

# “In times like these . . .”

## An overview of alumni magazines’ coverage of and reactions to September 11 and its aftermath

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*I wasn’t going to write about the terrorist attacks. Every scribe in America has constructed elaborate metaphors and sobering “what this all means” essays since September 11 cleaved our lifetimes into before and after segments. By the time our readers get this magazine, I thought, whatever I could say would merely pick at the scab.<sup>1</sup>*

— Kevin Cool, editor, *Stanford magazine*

Editors of college and university alumni magazines faced dilemmas and decisions both similar and unique as they sought to make sense of and appropriately react to the September 11 terrorist attacks and determine how, if at all, their magazines could help their readers cope with the tragedy and reconnect with each other and their alma mater in a time of national rage, angst, and mourning. The decisions made by these editors and their staffs were influenced by factors such as the philosophies and purposes of the alumni association or their magazines, the real and perceived expectations and needs of their audiences, where their staff was in the production process, and the intensity and forcefulness of the staff members’ individual and collective turmoil.

This is a survey of the fruits of the editors’ and staffs’ organizational, intellectual, creative, and emotion-laden labors in response to September 11 as demonstrated by thirty-five alumni magazines published by American colleges, universities, and alumni associations in the last quarter of 2001 or early 2002. This sampling includes magazines from institutions large and small, public and private, world-renowned and relatively unknown; a handful of foreign schools are also included.<sup>2,3</sup>

The terrorist attacks of September 11 not only resulted in catastrophic destruction and loss, they also sparked countless events chaotic, emotional, communal, and intellectual. Channeling this explosion of activity onto the printed page was likely a cumbersome task

for the magazine staffs who chose to do so. To further condense their words and images for my pages also seemed overwhelming. As an organizing principle I chose what many of the magazines might have used as guidance—their philosophies and mission statements.

### Alumni magazines’ philosophies and missions

Most alumni magazine staffs would probably say their magazines are published to serve, first and foremost, the alumni. But how are alumni best served? Alumni magazines have answered this question in philosophy and mission statements that are as thorough as they are durable. Around 1977, a member of the *Brown Alumni Magazine* staff offered that the magazine’s purpose is

to continue to fulfill the traditional role of the alumni magazine as an instrument through which its readers keep in touch with each other. But in a special era in which universities mirror the deep divisions in society, it remains the task of the magazine to present fairly, openly, and completely the issues that are peculiar to the institution it represents as well as some insights into the issues that face society at large.”<sup>4</sup>

This purpose appears to be a common one across the magazines, and is still applied at *Brown Alumni Magazine* today. The mission of Vassar’s magazine has also stood the test of time. Its mission, originally penned in 1916, was reaffirmed as recently as 1992:

*Vassar, The Alumnae/i Quarterly* is to keep alumnae/i in touch with the working, living Vassar, so that even the most distant alumnae/i know of the changes in equipment, in curriculum, in regulations, in student thought and life . . . Its mission is also to give to alumnae/i a meeting place in thought, a place where we may learn of and through them of the world’s work and thought . . .<sup>5</sup>

And *Harvard Magazine*, founded in 1898, continues its policy to “cover a broad spectrum of change. To play a bridge role between generations of widely differing perspectives. To make the magazine a live and open forum, where all its readers can participate in synthesizing answers to the problems facing the university and society.”<sup>6</sup>

Not stated in the mission statements above but nonetheless an important goal for many alumni magazines is the generation of positive perceptions of the school and, subsequently, donations. As Wheaton College put it, its alumni association’s purpose is, in part, “to foster and perpetuate enthusiasm for the college and fellow alumni, and to promote alumni giving.”<sup>7</sup> Because most schools send their magazines to “friends” as well as alumni, this segment of the audience must be considered as well. In terms of alumni giving,

alumni newsletters and magazines are primarily goodwill ambassadors. . . . The objective is to help alumni meet their needs, with the hope that, in return, the alumni will help the college or university reach its objectives . . . [however, these publications] do not engender support by being cheerleaders by covering only positive happenings, or by publishing only one side of an issue.<sup>8</sup>

From these and similar mission statements and philosophies, four seemingly distinct goals emerge:

1. To keep alumni in touch with the institution and student thought and life (adapted from Vassar’s statement)
2. To keep alumni in touch with each other through reports of their milestones, opinions, and achievements (also adapted from Vassar’s statement)
3. To encourage, seek, and present differing and unique viewpoints and open discussion on issues facing the university and the world (adapted from the statements from Brown and Harvard)

4. To generate enthusiasm for the university, and to encourage donations from alumni and friends (adapted from Wheaton’s statement)

Though these goals seem discrete on paper, it is often difficult—unnecessary, even—to keep them separate: The alumni themselves, for example, who neatly fit under the second goal, can offer much experience, perspective, and insight in many areas of societal and world affairs, which would fall under the third goal. When approached individually, however, these goals offer convenient frames through which to view and understand the magazines’ content, especially issues specific content such as September 11 and its aftermath.

I will therefore discuss September 11 coverage in terms of these goals; I will then offer a few glimpses of behind-the-scenes struggles faced by editors and staffs of the magazines, take a look at some magazine covers, and compare the alumni magazines’ coverage to that of more prevalent media outlets.

## **The four goals: philosophy to practice**

### **Goal 1: To keep alumni in touch with the institution and student thought and life**

Though Charles P. Daly, Patrick Henry, and Ellen Ryder, in their book *The Magazine Publishing Industry*, believe that “without a clear editorial mission, a magazine has no heart or soul,”<sup>9</sup> Robert A. Reichly, in an article about alumni publications and their philosophies, says that “what infuses life and blood into philosophy are the circumstances and events of the campus.”<sup>10</sup> Campus events did indeed provide the lead stories for most of the September 11 coverage in the surveyed magazines. This is probably true for two reasons: immediacy and proximity. Campus reactions were evident immediately after the terrorist attacks, and, in some cases, these campus events took place not far outside the magazine offices’ doors—it is possible that some magazine staffers were participants as well as observers. On September 11 and the days, weeks, and months following, each campus was its own home front.

“From the terrible morning of September 11, through vigils and services in the days and weeks that followed, [Boston University’s] Charles River campus reflected the mood of the nation,” reported *Bostonia* magazine.<sup>11</sup> Students on campuses across the nation had immediate reactions similar to the reactions of most Americans: expressing shock and disbelief; requesting further news and information, fearing for their lives and the lives of friends or relatives, and seeking comfort in group activities. On campuses these reactions often took the shape of students, staff, and faculty gathering around campus TV sets, making cellphone calls or staying close to their computers as they try to ascertain the safety of loved ones by way of phones or computers, attending rallies and memorial services, organizing and participating in discussion and support groups, and a lot of hugging and crying.

All aspects of these campus events were captured in print—as candid photographs, considered narrative, and interviews with students, faculty, and staff. In most cases, messages from the head of the institution were published; their words intended to comfort, strengthen, and inspire campus constituents as well as alumni.

The impact on classes and current and future curricula was also a common theme across alumni magazines. *Bostonia* magazine, for example, reported that “President Jan Westling decided immediately that the terrorists would not be allowed to interrupt education at Boston University, and classes continued to meet.”<sup>12</sup> UMass Boston pointed out that “courses immediately relevant to the concerns raised by [September 11] . . . were already part of the curriculum [and that] among other new courses, War in American Culture and Mohammed and Islam are now scheduled for spring 2002.”<sup>13</sup>

Student discussion forums were covered in many of the magazines—*Duke Magazine*, for example, organized a student roundtable and “presented the exchanges in merged and edited form.”<sup>14</sup> But most student expression came directly from student writing. Student writing is rarely out of place in alumni magazines, and September 11 certainly gave the students plenty to write about. In some cases, essays and commentary were written

by students specifically for the magazine; some were reprinted from sources such as the student newspaper, and many stories and quotations were collected and selected from hundreds of submissions to the magazines’ or the universities’ Web sites. These Web sites were as beneficial on campus as they were off campus—they facilitated alumni-to-alumni and alumni-to-institution communication as well as the magazines’ collection and dissemination of alumni news.

## **Goal 2: To keep alumni in touch with each other through reports of their milestones, opinions, and achievements**

As soon it became clear that the World Trade Center towers were struck by hijacked passenger jets, many alumni association staff went directly to their databases. Verbiage such as “a search of the college’s database shows that twelve alumni had given the World Trade Center as their work address. . .”<sup>15</sup> was common across the magazines.

Coverage on the institutions’ alumni generally opened with grim news: the numbers of alumni known dead or missing. Of the confirmed dead, names were listed—often obituaries and photos were included. Biographies ranged in size from a brief paragraph to over a page each.

In addition to alumni obituaries and tributes; stories and commentary from alumni were abundant—the submission and collection of many of these stories was undeniably made easier through use of the Internet. In fact, a notable feature across the magazines was the referral to and reliance on the alumni association’s Web site; for many alumni, these sites were like mini-communities that they turned to to offer and get support from the association and fellow alumni.

This use of the Internet was not unique to alumni and campus communities. A day after the terrorist attacks, the *New York Times* reported that

the major news Web sites were quickly overloaded. Many links to the not-so-major news Web sites stopped working. But more than news, what people all over the world craved in the wake of yesterday’s terrorist attacks

was connection to each other, and many of them found that most easily achieved by going online.<sup>16</sup>

The need for alumni to connect with each other was certainly evident at Stanford; the September 11 Web site they set up for alumni “had 250,000 hits over seven days.”<sup>17</sup> The alumni association Web sites not only connected alumni to each other by offering chat rooms, bulletin boards, and relevant e-mail addresses; but also served the magazines as sources of stories from alumni who survived or witnessed the attacks in New York City or Washington, D.C., as well as messages from those who needed to share related experiences, feelings, and insights.

*Syracuse University Magazine* was one of the magazines that relied heavily on the Internet for stories and commentary; their description of the results effectively sums up how the Internet served their magazine and most of the other alumni magazines:

After the September 11 terrorist attacks, [Syracuse University] became an electronic gathering place for its anguished constituencies. Students, faculty, staff, friends, and alumni e-mailed messages to the university. The breadth of messages was panoramic: eyewitnesses offered accounts; mourners shared grief; citizens of the world expressed solidarity; the cautious counseled restraint; and the angry called for retribution.<sup>18</sup>

Most of the magazines that included some of the stories submitted online referred readers to the related Web site for even more stories or information.

And so, across the magazines, hundreds of submitted vignettes were gathered, selected, edited, and printed. Blurbs and short stories were the norm; sometimes a series of hand-picked quotations were paired with photographs of the destruction, witnesses’ physical reactions, makeshift memorials, and all the other imagery we now associate with September 11. Photojournalism was given much space: amateur alumni photography often shared the page with photos from Associated Press and other photography outlets, and the *PennStater* featured photographs taken

by an alumni photojournalist working for *National Geographic*.<sup>19</sup>

Eyewitness descriptions of the events, emotions, and images of September 11 were joined by essays and articles written by alumni working in various fields; these pieces covered September-11-related issues humanistic, political, scientific, and personal. These articles were often grouped in special sections, such as Oberlin Alumni Magazine’s “Looking Ahead in a New World,” which included articles written by alumni experts on bioweapons, U.S. foreign policy, electric power generation and distribution, and civil liberties.<sup>20</sup>

### **Goal 3: To encourage, seek, and present differing and unique viewpoints and open discussion on issues facing the university and the world**

Faculty writing also contributed in great part to September 11 coverage. Like their alumni-written counterparts, these articles and essays, usually commissioned by the magazines, were published as free-standing articles or as parts of special sections. For example, *Wellesley* ran “A Divergent Path: Islamic Fundamentalism,” in which Roxanne Euben, associate professor of political science, “explored the philosophy of Islamic fundamentalism, the historic and contemporary grievances of Muslims, and the goals of fundamentalists.”<sup>21</sup> *University of Chicago Magazine*’s “Remains of the Day” is a six-page feature in which three faculty members, “an ethicist, an expert on images, and a philosopher who is also a psychoanalyst, consider some after-images of the attacks.”<sup>22</sup>

Another University of Chicago scholar, a divinity professor, had an essay published in *Boston College Magazine*’s feature “Expert Witnesses.” His article was joined by that of a professor of political science at Boston College, and a Harvard University professor of religion and society.<sup>23</sup>

Just as *Duke Magazine* organized, compiled, and distilled for print the proceedings of a student roundtable, *Harvard Magazine* organized, moderated, and presented edited excerpts from a roundtable of six faculty members—experts in fields such as government, science and international affairs, law, international relations and terrorism, and public policy.<sup>24</sup>

In *Syracuse University Magazine*, the university's Maxwell School of Citizenship and Public Affairs was featured in "Future Impact," an article that tapped various faculty members of the school for their expertise on issues of economic stability, homeland security, and globalization. This article, though informative, was laced with lengthy plugs for the school itself. Before the article is over, the reader learns about the school's history, the influence of its ideas on modern thought, and that "during the past decade alone, the school saw its graduates rise to such positions as secretary of Health and Human Services, deputy secretary of Defense, secretary of the Navy, foreign minister of Jordan, and director of the African Development Bank."<sup>25</sup> It is with this type of article that goal three merges with goal four.

#### **Goal 4: To generate enthusiasm for the university, and to encourage donations from alumni and friends**

Enthusiasm for the university can be generated by successfully meeting goals one through three. Nevertheless, most magazines stated—usually as part of a school's president or alumni association director's letter—how accomplished and important the institution and its alumni are to the betterment of society, the nation, and the world. Though I believe this is an acceptable way to position and market a school, I was struck by how formulaic many of the statements seemed to be:

If anything, the terrorist attacks on America and America's response have only intensified the need to understand the world around us . . . That is why a liberal arts education at a university as interdisciplinary as Brandeis is so important. (Brandeis University president Jehuda Reinharz)<sup>26</sup>

At this time of national tragedy and mourning, it is worth recalling that for 168 years Oberlin has been graduating men and women of intelligence, character, and goodwill who have gone out into the world and made a difference. (Chairman of the Oberlin College Board of Trustees Thomas J. Klutznick)<sup>27</sup>

Throughout the Stanford community of faculty, students, staff, and alumni, we have seen an increased appreciation for the importance of education and for Stanford's role in preparing young people for leadership in the world. (Stanford University President John Hennessy)<sup>28</sup>

Regardless of how the magazine staffs choose to meet their magazines' goals, not all of them thought extensive coverage of September 11 would enhance their magazines' effectiveness. In fact, some felt they could serve alumni best by not dwelling on the events. In the next section, a few of the magazines' editors explain the decisions they made in the days and weeks following September 11.

#### **Post-September-11 editorial decisions**

On September 11, upcoming issues of alumni magazines were at various stages of their production schedules. Some had just sent the latest issue to the printer, precluding September 11 coverage until the next issue weeks or months away; others were approaching printing deadlines and had to make some quick decisions regarding September 11 coverage. Still others were working on issues so tightly structured that even a generous allotment of time to adjust to and cover new campus and world events would make even minor editorial changes complicated. But even when editors faced similar time and production constraints, their responses varied. Still, if there was any time to add brief or immediate September 11 coverage, many magazine staffs decided to do so. These magazines printed related news as time and space allowed; sometimes these magazines promised more coverage in future issues and on their Web sites.

Arizona State University's *ASU Vision* was one of several magazines that decided to put off the publication date of their next issue so they could include extensive September 11 coverage. As editor Susan Clouse Dolbert explained:

This issue of *ASU Vision* was originally scheduled to be printed September 13. The events of September 11 put this project on hold, as happened with nearly everything in our country. While news unfolded and America responded,

it was clear we needed to remake this issue to report the emotional and patriotic response of the ASU community.<sup>29</sup>

Earlier I mentioned that some alumni magazines relied heavily on stories and articles that poured in by way of e-mail or the association's Web site. As the Wellesley staff sorted and read through the myriad accounts and essays submitted online, they came to a consensus on what to do with their next issue:

. . . the articles already in production for the Fall 2001 magazine were not what was called for in these times. Although we had long since passed our copy deadline, we swallowed hard and decided to remake the magazine. It was not an easy decision; we have a small staff and only one designer to lay out all of our pages. We weren't sure we could make the press deadline.<sup>30</sup>

*Syracuse University Magazine* also remade their magazine to offer exhaustive coverage of September 11 events. In addition to the promotional article for the university's Maxwell School mentioned earlier, the issue included "a tribute to the alumni, family, and friends lost in the vanishing days of summer . . . experts' thoughts and perspectives on the incident and its impact, and the stories of survivors and rescue workers."<sup>31</sup>

Some magazines deliberately kept September 11 coverage to a minimum; others sought a creative compromise between overcoverage and undercoverage.

*Pomona College Magazines'* then-upcoming issue, themed "Pomona's Greatest Hits," featured alumni and faculty musicians and music professionals across musical genres and time periods; the magazine was tightly and imaginatively designed and packed with lush, full-color portraits of musicians, instruments, and concert halls and other venues. A CD with samples of the featured musicians' work was to be included. Then came September 11. What's an editor to do? As editor Mark Wood explained:

I had a decision to make . . . Whether to go ahead with my plans for this music issue of the magazine or to push it back and devote an entire issue to what happened on September 11. There were a number of things that went into that decision.

In part, the issue you hold in your hands is a conscious act of normalcy. But it's more than that. In the end, I came to the conclusion that music was the best thing we could offer in times like these."<sup>32</sup>

And so Pomona's all-music issue went to press, but not without about six pages of September 11 coverage.

The State University of New York at New Paltz's *Observer* also had an entertainment-related issue on deck; the 72-page issue was filled with interviews and photographs of alumni who had succeeded in the entertainment industry. But after September 11, entertainment had to share editorial space with tragedy—a challenging prospect for editor Susan Piperato. "It was difficult to work simultaneously on compiling several alumni's career success stories while hearing haunting tales of loss, grief, and attempts to help others cope . . . But as divergent as the topics of entertainment and tragedy are, in the end, I was able to make a real connection between them."<sup>33</sup> This connection, Piperato explained, was the perseverance and potential for success exhibited by all New Paltz alumni.

Staff at the University of Washington alumni magazine, *Columns*, were hit by a second tragedy: On September 12, sixteen University of Washington alumni and fans died in a plane crash in Mexico. The *Columns* staff opted to scrap their original plans for the upcoming issue in favor of an issue that broadly covered the events of September 11 and the alumni lost on September 12, even though the staff was quickly approaching deadline. After deciding upon the new content and confirming articles and stories, "one last hurdle was the cover," explained editor Tom Griffin. "How could we express the experience of a dual tragedy without diminishing either loss?"<sup>34</sup>

## September 11 covers

Griffin's concern about his magazine's cover was not unfounded. "Nowhere in a magazine is the interaction of words and pictures more important than on the front cover,"<sup>35</sup> says Jenny McKay, author of *The Magazines Handbook*. Alan Swann, author of several graphic design books, believes the cover "has to sell the

general concept of the publication as well as to reflect, through its design, the intellectual level of the editorial content.”<sup>36</sup> For Griffin, this “general concept” was tragedy and tribute. The solution found for the Columns cover is “elegant yet simple . . . a memorial ribbon, one half red, white, and blue and the other half purple and gold [the school colors].”<sup>37</sup> (fig.1)

*Yale Alumni Magazine* had cover concerns of a different nature:

We were about to send the October issue to the printer when the hijacked airliners struck the World Trade Center and the Pentagon. The cover story was to have been about the strides Yale is making in addressing issues of international scope. The cover image was a cheerful graphic of a globe spinning on a stand in the shape of a silver “Y.” That was not a message YAM could send on September 11.<sup>38</sup>

The magazine ran a different cover on the October 2001 issue, and modified the original October cover concept and the accompanying article for the November issue.

Because most alumni magazines are sent directly to alumni and rarely appear on a newsstand, in terms of covers they have “the freedom to be more adventurous in their designs . . . [this gives the] designer greater freedom to concentrate on the visual aspects of the design.”<sup>39</sup> I found that most of the magazines’ covers, regardless of theme or concept, were well-designed, captivating, and accurate in reflecting the personality and content of the magazine. But I was especially struck by the covers—all different in theme and style—that so powerfully encapsulated September 11 or its aftermath within the rigid confines of an 8.5 x 11-inch page. Of the thirty-five magazines in the sampling, twelve had such covers; these covers are reproduced as figures 1 through 12 at the end of this paper.

If there is healing through art, perhaps some of the designers sought to use these covers as their canvases. The cover of *Gothic* (New Jersey City University) contains a montage of patriotic, chaotic, and soothing imagery—the focal point a foreign student’s face fused with that of the Statue of Liberty (fig.2). The *Ithaca College Quarterly* and the *PennStater* covers employ

carefully composed photographs: an American flag flying at half-mast straddles the distant horizon (fig.3), and two students holding hands in the foreground, their hands intersecting with a vertically hung American flag in the background (fig.4). *Duke Magazine’s* cover is graphically bold and patriotic; red, white, and blue stripes form a backdrop for a disturbingly ironic vignette (fig.5).

Though Wellesley and Syracuse both devoted their entire editorial content to September 11, their covers could not be more dissimilar: *Wellesley* has a quiet silhouette of an adult handing a child a flower, *Syracuse University Magazine* utilized a single, smoky shot of the destruction in New York City.

The other covers (figs.8-12) feature photos of events or objects related to September 11. I will let these covers and captions speak for themselves.

## **The alumni magazines vs. the more popular media outlets**

Shortly after the terrorist attacks, Mary Ruth Yoe, editor of *University of Chicago Magazine*, went looking for the December 1941 issue of the magazine for reasons similar to why I examined several dozen late-2001 alumni magazines. Yoe wanted to see “how the campus had reacted to, and what the editors had written about, the only other time the United States had been attacked on its own soil.”<sup>40</sup> Among the “The University at War” section, lists of alumni in the service, and war-related civil, military, and scientific achievements of alumni, was an excerpt from an address by then-university president Robert M. Hutchins in which “he argued that the university must go on as it always had—teaching, learning, and creating knowledge—for the nation’s sake.”<sup>41</sup>

The “teaching, learning, and creating knowledge” that takes place on college and university campuses is often extended by way of alumni magazines and associated Web sites. Though these magazines have a relatively narrow audience, their range of coverage is infinitely broad. Staying true to their mission and purpose statements, the magazines provide alumni and other interested readers (harking back to Harvard

magazine's mission) "a live and open forum, where all its readers can participate in synthesizing answers to the problems facing the university and society."<sup>42</sup> Such a forum becomes even more important when you consider that the more prevalent and popular sources of news do not always present all sides of the world's many-faceted issues. As Ithaca College politics professor Marty Brownstein warned Ithaca alumni,

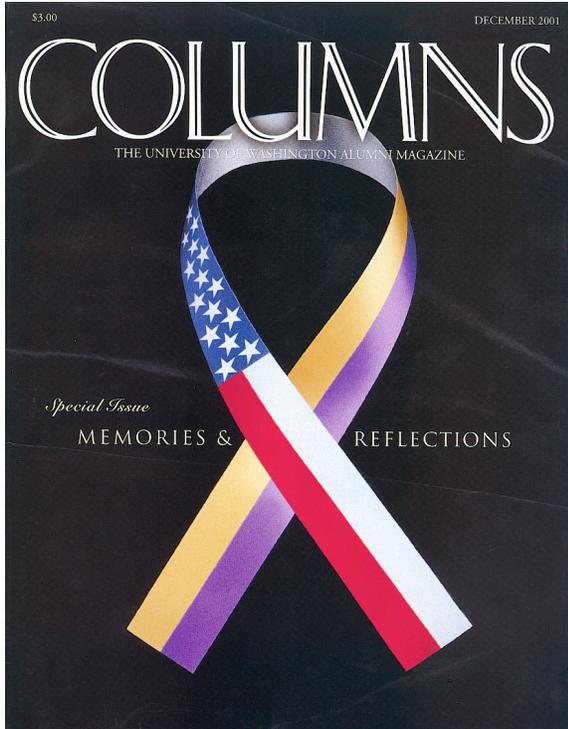
A global community made hypervigilant by the ghastly events of September 11 is in danger of being denied the full range of what it needs to know by mediators of experience—that is, mainstream media. All-news television channels, in particular, seem bent on recycling the same conventional perspectives and images so relentlessly that CNN, Fox News, and MSNBC seem to blur into one cloud of stale thinking. . . . Do not limit your news search to TV, be sure to read a range of newspapers and magazines, and be sure that your range is inclusive.<sup>43</sup>

Georgina Ferry, editor of *Oxford Today*, also believes a wide range of issues and viewpoints are less likely to

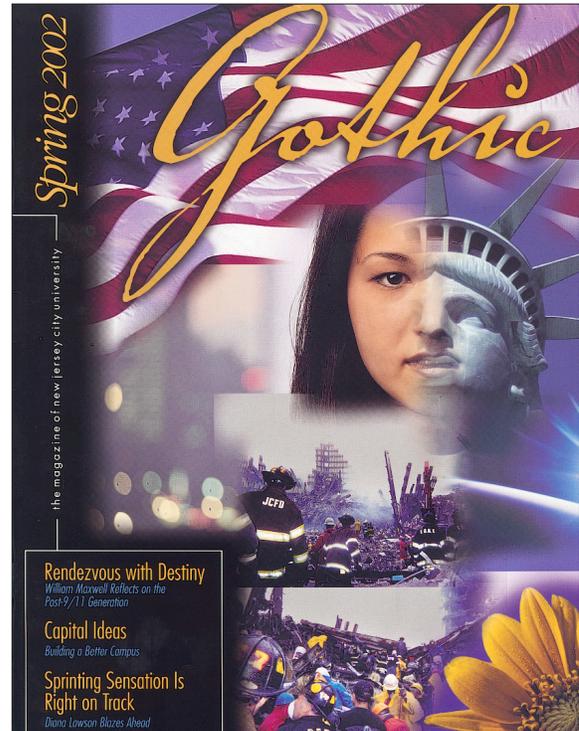
be available in the mass media than in lesser-tapped media outlets. In her editorial, she said that "no one pretends that this or any university can put the world to rights. But universities remain places, away from the clamor of media reporting, where thoughtful voices can be heard."<sup>44</sup>

"This is where universities differ from government agencies, corporations, and military organizations," wrote *Yale Alumni Magazine* editor Carter Wiseman, as if to continue Ferry's thought. "Universities bring to bear on society's most vexing problems the forces of history, inquiry, and analysis in search of understanding—even, perhaps, solutions."<sup>45</sup> Wiseman was speaking to Yale alumni in his editorial, but his sentiment is probably shared by all alumni magazines. Said Wiseman, "Whatever action Yale alumni may take in response to September 11—whether in the White House or in humbler homes—the outcomes will depend on understanding. This is what education is for. This is what we can do to help." ❧

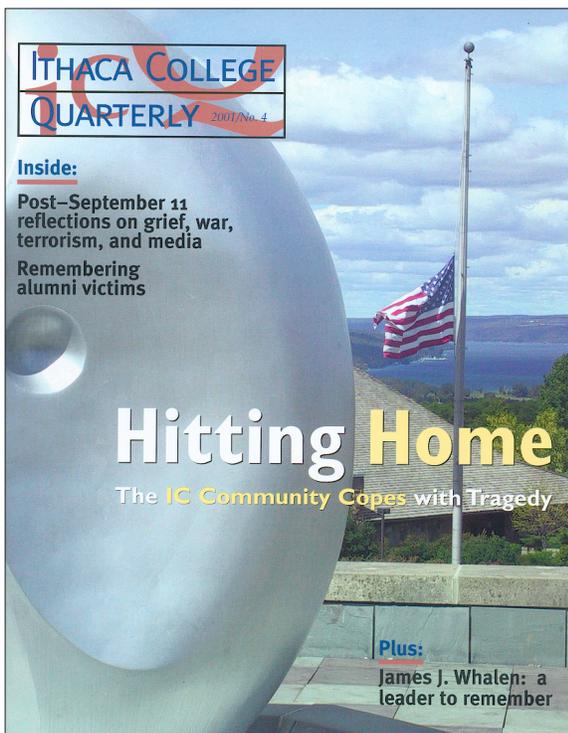
**September 11 covers (Figures 1-12)** Captions and credits, if available, were excerpted from the magazines.



1. A memorial ribbon commemorates losses from the September 11 terrorist attacks and the September 12 plane crash that took the lives of 16 University of Washington alumni and fans. Model by Ken Barnes. Photo by Mary



2.

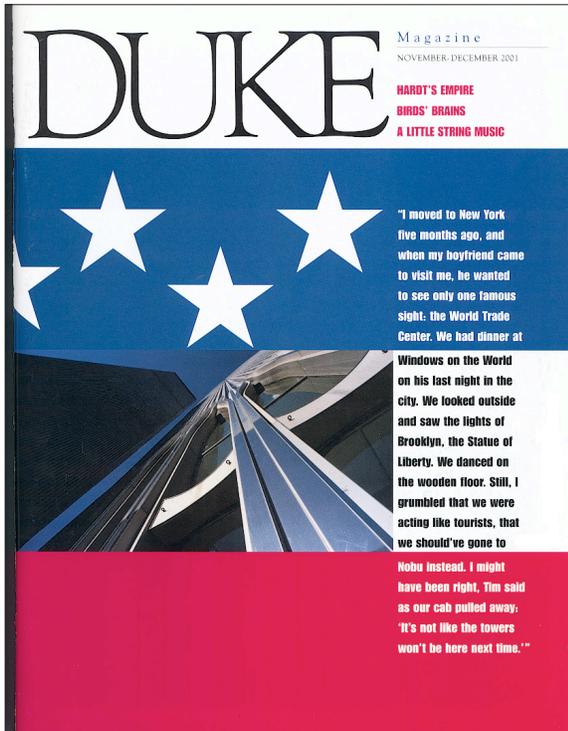


3. Cover photograph taken September 14, 2001, by George Sapio

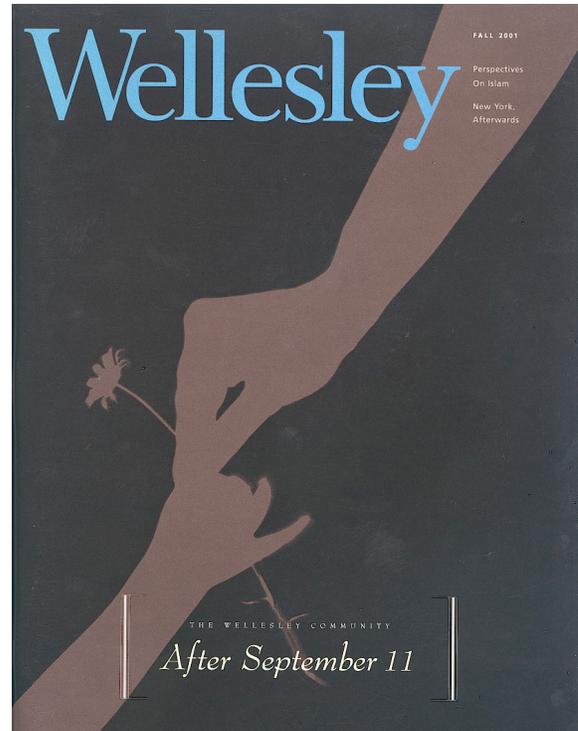


4. The attacks of September 11 touched the Penn State community in many ways.

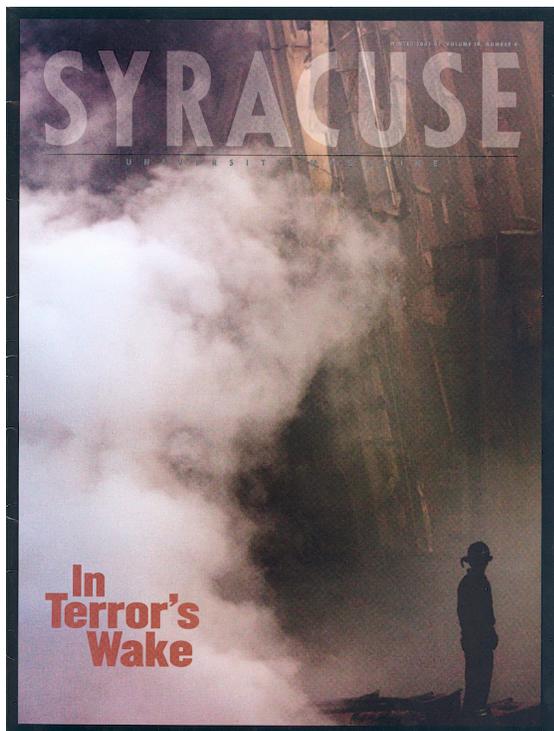
September 11 covers, continued



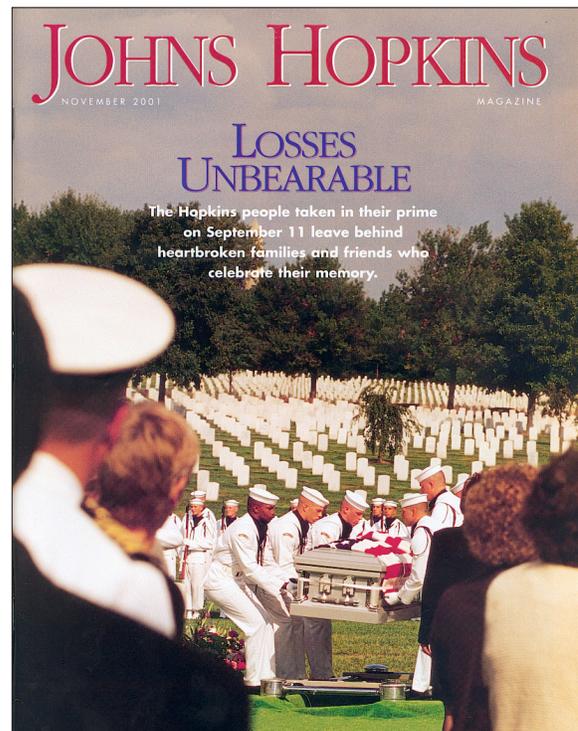
5. Newsweek intern Mary Carmichael '01 begins her account of the day like no other. Photo by Jon Hicks/Corbis.



6.



7. Cover photo by U.S. Navy PH2 (AW) Jim Watson '99



8. Cover photograph by Sam Kittner, of the September 29 funeral of [John Hopkins' Applied Physics Laboratory] supervisor Ron Vauk, a U.S. Naval reservist killed at the Pentagon on September 11.



## Notes

1. Kevin Cool, "What Matters Most When Things Go Bad" [editorial], *Stanford*, November/December 2001, 2.
2. The magazines surveyed are listed in the bibliography.
3. I looked at only one issue from each represented school; earlier or subsequent issues of their magazines might have included September 11 coverage as well.
4. As quoted by Robert A. Reichley, "Alumni Publications," in *Handbook of Institutional Advancement*, ed. A. Westley Rowland (San Francisco: Jossey-Bass Publishers, 1977), 335.
5. Mission statement; *Vassar, The Alumnae/i Quarterly*; Winter 2001, 2.
6. As quoted by Robert A. Reichley, "Alumni Publications," in *Handbook of Institutional Advancement*, ed. A. Westley Rowland (San Francisco: Jossey-Bass Publishers, 1977), 334.
7. Purpose statement of the Wheaton College Alumni Association, *Wheaton*, Autumn 2001, 1.
8. Anne R. Crawford, "Publications for Key Audiences," in *Handbook of Institutional Advancement*, ed. A. Westley Rowland (San Francisco: Jossey-Bass Publishers, 1977), 434.
9. Charles P. Daly, Patrick Henry, and Ellen Ryder, *The Magazine Publishing Industry* (Needham Heights, MA: Allyn & Bacon, 1997), 56.
10. Robert A. Reichley, "Alumni Publications," in *Handbook of Institutional Advancement*, ed. A. Westley Rowland (San Francisco: Jossey-Bass Publishers, 1977), 336.
11. Introduction to "The Campus Reacts," *Bostonia*, Winter 2001–2, 14.
12. Christopher Reaske, "From the Vice President for Development and Alumni Relations," *Bostonia*, Winter 2001–2, 2.
13. Jeffrey Mitchell, "Responding to 9/11," *UMass Boston*, Fall 2001, 12.
14. Robert J. Bliwise [moderator], "Coping with a Changed World" [student roundtable], *Duke Magazine*, November–December 2001, 10.
15. "Amherst Victims of September 11," *Amherst*, Fall 2001, 2.
16. Amy Harrington, "Web Offers Both News and Comfort," *New York Times*, 12 September 2001, A 25.
17. Kevin Cool, "What Matters Most When Things Go Bad" [editorial], *Stanford*, November/December 2001, 2.
18. Introduction to "Reflections" section, *Syracuse University Magazine*, Winter 2001–02, 3.
19. Steve McCurry [photographer], "After the Fall," *The Penn-Stater*, November–December 2001, 24.
20. "Looking Ahead in a New World" [special section], *Oberlin Alumni Magazine*, Winter 2001–2002, 26–37.
21. Roxanne Euben, "A Divergent Path: Islamic Fundamentalism," *Wellesley*, Fall 2001, 28.
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