of control. While only Guilford and Haverford were actually projects of their yearly meetings, Friends, Wilmington, Whittier, and Malone were begun by private individuals or groups who subsequently turned over the control to yearly meetings. Some institutions have close relationships with their yearly meetings - George Fox, Malone; some have struggled with control issues - Earlham, Whittier; some have a good relationship but no legal ties - Barclay. Clearly, the relationship of the college and the local yearly meeting has had significant influence on the direction of the school. One wonders about the influence of the college on the yearly meeting.

All of the writers address the issues of gender and racial equality. Haverford and Bryn Mawr were founded as men's and women's colleges respectively; all the others were co-educational. There is clearly a commitment to including women as students. While all (except Haverford) hired women as faculty members, only a few of these schools have had a president who was a woman. Little mention is made about how women faculty are faring at the present time. Women tend to be under-represented in the ranks of tenure at most colleges and universities and one wonders how they fare at Quaker schools.

Quakers have generally been identified with a commitment to racial equality and figure among the earliest opponents to slavery. Most of the writers address the issue of racial equality and most have to admit that integration was late in coming and it was a contentious issue. Many point out that they are



making an effort to attract a more diverse student population.

The question of what makes a Quaker college remains unanswered. The approaches in these chapters indicate that while there is clearly a powerful commitment to Quaker identity and heritage, the way in which that commitment is structured at the various colleges is quite different. Some colleges clearly reflect the traditional Quaker ethos - the peace studies program at Guilford is particularly strong. Some honor the tradition, but are committed to moving into a more secular model - Johns Hopkins, Cornell. Some honor the commitment, but are more concerned with a general Christian ministry.

Each writer ends his or her chapter acknowledging the past and looking to the future. Quaker distinctives continue to serve these institutions well and this book is a helpful reminder of a strong tradition which continues to provide an important basis for education in the twenty-first century. In the conclusion, John W. Oliver Jr. reminds the reader that the continuing task of Quaker education is to challenge students to think about how to fashion a just and safer world, to integrate Quaker ethics and education, to learn from the old ways in order to shape a more peaceful and just future. The challenge is substantial, and Quaker colleges seem quite prepared to accept and meet that challenge.

Founded By Friends: The Quaker Heritage of Fifteen American Colleges and Universities John W. Oliver Jr., Charles L. Cherry, and Caroline L. Cherry, eds.

FROM OUR COLLEGES, UNIVERSITIES AND ADULT LEARNING CENTERS



Barclay College

Barclay College is offering a full tuition scholarship to all on-campus students beginning with the fall 2007 semester. This scholarship is worth \$10,000 per year and is available every year the student is enrolled full-time.

The current enrollment at Barclay is 75 but the residence halls could hold up to 140 in the men's and women's residence halls plus other living space. The college is offering this unique opportunity both because 90% of Barclay's students will go into ministry vocations that do not have high salaries and because the residence halls at Barclay are not full and it is expensive to maintain empty rooms.

If the program is successful, the college doesn't anticipate having any financial problems with the lack of tuition money. They expect the increase in residence hall occupancy to make up for the tuition drop.

The Board of Directors was skeptical at first when President Herb Frazier approached them about making the change but after much prayer the board gave their approval on Dec. 7. Just thirteen days later, the college sent out 2,000 pieces of mail to various high school seniors announcing the program, Frazier said.

Barclay College is located in Haviland, KS and offers Bachelor degrees in Bible/Theology, Missions, Pastoral Ministry, Psychology/Family Studies, Youth Ministry, Music Ministry, Missions: Bi-vocational, Business Administration and Christian School Elementary Education.

Bryn Mawr

Narrowing Bryn Mawr's Digital Divide

There wasn't much pomp and circumstance, but participants were happy with the outcome of the informal graduation exercises taking place in Guild Computing Center this week: each one left with a fully loaded used computer.

The graduates were members of the Bryn Mawr staff who had completed programs offered by Bryn Mawr's Teaching and Learning Initiative (TLI), an effort to integrate students, faculty and staff members as collaborative partners in the College's educational enterprise.

The computers were ones that had been replaced by newer models after four years of use in various administrative offices around campus. Forty-four of them are being distributed this week, most of them as presents to staff members who have acquired computing skills through the TLI over the course of the past year.

Lauren Maksym '08, a major in computer science who minors in education and has been active in the TLI since its inception, organized the distribution of the computers - a real logistical challenge. She undertook the project as part of an independent study under the supervision of Mark Colvson, the coordinator of curriculum and research support in Information Services.

"I'm doing research on teaching and learning in the workplace as a catalyst for change," Maksym says.

Staff Education Coordinator Darla Attardi co-teaches the TLI's Computing I course with Erica Seaborne '09 and Computing II with Map Curator and Geographic Information System Coordinator Betsy Reese. Offered to staff members who don't use computers in their work, the courses meet once a week during the academic year and twice a week during the summer.

Each staff member is paired with a Bryn Mawr undergraduate who is familiar with the skills covered in the program; the students attend the classes with the staff members and meet with them once a week for an hourlong tutoring session outside of class. Staff members are granted release time for the classes, so they don't lose work hours by participating.

Many of the undergraduates involved are, like Maksym, students in the Bryn Mawr-Haverford Education Program who sharpen their teaching skills and understanding of the learning process through their work with staff members. Others are involved simply because they wanted to build connections with community members they might not other-

wise meet.

Housekeeper Beth Iushewitz, an immigrant to the United States from Scotland, took Computing I last year.

"It taught us how to e-mail and how to use the Internet to do things like look up our paycheck online. I'm nearly 64 years old, and it was like learning a new language," Iushewitz says. "I think it's fabulous that the College wants us to be computer literate. Now I can e-mail my family overseas for the first time."

Shana Fountain, a cook in Rhoads Dining Hall, participated in the TLI's Empowering Learners Program, which pairs staff members with students for an exchange of skills. She taught her student cooking and parenting skills and learned how to browse the Internet, with an eye toward helping her teenage son with his college search.

A 17-year veteran of Dining Services, Fountain says she's been waiting for a program like the TLI for a long time.

"It's a much-needed step toward building community in the staff. A lot of people who didn't have the opportunity to go to college are still interested in education," she says. "I'd like to see more programs like this at Bryn Mawr."

Fountain says her son will help her install her computer when she gets it home.

Ibrahim Edwards, who works in Erdman Dining Hall, already had some familiarity with basic computing, so he started in Computing II.

"I had picked up a few skills just by clicking around, through trial and error. I liked the idea of taking a class that would cover computing skills in an organized way, so that I didn't waste time clicking around and figuring things out," Edwards says.

"It was really beneficial," he says. "I can use the Power Point and Excel skills in many ways."

Edwards also formed an especially close bond with his student partner, Haverfordian Rebecca Zeldin '08. The two discovered a common interest in religion. He is Muslim, and she is Jewish. Together they have started a blog to promote interfaith dialog.

"Ibrahim really took the course and ran with it," says Attardi. "He was incredibly enthusiastic about investigating new

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FROM OUR COLLEGES, UNIVERSITIES AND ADULT LEARNING CENTERS

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technologies, and he taught the class - including the teachers - a lot of things we didn't know, like how to embed video in a blog."

In past years, Information Services has donated the computers to nonprofit organizations suggested by staff members, but copyright law required that each machine be wiped clean of software, including its operating system, before it left the College's possession.

According to Director of Computing Services Janet Scannell, the situation changed a couple of years ago when the Association of Independent Colleges and Universities of Pennsylvania negotiated a new agreement with Microsoft on behalf of its member institutions.

The new contract allows members of the College's staff to buy certain Microsoft products for their home computers at deeply discounted prices. It enabled the College to pass on the used machines, fully loaded with newly installed Windows operating systems and the Microsoft Office 2007 package, for a fee of \$80.

Members of the Staff Association who serve on the TLI's advisory committee suggested that the computers would make excellent graduation presents for program participants, says the Association's Ann Ogle.

Chief Administrative Officer Jerry Berenson agreed, and he arranged for the College to waive the \$80 fee for TLI graduates.

The computers come with a promise that the College will dispose of them safely if the staffers who take them home decide to discard them. In return, staff members must sign an ownership-transfer form promising that they will not dispose of them improperly - computers contain materials that become harmful if they end up in landfills.

The new computer-distribution scheme is a two-year pilot project; upon its completion, the College will assess how well it has worked.



Dr. J. Howard Edington, minister in the Presbyterian Church (USA) for over forty years has donated three thousand volumes to the divinity school library. Dr. Edington's donation was made at the urging of Dr. Robert Kopp, Professor of Preaching, at CEDS.

Dr. Edington has pastored such churches as Providence Presbyterian Church (Hilton Head, SC), First Presbyterian Church (Orlando, FL) and First Presbyterian Church (Kilgore, TX). He currently serves on the board of The Outreach Foundation.

Thank you, Dr. Edington. Please visit your old friends anytime. You have checkout privileges!



Earlham is a Quaker College, but what does that mean and why? This fall Earlham president Doug Bennett engaged the Earlham community in a conversation about the nature of Earlham's Quaker identity, and how that was relevant today. "It's a discussion we should have every decade or so, not to bring into question whether our Quaker grounding is important to us, but rather to focus our attention on what we will need to do to sustain our identity," Bennett said. The project involved soliciting answers from students, faculty, staff, community members, trustees, and alumni about questions ranging from why Earlham's Quaker heritage was important to how that grounding affected the way things are taught in the classroom. Bennett hopes that the collected responses will serve as a starting point for further discussion.

Earlham's Dean convenes Democratization workshop in West Bank City of Jericho. Earlham's new Academic Dean, Gregory Mahler, presented the workshop "Democratization and

Reform in Palestine" in the West Bank in December at the invitation of the Palestinian Academic Society for the Study of International Affairs (PASSIA), an independent Palestinian think tank located in Jerusalem. Mahler's workshop examined the reform and democratization process in Palestine up to the present time; identified both its failures and achievements and shared knowledge and skills among participants that could help to improve the current political situation.

Electronics Recycling Event In November Earlham joined forces with Recycle Force, LLC, in recycling nearly 28,234 lbs of printers, monitors, TVs and other potentially hazardous electronic equipment. Earlham donates the equipment for "de-manufacturing" by RecycleForce, LLC, an Indianapolis-based business dedicated to preventing discarded computer equipment containing toxic chemicals from entering the normal waste stream. The company employs many ex-offenders associated with Workforce, Inc., a nonprofit group committed to strengthening Indiana families by providing back-to-work programs for formerly incarcerated parents.

Earlham Psychology Department calls for APA to Change Stance on Interrogation Over the past two years, information has emerged about psychologists' involvement with military interrogations, including reports from a number of sources that psychologists have been involved in the development of torture techniques and that the American Psychological Association (APA) has played a role in covering this up. These reports led to an upsurge of protests last spring among the APA membership. In August, the APA formally adopted a resolution condemning torture and prohibiting psychologists from involvement in it. However, the resolution stopped short of prohibiting psychologists from assisting in secret interrogations in CIA "black sites" and other facilities where detainees are denied habeas corpus rights and other legal protections. This leaves open the question of what is actually occurring in these interrogations (and what role psychologists are actually playing); it also helps to legitimize the suspension of basic human rights and is a violation of APA's code of ethics, which explicitly recognizes

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

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respect for people's rights and dignity and notes that "special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making."

In September, the Psychology Department at Earlham passed a resolution of their own condemning the involvement of psychologists in these illegal interrogations and calling on the APA to do the same. The department was immediately joined by psychologists at another Quaker college, Guilford, and subsequently by departments of psychology in several other colleges and universities across the nation. The APA has responded by further clarifying and specifying what constitutes unethical interrogations techniques (itself a major step forward for the APA), but it has continued to defend its position of permitting psychologists to participate in secret interrogations where detainees are not accorded legal protection. Earlham's Psychology department will therefore continue to call attention to this issue, aiming to serve as "APA's conscience."

Earlham Senior Hopes Research Will Assist in Removing Chemical Weapons from the Sea Nadine Abdallah spent the summer of 2007 researching and mapping chemical weapons dumpsites. "This is the first time these have been documented on a global scale," says Abdallah, a senior biology major from Beirut, Lebanon. Her research involved dumping in the world's oceans, and she was able to map 104 sites off the coasts of North America, Europe, Asia and Australia. Her work was part of the United World College Scholars Fellowship Program in Nonproliferation Studies at the Monterey Institute of International Studies in California.

At the Monterey Institute, Abdallah worked with eyewitness reports and journals to verify undocumented dumpsites, many of which came into existence at the end of World War I as countries worked to eliminate their stockpiles of chemicals. "There are chemical and conventional weapons that have not been properly deactivated that are causing problems now," she says. "Any disturbance can cause them to be set off." She found reports of dolphins near the New Jersey

coast developing blisters and reports of chemical weapons being hauled in with fishing nets. She found injuries and casualties in Hawaii, Scotland and Japan, among others sites associated with chemical weapons dumping. She hopes the project she began will be completed and the findings published because the information would prove invaluable during a cleanup effort.



FRIENDS
UNIVERSITY

Friends University Celebrates Fifteen Years of Helping Wichitans in Need During the Holidays

Friends University recently celebrated fifteen years of closing its doors for one day close to Christmas to help needy children in the Wichita area. More than 250 staff, faculty and students spent Friday, Dec. 14, helping the Salvation Army prepare for its holiday distribution.

Employees and students divided into groups to do everything from assembling bicycles, sorting and bagging toys and coats, decorating the distribution facility, loading and unloading community donations, organizing undesignated toys, and much more.

"The idea began fifteen years ago as a way for us to give something back to the Wichita community," said Friends University President Biff Green. "It is amazing how much we can accomplish in one day, and it is rewarding to know we are helping children and their families at this special time of the year."



Quaker Heritage Week explores vision "Truth and Liberation" was the theme for George Fox University's Quaker Heritage Week, held Oct. 15-17. Chapel services, a pastors' and church leaders' lunch, two panel discussions, and a campfire brought together university and community participants in an exploration of the original and continuing

vision of George Fox University.

Winter Serve Thirty-four George Fox University students and employees will spend the first week of January on volunteer service trips in Oregon and Washington. Three teams will go out as part of the university's 17th annual Winter Serve program. Faculty, staff and alumni will lead student teams to volunteer in Portland, the Oregon Coast, and Bellingham, Wash. The university sponsors service trips during the Christmas holiday, spring break and May term.

Friends In Print George Fox University professors published six Friends-related books this past year.

Practicing Discernment Together: Finding God's Way Forward in Decision Making (Barclay Press) by Lon Fendall, director of the George Fox Center for Global Studies and the Center for Peace and Justice, with Jan Wood and Bruce Bishop. It provides Christian groups with a practical approach to understanding God's voice and navigating the decision-making process.

Fendall also edited *Seeking Peace in Africa: Stories from African Peacemakers* (Cascadia Publishing House) with Donald E. Miller, Scott Holland, and Dean Johnson. It features the hopeful responses of Africans who have lived through horrific violence.

Stepping in the Light: Life in Joy and Power (Friends United Press) by Howard R. Macy, professor of religion and biblical studies. This book features more than 60 of Macy's essays that explore how to live well, personally and together, in our ordinary lives. The essays were formerly published in Quaker Life magazine.

Good and Evil: Quaker Perspectives (Ashgate), featuring chapters written by George Fox professors Paul Anderson, Corey Beals, William Jolliff, Carole Dale Spencer, Arthur O. Roberts, and Phil Smith. This multidisciplinary collection provides insights into the question "What did, and do, Quakers think about good and evil?"

Holiness: The Soul of Quakerism (Paternoster Press) by Carole Dale Spencer, adjunct professor of church history and spiritual formation. This book provides a historical analysis of the theology of holiness in the Quaker tradition.

Paul Anderson, professor of Biblical

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

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and Quaker studies, wrote an essay on the history of George Fox University in *Founded by Friends: The Quaker Heritage of Fifteen American Colleges and Universities* (Scarecrow Press), reviewed in this newsletter.

Building Green LE SHANA HALL, George Fox University's newest residence hall, this month was awarded the United States Green Building Council's Leadership in Energy and Environmental Design (LEED) Certification.

Le Shana Hall earned the designation based upon meeting the council's environmental standards for site sustainability, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, and innovation and design process.



Service to communities in collaboration with local Friends

Guilford College enjoys a relationship with the North Carolina Friends Disaster Service that results in dozens of students and staff participating in work trips to respond to natural disasters. FDS plans many of their trips around Guilford's fall, winter, and spring breaks, organizing nearly 30 trips with the College since 1994, with Friends Center Director Max Carter as Guilford's faithful liaison and participant. In October 2007, twenty-seven from Guilford traveled to Kansas to help rebuild homes destroyed by tornadoes; in January 2008, eighteen accompanied FDS to Louisiana for on-going hurricane relief; a trip to northern Indiana is already planned for March 2008 in response to storms there.

Publications by Guilford Staff

Gwendolyn Gosney Erickson, Friends Historical Collection Librarian and Guilford's college archivist, contributed the chapter on Guilford College to the recent publication *Founded by Friends: The Quaker Heritage of Fifteen American Colleges and Universities*, reviewed elsewhere in this newsletter.

Deborah L. Shaw, assistant director of Friends Center at Guilford, contributed a chapter to the British publication *Good and Evil: Quaker Perspectives*.

Religious Emphasis Week

Guilford's 18th annual Religious Emphasis Week takes place January 20-26, 2008. This year's theme is "Blowin' in the Wind: Religion in Personal and Public Context" and features a concert by folksinger Noel Paul Stookey (Peter, Paul and Mary), worship led by Betty Stookey, chaplain of Northfield Mount Hermon School, and a presentation on "The Heart and Soul of Islam" by Seyyed Hossein Nasr, one of the world's leading experts on Islamic science and spirituality, and University Professor of Islamic Studies at George Washington University.

Upcoming Events

Feb. 18 Ann Riggs, Judith Weller Harvey Quaker Scholar, "Quaker Faith in Ecumenical Perspective," 7:30 p.m., New Garden Friends Meeting. Free. Ann Riggs is the associate general secretary for faith and order with the National Council of Churches USA. For five years she served the U.S. Roman Catholic Bishops in their ecumenical work with historically black churches and peace churches.



April 6-12 Quaker Festival Week
Haverford College To Replace Loans With Grants For Incoming First-Year Students, Reduce Loan Burden For Continuing Students
An Open Letter From President Stephen G. Emerson

Friends,

Continuing our historic commitment to making a Haverford College education as accessible as possible, the Board of Managers has approved a sweeping overhaul of Haverford's financial aid program to eliminate student loans for all incoming freshmen and to reduce the loan burden for continuing students.

I believe this is a vital and necessary step for Haverford families and the College. Our new program both reduces the barriers to a Haverford education and helps unburden our graduates of debt. In addition, it will free our students to consider career choices that they might have

overlooked while under pressure to repay student loans, and will have a transformative effect on our community.

As part of this change, the College is chartering a new endowment fund -- called the Next Generation Fund -- to help pay for the plan. All students who receive such grants will be asked to make a pledge to support the Fund throughout their lives as their means allow and the Spirit moves, with no pre-set expectation of how much they contribute. We believe that the Next Generation Fund will have broad appeal and will be supported by alumni and friends who may themselves have been the beneficiaries of grants-in-aid.

Indeed, the Next Generation Fund was inspired in part by a Haverford tradition of "giving back," often financially. Most recently, two alumni from the Class of '94 made a contribution that went beyond reimbursing the College for the financial aid they had received. "We calculated what the equivalent cost would be in today's dollars so that another pair of students, applying today, would be able to receive what we received," the donors say.

Frankly, I'm not surprised that they chose to contribute as they did: I believe that the plan reflects Haverford's core values of community and individual responsibility. Like our academic and social Honor Codes that require mindfulness of one's actions in the context of a community, the Next Generation Fund will show how an individual's actions can have a direct impact on our community. It will help ensure that others who follow enjoy the same privileges that we have enjoyed.

Up until now, Haverford had included approximately \$14,000 in loans as part of a student's financial aid package. The new plan will eliminate that debt and is part of a 25% increase in the College's financial aid commitment. It is being made possible by the generosity of alumni, parents and friends of the College. Haverford is one of the few colleges that admits U.S. citizens and permanent residents without regard to need and meets the full demonstrated need of all admitted students.

Continuing students will also see a reduction in their loan obligation, with

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the greatest relief being made available to those with greatest demonstrated need. I'll be able to announce details later this winter.

We make this announcement today with great pleasure, and thank the members of the broader Haverford community, including alumni, parents and friends of the College, who are making this possible. These changes are vital to our larger goal of making Haverford accessible to the most talented and deserving students regardless of economic circumstances.

Thank you.

Stephen G. Emerson '74

President



PENDLE HILL

2006-2007 Student Epistle

Dear F/friends,

Greetings from the Pendle Hill class of 2006-2007. As we look back over the landscape of the time we have spent together, there is so much we could say.

We were nourished and nurtured. We discerned and discussed. We worked together and worshipped together. We carry a hope to take our transformed selves and an understanding of how to really be in community out into a world that yearns for what we have found.

Worship, work and study were at the core of our time together. For many, morning worship was the centerpiece of the day and provided a grounding in Spirit for the day's work and study. We recognized that for some, timing, and work or family responsibilities, made attendance at morning worship difficult. We struggled to discern other possible corporate worship times but were not able to find an alternative. We also found spiritual sustenance in weekly experiences of Meeting for Prayer and Healing, Wednesday worship sharing and in the body practices of yoga and Self-Breema.

We rejoiced in the loving guidance given to Epilogue by our Friends in Residence where we enjoyed story, song and poetry and, during spring term, read *The Little Prince*. Our winter Friends in Residence offered us 'Rooted in history,'

a series of discussions where we were invited to reflect on current issues in Quakerism, by looking at them in an historical context. Our fall Friends in Residence brought us the gifts of music, massage and the work morning song conducted like never before!

We were blessed with the loan of a canvas labyrinth from the Earlham School of Religion, which meant we could walk it inside despite the weather. We also witnessed the rejuvenation of the permanent Pendle Hill labyrinth, with potatoes, bamboo and wildflowers to adorn its walls, inviting another form of worship and meditation. We were blessed by the loving attention of our spiritual nurturers who journeyed beside us throughout our transformations.

In our class times we were led in explorations of Quakerism as radical faith, varieties of prayer and discernment of our calls. Through the art classes we explored grounding in clay and stone, sacred words and images in book arts, and claiming the creative path. The Social Action Social Witness (SASW) scholars, along with others began the fall with a term long class seeking the deeper meaning of activism. The Psalms class asked 'what are the songs that faith communities sing of communal rejoicing and lament and what do they say to us today?' A series of classes, one each term, explored the integration of mind, body and spirit, through the principles of yoga. The Gardening class started this year's garden and explored our relationship to the production of the food we eat. In spring term many of us struggled to articulate our beliefs in the "What Canst Thou Say?" class. We were blessed by many dedicated and Spirit-led teachers who helped us deepen our roots and extend our branches.

One of the gifts of Pendle Hill is living in community with fellow students and teachers. It often felt like class stretched well beyond the two and a half hours allocated on any given day and reached into our worship, work and conversation time. This provided a rich opportunity to explore our learnings more fully and to practice integrating those lessons into our lives on a daily basis.

We flowered in our diversity, bringing unique gifts and perspectives to create a rich garden of delights. Over the year our

resident student community totaled thirty-three plus five family members. Eighteen students plus all of the family members stayed three terms, three stayed two terms and twelve, one term. The diversity of our resident student community is reflective of the world. We hail from all parts of the globe: Korea, Kenya, Australia, Canada, South Africa, Malawi, England, and many areas of the United States. We are Quakers with diverse experiences, Baptists, Catholics, non-denominational, Christian and non-Christian. We range in age from 3 to 84, which includes the four children of resident students whose presence blessed us. Young adults took leadership in all aspects of our community, bringing depth, vitality, playfulness and new perspectives to our life and work together. What we did and do agree upon within this diversity, is that Spirit has graced us with each other as we work to live in Community.

With a monthly series entitled Faith in Action, the SASW students raised the Pendle Hill community's consciousness by lifting up topics such as the Alternatives to Violence work at Chester High School, sustainability and ecology, and the many forms of racial, class, gender and economic discrimination in the world today. The impact of discrimination and systemic racism has been the subject of an on-going dialogue. A workshop in which we examined the intent and impact of our communications created communitywide awareness of the divergence that can occur between what we mean and what is heard. We strived to continue thoughtful and loving growth in our communications with one another.

Two racism Forums, held in conjunction with the Pendle Hill Board's Racial Justice Committee, gave our community deeper insights and powerful witness into the work that is being done here at Pendle Hill at all levels. It does not get any closer than right here in our own backyard, when one of the interim Co-Executive Directors and the Dean courageously and compellingly shared with the full community a series of events, the challenges they faced, and the reconciliation process necessary for loving and continued growth.

A performance from a touring South

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

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African youth choir raised our awareness of the challenges with HIV/AIDS in their country. Their joyful and spontaneous singing after meeting for worship added a new dimension to the notion of "make a joyful noise unto the Lord" that morning. Evangelical Friends from three Philadelphia-area Guatemalan Friends churches joined our worship twice, adding vibrant testimony in song and vocal ministry.

Our experience was further enhanced and broadened by the many sojourners, workshop participants and other visitors who came to Pendle Hill. Our connections between Pendle Hill and the wider world were expanded significantly and deeply by the richness of those who shared a briefer time with us.

We came, we engaged, we transformed and were transformed. We took ownership of the quality of our community to meet our spiritual needs, coming to respect our own role as well as the roles of others at Pendle Hill. We made Resident Community Meetings into engaging community building opportunities. Our nominating committee asked one student to be clerk of the meeting, two other students to serve as a clerk-support committee and one student to serve as recording clerk. Each of these Friends brought with them different Quaker clerking experience. We recognized that our community wasn't like a monthly meeting because the resident community exists within an organization whose mission is broader than the resident community. We could have input and impact but the authority for many decisions and policies resided with the staff or the Pendle Hill board. We came to see the community meetings as meetings for learning. At each meeting, we used a portion of the time for an activity that served as an opportunity to grow community. The content of the activities rose organically and included the 'agree/disagree game'; a visioning exercise; a discussion around conscious communication; a concern for contemplation and community cohesion and an exercise to prepare us for leaving Pendle Hill. Concerns that were raised in the business portion of our meetings included: extending the time of Meeting for Worship, making Pendle Hill more child-friendly

and improving our energy efficiency and recycling. We brought ideas and concerns from these discussions to staff and the resident community and implemented changes. We are grateful to our clerking team who helped guide us in this process, which was a valuable part of our experience.

The Board invited us to participate in the process of finding and hiring a new Executive Director for Pendle Hill. We had the opportunity to meet the finalists for the position when they visited for their final interviews. We also got to hear these four impressive Quaker leaders each speak about their visions for our beloved Pendle Hill. We are excited about the gifts Lauri Perman is bringing to her new position of Executive Director!

The Spirit flourished among us in story, song and art. Many people came to Pendle Hill with creative projects in mind for their time here. We are a community of singers, storytellers, knitters, weavers, bookmakers, crane folders, potters, stone carvers, mandala drawers, dancers and so much more. We had the opportunity to practice skills we already had and to delve into new areas of exploration. We have used these forms to help us tell stories: our own and those of others who have touched us. We have learned from each other and been guided by the Spirit as we explored many different media. We have pushed our boundaries and tried new things and many of us have found our own ways to claim our creative paths.

We came together for drum circles, soul sessions and dance parties and shared what was in our hearts, our souls and our bodies. We joined our voices for the chorus in fall and spring, gospel choir, Taize worship, sacred chant, and many mornings during meeting for worship.

We had fun. It is perhaps easy in a place of contemplation, study and community, to feel the weight of the world and forget what it is to relax and have fun . . . but we wouldn't know. The gatherings we had in honor of playing and not taking ourselves too seriously helped us build community and deepen our connections with each other and with the Spirit. There were many organized activities: bonfires, funky hair day, sleepovers in the barn and Log nights, where we came

together with the intention of having fun. There were many times when Spirit swept us up (quite literally in the broom hockey game on the Brinton House pond) and giggled with us as we played and laughed, over meals, during ping-pong, on the basketball court and late into many nights in many places across campus. Living together we were present with each other through the good, the bad and the ugly and were able to find the love and humor in all our experiences.

Now having read this far, we leave you a gentle but powerful caution: it is easy to want to sample and participate in so much abundance. There is a lot to experience here. Be aware that busyness, over commitment, trying to find alone time and living in the here and now as opposed to the "what next?" are all real challenges. We had to learn to be patient with ourselves, to be loving and loved, and to be aware of Spirit with us and available to us at all times.

We are grateful to the whole staff which helped feed our bodies, souls and minds through thoughtful attention to their jobs and by holding this place sacred now and for the communities that will form here in the future. We are grateful to the General Board and the Board of Trustees for their loving service and commitment to Pendle Hill.

This is our experience that we have shared with you. Yours will be totally different - it will be whatever you make it. Be brave, be gentle, be slow, be loving. Breathe and Listen. Receive this time and let it be yours.

With much love, light and friendship,
The Pendle Hill class of 2006-2007.



Andrew Sniderman '07 Advocates Sale of Green Bonds to Ease Climate Change

Andrew Sniderman '07, an Action Canada Fellow in the Parliamentary Internship Programme in Ottawa, hopes the creation and sale of Green Bonds will ease climate change. Money for a govern-

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

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ment-guaranteed Green Bond, could be invested for example, in renewable energy projects and technologies such as wind farms and solar power.

Since he and four other Fellows began shopping their idea around the nation's capital, they have received high-level support. The Globe and Mail's Jeffrey Simpson writes: "Before Christmas, the Green Bond concept sat in the upper reaches of the Finance Department, a phenomenal rise up the policy ladder for an idea coming from so far outside the system." In addition, a recent poll shows that 8 of 10 Canadians support or somewhat support the idea. Sniderman, a winner of a Rhodes Scholarship for 2008, co-founded the Genocide Intervention Network, ultimately delivering speeches across the U.S. and helping to oversee a national lobbying, mobilization, and fundraising effort to provide citizens with tools to prevent and stop genocide.



When Diversity is Tradition

In an editorial published in the December issue of "Diverse: Issues in Higher Education," President Sharon Herzberger shares her views on how Whittier College has successfully built a campus culture of diversity. See the article at [HTTP://WWW.DIVERSEEDUCATION.COM/ARTMAN/PUBLISH/ARTICLE_10368.SHTML](http://WWW.DIVERSEEDUCATION.COM/ARTMAN/PUBLISH/ARTICLE_10368.SHTML).



William Penn University President Richard Sours announced on November 15, 2007, that a \$12 million gift has been given to the university from Musco Sports Lighting.

"This phenomenal gift from Musco Sports Lighting and its president, Joe Crookham, demonstrates confidence in the direction and future of our universi-

ty," Sours said. "This gift is emblematic of Joe's confidence and commitment, and his feelings are shared by many other people. Trustees, alumni, community members and many other friends are pleased and supportive."

Sours announced the \$12 million gift will cover part of the costs of the construction of a new student recreation center, classrooms, laboratories, industrial technology center and headquarters for the new digital communication program.

William Penn announced plans for these new developments on campus in January 2006. Since the original announcement of a 50,000 square foot recreational facility, the project has expanded to offering over 200,000 square feet of new building space.

The Penn Activity Center (PAC) is now the largest building in Oskaloosa and will house a multipurpose gymnasium surface comparable to the size of three basketball or volleyball courts; a 300-meter, elevated recreational running track; an artificial grass turf area the size of nearly half a football field to be used for various sports and recreational activities; and a unique aerobics workout area on a third floor balcony, with a view overlooking the track and field areas.

The Musco Technology Center, offering 50,000 square feet of space, will be the headquarters for the digital broadcasting and industrial technology programs at William Penn. With an investment of over \$3 million in state-of-the-art technologies including comprehensive geothermal heating and cooling systems for the buildings, as well as energy efficient lighting packages with control systems, Crookham believes industrial technology students will have an opportunity to study the effects of energy efficient building practices and conservation measures in building management.

He also looks forward to the opportunities the Musco Technology Center will bring for William Penn's digital broadcast studies. Students are currently experiencing what Crookham defines as a "unique curriculum and rare opportunity to develop skill in broadcast production" through the Communication Research Institute (CRI). As the only university to offer such a program, William Penn and CRI have partnered with Oskaloosa High School and the Oskaloosa community in

hopes that students gain a better understanding of the media and possibly develop a professional career in the field. With the CRI, Mahaska County community members are now able to watch broadcasts of local news, athletic events, city council meetings and other important issues affecting the area.

Crookham, who also serves as chair of William Penn's board of trustees, said his interest in making the donation was to enhance the quality of student life.

He noted the important role the university plays in Mahaska County, citing that over 700 alumni of William Penn currently have employment in the area. William Penn is also one of the largest employers in Mahaska County with approximately 185 local positions. Furthermore, Crookham noted the university's significant economic impact of over \$45 million in the community.

Crookham challenged others to offer support of William Penn and take into consideration the growth opportunities for Mahaska County by doing so.

"As we look to the future, it's important to plan and build on these foundations. We expect the Musco gift will help enrich the quality of life for students as well as to enable new programs to grow and develop at William Penn," Crookham said. "Our hope is that other supporters and members of the community and of the William Penn family will look at our gift and accept a challenge from the team members to match our \$12 million investment in William Penn."



Dr. Tom Hamm Granted Quaker Heritage Award The Quaker Heritage Center of Wilmington College, Ohio (WWW.WILMINGTON.EDU/QHC), and the Mary L. Cook Public Library of Waynesville, Ohio ([HTTP://WWW.MLCOOK.LIB.OH.US/OHIOANA_ROOMMARY_L.HTM](http://WWW.MLCOOK.LIB.OH.US/OHIOANA_ROOMMARY_L.HTM)), have established the Quaker Heritage Award. The Center and the Library have collaborated for three years to present an annual Quaker History and Genealogy

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Conference. This conference highlights not only the intersection of historical and genealogical research, but also the connections between the local, national, and international historical narratives of the Religious Society of Friends. An outgrowth of the conference and the research brought to light each year, the Center and the Library presented the first Quaker Heritage Award in April 2007 to Dr. Thomas Hamm of Earlham College.

Dr. Hamm is a Professor of History as well as the Archivist/Curator of the Friends Collection of Lilly Library at Earlham College in Richmond, Indiana. As the author of numerous books - including *Indiana Quakers and Politics: 1810-1865*, *God's Government Begun: The Society for Universal Inquiry and Reform, 1842-1846*, *From Revival to Modernism: Gurneyite Friends, Evangelicals and Hicksites, 1870-1917*, *The Quakers in America*, and *The Transformation of American Quakerism: Orthodox Friends, 1800-1907* - Dr. Hamm's published works shed light on the history of a variety of aspects of Quakerism. He has spoken at numerous historical conferences and religious gatherings on topics such as "The History of Springboro Monthly Meeting," "Quaker Genealogy," "The Hicksite Separation," "Valentine Nicholson of Harveysburg: An Underground Railroad Conductor, Hicksite Quaker, Anti-

Slavery-Progressive Quaker, Advocate of Spiritualism, Phrenology, & the Communal Life Style, Shaker, Author, Educator, etc.," "The Odd Couple: Earlham and Richmond Through the Years," "Facing a Fractured Quakerism," "The Use and Abuse of Quaker Tradition," "The Case of the Scandalous Quaker Lady Preacher," "The Paradoxes of Quakerism," "Quakerism and Early American Culture," and "Liberal Quaker Journal Publishing to 1955," revealing an interest in the stories of individual Friends, as well as the Society as a whole.

The Center and the Library will present the award each year to scholars who - through research, publication, and speaking - strive to share the story of Quakers and Quakerism more accessible to Friends and friends-of-Friends alike.



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A Very Short Introduction to Quakerism series now available

online Talks last for approximately 40 minutes followed by a 20-minute question and answer session. The speaker is Ben Pink Dandelion, Woodbrooke's Tutor in Postgraduate Quaker Studies.

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What Quakers Believe There are Muslim, Buddhist, Jewish and atheist Quakers today - how do they all co-exist?

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Quakers and Ecumenism This talk will look at how ecumenism first became possible in the nineteenth century and how Friends can relate to other Christians and other faiths today.

The Future of Quakerism Where does Quakerism sit in the wider religious landscape today? Where will it be in 25 years' time?

See <http://www.woodbrooke.org.uk> to listen.

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