

An opportunity for others to go on an

African Safari

By Tom Long
Staff Writer

WILKES-BARRIE. The professor has climbed across the African countryside and held lion cubs in his lap. He met Kenya's first president face-to-face, just years after the country achieved independence. The 6-foot, 5-inch anthropologist has listened to the nightly drumbeats of tribal ceremonies.

An anthropology career, 12 years living in eastern Africa and countless adventures — in a way for Wilkes University Professor Jim Merryman, Ph.D., it all started with Tarzan comics.

Merryman grew up in a Nebraska cornfield, and Africa was just a dream. The only people in his family who had been out of the country were two uncles who fought in World War II. The comics filled him with a sense of intrigue — the adventure, the unknown.

As a boy, Merryman found a copy of Edgar Rice Burroughs' classic, *Tarzan of the Apes*. His dreams carried him far from Nebraska.

Now, Merryman is preparing his 32nd trip to eastern Africa. From June 18-29, he will guide Wilkes students — and anyone in the community who wants to go — to Uganda on what the profes-



Dr. Jim Merryman, during one of his more than 20 visits to Eastern Africa, takes time to get to know some of the residents of a village.

QUICK INFO

WHAT: Trip to Uganda

WHEN: June 18-29

COST: \$4,750, all-inclusive

CREDITS: Participants can receive three hours of elective college credit from Wilkes University.

INFO: 408-4034 or email: merryman@wilkes.edu

sor hopes will be a great adventure.

There will be elephants, cheetahs and zebras. Travelers will journey among hippos and crocodiles to the sources of the Nile River.

"It's almost as good as the Disney Jungle Book ride," Merryman quipped.

A five-hour hike will bring the group near mountain gorillas. There are only about 400 of the animals left on the planet.

Merryman's dreams of Africa may have started with Tarzan, but he fell in love with the continent thanks to the Peace Corps, which he calls "the magic carpet that lifted me out of the cornfields and set me down in Africa." The professor learned Swahili in the Peace Corps training program. He now speaks the language fluently, and will teach a course next semester.

During 12 years in Africa, Merryman completed research for his doctorate at Northwestern University, worked for the U.N. High Commission on Refugees

and investigated for the World Bank.

Already in love with Africa when he met his wife, Nancy — a Mountain Top native and Wilkes graduate — Merryman convinced her to make her first trip to Africa.

"I was wedded to Africa," Merryman said.

His wife understood his passion. She left her career teaching English to join her husband's field work.

He and Nancy became the first husband-wife research team to receive Fulbright grants together, he said. They did their doctoral research together in Africa. Working in conservative Muslim populations, Nancy was able to study women in a way that Merryman, as a man, could not.

Artifacts, photographs and reminders of Africa consume Merryman's cluttered office in Breiseth Hall. The room is lined with displays promoting his trips with students. Behind Merryman's desk, a giant zebra

hide hangs on the wall. A Adzuki safari hat rests on top of the microwave.

Merryman says people have asked him how he can go to such dangerous places, let alone lead groups of students to Africa. But, the professor says, many people's image of Africa doesn't match reality.

"For most people, Africa is just one amorphous place," he said. There are 55 countries and more than 1,000 ethnic groups and languages. Much of the continent doesn't match people's image of a dangerous, diseased and forbidding place, he said.

Many of Africa's nations have their share of problems, and have had plenty of bad leaders, Merryman admits. But the professor wants to better explain the diversity the continent contains.

"It's a stable country," Merryman said of Uganda. "It's safe. The people are hospitable."

Merryman doesn't require

travelers to get vaccination shots. He does ask them to take a malaria pill. As long as people are careful about their food and water intake, they'll be safe, he said.

Though Merryman no longer does cutting-edge field work — his last long-term stay in Africa was in 1988 — he has developed a new mission.

He wants his students to have international experiences like those that changed his life.

So Merryman began taking Wilkes students abroad. He teaches about the United Nations, and has coordinated Fulbright applicants.

"Students still lack and need exposure internationally," Merryman said. "There's so much to learn from the rest of the world." Merryman hopes students experience a little piece of the adventure that took him from reading Tarzan comic books in the Midwest to the African Savannah.

merryman@wilkes.edu

A simple gesture... Tales from a trip

By Dr. Jim Merryman

During the work that my wife, Nancy, and I did in northern Kenya, including agricultural and irrigation development for famine victims and later straight anthropological fieldwork, we became well acquainted with a particular Somali family. The grandmother was known as Mama Hamida. She was about 80 years old — she didn't know exactly — and she was near blind.

All Muslims aspire to go to Mecca for the annual pilgrimage called Hajj (one of the five pillars of Islam) at least once in their lives. Few actually make it, and fewer still who are women. Mama Hamida decided she would go. It was a long trip; millions of people converge on Mecca. Sometimes there are human stampedes, and more than a few die there in their efforts.

Before Mama Hamida went, she came by our house and asked for a donation toward her trip. We felt awkward, graduate students on dwindling grants, selling our typewriters and even many of our clothes in our later months in the field just to keep going. We gave her the equivalent of \$7 and felt embarrassed that it

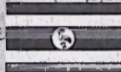
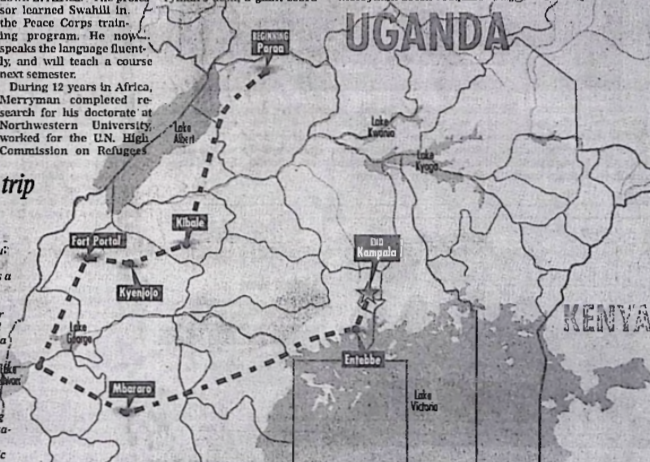
was so little. Several weeks later she returned from the Hajj.

Mama Hamida was undecorated and had spent her entire life in the desert bush as a camel herding nomad.

When Mama Hamida returned, she came back to our house as soon as she entered town. She came in and took a wad of crumpled Arabic newspaper out of her bag, and gave us dates from a special paper revered there that grows in Mecca. Without saying a word, it was the closest thing one could have to an act of sacred communion. Then she presented me with an Islamic prayer rug which she had bought in Mecca especially for me, a Christian infidel. In all of our years of work in Africa — 12 — this was a high point in an unexpected human connection.

Her simple gesture was heavily symbolic. In her act of kindness, remembering those who blessed her in embarking on her pilgrimage, she demonstrated she was literally and metaphorically blind to differences of race, ethnicity, religion, culture and all the other things that divide humanity.

I have never felt so blessed or so unequivocally accepted.



Uganda's flag: Six equal horizontal bands of black (top), yellow, red, black, yellow, and red; a white disk is superimposed on the center and depicts a crested crane (the national symbol) facing the hoist side.

Capital: Kampala
Population: 27,269,482
Location: Eastern Africa, west of Kenya
Climate: Tropical; generally rainy with two dry seasons (December to February, June to August); semiarid in northeast
Area comparative: Slightly smaller than Oregon

Border countries: Democratic Republic of the Congo, Kenya, Rwanda, Sudan and Tanzania.
Terrain: Mostly plateau with a rim of mountains.
Natural resources: Copper, cobalt, hydropower, limestone, salt, plowable land.

SOURCE: BUREAU OF GEOGRAPHIC NAMES

MODIFIED BY HENRY SUTY / THE SUNSHINE VOICE

TL 12-18-05

Seats are available for Wilkes University-sponsored trip to Uganda

WILKES-BARRE— There are 20 spaces available for a trip to Uganda on June 15-26, 2006, led by Wilkes University anthropologist Dr. Jim Merryman, who speaks Swahili and who has lived and worked in East Africa for 12 years.

The all-inclusive trip is \$4,750. Travel will be by four-

wheel-drive vehicles to locations where wildlife can be experienced up close. There will also be an opportunity for interaction with a culturally diverse range of Uganda's people.

Accommodations will be in upscale lodges and tented camps. The lodges have full amenities including pools. Food

will be an array of American and International-style cuisine as well as local dishes. Trip highlights include: gorilla trek in the rainforest above 7,500 feet to spend an hour, face to face, at 20 foot- range with the last of the mountain gorillas; Nile cruise

for three hours to its source, Murchison Falls, where the Nile spills forth from Lake Victoria; wildlife safari with the opportunity to photograph up close Africa's diversity of wildlife; and

a boat trip on Lake Edward through the Kizinga Channel to witness the world's largest concentration of hippos. To make a reservation, contact merryman@wilkes.edu or call 408-4043.

Wesleyan Alum Finds Passion Out of Africa

—by Justin Runge, junior

In November of 1963, James Merryman ('67) was amidst a quickly changing world.

The U.S. was reeling from the assassination of President John F. Kennedy, and turmoil reverberated around the globe. Merryman was just beginning his first year as a student at Nebraska Wesleyan. In a time of uncertainty, he found faith in what was to come.

"Although President Kennedy died on that fateful Friday in November, the seeds of his New Frontier had already been sown," Merryman, now Professor of Anthropology at Wilkes University in Wilkes-Barre, Penn., recalls.

The Peace Corps was two years old; in the years to come, it would play an instrumental part in thousands of lives. One of those lives would be Jim Merryman's. "Suddenly, horizons lifted... the sky was the limit, and Nebraska Wesleyan was very much a part of that 'all things possible' mentality.

"The 60s were full of surprises and opportunities."

In the fall semester of 1965, Merryman took advantage of one such opportunity and participated in an exchange with Lane College, an historic black university in Jackson, Tenn. The exchange was a large step from his childhood home on the farm. "Although it sounds slightly corny now, that was my social-consciousness-awakening experience," states Merryman, "and my first fieldwork in another culture."

At Lane, his steps grew even loftier. In 1967, Merryman joined the Peace Corps and entered a two-year program in Kenya. Merryman remembers his family's concern and skepticism. "My stepfather sent me off with the words, 'You think this is going to be a great adventure, but you've got another thing comin'.'"

But the step to Kenya was a move Merryman was willing to take, especially when he considered the prospect of a draft, which was to become a reality in 1969. "I did not support the war in Vietnam," he says.

"The choice suddenly became very clear to me. I have never regretted working on the side of world peace, social justice, and the economic development of the poorest of the poor."

Merryman's work in Africa changed his life.

"After two years of immersing myself in the diverse cultures of East Africa and the Swahili language, I finally had an epiphany... I had to become an anthropologist."

Despite never having studied anthropology, the broad base Merryman developed studying at Wesleyan and Lane prepared him well for such a leap. "At the end of my two-year stint, I flew home, showed up sight unseen, and jumped head-long into a graduate program, having never had the benefit of even one course in anthropology under my belt," he remembers.

Merryman went on to earn a master's degree in anthropology from the State University of New York and a doctorate in anthropology with a certificate in African studies from Northwestern University.

In between degrees, Merryman married his wife, Nancy. "She could tell my love for Africa was so great that she abandoned her college English teaching and we both went to Northwestern to get our Ph.D.s in African studies.

"Nancy and I had a two-year honeymoon in the northern Kenyan desert," describes Merryman. "We went back to Africa to do our dissertation research, both as Fulbright scholars."

Their relationship has always involved not only a personal



connection but also a scientific and scholarly one. "Nancy and I have always done the bulk of our fieldwork together. She has covered the women's issues, and I have dealt with the men's," Merryman explains. "[This separation is] a necessity in a highly sexually segregated, conservative Muslim society."

Merryman regards the work he has done in Somalia and Kenya as the most important of his life. Fighting on the side of disenfranchised minorities, he has defended those less able to

"I have never regretted working on the side of world peace, social justice, and the economic development of the poorest of the poor."

speak out against a domineering and heavy-handed government.

Merryman recounted one of his experiences: "I was working on a pre-dam study in Somalia. All of the inhabitants behind the dam would have lost everything, with no compensation from the government."

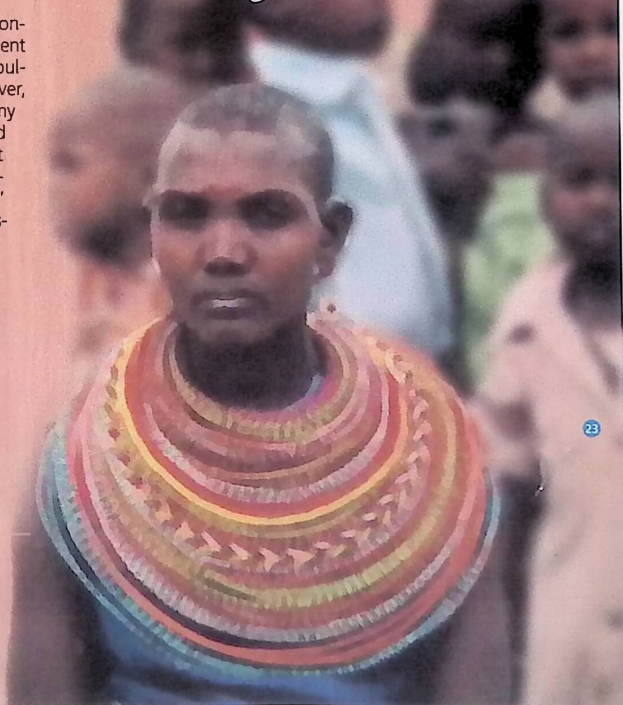
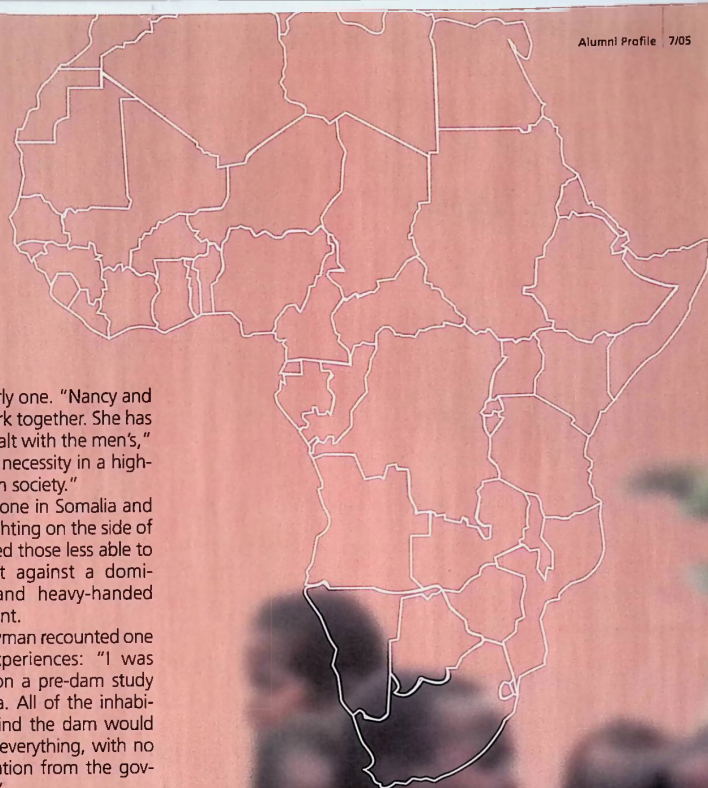
His resistance to the control of the Somali government resulted in threats of expulsion and danger. "However, the World Bank endorsed my recommendations and told the Somali government it wouldn't get any develop-

ment unless my recommendations were implemented." Merryman's satisfaction is evident. "Standing for social justice is gratifying."

Now at Wilkes, where he serves as not only Professor of Anthropology but as Director of International Studies, Merryman continues his outspoken work for multicultural understanding and a more peaceful world.

Throughout his career, this accomplished scientist, social activist, and teacher has always appreciated those influential years at Nebraska Wesleyan where his horizons began to expand.

"I reflect on it as the most wonderful time of energy, excitement, stimulation... having my beliefs challenged and my mind stretched in every way imaginable."



Margaret Steele 7846

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a boat trip on Lake Edward through the Kazinga Channel to witness the world's largest concentration of hippos. To make a reservation, contact merryman-@wilkes.edu or call 408-4043.

THE BUILDING BLOCK FOR REGIONAL PEACE IN NORTHEASTERN PENNSYLVANIA

Giving peace a chance

Wyoming Valley's Peace Center promotes understanding, equality

BY ELIZABETH SKRAPITS
TIMES-SUNBROOK NEWSPAPERS

A nonprofit organization serving Northeastern Pennsylvania places the word "peace" first and foremost in its purpose.

The Peace Center does many things, but few people know specifically what it is and what it does.

"I think the Peace Center is a treasure in the Wyoming Valley. The kind of work they have done and are doing for peace is outstanding, in my opinion," said Sister Barbara Craig of the Sisters of Mercy, who is a member of the Peace Center's committee to abolish the death penalty.

The Peace Center promotes peace and justice education, diversity training, dismantling racism, interfaith understanding and dispute mediation, among other things.

Recently, a group was formed specifically devoted to post-Sept. 11 issues. There also is also a group for young people called Youth Organized Against Hate.

The Peace Center's office, located on the second floor of the Kirby Health Center in Wilkes-Barre, has a library of books, videos and other resources. The organization has a potluck supper every other month, held in various locations, to demonstrate its interfaith fellowship.

Although it is not affiliated with other organizations, the Peace Center does sometimes work with them, including the Christian group Pax Christi, as well as the Scranton-based interfaith peace group Fellowship of Reconciliation.

According to co-administrator Susan Merrill, the Peace Center was formed in 1988 when the Interfaith Witnesses for Peace and the Wyoming Valley Peace Committee merged. Its official name is the Interfaith Resource Center for Peace and Justice.

for Peace and Justice. "We do a number of different things," said David Frey, who is the other co-administrator of the center. "We offer programs on different issues — gun control, for instance — and we just had a forum on the death penalty."

A primary focus is to explore non-violent means of solving conflicts, both within the community and on a global scale, Ms. Merrill said. "We also try to serve as a witness to peace and justice, so you'll sometimes find us on (Wilkes-Barre) Public Square, trying to raise awareness of some is-

Please see PEACE on Page 1H



SUSAN MERRILL
Peace Center administrator



DAVE FREY
Peace Center administrator



JEAN WARRINGTON
Organized Peace Center's clerkship drive



BARBARA CRAIG
Peace Center committee to abolish death penalty

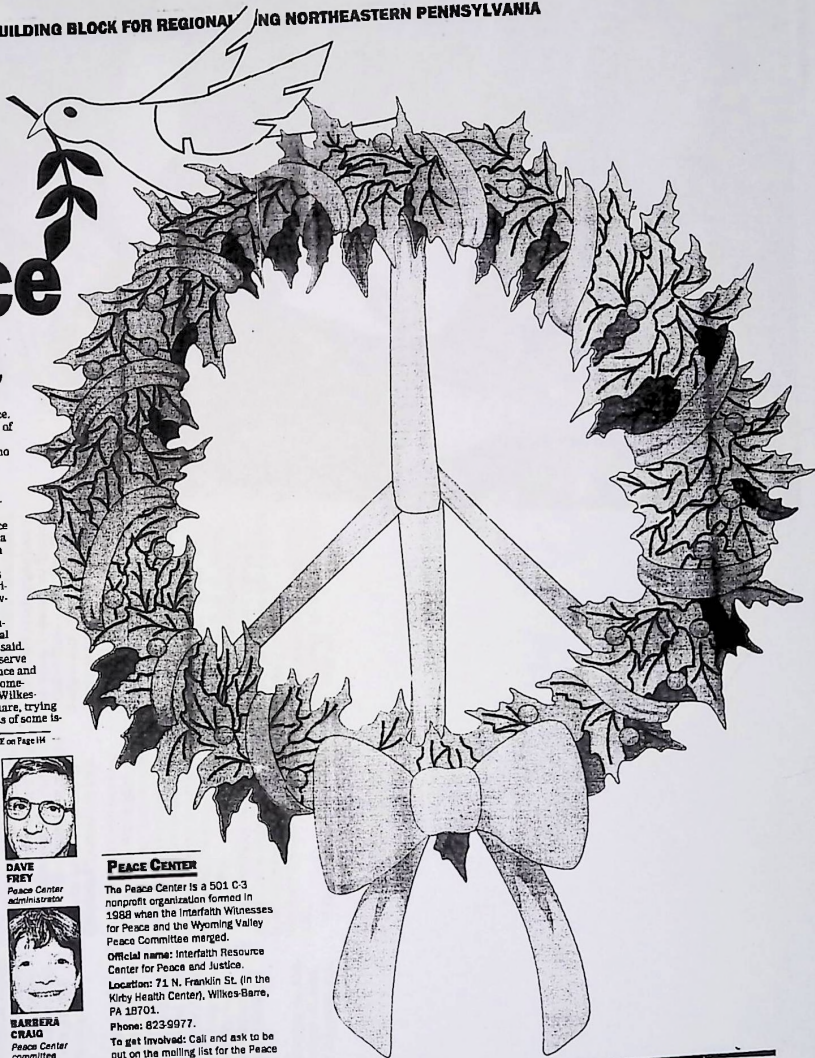
PEACE CENTER

The Peace Center is a 501 C-3 nonprofit organization formed in 1988 when the Interfaith Witnesses for Peace and the Wyoming Valley Peace Committee merged.

Official name: Interfaith Resource Center for Peace and Justice. Location: 71 N. Franklin St. (in the Kirby Health Center), Wilkes-Barre, PA 18701.

Phone: 823-9977.

To get involved: Call and ask to be put on the mailing list for the Peace Center newsletter.



PEACE: Success requires mutual respect

(Continued from Page H1)

sues," Mr. Frey said.

Peace Center member Jim Merryman, a professor in the International Studies department at Wilkes University, had his students in the International Studies Club to take part in the center's blanket drive, collecting blankets for the Friends Service Committee in Philadelphia to ship to refugees fleeing the war in Afghanistan. Mr. Merryman's students were enthusiastic, and gathered about 30 blankets.

"I thought it would be a good idea for the international studies class to participate. As much as anything, it was raising awareness, making them aware of the need," he said. "I was pleased that so many students got involved."

Mr. Merryman has been a Peace Corps volunteer for 12 years over a 20-year period, spending time in Kenya, Somalia and Tanzania. He worked with UNICEF to establish the National Dairy Program for African Smallholders, and with the United Nations Development Program to create the National Beef Program.

"I was the assistant to the Ministry of Agriculture (in Nairobi, Kenya) soon after independence.

I think Americans now know what civilians suffer in war. We're on the front line now, all of us."

JEAN WARRINGTON
The Peace Center

It was a time of great excitement and great possibilities for African economic development," he said.

Mr. Merryman, who speaks Swahili, intends to take a group of 28 Wilkes students, along with his wife Nancy and daughter Juliann, on a two-week tour of Kenya and Tanzania in July.

The blanket drive was organized by Jean Warrington, a Quaker who has been involved with peace issues since she was 18. She remembered packing blankets with the American Friends Service Committee once upon a time.

Ms. Warrington said she wanted to do something to help in the aftermath of Sept. 11 and considers the blanket drive a start.

"I think Americans now know

what civilians suffer in war. We're on the front line now, all of us, and we're no different from the Afghan families," she said. "We need to act in a way to bring peace to the world. It's not just an abstract."

So far, 1,000 blankets have been collected, and Mr. Frey said another drive may be held in January. A few of the projects the Peace Center is considering for the future include raising awareness of the United Nations and developing educational forums on the Israel-Palestine situation, methods of fighting terrorism, and the conflict the United States is currently embroiled in.

"We want people right here in this valley to have civil disagreement on these issues," Ms. Warrington said. "If we can't discuss issues peacefully in this little valley, how are we going to do it in the whole world?"

"There's a saying on one of the Peace Center cards: 'There is no way to peace, peace is the way,'" added Sister Craig, attributing the quote to A.J. Muste. "Peace has to do with mutual respect, people of all traditions and all cultures, respect for human rights, learning to work together, non-violence."

"We're not going to rest until there's peace all over the world," Mr. Frey said.



Jim McGowan Feb

2. U.S. - Arab Relations : Challenges for American Leaders.

Changing U.S. Arab Relations

The prevailing American view of the near-half century Cold War was one of bi-polar opposition, dichotomous adversaries, East vs. West, and Communism vs. Capitalism. In parallel juxtaposition was the Arab-Israeli conflict from 1947 onward . . . exacerbated and prolonged by and never truly independent from antagonisms of the greater Cold War. A Desert Storm resolution of Iraq's conquest of Kuwait would have been improbable prior to the Soviet Union's dissolution. However, Arab-Israeli rapprochement preceded the final chapter of the Cold War and can be traced to Anwar Sadat's historic and courageous journey to Jerusalem in 1977 paving the way for the Camp David peace accords in 1979. More recently, Arafat and the PLO's conciliatory gestures toward Israel have significantly augmented the process. Although the progress of Middle East peace continues to build, its substance remains transitory and illusory . . . always just out of grasp. Progress to date has been paid with the lives of two heads of state -- not at the hands of external foes but by internal extremists from both camps committed to forestalling peace at all costs. Israel and its neighbors will continue to challenge U.S. - Arab relations.

The second challenge to U.S.-Arab relations deals with conflict between Arab states and the growing tide of dissent within them. The Middle East today is much more complex than the simple Cold War era paradigm depicting a unified and monolithic Arab world of the seventies which posed not a military but an economic threat to the West in the form of the Arab oil embargo following the Yom Kippur War and the subsequent surge in oil prices resulting in the largest peacetime economic exchange of assets in the history of the world.

Since that time, OPEC'S ability to tightly control its supply and price of oil have proven elusive -- underscoring an all too apparent lack of Arab nation unity. The illusion of monolithic monopoly and might have given way to an equally unsettling reality of the world's largest oil reserves concentrated in a region of increasing political volatility and instability. Instead of unity, the area is beset with a widening constellation of divisive issues. Among these is a panoply of mutually incompatible political systems. They are perhaps the greatest array of political types in any one region of the world, spanning an instable continuum of sometimes ambiguous and incongruous amalgams of the sacred and profane. These political systems include strident theocracies, ancient monarchies, personality cults of strongmen and military dictators, and nominally free-elected governments and heads of states. What is most consistent about the Arab world is its prevailing inability to accommodate democratic reforms of great magnitude. The divisive elements between and within Arab states include the rising tide of Islamic fundamentalism, not unrelated to the region's religious Sunni and Shiite split and the seemingly inherent incompatibility of traditional Islamic values and western-style individualism, increasing local and international terrorism, restive ethnic minority groups (the Kurds), increasing economic disparity throughout the region and a nascent emerging feminist consciousness. Saudi Arabia is typical of the region's contradictions, anachronisms and irreconcilable past and present as the pious keeper of Islam's holiest shrines and simultaneous chief consort to a profane western military establishment, as an unwanted showcase for an embarrassment of riches and lavish lifestyles of an expansive and loosely controlled royal family at the top juxtaposed against a diminished and undiversified economy and lowered living standards for the majority.

The region's anomalous political spectrum is exemplified by Iran, Iraq and Turkey. Iran and Turkey are not considered Arab but they are predominantly Muslim states, and are definitely key players in the area's political mix. The three countries are geographically joined in the north like contiguous petals of a three leaf clover.

Iran has the problems of a burgeoning population, which has increased fifty percent since the Shah's exile, a declining economy and a political system run by Islamic ideologues and clerics. Iraq has attained the status of primary international pariah. Saddam Hussein, in spite of international economic boycotts and U.S. pressures to contain him, remains very much in power having survived two U.S. regimes and will face, perhaps, a third. Despite Clinton's saber-rattling backed by a healthy dose of American cruise missiles dispatched to Iraqi military sites, the U.S. and the allied coalition are basically at a loss to impact heavily on Hussein. Outside measures can, at best, contain Saddam as a form of damage control to his negative impacts beyond his borders. Turkey to the west is, not coincidentally, the most western in its political and social orientation and enjoys a positive-growth economy, and maintains, perhaps, the most democratic government in the region with the possible exception of Israel. Turkey walks a precarious, but necessary, thin line between the West and the Muslim world. In spite of Turkey's lengthy military relationship with the U.S., Turkey was recently unwilling to risk endorsing an American attack on Iraq launched from Turkish soil.

Iran and Iraq fought a bloody war in the 1980s at the cost of at least a million young lives. But in spite of their differences, they can be counted on to share an equal hatred of the Great Satan, America. What all three countries share in common is a population of ethnic Kurds -- arguably the world's largest ethnic group without its own state. In the case of Iraq, the U.S. and its allies have come to the Kurd's rescue from Saddam's genocidal onslaughts. But the U.S. can't protect the Kurds from themselves in the midst of their own ethnic rivalries.

Instability breeds stability : To complete the profile of contrasts and contradictions, the region's inherent instability lays the groundwork for imposed stabilization by outside forces. If Saddam Hussein were not a threat to Saudi Arabia, Kuwait, etc., the Saudis would never allow a major American military presence within its borders. That presence in the form of the proverbial "big stick" is, for the meantime, the greatest assurance against Hussein's additional adventures in the region. The direct cost to America has been the financial costs of its military presence, and more dearly, the loss of American lives in the Gulf War and subsequently to terrorists committed to the withdrawal of the U.S. presence.

The Third Challenge to U.S.-Arab relations is mainly an American one. The U.S. must counter the current isolationist tendency to retreat from the world to fortress America. Although this midset has recurrently resurfaced throughout the 20th century, it is a dangerous folly now more than ever in an era of global politics and economy. The let-the-rest-of-the-world-go-by mentality is spearheaded by the Gingrich Congress and accepted by a public that would rather ignore the world (as long as it can) than deal with it. If the U.S. chooses to abdicate its role as the world's only super power then the vacuum will soon be filled by others. America's fate will be global political irrelevance and a missed opportunity to shape the world of the 21st century favorable to America and, one would hope, in the best interests of humankind.

The burden to counter a politically isolationist environment falls disproportionately heavily to educators. We have an obligation to open minds to the intricacy and complexity of the real world. We cannot hope to affect positive change without mutual respect and understanding for the world's diverse peoples and cultures. ~~The Malone Fellowship is a critical effort to this end.~~

>From 71700.3343@CompuServe.COM Mon Sep 23 13:21:03 1996
 Date: 23 Sep 96 13:21:42 EDT
 From: "Richard W. Jones" <71700.3343@CompuServe.COM>
 To: Craig Mark Davis <davis@wilkes1.wilkes.edu>
 Subject: merryman #2
 Status: R

Mark,

Here is the other Merryman op-ed we discussed. He makes some good points. It's edited to 1100 words but I think it stands a chance at Insight Magazine.

steve

MOTHER NATURE WANTS FATHERS TO DO THEIR JOB

By James L. Merryman**

Too many of us in the late 20th century are willing to naively designate fathers as irrelevant except as an inseminator.

What seems equally scary is, that after several million years of domestication within families, how quickly men have responded in droves to the call of the wild, absolving themselves from a familial role and responsibility.

In most cases, a family is a father and a mother who share some mutual obligation for the care feeding and protection of children. The family needn't be defined solely by biological ties because its most important function is as a sociological unit.

The human family is something of an anomaly in nature. They are so crucial to human survival that they were invented several million years prior to the advent of our species--Homo sapiens--some 200,000 to 300,000 years ago.

None of us would be here today had the family not been socially invented.

Fathers were incorporated into a mother-infant social unit for the first time in mammalian history several million years ago because the pressures of natural selection dictated it so. Fathers were co-opted and domesticated by the family to save our species from extinction.

In nearly all mammalian species the male is almost superfluous except as a biological genitor of offspring. The female is the sole provider and protector for her young. Males are competitors for their progeny for access to a limited food supply more often than they are contributors to their survival.

Even among primates closest to human, such as chimps, mating patterns of males and females is random, opportunistic and promiscuous. Pair bonding is rare. Males forage for themselves, rarely sharing with others and perhaps only occasionally engaging in displays of aggression to protect females and young from advancing predators. They are generally unfettered from any humanly contrived notions of moral responsibility for their procreative acts.

The watershed moment in human evolution and the invention of families came after vast climatic shifts at the end of the ice age. The arboreal food supply was depleting rapidly so survival meant our human ancestors had to descend from trees to find food on the plains below. It was an ominous challenge for them to avoid extinction from famine and predators.

We are a physically unspecialized species so our forbearers'

9/24
 Mark,
 Another great
 job by Steve.
 I've made minimal
 alterations that
 impact meaning.

with

"THE ICE AGE" generally
 refers to the one that
 ended 10,000 yrs ago
 as opposed to any number
 of others such as the
 one I reference much
 longer ago

physical vulnerability made primitive intelligence a first line of defense. An emerging intellect and increasing social cooperation gave our species a slight but growing edge in the natural world. Four million years ago, the Australopithecines, the first of our hominid line, were mentally equipped more like modern chimpanzees with cranial capacities approximately one-third that of modern humans.

Evolution, however, is full of trade-offs. The selective advantage of bigger brains comes at a cost. Females of our human line pay the price in the form of difficult births since fully a third of a human infant's weight is in its head. After nine months' gestation our big-brained species is actually born prematurely. A newborn baby is virtually helpless and needs another nine-months of development outside the womb before it can even stand alone.

The human infant's total dependence places severe constraints on its mother in terms of mobility and her ability to provide food and protection for herself and her infants, thus increasing their vulnerability.

This was perhaps the point in our evolutionary history when extinction posed its greatest threat. However, the species was saved by biological and cultural evolutionary characteristics which would make us unique among creatures.

Other mammals have specific breeding seasons. Sex and ovulation occur in sync, maximizing the likelihood of conception. However, human females are unique among mammals. A hidden estrus --no physical signs of ovulation-- means human females are uniquely capable of sexual receptivity on any day or season independent of the likelihood of conception.

In the case of humans, sex has a social dimension which far transcends mere propagation of the species. It promotes pair bonding. For if human females were only sexually receptive for a day or two each month, then male partners would constantly be seeking out the next receptive females much as is the case with chimps. Constant physical attraction between males and females lends itself not to rampant promiscuity but to the possibility of permanent pair bonding. On-going intimacy between specific males and females gave rise to food sharing and males protecting their mates and offspring.

Why did early males commit to pair bonding and staying nearby? Having made an investment in feeding and protecting his partner's children, he wants to stay close enough to home to ensure that they are in fact his.

I'm not saying that families can't exist without fathers. My mother was widowed with three young children. Countless generations of widows and divorced women have done commendable jobs in raising families. I'm also not denying gay and lesbian couples the joy and love of parenting.

There are, however, millions of living fathers out there who are reneging on their responsibility to parent because society will let them off the hook. There are single mothers who assume that a welfare check is a fair substitute for a flesh-and-blood father supporting his children. They are not managing without a father, they are simply substituting him with a government check. Government checks cannot build a tree house or teach self-reliance, courage, perseverance or fair play in the midst of competition. Men don't have a monopoly on these traits, but they are some of the character building values that seem more consistently lacking when fathers are absent.

Last year, there were 390,000 single-mother teen pregnancies in the U.S. Thirty-percent of all births in America last year were to single mothers. That figure might reach 40 percent by

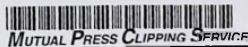
the year 2000. Single mothers and their children make up the majority of Americans who live in poverty. There is a strong correlation between early criminal behavior and absentee fathers.

The on-going statistics are staggering and overwhelming. The point seems evident. Several million years ago fathers became heroes of the species by the simple act of joining families--kind of a primeval Ozzie and Harriet in Olduvai. Four million years of fathers in families has done much to build society. Cutting fathers out of families will surely hasten society's dissolution.

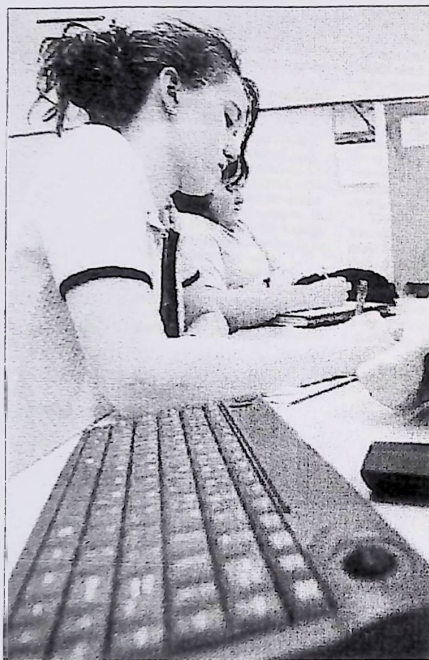
** Dr. Merryman is associate professor of sociology and anthropology at Wilkes University in Wilkes-Barre, PA, and the father of ~~children~~ a five year old daughter.

I'm always amazed + amused by what Steve keeps + what he throws out. That's why he's so great to work with. He give me the freedom to write whatever I want knowing he'll fix it to make it acceptable for print.

Jim



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College less distance

Northwestern Lehigh among area schools where students can take higher-level courses from the convenience of their own high schools.

By Elizabeth Bartolai
Of The Morning Call

Kelsey Christman just finished her junior year and hasn't decided where she wants to go to college. But without leaving Northwestern Lehigh High School, she's already earned three college credits from Luzerne County's Wilkes University.

Christman earned a B-plus in the cultural anthropology course she took with four classmates in Northwestern Lehigh's new distance learning classroom.

Distance learning uses electronic media — typically

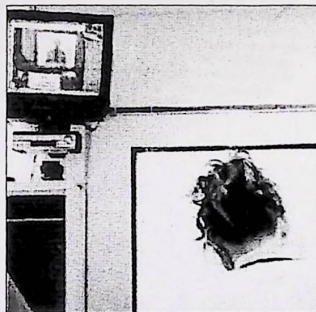
computers or closed-circuit television — to link teachers and students who can be hundreds of miles apart.

It can be used to offer more and varied honors courses, advanced placement, remedial and foreign language classes and college-level courses.

"We're at the tip of the iceberg of this," said Robert Spengler, Northwestern Lehigh's director of personnel and operations.

Spengler said the district began creating its distance learning program four years ago. "We built the technology first and still are finding creative ways of using it," he said.

Kelsey's mother, Leah, is a Northwestern Lehigh



Michael Kubel The Morning Call
NORTHWESTERN LEHIGH SENIORS Kelsey Christman (foreground) and Amanda Koenig, at left, take notes in a college class telecast via computer, above.

COLLEGE FROM PAGE B1

Program brings college to high school

teacher overseeing the distance learning program. "This year we wanted to get it off the ground," she said of why the school offered the anthropology course.

Northwestern Lehigh isn't the only local district offering distance learning.

Scott Kinney, assistant director of curriculum and instruction at the Carbon Lehigh Intermediate Unit, said many schools offer students technology-based options. But he said Northwestern Lehigh leads among other schools in the intermediate unit.

"They are ahead of the curve," Kinney said. "That's really a credit to them."

Spengler said the district used grants to buy equipment

and that an addition to the high school made a new classroom for distance learning possible. He credits the school's staff with developing creative uses for the technology.

At first glance, Northwestern Lehigh's distance learning room is unremarkable. Desks face a television screen. Several computers line the walls.

But sophisticated audio and videoconferencing technology allows students to interact with professors 55 miles away. Computerized video equipment sends and receives live transmissions using a fiber-optic network.

During a cultural anthropology class in April, professor James Merryman and students from Wilkes appeared on the television screen while Northwestern Lehigh students sat at desks facing it.

The class proceeded much like any college lecture course until Merryman asked a question, saying, "It's time to get a response from TV land."

The picture on the television at Northwestern Lehigh cut to a classroom in Schuylkill County, to another group

of high school students taking the course. The students in all the locations heard the answer to Merryman's question.

"The major challenge is to try to draw distance students in to make them feel they are equal partners," said Merryman after the class.

Even if students don't choose to study a college course using distance learning technology, they may soon use the equipment to take a high school class.

Spengler said Northwestern Lehigh plans to tap the technology for higher-level electives. "We can't afford a staff member to teach Japanese to maybe the 10 students who are interested, but this is a possibility," he said.

Like other schools, Northwestern Lehigh enhances courses with virtual field trips. Students don't leave the classroom for the trips, using videoconferencing to interact with tour guides at the site.

Two recent Northwestern Lehigh virtual field trips took students on a tour of Roman archaeological ruins in Spain, allowing them to practice their Spanish, and to Cam-

den's Children's Garden in New Jersey, where they learned about nutrition.

The intermediate unit's Kinney said staff members of nine school districts and the Allentown Catholic Diocese learned how to guide students through a virtual field trip this year.

Fourteen students are scheduled to take Lehigh Carbon Community College's Introduction to Sociology next year. Another four will take the Wilkes anthropology class.

Northwestern Lehigh students will have the option of taking online classes from a consortium of Internet providers assembled by the Carbon Lehigh Intermediate Unit.

Next school year Northwestern Lehigh students will also be able to earn college credits for "dual enrollment" classes taught by their high school teachers who became qualified as LCCC adjunct professors, Leah Christman said.

"It really allows them to individualize their education," she said.

While Northwestern pays for the technology, students

are required to pay tuition.

Leah Christman said it's inexpensive compared with college fees. Northwestern Lehigh students paid \$200 for the cultural anthropology course. The course costs \$1,500 if taken at Wilkes.

The LCCC sociology course will cost students \$90. The same course costs \$232.50 for a Lehigh County resident taking it at LCCC.

Students must be willing to be flexible in their schedules.

Northwestern Lehigh has 80-minute class periods while the college classes generally run 40 minutes. Semesters sometimes don't match up, Leah Christman said.

In the fall, the students taking LCCC's sociology course will begin school before the rest of the high school so they don't miss any of the college classes, she said.

Colleges haven't been able to lure more high school students to their campus with distance courses, said Wilkes University's Merryman.

In the three years since Wilkes' distance learning program began, 250 high school students from Pennsyl-

vania and New Jersey have taken courses from it. Of those 250, only four chose to go to Wilkes for their degrees.

Merryman, who is in charge of Wilkes' distance learning, said colleges offer such courses because they are in demand.

He said the high school students typically perform equally or better than those on campus. "This semester the distance students were wrecking the curve," he joked.

Merryman said high-schoolers benefit from taking their first college-level course in familiar surroundings without all the distractions that come with being a college freshman.

"It's important for college-bound students to have an experience like this," he said. Having completed a distance learning course opens their eyes to what they'll face as college underclassmen, he said.

"There's a lot of reading, nobody's going to spoon-feed [them] for the exam," Merryman said.

elizabeth.bartelsa@mcil.com
610-820-6554

Continued from Page 1A

ple felt that way, she said, but concerns disappeared as members learned more about sexual orientation.

Kelly Hardisty and her partner, Rachel Hunt, recently opened The Coming Out, a gay- and lesbian-oriented gift store in Wilkes-Barre Township.

"It's wonderful that finally a church loves all people just as much as God," Hardisty said. She said it can be confusing for homosexuals to attend church, believing that God loves them but their orientation does not.

The issues of sexual orientation and religious belief present a challenge for other religious denominations.

For example, Diocese of Scranton spokesman Morris Orel said that although there are some behaviors the Catholic Church believes should be avoided, the church teaches that "God's love is unconditional."

According to the Catholic Church's catechism, gay and lesbian behaviors are "intrinsically disordered. They are contrary to natural law. They close the sexual act to the procreative function, and the consequences can only be approved."

However, the same doctrine says, "(Gays and lesbians) must be accepted with respect, compassion and sensitivity." It also supports the right of gays and lesbians not to be barred from belonging to a Catholic church or receiving communion. However, members should be in a state of grace when receiving communion, and that means they must be free of mortal sins, such as gay or lesbian behavior in the same category as people who engage in premarital sex, which violates church rules.

During the yearling education process that preceded the decision, congregants' vote, members learned about oppression, homophobia, discrimination and justice issues.

Wetzel said the welcoming church does not discriminate in the denomination. "We're trying to teach the children, first of all, to have open minds," said the mother of two.

The Unitarian church's goals include offering people who are open, inspiring and life-affirming and for members to become free thinkers. Services are held 10 a.m. Sundays at the Wyoming Valley Montessori School in Kingston.

"It's a very important because I think this is a growing thing on tolerance and diversity," said Jill Martynum, a church member, regarding the decision.

Martynum, an anthropology professor at Wilkes University, joined the congregation in 1983. Until Bear Creek man considered himself "bi-religious" because he belongs to a local Methodist church though his heart belongs to the Unitarian church.

Wetzel said of Kingston joined the church in 1993 when he moved to the area.

"Many churches do consider gays and lesbian sinful, and I don't feel this way," said Hart. He said one or two members were initially concerned that the congregation's decision could trigger hostility, but Hart said that's unlikely.

"I think it's more important to do the right thing."

Staff writer Kelen Churder contributed to this story.

Bonnie Adams, a Times Leader staff writer, can be reached at 829-7246.

Area church promotes openness

Reconciling sexual orientation, faith

By BONNIE ADAMS
bonnie@leader.net

KINGSTON — A lesbian couple announced to their church congregation this summer that they were expecting a baby and members congratulated them without hesitation.

Unitarian Universalist Congregation of Wyoming Valley members Jill Wetzel and Richard Williams remember that moment. "It was a joyous time," said Williams, comparing the congratulations to those any pregnant couple would receive.

The scene might have played out less favorably at other churches, but the Unitarians say their church is different. Wetzel was the force behind the members' recent unanimous decision to become a "welcoming congregation." That designation means the church actively invites gays, lesbians, bisexuals and transgendered individuals to attend.

"Initially, there was the fear of being the gay church," Wetzel said. Only a few peo-



THIS LEADER STAFF PHOTOGRAPH BY CARLY
Richard Williams, a board member of the Unitarian Universalist Congregation of Wyoming Valley, chats with Becca Boerger of Wilkes-Barre, a prospective member, before services Sunday morning.

See CHURCH, Page 10A

Wilkes University professor received Alumni Achievement Award from Wesleyan

CV 1-29-02

Wilkes University Professor of Anthropology Dr. Jim Merryman recently received the Alumni Achievement Award from his alma mater, Nebraska Wesleyan University. In the September 2001 issue of US News and World Report, Nebraska Wesleyan was ranked as the number one liberal

arts institution in Nebraska and was listed among the leading four-year colleges in the nation.

The award received by Merryman is in recognition of his professional achievements and community involvement based on his 12 years of research and rural economic development work

in East Africa in contexts of refugees, famine and drought. He has also served as an advisor to the Department of State on matters concerning economic development on the Horn of Africa.

Dr. Merryman is a Fulbright Fellow, a published scholar and

was the recipient of the Carpenter Award for Outstanding Teaching at Wilkes, where he has taught since 1989. He also serves as Director of Distance Learning and the International Studies Program at Wilkes.

"I deeply appreciate the rich, horizon-expanding liberal arts

education I received," said Merryman. "I continue that tradition at Wilkes, giving students a greater appreciation of the culturally diverse global village of which they are members."

Dr. Merryman resides in Bear Creek with his wife, Nancy and daughter Juliann.

Alumni Loyalty Award

Robert Stevenson ('47) and

Burnadette Yeutter Stevenson ('48)

Over fifty years have passed since Robert and Burnadette Yeutter Stevenson graduated from Nebraska Wesleyan, but they have yet to say goodbye to the school. Robert grew up across the street from Wesleyan, where he met Burnadette, a native of Cozad, Neb. Both studied geography but valued the breadth of a liberal arts education. "It's important to get a good general education, and not to limit yourself to a specific area," says Robert.

After graduation, Robert and Burnadette married and took over the family printing business at University Place. The couple has remained involved with Wesleyan through a variety of events, including reunion committees, the Centennial Development project, Phonathon, the Alumni Association Annual Fund Committee and renovations within the music department. Three of their four children also attended Wesleyan. For Burnadette, staying involved keeps the memories of her experience alive. "Wesleyan is a great school. It was important to continue the tradition."

The Alumni Loyalty Award recognizes involvement and service to Nebraska Wesleyan and the Alumni Association.



Alumni Achievement Award

Jim Merryman ('67)

It's a familiar story—a boy from Shickley, Neb., goes to college to escape his rural heritage. But it was that very heritage, not his degree in history, that helped Dr. Jim Merryman receive a top post in Kenya's Ministry of Agriculture through the Peace Corps. Merryman, who earned a Ph.D. in anthropology, has devoted twelve years to working in rural economic development in East Africa for the World Bank and the United Nations. He has also advised the State Department on matters concerning economic development on the Horn of Africa.

A Fulbright Fellow and well-published scholar, Merryman is a professor of anthropology at Wilkes University in Wilkes-Barre, Penn., where he recently received the Carpenter Award for Outstanding Teacher of the Year. It's no coincidence that Wilkes resembles Nebraska Wesleyan. "I deeply appreciate the rich, horizon-expanding liberal arts education I received. I continue that tradition at Wilkes, giving students a greater appreciation of the culturally diverse global village of which they are members."

The Alumni Achievement Award recognizes vocational achievement and community involvement.



Young Alumni Loyalty Steve Joekel ('75)

When it came to choosing a son was simple. His father was Wesleyan in the 1960s, and his alumni, so it was only natural that footsteps. While earning his degree and English, Joekel played basketball at University.

Now the activities administrator, Joekel has remained involved with activities, including the Career & Omaha Club and Parent Advisory forever be a part of their lives. "The best way to honor them is to do talents. Doing so has been both

The Young Alumni Loyalty Award recognizes involvement and service to Nebraska Wesleyan and the Alumni Association.

Young Alumni Achievement Seanne Larson Emerton ('91)

"I knew I wanted to do something a difference," says Seanne Larson. She is a Family Resources of Greater Nebraska licensed marriage and family therapist and professional counselor was a social services worker at the University of Nebraska and Human Services before enrolling at the University of Nebraska College.

Upon graduation, Emerton is a family therapist. In 1991, she founded families in a 22-county area. "The liberal arts education I received work as a family therapist. I am

The Young Alumni Achievement Award recognizes community involvement.

X-Sender: merryman@146.94.1.2
Date: Tue, 11 Dec 2001 10:10:59 -0500
To: tondrick@wilkes.edu
From: "Dr. James L Merryman" <merryman@wilkes.edu>
Subject: Fwd:
Status:

Christine,
My current title and duties at Wilkes are Professor of Anthropology and Director of Distance Learning and the International Studies Program.....(not mentioned in the Wesleyan blurb)

Date: Tue, 11 Dec 2001 10:08:15 -0500
To: tondrick@wilkes.edu
From: "Dr. James L Merryman" <merryman@wilkes.edu>

Christine,

The Alumni Achievement Award recognizes professional and community involvement, in my case awarded for my 12 years of research and rural economic development work in East Africa in contexts of refugees, famine and drought. No, I don't currently have a project going in Africa, but I am leading a group of 28 students, faculty and members of the community to Kenya and Tanzania this summer. The award was presented to me by Dr. Jeanie Watson, President of Nebraska Wesleyan University, Oct 13, 2001 on the occasion of the Celebrating Excellence, Alumni Reunion Dinner. Christine, I know we just discussed this, but perhaps this information puts all the information in clearer focus.

Just as an aside for future reference, while in China this past summer, in addition to doing field work among the Oroqen (second smallest ethnic group in China), high in the mountains of Inner Mongolia, I also gave a paper entitled "Anthropology and the Study of Aboriginal and Tribal Peoples: Lessons Learned from the Past, Models for the Future." It was a feature paper presented at the plenary session of the 21st Manchu-Tungus Language, Culture and Anthropological Studies Conference held in Harbin, China, Aug 21-23, 2001. The conference organizers asked my permission to have the paper translated into Chinese and will appear in the next issue of the Manchu Studies Journal. I'm available if you need additional info. thanks, jim

POTTSVILLE REPUBLICAN &
EVENING HERALD

POTTSVILLE, PA
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Students honored in county

Kari Kari Huntsinger, daughter of Darrell and Barbara Huntzinger, Valley View, has been selected as November Student of the Month by the Hegin-Valley View Rotary Club.

She is enrolled in the College Prep academic course at Tri-Valley High School and is one of five students studying introduction to sociology through Internet courses from Wilkes University.

She is a member of the National Honor Society, math and ski clubs, and prom committee. She is yearbook co-editor and has danced in school musicals.

Huntsinger was also named Schuylkill Mall Student of the Month for October. She has received the

SCHOOL NOTES

Woodmen Of
The World History Award

and ranks first in the senior class.

Outside of school, she studies dance, with emphasis on ballet, at L.A. Dance Studio, Saint Clair. She has taken part in all recitals and performances presented by that dance company since her study began.

Huntsinger is employed as a lifeguard and swimming instructor at the Tri-Valley Community Pool and volunteers for Red

NEWS - SUN

**NEWPORT, PA
WEEKLY 3,229
NOV 15 2000**



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Elsewhere

Thursday, Nov. 16

Dr. James Merryman, professor of anthropology at Wilkes University, discussing African art and artifacts at Seitz Gallery, 1010 N. Third St., Harrisburg, at 6 p.m.

MIDDLETOWN SHOPPER

CAMP HILL, PA
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Anthropologist Will Discuss African Art

Dr. James Merryman, professor of anthropology at Wilkes University, will discuss African art and artifacts at the Seitz Gallery, 1010 North Third Street, Harrisburg, at 6 p.m. on Thursday, November 16. The African works will be exhibited at the gallery through Thursday, November 30.

A PhD Fulbright Fellow graduate of Northwestern University, Merryman has 12 years of anthropological research and development experience in eastern Africa. His research has focused on Somalis adaptation to environmental stress. Merryman worked in Africa, first in Peace Corps, then as manager for a pilot irrigation project for Somali nomads who had lost all livestock in drought and warfare.

The Seitz Gallery will host the discussion of about 50 pieces of African art contributed from collections of Creative Expressions, Donna and Paul Nagle, as well as Drs. Nancy and James Merryman. The art is original work made by artisans in east, central, and west Africa. Many of the pieces have been used in village ceremonies. They include masks, woven cloth, baskets, and leather craft.

A collector of African art,



Dr. James Merryman

Merryman has written articles about his work in Africa for several publications. Merryman served as a consultant to the State Department on United States intervention strategy for Somalia in '93 and has done research for United States Aid in Somalia. Merryman is fluent in Swahili, the language of eastern Africa.

The African exhibit and program is the first of quarterly special exhibits at the gallery, which holds a permanent collection of over 100 framed photographs of Pennsylvania subjects by photographer Blair Seitz.

KUDOS

T.L. 8/20/00

Wilkes University received a \$40,000 NASA Faculty Incentive grant from Community of Agile Partners in Education, resulting from a proposal written by James Merryman, Ph.D., director of distance learning, to develop a distance learning relationship with Heilongjiang University in northern China. Wilkes University recently hosted Heilongjiang's vice president, Dr. Zhong Quingle, and English department chair Dr. Chunlong Zhag to culminate a preliminary agreement providing faculty and student exchange opportunities between the two universities. The exchange course between Wilkes and Heilongjiang will include approximately 15 hours of live, interactive video-conferencing time. Additional course material will be posted to the Web in weekly chat-rooms designed to allow interaction between teachers and students.

Wilkes University

News

Media Advisory

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TO: _____

FAX: _____

DATE: _____

Page 1 of 1

WHO:

In a step toward furthering the educational relationship the Universities have long had, Wilkes will host two representatives from Heilongjiang University, of Harbin, China.

The Universities are beginning a distance learning program in which courses will be exchanged and shared via a variety of emerging technologies.

Heilongjiang Vice-President Zhong Quingie and English Department Chair Chunlong Zhang will meet with Wilkes officials to discuss the transcontinental program.

WHEN:

In conjunction with the visit, there will be two live demonstrations of interactive technology, on Thursday, June 15, 2000:

- 1:30 p.m. Dr. Karen Hicks, of the Consortium for Agile Partners in Education (CAPE) will lead a videoconference with the CAPE Headquarters in Bethlehem, PA.
- 2:15 p.m. Dr. Paul Srivastava will give a demonstration of online instruction using the "E-Socrates" program.

WHERE:

Stark Learning Center, Room 1 (basement-level). Parking will be available behind Evans Hall, at the Corner of South River and Northampton Streets. Entrance is from Northampton Street.

Contact the University Relations Office at 408-4770 for additional information.

SUNDAY TIMES

SCRANTON, PA
SUNDAY 83,651
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Hostage Anniversary Recalls Vulnerable Time in U.S. History

BY VINCE COVELESKIE
THE SUNDAY TIMES

They were 444 days that changed the way Americans looked at the world — and the way the world looked at America.

Twenty years ago this Thursday, militant Islamic students seized the U.S. Embassy in Iran and 52 American hostages, including Olyphant native Michael Metrinko.

By the time the hostages were released Jan. 21, 1981, the presidency of Jimmy Carter had gone down in flames and a nation's confidence had been shaken.

"Ever since 1979 ... I was quite certain the worst president was Jimmy Carter," said Dr. William Parente, a professor of history and political science at the University of Scranton.

He said the Carter administration allowed Islamic fundamentalists led by Ayatollah Ruhollah Khomeini to drive Iran's pro-Western leader, Shah Mohammed Reza Pahlavi, from power.

"With what went on afterward," Dr. Parente, "you see what a foolish decision that was."

Dr. Parente said Mr. Carter is responsible for two decades of international terrorism because he did not act swiftly when the militants stormed the embassy in Tehran.

Other nations followed Iran's model for successfully blackmailing larger states, he said.

"Carter showed them it could be done by allowing the American government to be paralyzed," Dr. Parente said. "He was so zealous that he didn't want to lose a single American life and allowed us to be blackmailed."

"If he said, 'You're violating international law and we are declaring war,' then bombed the hell out of Tehran, we would not have been going through the next 20 years of hostage-taking."

The crisis was made worse and fears were heightened by the Carter administration's failed attempt to rescue the hostages.

"It was one of the events that

**Twenty years ago
this Thursday,
militant Islamic
students seized the
U.S. Embassy in Iran
and 52 American
hostages, including
Olyphant native
Michael Metrinko.**

led to the overall decline of American morale and emboldened some enemies," said Dr. Christopher Carney, assistant professor of political science at the Pennsylvania State University Worthington Scranton campus.

"Internationally, we were perceived as weak. It was not just the hostage-taking and failed rescue, but at the same time Russia invaded Afghanistan. We were coming off Vietnam, and all these things made us question our strength and position in the world."

Some historians contend Ronald Reagan's campaign strategists purposely prolonged the hostages' captivity until the November 1980 presidential election, which he won over Mr. Carter in a landslide.

Those theorists point to the release of the hostages, which came one hour after Mr. Reagan swore his oath to office.

"There is some indication, not proven, that the Reagan administration made overtures to Iran," Dr. Carney said. "The only thing that would defeat him (Reagan) was if the hostages were released before the election. If that happened, Carter would have gotten a second term."

Dr. Carney noted the crisis marked the first time the American government found itself dealing directly with international terrorists.

"It certainly wasn't the first

time terrorism was used as a political weapon," Dr. Carney said, "but it was one of those that underscored America's increased vulnerability in the late '70s."

"After Vietnam, we were not sure who we were as a nation. At best, we tied and probably actually lost. We weren't sure how to feel about all of this."

Dr. James Merryman, a Wilkes University professor of international studies, was doing his dissertation in Northern Kenya, a Muslim territory in East Africa, when the hostages were taken.

"I was feeling very vulnerable at the time," he said. "With such a dramatic thing as taking the U.S. Embassy in Tehran, with the inflammatory reaction and attitude against us, I was concerned it would spread like wildfire across the Islamic world."

Fortunately, Dr. Merryman said, "The people in my area felt this was anti-Islamic, contradictory to the teachings of Mohammed."

Still, the capture of Americans brought mixed emotions in that part of the world.

"I was in this remote desert outpost where they showed an open-air movie, '48 Hours in Munich,' about the taking of Israeli hostages at the Olympics. It was very chilling being in the audience, with people cheering on the terrorists," he said.

"It was a volatile time. I was cognizant that international events were sweeping into remote isolated areas, that these events were catching up to us."

Dr. Merryman said the crisis opened people's eyes to the risks inherent in backing rulers like the shah, who had alienated his people by moving "too fast, too far into a Western orientation."

"The kind of dictators who were pro-Western or anti-Communist that we upheld, we've since stopped courting them," he said. "I think it was important with regard to arriving at the New World Order, particularly post-Cold War, and finding our way in where we are in this period."

DISTANCE LEARNING

Defined As: The name given to university programs where students collect valid college credits by taking classes in their home or at specified locations closer to where they live.



Imagine students everywhere walking around their living rooms in cap and gown, ready to toss their hats in the air being careful, though, not to hit the chandelier. This might seem like a strange graduation ceremony but a trend in higher education is away from the typical campus-life experience and towards something called distance learning.

Once primarily the province of correspondence schools, some of the nation's biggest colleges and universities are now providing students with educational opportunities from the comfort of their living rooms.

Dr. James Merryman, professor of anthropology and director of distance learning at Wilkes University, said in terms of the most up-to-date technologies, distance learning "has been a very recent phenomenon in the valley." Probably, he guessed, within the past three or four years.

Distance learning is the name given to university programs where students collect valid college credits by taking classes in their home or at specified locations closer to where they live and more amenable to their own schedules.

The advantages of distance learning for a busy professional are obvious. Instead of finding time to get to the local campus and sitting through lectures, they can have lessons brought to them — sometimes by television, sometimes as a videocassette, sometimes over the Internet and sometimes just as assignments in a book — and completed at their own leisure, on the weekend, late at night, over vacation, whenever.

This fall, one million students are expected to participate in distance learning and experts expect that number to double by 2002.

Merryman said Wilkes has about a dozen classes they are offering through distance learning and about 200 students. Most other local schools from Kings to Misericordia to the University of Scranton and Marywood are offering some sort of distance learning programs too, he said.

The two main distance learning programs offered by Wilkes are video conferencing classes and classes over a new cable access channel. Of the two, the video conferencing classes, Merryman said, are established and the cable access program is just starting this year.

Video class, Merryman said, "has to do with interactive video conferencing in which both sending and receiving sites have this kind of technology that consists of a few video cameras and monitors," he said. "This allows the class to be held in real time. (Students and teacher) can see one another and hear one another in real time. It's just another way of pushing beyond the walls of the normal classroom."

For instance, a class might be scheduled to

This fall, one million students are expected to participate in distance learning and experts expect that number to double by 2002.

meet in, say, Allentown. Students would then show up at the sight where video cameras and monitors would be set up. And then, after they watch the lecture on a television screen, they could even raise their hands and ask questions when it's over.

On the other side of the feed, the professor at Wilkes can see the raised hands on his or her monitor and hear the questions immediately as they're asked. And this is just one distance learning program of which there are many more.

For example, there are Internet courses and video-taped lecture courses being offered by many universities across the country. Wilkes, Merryman said, is even trying something new where everyone with Service Electric cable can tune in to a public access channel at a certain time on certain days and take a col-

leagues will still have an on-campus experience. I think they need the socialization, that's important. But graduate students, people with kids, people with real jobs and people trying to just upgrade their skills, this vastly expands what they can do in terms of accessing education and getting credit."

Next, for local universities, he said, will be more and more on-line classes. All the schools, including Wilkes, are moving in that direction and it shouldn't be long before they start offering a lot of courses over the Internet. Like many things, he said, the future of distance learning is definitely on-line, and the way the technology is advancing and the interest from students is growing, it should be big.

Who knows. Maybe wearing a cap and gown in your living room and accepting your diploma over the Internet isn't that far off or far off an idea after all.



"Distance learning has been a very recent phenomenon in the valley."

DR. JAMES MERRYMAN

Professor of anthropology/director of distance learning, Wilkes University

lege class for credit.

Merryman said he's going to teach the first such class and they're planning to use telephones with conference calling to link the students at home with the rest of the classroom. Again, this will enable the students at home to communicate in real time with the professor in the classroom.

"As far as distance learning is concerned it's not eliminating classrooms," Merryman wanted to point out. "The basic demographic of conventional college students — the 18-year-olds to those in their early-20s — the bulk of those stu-



Once primarily the province of correspondence schools, some of the nation's biggest colleges and universities are now providing students with educational opportunities from the comfort of their living rooms.







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Dr. Ephraim Isaac is guest speaker at Temple Israel

Dr. Ephraim Isaac recently spoke on "Racism and Anti-Semitism: A Community Responsibility" at Temple Israel. From the left are, seated: Pauly Friedman, the Rev. Thomas O'Hara, Dr. Ephraim

Isaac, Dr. Linda Trompetter, Rabbi Michael Joseph; standing, the Rev. James Lackenmeir, Anne Friedman Glauber, Dr. Mary Hines, Ron Felton, Dr. Jim Merryman, Dr. Michael McDowell.

C.V. 4-30-99



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U.S. has role in Africa's development

203NW

The United States has an obligation to assist Kenya and Tanzania to repair the physical damage to their respective capitals following the insidious terrorist attacks on the U.S. embassies in those East African countries. The U.S. also needs to continue short-term economic and medical aid to the residents impacted by the terrorists' violence.

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The U.S. can have a more secure diplomatic presence and create a productive business climate only by cultivating the best possible relations with each host country in Africa.

Although the Cold War with its ideological struggle for Third World minds has ended, the global community will not allow the U.S. to comfortably slip back into isolation. The mantle of singular superpower means that Africa's problems are not easy for us to avoid, be it the debacle of intervention in Somalia or suffering condemnation by world opinion for refusing early intervention in the genocidal bloodbath of Rwanda.

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JAMES L. MERRYMAN

diamonds, and a wide array of exotic metals vital to aerospace and information technology. Africa also has more than a half-billion potential consumers of American products at a time when our Asian export markets are weakening. There are major opportunities for U.S. investment in Africa along with an increasingly well-trained work force.

These potentials, however, can only be realized in the context of political and economic stability. U.S. interests are served by a secure Africa. Both Tanzania and Kenya have maintained uninterrupted civilian rule since gaining their independence and stand in stark contrast to the model of anarchic civilian rule and the jack-booted oppression of military regimes played out across the continent.

Although the U.S. has maintained largely positive relations with Kenya and Tanzania, the political ambience of U.S. foreign policy with the two countries has been mixed over the past 35 years.

U.S.-Kenya relations have been strained in recent years in response to America's persistent insistence on Western-style multi-party elections and linking that position to levels in U.S. economic aid to Kenya. There is growing political unrest, coupled with a runaway population growth rate that has not kept paced with economic growth.

Tourism, based on Kenya's abundant wildlife and majestic scenery, has long been the country's main foreign exchange earner. However, Kenya's position as Africa's premier safari center has eroded due to a somewhat deserved reputation for "iffy" political stability and increasing personal security problems due to regionally unchecked highway banditry and growing bands of urban thieves and hooligans.

Unfortunately, the bombings will undoubtedly have an additional negative impact on tourism, at least in the short run.

In all fairness to Kenya and Tanzania, the U.S. must make its message clear. Africans are the major victims, not the cause of these atrocities. The terrorists, having inflicted their damage, are unlikely to strike again in these two locations.

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Dr. James L. Merryman is a professor of sociology and anthropology specializing in African issues, and director of International Studies at Wilkes University in Wilkes-Barre, Pa. He was in Kenya at the time of the bombings.



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U.S. must make good on promises made in Africa

203NW
By James L. Merryman
Scripps Howard News Service

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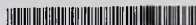
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AS I SEE IT

In the aftermath

U.S. can strengthen African ties in wake of terrorism with aid, clear policies

P225 FC

BY JAMES MERRYMAN

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Africa's development

☐ The U.S. has a major role to play.

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COMMENTARY

James L. Merryman

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America's debt to Africa

BY JAMES L. MERRYMAN

The United States has an obligation to assist Kenya and Tanzania in repairing the physical damage to their respective capitals following the insidious terrorist attacks on the U.S. embassies in those East African countries.

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U.S.-Kenyan relations have been strained in recent years in response to America's insistence on Western-style multi-party elections and linking that position to levels of U.S. economic aid to Kenya. There is growing political unrest, coupled with a runaway population growth rate that has not kept paced with economic growth.

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James L. Merryman is a professor of so-

U.S. needs to help rebuild Kenya and Tanzania

By Dr. James Merryman

Special To The Citizens' Voice

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O.V. 8-25-98

U.S. NEEDS TO HELP KENYA AND TANZANIA REBUILD

By James Merryman**

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MERRYMAN OP-ED ADD ONE

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Curriculum Vitae

JAMES L. MERRYMAN

ADDRESS: Box 52, Bear Creek, Pennsylvania 18602
(717)472-3277

CURRENT POSITION: Associate Professor of Anthropology and
Director of International Studies
Wilkes University, Wilkes-Barre, Pa. 18766

EDUCATION: Ph.D. 1984, Anthropology, Northwestern
University

Certificate of African Studies, 1977, Program
of African Studies, Northwestern University

M.A. 1973, Anthropology, SUNY Binghamton

B.A. 1967, History, Nebraska Wesleyan
University

FUNDED RESEARCH: Dissertation research, 1978-81: Ecological
Stress and Adaptive Response: The Kenya Somali
in the Twentieth Century, funded by the
following:

Ford Foundation, Interdisciplinary Project on
Ecological Stress in Eastern Africa sponsored
by the Program of African Studies, Northwestern
University and Richard Leakey, Director, Kenya
National Museums

Fulbright-Hays Training Grant, Doctoral
Dissertation Abroad Program

Wenner-Gren Foundation for Anthropological
Research

Smithsonian Institute grant for acquisition of
pastoral Somali material culture (awarded but
not used)

Ford Foundation funded Pilot Study, 1976,
Project on Ecological Stress in Eastern Africa,
Garissa, Kenya

PROFESSIONAL EXPERIENCE IN AFRICA

1986-89, Team Anthropologist, Jubba Environmental and Socioeconomic Study, Somalia. Consulting firm: Associates in Rural Development, Burlington, Vt. for USAID. The study assessed social and environmental impacts of a high dam on the Jubba River and made recommendations for the development of the river basin and associated scales of technological intervention.

1985, Social Science Evaluator, Refugee Forestry Project, Somalia for USAID. The project promoted aforestation in refugee areas to provide fuel and construction materials, abate environmental degradation and promote commercial use of forestry.

1984, Harvard Institute for International Development's candidate for Director of Arid and Semi-arid Lands Center, Kenya Ministry for Economic Development. Following a week's interview in Nairobi I was denied the position for lack of a formal economics degree.

1983-84, Development Anthropologist, Bay Region Agricultural Development Project: Socioeconomic Baseline Study for the University of Wyoming component of the USAID and World Bank funded rural-integrated project in Somalia designed to increase commercial agricultural production of dryland cereals through improved crop husbandry, introduction of appropriate technology, development of roads, expansion of markets and training of human resources.

1982, Social Science Field Research Consultant, the Agricultural Input Marketing Study of Mbeya Region, Tanzania. Consulting firm: Agricultural Cooperative Development, Inc., funded by USAID and FAO. The study, conducted for Tanzania Rural Development Bank, examined constraints to agricultural development related to the availability of credit and marketing of technology and other inputs to farmers inhabiting 13 agro-environmental zones in isolated areas of Mbeya Region.

1978-81, Dissertation research among Somali pastoral nomads in Kenya. Documented their adaptation to drought and forms of socially induced stress in the past century.

1980, Socioeconomic Consultant, Agricultural and Socioeconomic Program Development for Ethiopian Refugees in Somalia for Mennonite Central Committee.

1980, Consultant to Somali National Refugee Commission in the design of a national socioeconomic survey of refugee camps (27 camps, a million refugees). Survey results indicated economic range of refugee skills in an effort to provide relevant training and the marketing of goods and services produced by refugees.

1980, Consultant to DANIDA, Royal Danish Embassy, Nairobi. Conducted a socioeconomic study of the peoples of Garissa District, Kenya, prior to a project of technological rehabilitation of existing irrigation systems along the Tana River.

1980, Trained enumerators for Kenya Central Bureau of Statistics in socioeconomic data collection methods for low-density pastoral areas of Kenya.

1976, Pilot Study for Project on Ecological Stress, Kenya.

1972-74, Manager, Oxfam funded pilot irrigation scheme designed for Somali pastoral nomads who had lost their livestock as a result of drought and war. The experiment became a model for further agricultural development in northern Kenya.

1971, Teacher, Rosslyn Academy, Limuru, Kenya.

1967-69, Peace Corps Volunteer, personal assistant to Director of Animal Production, Kenya Ministry of Agriculture, Nairobi. Conducted national livestock survey as a step toward the commercialization of the beef industry. Obtained UNICEF grants for development of the national African small-holder dairy industry.

TEACHING EXPERIENCE AND UNIVERSITY AFFILIATED RESEARCH

1989-92, Associate Professor of Anthropology and Director of International Studies, Department of Sociology, Anthropology and International Studies, Wilkes University

1985, Research Affiliate, International Sorghum and Millet Project funded by USAID. Conducted library research on African sorghum production, University of Kentucky

1982-85, Assistant Professor of Anthropology, Department of Anthropology, University of Kentucky

1981 & 1989, Teacher, Weekender Program, Keystone Junior College Campus, La Plume, Pennsylvania

1976-78, Teacher, Northwestern University Evening Divisions, Chicago campus

1976-77, Teaching Assistant, Program of African Studies,
Northwestern University

1970-71, Teaching Assistant, Department of Anthropology,
State University of New York at Binghamton

PUBLICATIONS AND PROFESSIONAL PAPERS

- 1992 "The Economy of Gedo Region and the Rise of Small-holder Irrigation: Political-economic implications for Development in Somalia." In Crisis in Somalia. Catherine Besteman and Lee Cassanelli, eds. Volume in progress. Also submitted for distribution through Wilkes University School of Business, Society and Public Policy Working Paper Series, Anthony Liuzzo, ed
- 1989 Jubba Environmental and Socioeconomic Baseline Studies Final Report. Prepared under USAID contract number AFR-0134-C-00-5047-00. K. Craven, J. Merryman and N. Merryman. Associates in Rural Development: Burlington, VT
- 1988 Resettlement and Other Development Issues of the Jubba Valley. Unpublished paper presented at the African Studies Association Meetings, Atlanta, GA, two-part panel on Rural Crisis in Somalia.
- 1988 Resettlement Issues and the Baardheere Dam, A Discussion Paper Presented to Ministry of Jubba Valley Development, Mogadishu, Somalia, World Bank and the United States Agency for International Development. Unpublished manuscript.
- 1987 "The Economic Impact of War and Drought on the Kenya Somali." In Research in Economic Anthropology, Vol 8. Barry Issac, ed. JAI Press: Greenwich, CT
- 1986 Rural Development and Agropastoralism in the Bay Region of Somalia: Implications for Famine and Food Policy. Unpublished manuscript.
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PROFESSIONAL AFFILIATION

American Anthropological Association: Resettlement Task Force
 African Studies Association
 Association for Arid Lands Studies
 Commission on Nomadic Peoples
 Institute for Development Anthropology Network
 Pennsylvania Council on International Education
 Northeastern Pennsylvania Economic Development Council

THEORETICAL INTERESTS

Applied/Development Anthropology
 Cultural Anthropology
 Economic Anthropology
 Farming and Pastoral Production Systems
 Culture Change
 Human Response to Disasters
 Political Anthropology
 Anthropological Theory and Methods
 Kinship and Social Organization
 Visual Anthropology
 African Art and Material Culture
 The Homeless
 International Studies
 Globalization, Multiculturalism and Diversity