Over the past week and a half, I would estimate that I’ve spent about 10 hours total in the Special Collections Room in Green Library. Why, you might ask? Long story short, my history professor (Richard White for 150B – amazing!!) assigned a final paper that requires us to go to the Special Collections, look through selected boxes of documents having to do with the Stanford family, and write about it. It’s actually a really neat project – I discovered that Jane Stanford and Susan B. Anthony had a correspondence regarding the California Woman’s Suffrage movement in 1896, so I’ve been spending my time pouring over old letters and diaries and the like. It’s fascinating!

Anyway I know that doesn’t sound like it relates to love but here’s where it gets fun: the other day I was looking through a eulogy that David Starr Jordan (Stanford’s first president) gave at Jane Stanford’s funeral in 1905, and I ran across this quote and it absolutely blew me away . . .

“...University called ‘Leland Stanford Junior’ was founded on Love, in a sense which is true of no other. Its corner-stone was love – love of a boy extended to the love of the children of humanity. It was continued through love – the love of a noble woman for her husband; the faith of both in love’s ideals - and as an embodiment of the power of love Stanford University stands today.

“It is fitting that these statements should not stand as mere words. I wish that in your hearts they may become realities.”

So, basically, Stanford University is a university founded, continued, and upheld because of love. What an affirmation of all the work we’ve been doing this quarter!

-Marta Hanson, ’11

[Noticed] Love

Everybody can be great... because anybody can serve. You only need a heart full of grace, a soul generated by love.

-Martin Luther King Jr.
“SCARSDALE, N.Y. — The privileged teenagers at Scarsdale Middle School are learning to be nicer this year, whether they like it or not.

English classes discuss whether Friar Laurence was empathetic to Romeo and Juliet. Research projects involve interviews with octogenarians and a survey of local wheelchair ramps to help students identify with the elderly and the disabled. A new club invites students to share snacks and board games after school with four autistic classmates who are in separate classes during the day.

And to combat feelings of exclusion, the Parent Teacher Association is trying to curtail a longstanding tradition of seventh graders and eighth graders showing up en masse Monday morning wearing the personalized sweatshirts handed out to the popular crowd at the weekend’s bar or bat mitzvahs.

The emphasis on empathy here and in schools nationwide is the latest front in a decade-long campaign against bullying and violence. Many urban districts have found empathy workshops and curriculums help curb fighting and other misbehavior. In Scarsdale, a wealthy, high-performing district with few discipline problems to start with, educators see the lessons as grooming children to be better citizens and leaders by making them think twice before engaging in the name-calling, gossip and other forms of social humiliation that usually go unpunished.

“As a school, we’ve done a lot of work with human rights,” said Michael McDermott, the middle school principal. “But you can’t have kids saving Darfur and isolating a peer in the lunchroom. It all has to go together.”

Many Scarsdale parents praise the empathy focus, but some students complain that the school has no business dictating what they wear or how they act in their personal lives. Others say that no matter what is taught in the classroom, there is a different reality in the cafeteria and hallways, where the mean girls are no less mean and the boys will still be boys knocking books out of one another’s hands...”

(please go to NYTimes.com for complete article!)

“Gossip Girls and Boys Get Lessons in Empathy”
Winnie Hu, NY Times, April 4th, 2009
(Brief summary and excerpt)

This month, the New York Times explored the various ways in which elementary and middle schools are beginning to integrate empathy into their curriculum. In everything from English classes to professionally directed empathy workshops, teachers and administrators are exploring different ways to teach students to think about how others are feeling and integrate respect and openness into their own actions. Success with these programs is evident - many of these schools experience a decrease of bullying complaints, disciplinary referrals, and fights among students. Though some parents and community members greet the programs with hesitation or distrust, the impressive results of these empathy integrations inspires discussion for people of all ages as to the foundation of empathy and understanding in our society.

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**Book of the week:**
*True Love*  
By Thich Nhat Hanh

“[Thich Nhat Hanh] shows us the connection between personal, inner peace and peace on earth,” — the Dalai Lama

Thich Nhat Hanh’s four mantras:

Dear one, I am here for you.
Dear one, I know that you are here and it makes me very happy.
Dear one, I know that you are suffering, that is why I am here for you.
Dear one, I am suffering, please help.

This short little treasure is a must-read for anyone who wants to explore the nature of true love. Thich Nhat Hanh shows us how many simple acts of love already surround us and ways we can love ourselves and others.

“Among Buddhist leaders influential in the West, Thich Nhat Hanh ranks second only to the Dalai Lama.” — New York Times

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love.stanford.edu

If you’re interested in Project Love, please email Jason Chua at jason.chua@stanford.edu