

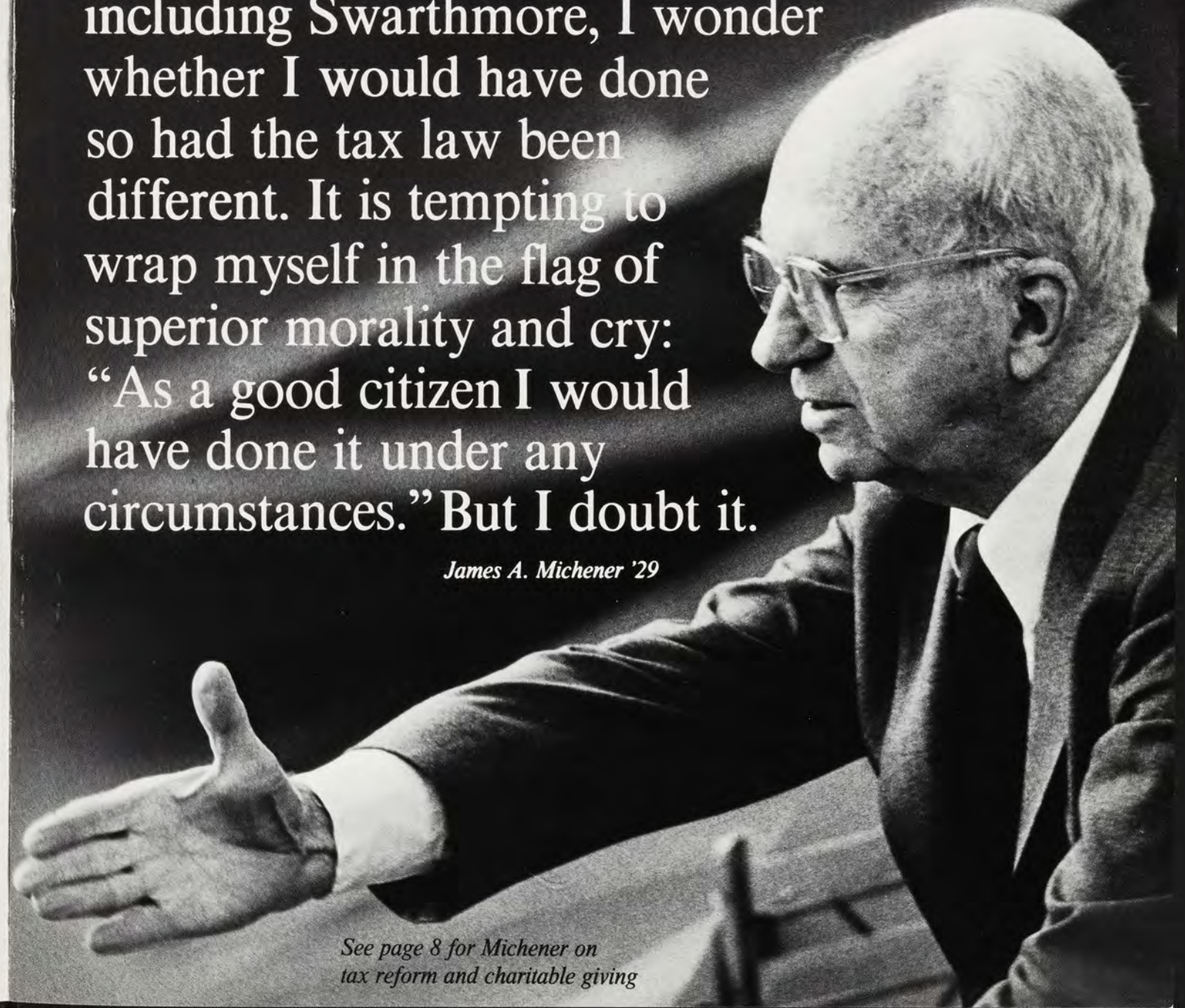
SWARTHMORE

August 1985

Although I have given away a large percentage of my income to some of the worthiest institutions in America, including Swarthmore, I wonder whether I would have done so had the tax law been different. It is tempting to wrap myself in the flag of superior morality and cry: "As a good citizen I would have done it under any circumstances." But I doubt it.

James A. Michener '29

*See page 8 for Michener on
tax reform and charitable giving*



LIKE "IKE" KHRUSHCHEV EXPLORE

ELVIS
BUDDY
HOLLY
KILLED

ALASKA
CIVIL RIGHTS BILL
LUNCH
COUNTER
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HULA HAWAII
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A **Class Looks Back 25 Years After** – When they were undergraduates, Sputnik, James Dean, Jack Kerouac, hula hoops, and sit-ins made news. Since then, the Beatles, Vietnam, assassinations, moon landings, women’s rights, Watergate, and terrorism have dominated the headlines. A full quarter of a very tortuous century has passed since the Class of ’60 left Swarthmore.

During the past twenty-five years, many members of the class were caught up in these events—some more visibly than others. In 1977, for instance, Charles Ruff, the fourth and final Watergate special prosecutor, wrapped up that investigation. The same year, actress Lynn Milgrim starred on Broadway opposite Tom Courtney in Simon Gray’s hit play “Otherwise Engaged,” directed by Harold Pinter. Milgrim stunned critics and theatregoers

(Continued on next page)

25 Years After A Class Looks Back

(Continued from preceding page)

alike by appearing topless during one scene in the play. Meanwhile, on the West Coast classmate David Bancroft successfully prosecuted newspaper heiress Patty Hearst for her role in a bank robbery staged by her kidnapers, the Symbionese Liberation Army. While the life of every mem-

ber of the Class of '60 may not have made headlines, each certainly has developed a unique perspective on Swarthmore since leaving campus.

On the occasion of their 25th Reunion, we asked members of the Class of '60 to reconsider their Swarthmore years in light of twenty-

five years of experience. We asked four questions intended to encourage reflection about life at and after Swarthmore. Selected answers to each are presented below. Roughly half of those who responded to our questionnaire chose to identify themselves.

Do you have a favorite Swarthmore-related anecdote?

"Just a few weeks after arriving at Swarthmore for my freshman year, I noticed that static on my radio correlated with my roommate's washing his hands in our bathroom. Although it was evening, we called my physics professor, who then came to the dorm and helped us explore the phenomenon scientifically for a couple of hours. We finally deduced that there was a corroded pipe connection in the basement acting as a battery—making the drain pipe a different voltage from the cold water pipe. The sink stopper intermittently was shorting them to produce the static radio interference."

—John Goodman

"Harold March, in the French Department, taught a course called 'History of Ideas.' It dealt with such unfashionable topics as mysticism, spiritualism, ESP, Carl Jung, lots of anti-rational and non-rational correctives to then pervasive trends. I was glad that little Swarthmore in 1957 was big enough and flexible enough to contain that."

"Hedley Rhys's brilliant wit and perception lured many a student into the discipline of art history. I recall his description of Rockefeller Center as 'a modern day Stonehenge—dedicated to the gods of materialism.'"

"Evenings at Andy's."

—Larison F. Helm

"Even though I was not in Honors, the Honors impact was strong. I took Frank

Pierson's [34] Urban and Social Problems course in which we reviewed literature and visited reality in Philadelphia (prisons, South Philly, etc.), and then compared the two. It set a major philosophical tenet for me: See it first hand, make personal visits."

"Once Professor Gilbert stopped suddenly in mid-lecture, stared into the corner of the classroom (in Trotter basement), and exclaimed, 'My God! Look at those termites!'"

"There was always a lot of sympathy for drinking and sex, but you couldn't cheat [on tests]. Cheating was unthinkable—a crime against the intellect. I once witnessed the expulsion of a cheater from a final exam—a memorable event. Everybody was upset about it for days. How could anybody have done such a terrible thing as to cheat?"

—Judith Fetterley

"Recently married, my husband and I started to move into Mary Lyon 3. The apartment was a pigsty, with eggshells and dried yolk in the bathtub. My rage impelled me to complain to Dean [Susan] Cobbs, who happened to be handy. She listened, clucked her tongue sympathetically, then told me to stop complaining and get down to work to make the place our own. Click! Swarthmore generally emphasized making things better locally and in the world, without letting blame-placing get in the way. What wonderful advice!"

"Dr. [Gilbert] Haight, of the Chemistry Department, inviting the rather frightened members of his intro course to his home after lab every week—helping to relieve our occasional homesickness."

—Jeanette Strasser Falk

"My handwriting was (and is) legendarily awful. A young history prof (Har-

riison Wright!) wrote cryptic comments all over my midterm exam. I stopped in during office hours to ask him to decipher them; he said, 'It doesn't say anything—I just wanted to pay you back!'"

—Paul Frishkoff

"As Honors exams approached and I increasingly succumbed to the mass hysteria, I went to [Professor] Roland Pennock [27] to shed a few tears. He looked at me thoughtfully for a minute, then dialed his wife Helen and said, 'Sue Willis needs to have a ride in the country.' In a few minutes she was there, and we did just that. We drove around Chester and Delaware counties for about two hours, looking at the spring flowers and trees and talking about anything but Swarthmore. Somehow, that always symbolized so much about Swarthmore and what makes it unique to me."

—Susan Willis Ruff

"One of my favorite memories is of playing boogie and blues on the Parrish Parlor piano after dinner and having Peter (P.D.Q. Bach) Schickele join in on the mouthpiece of a bassoon—or another time when he appeared carrying a string bass."

"Most of my best memories deal with Gil Haight, Professor of Chemistry. Who can forget his 'Christmas lecture'? But I also remember a stern discipline, deep humility, and some very sage advice: 'Learn here what you must learn from profs, at blackboards, or in labs; learn in front of the fireplace what can wait for a lifetime of learning.'"

—Jay Anderson

"A local attorney called recently to inquire as to how I felt about Swarthmore, because his daughter had just been accepted. His question brought back fond memories of my college years and I found myself using superlative after superlative to describe Swarthmore." —Gerald Batt

"About twenty years after I graduated, the Swarthmore Alumni College came to Athens, Greece, and I saw Helen North and Martin Ostwald, my old [Classics] professors. I remember my daughter, a student at the University of Athens, being astounded at the warmth and interest which she sensed these wonderful people still felt for their old student—qualities which her own professors, who were teaching her at that time, never evidenced toward her."

—Anita Cooper Tsamakos

"Many thought that what got us in here was 'geographic distribution' or 'Swarthmore parents' or 'Quaker background.' (I thought it was because I was a decent weightlifter.) But there was less serendipity than we might have thought in the selection process. We all came through Gilmore Stott and Susan Cobbs, who both had uncanny insight into the combination of decency and excellence that typifies the Swarthmore student."

—Ronald Walter

Knowing what you know now, would you go to Swarthmore if you were in high school again (in the mid-1950s)?

"Although I am *very* proud to have graduated from Swarthmore, I am not so sure it was the best place for social/personal growth for me. I probably would have been better off at a school that balanced the academics with the "social.""

—Judith Nordblom Alger

"Yes, because of the *combination* of high academic standards, 'Quakerish' values, and the atmosphere and population of the place, which made it possible to be close friends with fine people. These features are not commonly found in later life. Having lived them at Swarthmore was a unique life experience."

"No, I would keep my summer job as a roofer's apprentice until I saved enough money to buy a motorcycle and then I would head for Venice West."

—Jim Perkins

"Yes, definitely, but I had *no* idea what it was like before arriving. (I was the last student ever to come across country on a train—boy, was I green!)"

—Larison F. Helm

"Swarthmore is more awesome retrospectively. If I knew then what I know now, I would have thought I didn't belong—I wasn't intellectual enough."

"I still don't know—I need another twenty-five years to think about that one."

—Ronald Walter

"After suffering as a hated over-achiever in a rural high school full of '49 Mercurys and letter sweaters, Swarthmore was a warm kitchen filled with potential friends and mind food. The only reason I wouldn't go to Swarthmore all over again would be that I wouldn't be able to believe there was such a place."

—Gordon Adams

"Absolutely! The freedom and the challenge of the Honors program, the serious academic hard work without invidious interpersonal comparisons, the genuine and unforced egalitarianism of the campus, and the genuine sense of community—which seems to exist even to the 25th Reunion and beyond—all make Swarthmore the only place to go to school."

—John W. Harbeson

[Editor's note: In addition to the responses above, there were nineteen "Yes"—some unequivocal, some with reservations—four "No," and one "Maybe."]

What, if anything, have you done since leaving Swarthmore that your roommate then would never have predicted?

"1) Helped cook dinner over an open fire for 200 women, some topless; 2) Had a conversation with the Episcopal bishop of New York."

"I [now] weigh more than 116 pounds, and I carried an A average through graduate school!"

"Probably almost everything I've done would have been hard to predict: being divorced twice, living with an artist, becoming a serious painter myself, developing an interest in 'alternative' philosophy—even the way I earn a living, which is in the world of large computers, and where I live, which is in England!"

—Patricia Price Paxson

"Run a consulting firm of seventeen people in a major metropolitan East Coast area; *not* finish a Ph.D.; lecture to 155 people who paid to hear me."

—Sara Bolyard Chase

"I have made a new life for myself in a small city in a very different new country, and have children whose native language is not English. Classmates have told me that this last fact was what they found most astonishing about my life since Swarthmore."

—Anita Cooper Tsamakos

"Settle in the state of Kentucky and become a newborn-disease specialist."

—Roger J. Shott

"I started teaching the violin. (I had been an art history major.)"

—Aiko Okada Sato

"Ride a bicycle across the U.S. in 1976."

—Jay Anderson

"Become a member of the Board of Managers of Swarthmore College."

—Ann Brownell Sloane

"My life has been relatively predictable."

"I became a mail-order minister for the purpose of performing weddings (at no charge) for friends and friends of friends. Spent a week at a naturist resort in Yugoslavia. Became, recently, an avid devotee of workouts at Nautilus."

—Paul Frishkoff

"Got my act together—he thought I could never do that."

"My roommates were all capable of 360 degrees prediction—nothing could surprise them."

"We female students all said we would 'do something with our lives' before burying ourselves in marriage and child-raising. In fact, three-fourths of my female friends were married within a year or two of graduating. Most of us, however, did not bury ourselves in family, but either continued to work, or developed new careers later on—I did both. Though I aspired to an intellectual life, I secretly desired to have a family, very much—"

which I could not admit while at Swarthmore!"

"A career in the U.S. Navy."

—Larison F. Helm

"Picketed with Operation Breadbasket in 1978 and went to Poor People's Camp in D.C. in 1968. I have been very active in the civil rights movement. She'd be surprised because I voted Republican then—now I vote Democratic. The Peace Corps, not Swarthmore, 'radicalized' me."

—Judith Nordblom Alger

"Became a lawyer, 'worse' yet, a federal prosecutor. And equally outrageous, a (recreational) mountaineer."

"I have turned my own expectations about the plant world inside out. All through high school I avoided any study of biology because of my parents' preoccupation with botany and entomology. To my surprise I have fallen into their rut of flower growing, vegetable gardening, and vegetable eating, and gone beyond into using and growing medicinal and culinary herbs. A favorite walk in the woods reflects those thousands of hours I spent listening to my parents naming the trees and shrubs in mysterious Latin."

—Gordon Adams

"Became able to sleep through a little bit of noise."

"Became a radical lesbian feminist."

—Judith Fetterley

"I don't think my roommate or, for that matter I myself, would ever have guessed that I would wind up being a specialist on politics and development in Africa, unless of course my roommate had some wacky dreams he never told me about!"

—John W. Harbeson

**If you had been
one of the speakers at
Commencement this year,
what would you have
told the members of
the Class of '85?**

"Be proud of your achievements but don't expect others to be awed. Also, keep and continually develop your sense of humor. Again Peter Schickele comes to mind: a

serious musician and composer whose sense of fun produced that masterpiece of musicological research, the discovery of P.D.Q. Bach."

—Joan Bond Sax

"Learn to analyze and solve problems—it is your only hope for dealing successfully with a changing future. Also be serendipitous—always on the lookout for what you weren't looking for—as it will enrich your life and enlarge your opportunities."

—John Goodman

"A current T-shirt quips about the Swarthmore experience, 'Guilt Without Sex.' A parallel experience is often 'Achievement Without Self-esteem.' Don't fall into that syndrome. You have achieved."

—Ronald Walter

"Strict adherence to personal principles and goals is to be admired; however, reasonable or practical adaptability is the fuel of progress and accomplishment."

—Roger J. Shott

"Don't grow old too fast; dream dreams and have vision, for 'where there is no vision, the people perish.'"

—Jay Anderson

"Always get in the water over your head and learn to be a survivor. Maintain a youthful attitude toward challenge and change, a spirit of adventure. Be forward looking."

"I'm not sure that it's commencement material, but I think it's true that classmates whom you barely knew as undergraduates (and even Swarthmoreans from other generations) can and will become very close friends as the years go by. You have shared so much, having gone through the Swarthmore pressure cooker together, that you come to feel as though many of your classmates are siblings."

—Susan Willis Ruff

"All inquiry is about redefining questions. Most 'bottom-line' questions look simple, such as: Who are you? What do you want? Where is home? Who is your family? [But these] questions never get completely answered . . . in this lifetime."

—Paul Frishkoff

"To value their liberal arts education. In a time of economic uncertainty, they may wonder what good a Swarthmore education will do them—it won't find them a job—but they will come to realize over the years what an enriching and valuable experience Swarthmore was to them."

"Our own commencement speaker (an astronomer named Schwartzschild, I believe), glancing about the platform at the

assembled elderly worthies, said, 'Live for what you will want to remember when we are all dead and you are very old.'"

"The good things come to an end, and so, hopefully, do the bad. See your life in phases. If you keep your mind, imagination, and body fit, you can plan for and have an increasing sense of being prepared for the opportunities and challenges each phase presents. It's an exciting world out here."

—Ann Brownell Sloane

"I would talk about the masculine nature of the education I received at Swarthmore and the damage that did to me, personally and intellectually. I would describe how masculine values informed Swarthmore as an institution and I would call upon students to undertake a radical feminization of the College and of its idea of education."

—Judith Fetterley

"Not to think of Swarthmore as the only place that gives a good education or of intellectuals as having some superior wisdom. You need to get out among all kinds of people and learn to communicate with them—that's what I feel is the mark of an educated person."

—Judith Nordblom Alger

"I'd remind them that people regularly live their lives in fear of losing things as insubstantial as the boundary lines around the United States; that we are all one, those of us who went to Swarthmore and even those who didn't; and that to save ourselves we must make it our most intimate business to save all beings."

—Jim Perkins

"That every experience they have had at Swarthmore will be useful to them in often unexpected ways when they face the future, and that as time goes by, they will treasure the Swarthmore experience more and more."

"There is nothing so important in today's world, or seemingly so rare, as the capacity and inclination to ask awkward questions, put one's finger on unexamined assumptions about ourselves and the world in which we live, and truly examine a problem from many different perspectives. Nothing makes life more amusing, significant, and exciting than the cultivation of an irrepressibly curious mind. No human community is more rewarding and enduring than that of those individuals attracted to each other by common fascination with the life of the mind and shared commitment to the human liberation that makes such pursuits possible."

—John W. Harbeson

Still Studious After Four Years Here

Graduating seniors see summer as a chance to catch up on serious reading



Roberta Wue

Roberta Wue majored in art history. She hopes to do research or curatorial work for an art museum.

Summer reading lists are a fine thing. I habitually make up mine toward the end of the semester. This is when suddenly every book, except the ones on my syllabi, seem exciting and un-putdownable. These lists, however, like resolutions to run five miles a day, are soon thrown out the window and I settle for the usual assortment of trash that doesn't ask for intellectual commitment. My newest list is a hodgepodge of books that I have intended to read for years, including those I never read for certain courses. Whether academic dedication or normal vegetative processes will prevail is another matter.

Pulling out that old copy of Judge Cardozo's *The Nature of the Judicial Process* from a poli sci course taken three years ago seems just too dreary, and *The Republic* is really inappropriate for holiday reading, but I do mean to re-skim Eliot's *Middlemarch*, so I can get more than just a sense of plot. This book is for those of you who are as fond of the comma-splice sentence as I am. Having graduated with a degree in art history, I plan to reread also George Kubler's *The Shape of Time*, a dense little book on "Time and the Object." Another necessary tome is *Other Criteria*, by Leo Steinberg, in which I hope the author will approach twentieth-century art with his usual amusing

iconoclasm. A book I am halfway through now is Madlyn Millner Kahr's *Velazquez: The Art of Painting*, a good social approach to the Spanish Baroque artist.

Other books that I have frequently reminded myself to read include Carol Gilligan's [58] *In a Different Voice*, which treats two areas I know little about: feminism and psychology. One book that I swear every summer I will finish is *The Tale of Genji* by Lady Murasaki; it is comparable to medieval Japanese *Remembrance of Things Past* (if not in quite so many volumes). Along the same lines is *The Story of the Stone*, the great eighteenth-century Chinese classic by Cao Xuequin. The best translation of the fantastic rise and ruin of the Bao family of Nanking is David Hawke's five-volume version put out by Penguin Books. Certainly one could do worse than to spend the summer reflecting on Oriental aesthetics. Finally, the book I do read every summer is Maxine Hong Kingston's *The Woman Warrior*, ostensibly about a childhood spent in a Stockton, Calif., laundry, but appropriately enough really about the stories we tell ourselves.

The Swarthmore College Bulletin (ISSN 0279-9138), of which this is volume LXXXII, number 6, is published in September, October, November, January, April, and August by Swarthmore College, Swarthmore, PA 19081. Second class postage paid at Swarthmore, PA, and additional mailing offices. Postmaster: Send address changes to Swarthmore College Bulletin, Swarthmore, PA 19081.

Marya Verhave

Marya Verhave majored in biology. She will study veterinary medicine at Cornell University this fall.

The following is a list of books that I have read recently and recommend highly as good summer (winter, spring, or fall) reading. *Ragtime*, by E. L. Doctorow, a novel set in America at the beginning of this century, is about three families whose lives become intertwined with such people as J. P. Morgan, Sigmund Freud, and Emma Goldman—to name a few.

Yevgeny Zamyatin's *We*, a haunting novel about a future society, is a powerful indictment of the regimentation, conformity, and depersonalization of the individual. The precursor to *1984*, *We* is a far more frightening and unnerving condemnation of totalitarianism.

One Hundred Years of Solitude, by Gabriel Garcia Marquez, is the story of the rise and fall, birth and death of the mythical Latin American town of Macondo through the history of the Buendia family.

Elizabeth Forsythe Hailey's book, *A Woman of Independent Means*, is the story of a woman's growth to maturity and independence at the turn of the century, as told through her letters.

The Name of the Rose, by Umberto Eco, is a wonderful murder mystery set in an



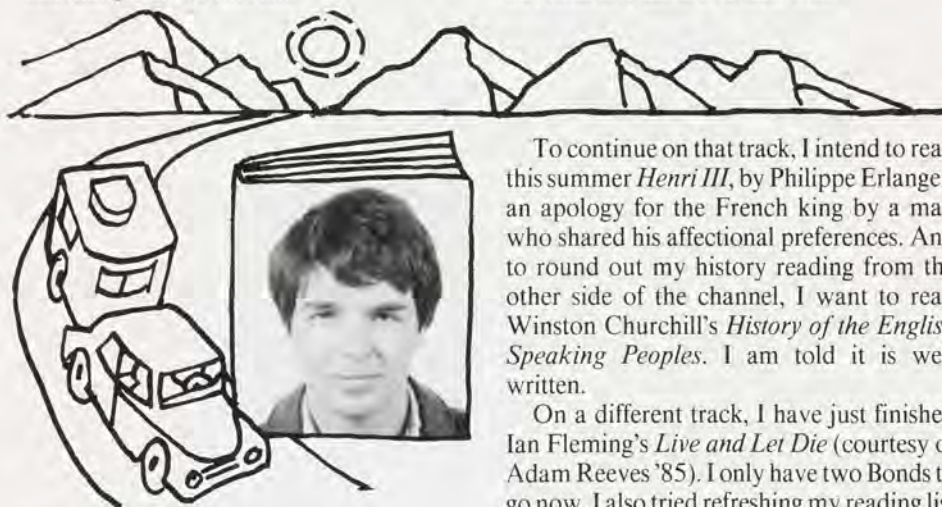
Italian abbey in the Middle Ages. The detective who unravels the mystery is a Franciscan monk, Brother William of Baskerville, who is a medieval version of Sherlock Holmes. As Brother William discovers, the most interesting things occur in the abbey at night!

Marion Zimmer Bradley retells the Arthurian legends through the eyes of the women in a beautifully written account, *The Mists of Avalon*. Morgain le Fay and Guinevere take on a life, depth, and personality of their own.

Alice Walker's *The Color Purple* is one of the best novels I have read in a long time; it is gripping and powerful, with a hero (Celie) whom I grew to love and truly admire. It is one of those books that you should read, if you haven't already done so.

Two of my favorite books, which I plan to reread this summer, are *Pride and Prejudice*, by Jane Austen, and *My Antonia*, by Willa Cather. I also plan to read *Never Cry Wolf*, by the naturalist Farley Mowat, a true story of the author's experience living among a pack of wild wolves.

Finally, I plan to reread *All Creatures Great and Small*, by James Herriot, for inspiration before heading off to Cornell Veterinary School this fall.



Pierre Bonenberger

Pierre Bonenberger majored in economics. He expects to attend graduate school in business administration in France or the U.S.

The books I have read recently include two excellent French history novels in six and five volumes respectively: *Les Rois Mandits*, by Maurice Druan, which relates the events accompanying the succession of three of Philippe IV's sons to the throne and the outbreak of The Hundred Years War. *Fortune de France*, by Robert Merle, is about the wars between Catholics and Huguenots in sixteenth-century France.

Charles Reiss

Charles Reiss majored in mathematics. He plans to work for a moving company this summer.

One of my favorite books, which I would recommend to anyone, is *Confessions of Felix Krull, Confidence Man*, by Thomas Mann. It is a great story with some hilarious episodes, and it's a lot lighter than other works by Mann. Another great book which I read recently is Dickens' *Bleak House*. People who have had to read it for a course can hardly believe anyone would work through this 800-page monster for pleasure, but if you have no deadlines to meet, you can take your time and enjoy it.

This summer I plan to read more Dickens, maybe *The Old Curiosity Shop*. From what I've heard of Quilp, one of the characters, I'd say he is not unlike certain of my friends. I also want to read something by Dostoyevsky (*The Brothers Karamazov*), since everybody in the Dostoyevsky seminar this spring was always talking about what a madman he was.

Other authors I'd like to read are Mark Twain, George Eliot, and Walter Scott. There are also a few Conan [the Barbarian] adventures I have to check out.

To continue on that track, I intend to read this summer *Henri III*, by Philippe Erlanger, an apology for the French king by a man who shared his affectional preferences. And to round out my history reading from the other side of the channel, I want to read Winston Churchill's *History of the English Speaking Peoples*. I am told it is well written.

On a different track, I have just finished Ian Fleming's *Live and Let Die* (courtesy of Adam Reeves '85). I only have two Bonds to go now. I also tried refreshing my reading list with a biography of *Mozart*, by Alfred Einstein. Quite boring, to be perfectly frank.

Now that school is over, I think I will develop a taste for all the books I should have read during college. These include: *Hard Times*, by Charles Dickens (class discussion of an unread Dickens novel tends to be limited), the autobiography of John Stuart Mill, and some philosophical works I intend to read or reread, by Plato, Hume, and Descartes. Finally, I now am reading a book presented to me by my father, entitled *The Share Economy: Conquering Stagflation*, by Martin L. Weitzman, an economics professor at MIT. After all, economics was my major.



Marian Evans

Marian Evans majored in biology and was vice president of the College Gospel Choir. She hopes to study medicine.

General Reading:

Race First, a biography of Marcus Garvey, by Tony Martin.

You Can't Keep a Good Woman Down, by Alice Walker.

Good Night Willie Lee, I'll See You in the Morning, by Alice Walker.

Brothers and Keepers, by John Wideman.

A Question of Power, by Bessie Head.

Maru, by Bessie Head.

No Longer at Ease, by Chinua Achebe.

The Easter Parade, by Richard Yates.

Disturbing the Peace, by Richard Yates.

My Old Sweetheart, by Susanna Moore.

A Fanatic Heart, by Edna O'Brien.

Money, by Martin Amis.

Dreams of Roses and Fire, by Eyvind Johnson

The Girls in the Gang, by Anne Campbell.

Jubiaba, by Jorge Amado.

Sea of Death, by Jorge Amado.

Places in the World a Woman Could Walk, by Janet Kauffman.

A Good School, by Richard Yates.

Young Hearts Crying, by Richard Yates.

Tough Guys Don't Dance, by Norman Mailer.

Political:
The Origins of the Civil Rights Movement, by Aldon D. Morris.

Making Something of Ourselves, by Richard M. Merelman.

Blacks and Social Justice, by Bernard R. Boxill.

We Make Freedom: Women in South Africa Speak, by Beata Lipman.

From Little Rock to Boston: The History of School Desegregation, by George R. Metcalf.

Mainstreaming Outsiders: The Production of Black Professionals, by James E. Blackwell.

The Myth of Black Progress, by Alphonso Pinkney.

Minority Report, by Leslie W. Dunbar.

God So Loved the Third World, by Thomas Hanks.

Margarida Ferreira

Margarida Ferreira majored in political science. She has applied for a Fulbright Scholarship to study comparative politics in Portugal.

The following books offer a varied range of reading materials and are generally available. For children (and acquaintances of Andrea Packard '85, my roommate for two years), *The Evil Wizard* makes a good read. Andrea wrote and had this story published by Bantam last year. It's one of the "choose-your-own-adventure" series which allows the reader to decide what paths should be pursued by the actors in the story. Andrea will be writing another book this summer, also to be published by Bantam, which will be available in a few months.

This summer I plan to read Carolyn Chute's book *The Beans of Egypt, Maine*. I believe this is a bestseller, so there should be no trouble finding it. The plot has to do with poverty and perseverance in rural Maine. Then I'll tackle Dick Francis' *Proof*. If you haven't read Francis yet, and you like crisply written, fast-moving thrillers, I recommend him to you. Francis used to be a jockey for Great Britain's Queen Mother, later became a journalist, and then a writer. Horse racing is a common theme of his books, which are well written.

Two other books I've been meaning to read are Carol Gilligan's ['58] *In a Different Voice* and Umberto Eco's *The Name of the Rose*. Eco's work combines the best of both worlds: historiography and suspense. I've been told it makes a fascinating read, so grab a copy and take it to the beach with you. Gilligan's book, as you probably know, has to do with the different moral structures employed by women and men. Despite its tremendous popularity, *In a Different Voice* does not seem to have completely convinced the more traditional elements of the educational establishment. Buy a copy and see for yourself.



One last book I want to note is a work I saw reviewed in *Time* magazine, of all places. *Adventures in a Mud Hut* by Nigel Barley is an essential read for anyone interested in anthropology or comedy. Barley tries to recreate a Margaret Mead experiment with the Dowayo village in the Cameroon, and, while he is accepted into the tribe, he is regarded by that tribe as a harmless idiot. He refuses to take off his white skin at night and remains "stubbornly convinced that chameleons are not poisonous but cobras are." Additional problems with a language that contains four tones make this book a study in miscommunication.



Mike Frontczak

Mike Frontczak majored in sociology/anthropology and English literature with a concentration in theatre.

Black Like Me, by John Howard Griffin. The white author assumed the appearance of a black man in New Orleans around 1960, to see how he himself felt and if a change in his skin color would alter others' treatment of him. It did. I consider myself an imperfect judge of this book, being white myself; but whatever else it is, I know that skimming it last summer shook up my own well-intentioned patience with racism. Anyone who believes that he or she has come to terms with prejudice might want to glance through this.

The Baha'i Faith: Emergence of a Global World Religion, by W. Hatcher and D. Martin. I've not yet seen this book, but it is available everywhere, being the first commercially published work on the Baha'i Faith. The title suggests to me a focus on how Baha'is plan to bring the world together, which has always been a favorite topic of mine. Someone better do it, anyway.

Building a Character, by Constantin

Stanislavsky. This is my token book on theatre, because my friends expect it of me. Stanislavsky is a very people-oriented author, whom I trust mainly because he spent years doing before he started writing and theorizing. This work details the kinds of things which happen in good rehearsals, and where they come from.

Collected Short Stories, by Robert Graves. This author creates rich, eerie atmospheres, typical of the time of Virginia Woolf, William Faulkner, and Ford Madox Ford. "The Shout" is the most subtly haunting story ever written; most of these stories are actually quite funny. One of the most effective bedtime tranquilizers in my life has been reading a few pages of well-written entertainment—it is in the spirit that I commend Graves to you.

Benjamin Backus

Benjamin Backus majored in mathematics. He will study research psychology at the University of Pennsylvania in the fall.

I'll be traveling in Asia this summer, so I asked Professors Don Swearer and Steve Piker for reading suggestions. Among them: Walpola Rahula's *What the Buddha Taught*; Robert Lester's *Theravada Buddhism in Southeast Asia*; and *Asian Medical Systems: A Comparative Study*, edited by Charles Leslie.

I've also been "samplurusing" delectable "snatches" of *Alice in Wonderland*, and hope to find time soon for Douglas Hofstadter's new collection of essays, *Magical Themas: Questing for the Essence of Mind and Pattern*. Finally, Harold McGee has written *On Food and Cooking: The Science and Lore of the Kitchen*, just in time for us graduated types who must begin cooking on our own. 🍴



PHOTOS BY RENÉE WHITHAM

Taxing charitable giving would undermine our worthiest institutions



In September, Pulitzer Prize-winning novelist James A. Michener '29 donated \$2 million to his alma mater.

In June, Michener told alumni he doubted he would have done so under certain provisions of the President's tax reform proposal.

By James A. Michener '29

It would be difficult to find an American citizen more interested than I am in the Reagan administration's proposed revisions in the tax code. Because I earn my living in a variety of ways and from a variety of countries, my own income tax form runs for forty-eight pages. Although I graduated from one of America's better colleges, with more than passing grades, I could not hope to make out my own tax return; the thing has become so voluminous and so intricate that I am totally incapable of understanding it. So I am in support of the President's effort, with the help of good congressmen in the House and Senate, to bring some sense into this system.

However, I am deeply concerned about proposals—first presented in the Treasury Department plan now called Treasury I, and then presented, with modifications, by the President himself—to limit deductions for charitable donations. Although the Pres-

ident's plan has dropped two disturbing proposals made in Treasury I, his proposed tax revisions would lead to the loss of billions of dollars for nonprofit organizations.

I hope that no retreat will be made on deductions for charitable purposes. I think that provision, which was worked out in the early days of our tax system to encourage tax-paying citizens to contribute to worthy institutions, is one of the most admirable things our nation has done. It accounts for the wonderful hospitals we have, the churches that serve our society, the social agencies, the great work in medicine, art museums, symphony orchestras, and especially for the great colleges and universities which this nation provides in such proliferation, and with such admirable results. Our nation and our society would be immeasurably poorer without these institutions which lend it grace and meaning. Anything which imperils them endangers us all.

There are, I think, three important facts which must be kept in mind in thinking about the tax system that our nation has devised. First, it always costs the donor something to make the contribution. If he did not make the contribution and kept all the money for himself, and paid normal tax upon it, he would always have more money for himself than otherwise. Selfish considerations would dictate that he give nothing, but the interests of society prod him to give. By its present tax policy, the government helps by making the loss less onerous than it otherwise would be.

The President's tax plan, however, would make the loss *more* onerous, for both the small giver and the large. The plan would restrict charitable deductions to those persons who itemize. But under this plan, only 20 percent of all taxpayers will fit into that category. Other proposed changes, such as subjecting gifts of appreciated property to a stiff minimum tax, will also discourage giving.

Second, the contributions we make are a form of taxation, and for the government, the end result is neutral. For if the private individual did not make his contribution, it is assumed that the government would have to do so. Nobody in this system gets something for nothing. Everybody gains because of this prudent provision of the law.

Third, the contribution to an institution like Swarthmore College should, therefore, be seen as a tax which the donor has the privilege of applying to those desirable social ends which he or she elects to support. The government does lose a certain amount of

control, but it was decided long ago that the well-being of the institutions thus privileged was worthy of national support. I have often thought that the perpetuation of these institutions has made the United States an enviable nation. So if the government yields a little in control, it gains a great, great deal in the quality of life which it is sponsoring.

Although I have given away a large percentage of my income to some of the worthiest institutions in America, including Swarthmore, I wonder whether I would have done so had the tax law been different. It is tempting to wrap myself in the flag of superior morality and cry: "As a good citizen I would have done it under any circumstances." But I doubt it.

I do believe that, at the denial of deductions for charitable giving, in a pique I would have said, at first, "All right, if that's the way the government wants to run it, take the money." But I would have also said: "Okay, if you're changing the ground rules, now *you* support Swarthmore College, *you* support the art museums, *you* support the symphony orchestras, *you* support the hospital that's doing advanced research." And that is about as mean a conclusion as a human being can make. But I am sorry to confess to you that I would have made it, and I suspect that many of you would have made it.

Now the terrible part about that decision is that I am pretty sure I would have waited in vain and silence for the government to

pick up these admirable social agencies which we would have abandoned. I do not, for example, see the state legislatures of America or the Congress in Washington funding a college like Swarthmore, or Oberlin, or Amherst, or Penn. They would not do it.

After waiting in vain for two or three years, I would finally have concluded that since the government had played me false and was not keeping these great institutions alive, I would have to. But I also suppose that the contributions would diminish in size, and effectiveness, and that schools of this caliber would begin to retreat and decline.

No person can predict how he or she will react to a hypothetical situation, and I seem to be somewhat more mercurial than most, but as I ponder this question I do believe that if government alters the ground rules, I will pay my increased taxes dutifully as in the past, but I will lose all impetus to contribute additionally on the side. And if we all do this, in response to a new tax code, I fear that many good things will not be done. And I will lament the passing of a system which accomplished so much that was fine.

The above essay was excerpted from a speech by James A. Michener '29 at Swarthmore on Alumni Day, June 8, 1985, following his acceptance of the Joseph B. Shane Alumni Service Award.



Doris Hays Fenton '20 and James A. Michener '29

Liberal arts decline is not gain for technology

By James A. Michener '29

When I served on the board supervising the United States Information Agency, I frequently met with young businessmen from foreign countries who were visiting the United States to learn the secrets of our successes. Invariably they wanted to visit the Massachusetts Institute of Technology to fathom our scientific mastery, Detroit to see how we manufactured automobiles, or Silicon Valley in California to find out how we handled the most recent computer advances.

I always told them: "All industrial nations have secrets like those. Which ones a nation has depends on what it's concentrated on. If you want to understand the real secret of American success go to Charlottesville, Virginia, and study what Thomas Jefferson believed. Go to Yale University and study its philosophy department. Or to Harvard to see what it's doing in literature and history."

And always I added: "Study the way we separate the powers of government into an executive, a legislative, and a judicial segment. The United States has become great not because of things but because of ideas."

I could never persuade them to follow this advice, because they were convinced that we must have had some arcane trick in management or some brilliant, undisclosed system of manufacturing. They could not believe that it was the *idea* of America that triggered its power.

Of course, we did have technical secrets, but where did they come from? Only from minds trained in the great principles that have governed man since the days of Greece and Persia. From reflection, the weighing of evidence, the willingness to grapple with new ideas, the adherence over the millenia, and an attitude toward the future. We call such knowledge the liberal arts, for they are the accumulation of all that man knows about himself and the working of his society. The noble pathway to an understanding of life has always been through a study of the liberal arts, and a society which is deficient in either its teaching or study of these arts will find itself deficient in a great deal else.

Now as soon as I have said this—and it is an immutable cornerstone of my beliefs about life—I must confess that in today's

marketplace it is difficult for young people with only a college education in the liberal arts to find immediate employment. A degree in English, world literature, history, philosophy, or the principles of art seems to promise nothing, and students are understandably reluctant to gamble their career in such troubled waters. Enrollment for degrees in the liberal arts has been declining precipitously.

If I were a young man today, I would have reason to be apprehensive. Recently I was speaking in a small college and chanced to study the bulletin board, where I saw seven or eight announcements that employers from industry would shortly be visiting the school to conduct interviews with technicians, engineers, physicists, and business majors. Not one visitor sought interviews with young women or men with liberal arts training.

I asked the dean of instruction: "If you had a vacancy tomorrow in either English or history, how many qualified applicants would you have?" and he groaned: "Several hundred." The story is the same throughout America. The liberal arts are in trouble, and at times they seem doomed.

But are they? Not at all. I can say flatly that throughout history the decisions which govern the world have been made, to an overwhelming degree, by persons trained in the liberal arts. Obviously that had to be true when there was no formal science, but it is equally true today. I have been privileged to serve on numerous governmental boards in which decisions of some gravity had to be made. I have served also in quasi-legislative bodies. And I participated in various organizations influencing national policy, and in all these bodies the men and women who made the major contribution tended to be in their fifties and graduates of colleges and universities which stressed the liberal arts.

True, there were occasional medical doctors or practicing scientists, and their contributions were outstanding, but the great bulk of the work was done by liberal arts majors, and the leadership came almost always from them.

Why this enormous reliance of all societies in all times on the men and women trained to think, on people conversant with the great sweep of history, or mature persons who have weighed and judged values? Because it is upon those activities that a society builds its firmest foundations. Because any society in danger of falling behind or making basically wrong choices looks to people of sagacity for the safeguarding of its principles.

It is then that the value of a liberal arts training manifests itself.

Management of ideas

A cynic, hearing me argue thus, replied: "Sure, liberal arts majors fill the seats of Congress, and the courts, and the governor's mansions, and the other places where talk is pre-eminent, because scientists are doing the work which counts and cannot be bothered." There is some truth to this, but another way of expressing it is this: Scientists are so busy manipulating things, and doing it with wonderful imagination, that they leave the management of ideas to the philosophers. And in the long run, it is the successful management of ideas that determines the success or failure of societies.

If what I say is correct, what should be the strategem of a young person who wants to make the most of his or her life? I have thought about this a great deal and have worked out an answer which also becomes a life pattern: If you graduate in liberal arts, you will have a difficult time between the ages of 22 and 45, when nobody seems to want you. Your responsibility in those years will be to hang on, by your fingernails if necessary. But if you survive, and good people do, you will find that from age 45 to the end of your life you will be increasingly valuable to society, for you will be running it. It will be you, and people like you, who will be editing the great newspapers, operating the television stations, directing the banks, guiding the universities, and especially sitting in the higher seats of government. It's always been that way. It always will be.

Subtle change in hiring

Furthermore, I see a subtle change right now in the hiring policies of major firms. They are discovering that if they fill their

managerial ranks with only masters of science and business administration they get wooden leadership in the great strategies of business. They need also bright young people trained in the permanent values of mankind, for without them leadership cannot seem to react properly to the swift changes that are upon it. Even the most scientific of the firms are now looking for good liberal arts graduates, because they know they need them.

So without qualification I advise young people: If you are inclined toward a career which requires certification and internship like medicine or law, get right to work. But if you have an aptitude in the liberal arts, have the courage to take such a degree, because it can be the pathway to a most constructive life. Providing, always, you can survive the tough years.

Invaluable to society

It is strange that I should be making this defense of the liberal arts, because in recent years I have been working with concentration in the fields of science. Geography, geology, astronomy, and archaeology have dominated my writing. Extended service with NASA has kept me at the heart of scientific advances in aviation and astrophysics. My spare time has been spent trying to unravel the secrets of genetics, and I have stated repeatedly that if I were a beginning writer with the instincts I had when I was young, I would specialize in genetic engineering and its meaning for mankind.

I am powerfully addicted to science and have been honored by some half-dozen scientific associations for the work I have done in popularizing their work, and my future plans call for me to continue this concentration.

It is against such a background of respect for science that I plead with young scholars to consider the utility of the liberal arts. For if one can graduate well, with a real mastery of the historical experience of mankind, and if one can manage somehow to survive the difficult years 22-45, one will find thereafter that he or she is invaluable to society in general and to our republic in particular. For men and women cannot govern themselves, they cannot make right choices, except through the time-honored process of knowing what has been tried in the past and what ought to be done in the future. Such knowledge does not come about by accident; it comes only from study.

***"The liberal arts
are in trouble,
and at times
they seem doomed.
But are they?
Not at all."***

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Game, Set, Match, Title

Garnet tennis team takes national title

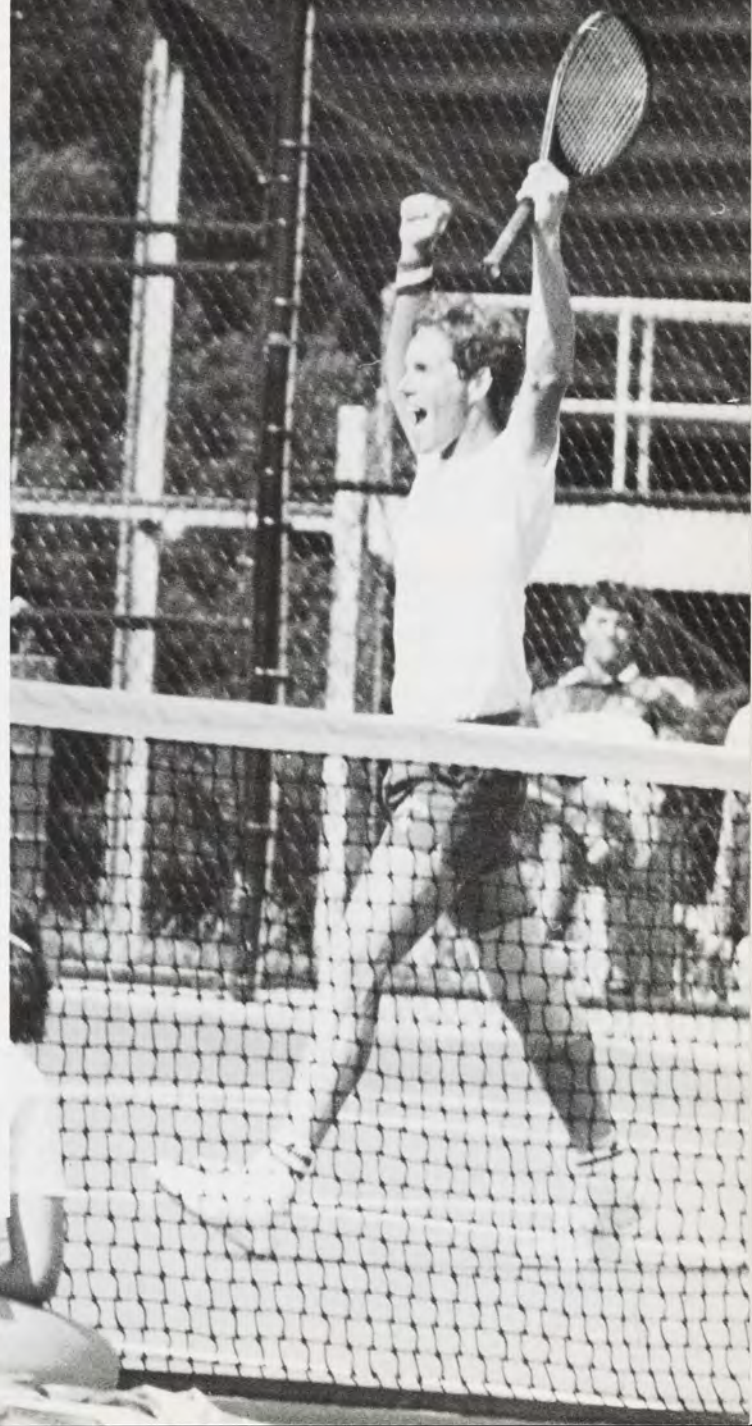
By Leisha Shaffer

No one could accuse Eugene Lang '38, chairman of the Board of Managers, of overstatement when he told graduating seniors, "You have helped transmute the meek Swarthmore lion into a raging carnivore of the athletic jungle." Garnet teams put Swarthmore in the national spotlight this spring with a national championship, a national playoff berth, a national qualifier, and national rankings.

Both the men's tennis team and its doubles team of Jeff Krieger '86 and Shep Davidson '86 won national championships. The baseball team found itself for the first time ever in the national playoffs. Distance runner Kirk Swenson '86 set new College and conference records and qualified for the NCAA Division III national track and field meet. And the men's lacrosse team took its third MAC title in four years and finished the season ranked tenth nationally in Division III.

Baseball (27-6) It was a dream season for Coach Ernie Prudente. The seventeen-year diamond mentor watched his team

All-Americans Shep Davidson '86 (right) and Jeff Kreiger '86 led Swarthmore to its third NCAA Division III national title in nine years. Photo by tennis coach Michael Mullan.



Baseball and lacrosse teams earn national rankings

make a dramatic turnaround as it pounded out the best record in the College's 95 years of baseball and gained its first NCAA playoff berth. Six starting seniors led this year's team to a 27-6 record and a sweep of the MAC Southeast Division after posting a 2-14 record (0-10 in MAC play) in their freshmen year.

The Garnet sluggers, who finished with a .356 team batting average and 116 stolen bases, built winning streaks of ten and twelve games, including five MAC double-header sweeps, en route to clinching their first MAC Southeast title. The team suffered its first of only three Division III defeats in the MAC Southern Division championship by dropping a 7-9 decision to Moravian College.

The Garnet's 26-4 record, which kept the team in the Division III Top Twenty for the entire season, was good enough also for an NCAA Mid-Atlantic Regional playoff berth. The Garnet dropped the first game of the double-elimination tournament to eventual regional champion Montclair State College by an 11-2 margin. The Garnet stormed back the following day to take a 4-3 decision against Methodist College (N.C.) and then fell 5-2 in a heartbreaking come-from-behind victory by Ramapo State College (N.J.), the defending NCAA Division III champions.

Individual team members fared well in post-season honors, with six players named to the All-MAC teams and two selected for the Mid-Atlantic regional team. Senior sensation Eddie Greene grabbed the most glory. He was named conference MVP, selected for the regional team, and awarded first-team All-MAC honors as both a right-handed pitcher and an outfielder. Joe D'Angelo '86 came away with double honors as the league's best left-handed pitcher and designated hitter. Shortstop Mark Handwerker '85, who joined Greene on the regional team, completed the first-team honors, while first baseman Bob Klein '85, second baseman Chris Nolan '85, and catcher John Schaefer '86 all received second-team honors. And the awe-struck Ernie Prudente? —he was named Coach of the Year, naturally.

Golf (5-11) Although the golf team was the only spring team that did not post a winning record, a mere record is not indicative of the team's marked improvement. The addition of talented freshmen — Alf Du Puy,

Logan Snow, and Danny Prillaman—lifted the team from last year's disappointing 1-11 record and 21st-place conference finish to this year's 5-11 mark and 13th-place MAC finish.

Among this season's eleven losses were several matches which were decided by five or fewer strokes. The entire scoring corps of the team returns next year and hopes to continue its ascent.

Men's Lacrosse (11-3) Perennial winners, the Garnet laxers did not disappoint their fans this year as they posted an 11-3 record, won their fourth consecutive MAC East Division title, and claimed their third MAC crown in the past four years. After a



Eddie Greene slugs his way into pro baseball

On Monday, June 3, Eddie Greene received his degree in psychology. On Tuesday, June 4, he received a phone call from the Milwaukee Brewers telling him he'd been drafted into professional baseball. Five days later he was on a plane to Helena, Montana, where he joined other rookies for the summer league.

Greene, who compiled an 8-3 record with a 3.71 ERA as a pitcher last season, made first team all-MAC and was named the MAC's Most Valuable Player. Also a star in football, he received honors as a defensive back—and "feelers" for pro football from the Dallas Cowboys and USFL's Denver Gold.

After finishing the summer of play, Greene will begin a Ph.D. program in counseling psychology at Howard University, where, he says, "their flexible program will allow me to go to school in the fall and play ball in the spring."

slow 1-2 start, the laxers shifted to high gear and won ten of their last eleven games, including a 14-10 victory over Gettysburg in the MAC Championships. The team finished the season ranked tenth in Division III and fell just shy of repeating last year's NCAA playoff appearance.

Outgoing coach Jim Noyes and the graduating seniors won 42 of 53 games during the tenure of the senior class. They led the way also in post-season honors. Defenseman Hans Hurdle '85 was selected to the Division III All-America third team for the second straight year and represented Swarthmore in the annual North-South game, which features the best seniors from Divisions I and III. Hurdle was honored also as conference MVP and joined defenseman John Hiros '85, attackman Jerry Hood '86, midfielder Marty Welsh '86, and goalie Pat Carney '86 on the MAC All-Star team. Hood and Welsh, who led the team in scoring with 54 and 40 points respectively, and Carney, who posted a .715 save percentage in the net, will anchor next year's squad, which hopes to continue the "Little Quaker lacrosse dynasty."

Women's Lacrosse (9-7) After losing most of their starters to graduation last year, the women laxers viewed this year as a rebuilding season. Although they lacked playing experience, the team's talent and hard work nearly gained them a repeat of last year's USWLA playoff berth. Many teams would hope for that kind of success in a strong year!

The rookie squad took its knocks in the beginning of the season as it dropped a 10-13 overtime decision to Glassboro and followed with a 2-14 lesson from eventual national champion Trenton State. But the young laxers took heed of the adage, "Bend, but don't break," and rallied to win nine of their last fourteen games, including big wins over Army (7-5), Haverford (8-7), and Johns Hopkins (6-5).

The squad's scoring leaders—Sue Swearer '87 (49 points), Amory Hunnewell '87 (36 points), and Martha James '86 (30 points)—helped ease the transition for first-year goalie Kelly Werhane '87, who showed dramatic improvement throughout the season. Swearer and Hunnewell joined Polly Neff '87 on the Philadelphia AIAW Division II All-Star team. Hunnewell and Neff then teamed with Heather Duncan '87 on the Brine Regional All-Star team to complete

the post-season honors.

Softball (11-7) The softball team turned the corner four years ago and continued its winning ways this year with an 11-7 record and its first PAIAW championship. The team also played its first season as a member of the MAC and finished second in the Southeast division with a 7-3 record.

The team, which set numerous College statistical records last year, revamped the marks for the team batting average (.284) and fielding average (.922) this season. The record that will be tough to top, however, is the one set by pitcher Kim Mullin '87. Mullin was the "Iron Lady" of the team as she pitched seventeen complete games in her eighteen starts and notched a 1.94 ERA in 120 innings of work. In two of those seventeen games, Mullin did what no other pitcher before her had done—she allowed no hits. Mullin's sparkling work from the mound was complemented by big hitting from Annie Fetter '88 (.448), Sue Levine '85 (.333), and Jennifer Truscott '88 (.333). Co-captain Liz Stevenson '86 received post-season honors as the 1984 PAIAW Division III Player of the Year.

Men's Tennis (15-10) They did "it" in 1977, tied for "it" in 1981, and this year they brought "it" home once again. The "it" in this case is the NCAA Division III National Tennis Championship and they did "it" in dramatic fashion.

Faced with a schedule of strong Division I and III teams, they knocked off three top ranked teams, including Redlands (Calif.), the defending national champs. Their performance was duly noticed. A few weeks later the team was ranked second and Jeff Krieger '86 and Shep Davidson '86 were ranked as the #1 and #2 singles players in the nation.

After winning its twelfth consecutive MAC title, the team traveled to Lexington, Va., for the NCAA national tennis tournament. The squad handed Washington & Lee and St. Thomas (Minn.) 6-3 losses to advance to the finals. The opponent was top-ranked Kalamazoo and the match was a cliffhanger. The teams were tied at 3-3 after the singles when rain began to wash out the doubles matches. After they traveled thirty-five miles to play on indoor courts, two of the doubles matches were quickly decided, leaving the match tied at four. Swarthmore's only remaining players were the second doubles team of Eric Prothero '85 and Rick

Vanden Bergh '85, who had not won a match in the tournament. Finally, at 10 p.m., Prothero and Vanden Bergh eked out a tiebreaker and won the match and the championship by scores of 3-6, 6-4, 7-6.

In the individual competition which followed, Krieger and Davidson won the doubles championship and earned All-American honors. Davidson fell just shy of completing a Garnet "triple crown," finishing second in the singles competition.

David Sobel '87, who also was named an All-American, and Vivek Varma '88 exemplified the promise of another championship next year. Both remained undefeated throughout the team competition.

Women's Tennis (15-9) The women racketeers expanded their schedule this season and hoped to rival the men and receive an invitation to the NCAA tournament. Although the team defeated five Division I squads, two Division II teams, and won eight of eleven Division III matches, the NCAA did not extend an invitation to the national tournament. This was especially frustrating because the team's three Division III losses came at the hands of two teams who were in the national tournament—Franklin and Marshall and Trenton State. F&M, the team to which the Garnet dropped two decisions, was a pesky rival this year, as they eliminated Swarthmore from an MAC

championship berth as well. The racketeers finished second in the MAC Southeast, behind F&M, who went on to win the conference title and finish third in the NCAA tournament.

The team will lose seniors Yvonne Esselen and Kris Parris, but Alice Esselen '86 and Julie Marcus '87 will return to pace the racketeers next season in their try for a tournament berth.

Men's Track and Field (4-3) Kirk Swenson '86 headlined the men's track season with his stellar performance in the 3000-meter steeplechase event. Swenson won the event at the MAC championships, setting both a conference and a College record in the process. At a regional meet a week later, he qualified for the Division III Nationals, held in Granville, Ohio. Swenson did not place but hopes to be a front runner in next year's competition.

The track team finished eighth in the MAC Championships. They were paced by Swenson's gold-medal performance and the 1600-meter relay team of Alex Porter '88, Bruce Abernethy '85, Dan Brandt '85, and Keith Corpus '86, which set a College record with its time of 3:24.3. Dave Landes '85 collected medals in the field events with third place in the long jump and fourth in the triple jump.

Women's Track and Field (7-4) While setting eight College records this season, the women's track team savored a longer-lasting victory. The women's team has been accorded official varsity status, with administrative funding pending for next year.

The women proved that they are worth their keep this year through outstanding individual performances and an eighth-place finish at the MAC championship meet. Ramona O'Halloran '86 earned a silver medal in the triple jump and College records were set by Sarah Shirk '87 in the 800 meters and the 1600-meter-relay team of Jenneane Jansen '88, Ellen Walsh '87, Shirk, and O'Halloran.

The most impressive display of talent came at the Johns Hopkins meet. Junior dynamo O'Halloran won five individual events, helped win two relays, and set College records in the long jump, triple jump, and 100-meter events—all in one day! Despite this frenetic scoring spree, the meet was decided by the mile relay team, anchored by O'Halloran, which gave the Garnet a 67-66 upset victory.





“Movers and shakers of '85” graduate under sunny skies

“Swarthmore will never be the same.”

So said Board of Managers Chairman Eugene Lang '38 of the impact made by the 301 seniors in the Class of '85. With the sun shining (after rain dampened ceremonies for the previous two years) on the College's 113th Commencement, Lang added:

“No one in our modern history has helped unleash more elements of profound change to our College than you, the Class of '85.

“You have participated in our Development Planning effort to prepare Swarthmore's master plan for the year 2000. You have stimulated and become part of the complex process of changing Swarthmore's curriculum. You have impelled all of us to come to grips with ethical issues affecting human rights and social justice at home and abroad.

“And, finally, you have presided over the housebreaking of a new Chairman of the Board and a new President.”

Adding to the tribute to the graduates, President David Fraser said: “ You have sharpened your intellectual skills by parrying with the faculty, the Dean, and me—we have the wounds to prove it. You have learned to be resilient in accommodating to international unrest, local fire, the closing and opening of a fraternity, and the greatest of challenges—a change in the academic

calendar. You have demonstrated a certain extracurricular panache that has made Swarthmore an uncharacteristically joyful place. In addition to choral singing, orchestral playing, drama, and dance, you have excelled at such unlikely activities as a form of debate that was as often off-center as

off-topic, bathtub racing, and, *mirabile dictu*, at intercollegiate athletics.

“But perhaps most impressive” Fraser continued, “you have developed and demonstrated an abiding concern for others, a commitment to put your skills to work for the benefit of those less advantaged, here and around the world. This commitment can be seen in your focus on issues of women and of Blacks, in your work in the Chester Internship Program, in your examination of issues of nuclear weapons and your thoughtful concern with the political and social issues in Central America and South Africa. . . .

“The College is proud of your commitment, has learned much from your teaching, and is inspired to follow your example.”

President Fraser presented honorary degrees to pioneering feminist psychologist Carol Gilligan '58, an associate professor in Harvard's Graduate School of Education; artist Leon Golub, a painter known for his harsh depiction of politically motivated violence; nuclear arms control activist Jeremy Stone '57, director of the Federation of American Scientists; and economist and former vice president of Provident National Bank Richard Willis '33, an active member of the Board of Managers for nearly twenty-three years. The following are excerpts from their charges to the graduating class.



“Life is just a soft shoe, pink champagne, and dancin’” was the musical coda to senior class speaker Joe Walker's reflections on Truth at Swarthmore. “We are,” he said, “no longer fools who rush in as we were four years ago but sages who are about to take a very brisk walk.”

PHOTOS BY STEVEN GOLDBLATT '67



Buried in a sea of leis from seniors, President Fraser dispensed diplomas with his usual aplomb.



Newly graduated engineering students discarded their traditional mortarboards in favor of headgear more closely befitting their . . . er . . . um . . . profession.



Leon Golub

"One problem that concerns me today is the control of ideas, the contrasting, conflicting attitudes towards all sorts of social, political, and aesthetic issues. We don't know to what extent information comes through to us in most instances. We live in what is generally recognized as a free society. No society is 100 percent free with respect to the information that's made available to it. We know all about how information is repressed in various kinds of ways by governmental bodies and individuals and corporations. Our society is presumably much freer than most. While some societies might have a 20 percent information flow, I would think we might have a 65-75 percent information flow.

"But there are all these forces which are struggling to control how information is used. One of your jobs, whether in the arts or any other type of career, is to keep the channels open."



Carol Friedman Gilligan '58

"In 1929 Freud said that education did not prepare young people for the part that sexuality would play in their lives or for the aggressiveness of which they would become the object. It was, he said, like sending people off on a polar expedition, dressed in summer clothing, and with maps of the Italian lakes.

"In 1985, when the presence of nuclear weapons makes it possible to imagine how the Italian lakes could become a polar region, the question is how has your education prepared you to think about the problems of aggression and the place of reproduction within the framework of human life. You are well aware of the limits of old ways of resolving conflicts between nations as well as the limits of old ways of structuring the relationship between women and men. Searching for the new ways of thinking that Einstein saw as necessary to survival in a nuclear age, we all live together at this time in an age of improvisation. The need for improvisation will become most apparent if you seek to combine work and family and come up against external structures of work and internal structures of expectation that seemingly will not yield. But to take on this challenge is to address a problem that has public as well as private dimensions: the need to integrate two spheres that formerly have been kept separate, by bringing together their two governing images, the images of citizen and of parent."



Richard B. Willis '33

"Advice is best given by example. Let me give you one. Three years ago the Swarthmore Presidential Search Committee was interviewing a promising young aspirant when a committee member rather brashly said, 'What makes you so confident that you can successfully make the jump from medicine to college president?'

"He replied with characteristic, good-humored assurance, 'Why not? I have had a liberal arts education like the one at Swarthmore. I can have more than one career. I can have a third after I leave Swarthmore, possibly a fourth.' He didn't mention the hereafter but the potential is obvious.

"So my advice is to take full advantage of your liberal arts education and grow in different directions. David Fraser has done so, so can you."



Jeremy J. Stone '57

"So much for the strategic commercial, what of the Charges to the student body distilled from 28 years of my so-called experience?

"First, because you have measured yourselves against each other for four formative years, you Swarthmore students will have a tendency to set your sights too low, relative to the outside world.

"The Charge is: If and when you belatedly decide that your goals will not, in the end, satisfy you, elevate your goals and change your course.

"Second, like all students, you will tend to see yourselves in established career patterns: doctor, lawyer, economist, teacher, etc. But the real fun in life may well be found in the cracks between professions—in doing something different and, indeed, the competition there may be less severe.

"The Charge is: When in doubt, consider trying something new.

"Third, Swarthmore students are especially well equipped to try to solve the world's problems because they combine idealism with pragmatism—enough idealism to know what ought to be done and enough pragmatism to figure out some "crazy like a fox" scheme to attempt to achieve the goal.

"The Charge is: Don't overlook the possibility that you have the equipment to make a difference in some socially important struggle.

"Fourth and finally, you are hereby charged to feel free to disregard all previous charges of mine or others. After this expensive education, you should be ready to trust yourself. Indeed, you can be right when all previous injunctions are not. No charge can encompass the moral complexity of human life. Character is the only hope. And for that there is no charge."

Stevens, Michener receive first Shane Alumni Service Awards



Flanking Terry Shane, widow of former College Vice President Joseph B. Shane '25, are Alumni Service Award winners Diana Judd Stevens '63 and James A. Michener '29. Also on hand at the presentation during Collection on Alumni Weekend were Shane's son Larry '56, a former vice chairman of the Board of Managers, and his wife, Martha Porter Shane '57.

Diana Judd Stevens '63 and James A. Michener '29 became the first recipients of the Joseph B. Shane Alumni Service Award on June 8.

Presented by the Alumni Association, the award will be given annually during Alumni Weekend to an alumna or alumnus who, over an extended period of time, has "contributed significantly to the well-being and health of the College."

The award is named in honor of the late Joseph B. Shane '25, who served as vice-president of public relations, alumni relations, and development, and professor of education at the College from 1950 until his retirement in 1972. He died two years later.

In presenting the new award, Alumni Association Vice President Elinor Meyer Haupt '55 said: "Many of you knew Joe Shane—a big, warm smile, hand outstretched in greeting, a funny story to tell. [He was] Mr. Swarthmore to many alumni. To name in his honor a new award for service to the College seemed the most natural thing in the world."

Stevens, a program specialist for the Delaware Region National Conference of Christians and Jews STRIVE youth programs, served for three years as secretary of the Alumni Association and two years as vice-president. She has served as class secretary for nearly twenty years and has twice been chair of reunions for her class. She has served also on the Nominating Committee of the Alumni Association.

In 1978, responding to a need expressed by the Admissions Office, she began to organize parties in the homes of alumni for prospective students and their parents. Seven years and ninety parties later, she is still at it. This year, she organized seventeen parties in fourteen states, from California to the East Coast.

About James Michener, Haupt said: "Jim Michener has used his fame and fortune to help tell the world, as he travels around it, about the fine education students can receive at Swarthmore. Swarthmore may still not be a household word but through his efforts many more people have knowledge of it and respect for it.

"One recent example of his one-man public relations effort is the gift he made to the College last September. Two million dollars, unrestricted, will come in handy, of course, but the manner of the giving—the words that accompanied the gift—enhanced its value beyond measure."

The Alumni Council invites alumni to recommend recipients for the 1986 Shane Award. Please send your suggestions and supporting information to Sally Warren, president of the Alumni Association, in care of the Alumni Office, Swarthmore College, Swarthmore, PA 19081.

Eugene Lang honored with Distinguished Service Award in Trusteeship

Eugene M. Lang '38, chairman of the Board of Managers, was one of two trustees singled out this spring from the nation's 40,000 college and university trustees as exemplifying the finest standards of volunteer trusteeship in higher education.

Lang, along with Eleanor Spiegel, a trustee of Thomas A. Edison College in Trenton, N.J., was honored with a Distinguished Service Award (DSA) in Trusteeship presented in April by the Association of Governing Boards of Universities and Colleges (AGB).

He has served on the College's Board of Managers since 1970 and has been chairman for the last three years. Recently he founded a new volunteer organization, the Conference of Board Chairmen of small, independent, liberal arts colleges.

Having attended Swarthmore on a full-tuition scholarship, Lang has given unstintingly of his time and resources to aid the College ever since. He spearheaded the 1978-81 capital funds campaign, which raised \$36 million.

A generous donor himself, he has given the College more than \$8 million for the Lang Music Building, five faculty fellowships, a visiting professorship to bring distinguished social activists to the campus, and Eugene M. Lang scholarships to support four entering freshmen each year. The scholarship includes a \$5,000 stipend for an internship, research, or community action project to benefit society. One such stipend has led to the continuing student-run organization in nearby Chester to help renovate abandoned homes to sell, at cost, to needy inner-city residents.

First given in 1980, the DSA is presented each year by the AGB to honor the outstanding dedication of trustees at both public and independent colleges and universities.



Eugene M. Lang '38

Faculty strengthens course distribution requirements in revamping College curriculum

Concern that the easing of college curriculum requirements during the 1960s and '70s has encouraged some students to choose courses with little more care than they might bring to supermarket shopping has prompted many colleges to institute or revert to "core curriculum" requirements aimed at ensuring that their students get well balanced undergraduate educations. Curricular reviews are underway at 58 percent of the colleges and universities recently surveyed by the American Council on Education, while an additional 29 percent reported they had completed curriculum reviews within the past five years. The Council found that a majority of schools now have core curriculum requirements.

Over the past year, the Swarthmore faculty began re-evaluating its own curriculum. Yet, when the deliberations on the first two years of the curriculum were over and the final vote was taken in May, what emerged was not a core curriculum, but a reaffirmation and strengthening of the College's current, more flexible, course distribution requirements.

"I'd say we're certainly not following the current trend to a core curriculum," said Constance Cain Hungerford, associate professor of art and a member of the College's Council on Educational Policy, "and yet we were very concerned to strengthen the means by which our curricular goals are met in the first two years."

Swarthmore's new curriculum requires students to take three courses in each of the three divisions of the college. The three divisions include: the Humanities (art, classics, English literature, modern languages and literatures, music, philosophy, and religion), the Natural Sciences and Engineering (astronomy, biology, chemistry, engineering, mathematics, physics), and the Social Sciences (economics, education, history, linguistics, political science, psychology, sociology/anthropology). Of the three courses required in each division, at least two must be taken in different departments. Also, at least two of the three must be chosen from among what will be designated as "primary distribution" courses.

These new courses must conform to a set of criteria established by the faculty. They will be restricted to twenty-five students or will have small laboratories or sections, and will emphasize the development of students' reading, writing, analytical, and argumentative skills within the framework of the discipline. The courses are intended also to promote critical engagement with the activities of the discipline and develop an appreciation for the discipline within a broader system of knowledge. Lastly, the courses are required to address the discipline in such a way that both those students who continue in the field and those who do not can profit substantially from taking them.

"We are trying to develop courses that are not just introductions to a discipline, but also self-reflective," Provost James England explained. "Right now a lot of courses require additional work in the discipline before their objective is attained. Primary distribution courses are intended to stand alone and be of benefit to potential majors as well as those who do not plan to continue in the field."

The faculty hopes that primary distribution course requirements will prove a satisfactory compromise between a set core curriculum and the freestyle course choices allowed by some general education programs.

"Like those schools instituting a core, we are focusing much more attention on what we think those distribution requirements are supposed to accomplish," Hungerford explained. "And while we're not prescribing specific subjects, we are indicating what kinds of learning we think should be going on in those courses. . . . We're not, then, saying that we think all Swarthmore students should have a specific body of knowledge, but that we want certain kinds of learning, and certain conscious exposure to disciplines to go on as a foundation for students to build on later."

(continued on next page)

During the faculty meetings where changes in the curriculum were considered, the idea of a core curriculum was discussed. Though it was attractive to some faculty members, the faculty as a whole found it difficult to agree upon what courses should constitute a core.

"We don't see this as a sweeping, radical change," Hungerford observed. "This is really working with the way we have been structuring the first two years all along and simply trying to be sure that the goals of those requirements are met more satisfactorily."

Provost England hopes that the new curriculum will provide "a framework for faculty members to apply more creativity to their teaching." The new program, for instance, encourages the creation of team-taught, interdepartmental courses that meet the criteria set for primary distribution courses.

Some interdisciplinary and team-taught courses already have been offered at Swarthmore. "Primate Behavior" drew on biology, anthropology, and sociology to address the issue of social behavior in relation to habitat or population stress. "Patterns of Explanation," a course team-taught by faculty from three disciplines, focused on religion and science as differing patterns of meaning compared across cultures and history. Such courses, however, have been difficult to maintain.

"There's been a perception that interdepartmental courses were feasible, but not encouraged," Hungerford explained. "In the new curriculum they are identified as something that is desirable, instead of being considered just an interesting variation. The institutional incentives are much stronger now."

While the primary distribution requirements will encourage faculty to devise many new courses, about half of the courses needed are in the present curriculum. These will meet the basic criteria for primary distribution courses with few changes.

—Renée Whitham

Swarthmore to exchange students, faculty with China's Nankai University

Swarthmore has become the only small liberal arts college in the United States to initiate a student exchange program with Nankai University in China.

A six-person delegation from Nankai, including the university's vice president, dean of academic affairs, and director of the library, came to the College May 31 to sign

the agreement, which has been in the works for more than two years.

Under the terms of the agreement, which is set up for a four-year trial period, Swarthmore and Nankai will each send one student or young faculty member a year to study or do research in the other country. These terms may be amended to allow two persons to study for two years or for a number to attend for just one-half year. Each school will pay all expenses for the visiting scholars.

A relatively small (6,000 students) university, Nankai has long held a reputation as one of the top three or four universities in the People's Republic of China. Like Swarthmore, it has a liberal arts orientation, offering an education in humanities and natural sciences.

According to Kenneth Luk, assistant professor of Chinese and an instigator of the exchange agreement, the students from Nankai will benefit from the greater freedom in course selection and specialization within a particular field which is characteristic of American colleges.

"The Chinese government," he said, "will not be restricting what they may study here. It will be limited only by what each individual thinks will be best to take back to his own university." Although science and technology are the most popular fields of study, Luk notes that Chinese exchange students "have shown an increasing interest in American studies."

Jerome Wood, a professor of history at Swarthmore who helped negotiate the ex-

change agreement while in Nankai last year under a Fulbright Fellowship, agrees. "There's no limit to the fields that someone on this program can study," he said, citing as an example a Chinese student whom he taught in Nankai who will be at Swarthmore in the fall to initiate the exchange. The student, Yu Mao Chun, has a particular interest in Afro-American history, and has already been approved as a special candidate for a master's degree in history at Swarthmore.

Because of restrictions by the Chinese government, only graduate students and faculty members will be allowed to study at Swarthmore.

Business vice president among staff appointments

Loren Hart, a member of a New York investment banking firm, has been named vice president for business and finance and treasurer of the College, effective Sept. 15.

Other new administrative appointments include Thomas Francis as director of career planning and placement and Cigus Vanni '72 as assistant dean for new student affairs.

In announcing Hart's appointment, President David Fraser said: "We are very fortunate to find such a talented and experienced person as Loren to serve as vice president. The responsibilities of the position are so broad and yet the nuances of financial



President David Fraser and Fan Enfang, vice president at Nankai University, sign an agreement for the exchange of one student or faculty member each year during a four-year trial period.

management and planning so sophisticated that very few people have the technical skills for the job. Loren, however, in addition to these skills, has a deep appreciation of the values and importance of fine liberal arts colleges and a zest for working with people."

Hart graduated from Grinnell College in three years and was elected to Phi Beta Kappa. He then attended Columbia Law School as a Harlan Fiske Stone Scholar, specializing in international law and trade.

After practicing law with firms in Minneapolis and New York, he received an M.B.A. from Harvard in 1981. He then joined Kidder, Peabody and Co., a New York investment banking firm, where he set up and directed a unit that underwrites financings for institutions of higher education.

Francis, who began his duties at the College July 1, was previously associate director of the Career Development Center at Kalamazoo College in Michigan, where he also was assistant director and coordinator for placement. A graduate of Kalamazoo College, he also holds an M.A. in counseling and personnel from Western Michigan University. Francis' wife, Diane Kennedy, is a 1973 Swarthmore graduate.

Also effective July 1 was the appointment of Vanni, who has been in private practice as a school, individual, and family psychologist. He previously had been a lecturer in the College's Education Program and has been working with a consortium of non-public schools in testing and assessment in Camden, N.J., as well as being an on-call psychologist for the Child Abuse Prevention Effort in Philadelphia.

Gertrude Smith Wister wins Scott Horticultural Award

Horticulturist Gertrude Smith Wister was chosen the 1985 recipient of the College's Arthur Hoyt Scott Garden and Horticultural Award. The award, consisting of a gold medal and \$1,000, is given to an individual who has made an outstanding contribution to the science and art of gardening, and who has helped create and develop a wider public interest in the field. It is one of the top two horticultural awards in the country.

Assistant director of the Scott Horticultural Foundation for thirteen years, Wister held the same position at the John J. Tyler Arboretum in Lima, Pa. Her husband, the late Dr. John C. Wister (Hon. '42), was the first director of the Scott Foundation and the Tyler Arboretum.

The *New York Times*, in an article announcing the award, said: "She communicates the feeling of someone who would

rather be showing a student the differences between two types of daffodils than accepting gold medals and listening to laudatory speeches. During the rhododendron season when a recent visitor called the Wister garden 'a tribute to your talents,' she replied, 'The talent is in the genes of the plants.'"

Gertrude Wister edited the *Bulletin* of the National Council of State Garden Clubs and the *Yearbook* of the American Daffodil Society for many years. She is the author of *Hardy Garden Bulbs* and numerous published articles.

In addition to the Scott Foundation Award, she has received three of gardening's most prestigious honors: the Distinguished Achievement Award of the Pennsylvania Horticultural Society, the Thomas Roland Medal of the Massachusetts Horticultural Society, and the Gold Medal of the American Rhododendron Society.

College publications win gold and silver awards

Throwing modesty out the window, your editors are pleased to announce three awards in the annual Council for Advancement and Support of Education (CASE) recognition program.

The *Swarthmore College Bulletin* was awarded a gold medal as one of the top five college magazines in the country. The judges expressed particular admiration for Swarthmore's "relative irreverence." The *Bulletin* also won a silver medal in a separate category for "excellence in periodical writing."

Another gold medal went to the *Garnet Letter*, in the newsletter category, placing it among the top ten college newsletters.

The CASE recognition program each year draws thousands of entries in fifty categories in all areas of institutional advancement.

Board of Managers decides not to join appeal over Blue Route construction

The Board of Managers at its May 4 meeting decided not to join the appeal against a U.S. District Court ruling that the Blue Route may be completed.

"Issues affecting the community and the College have been fully ventilated," said Board Chairman Eugene M. Lang '38. "While we wish the judicial decision had been more supportive of the College's position, we feel that it would be most constructive to all if the community and local

business interests in particular joined the College in continuing the strong effort to ensure that the actions and decisions of PennDOT minimize the adverse effects of the Blue Route on the College environment."

On March 15, U.S. District Court Judge Donald VanArtsdalen ruled that the long contested highway may be completed. His decision was in response to a lawsuit filed by attorneys for seven groups, including the College, who argued that two federal environmental studies failed to examine fully all of the possible alternatives to the Blue Route construction.

In April several groups opposed to the Blue Route filed an appeal to VanArtsdalen's decision and have been granted by the court a motion to expedite that appeal.

Music and Dance Festival moves to a fall schedule

After three years of presenting a summer program, the Swarthmore Music and Dance Festival will shift to Sept. 11-29. And, in a further departure from previous years, all events will be free to anyone who wishes to attend.

Focusing on contemporary American music and dance, the Festival will feature a number of eminent performers who also will serve as artists in residence during rehearsals before their weekend concerts.

Among performers scheduled are: Benita Valente, soprano; the Concerto Soloists of Philadelphia; the Merce Cunningham Dance Company; the Penn Contemporary Players with Philadelphia area singers and Freda Herseth, mezzo from the Stuttgart Opera; violinist Geoffrey Michaels, who will play all six Bach solo sonatas; and the Dance Theatre of Kathleen Quinlan and Thomas Leff. James Freeman, chairman of the Department of Music, will be musical director and conductor.

There also will be two public seminars on special topics. The first will explore the obligation of composers and performers to each other and to their audiences. Invited speakers will include some of the area's foremost composers and performers.

The second will focus on career decisions for young musicians. Swarthmore graduates who have gone on to various careers in music will discuss the opportunities and the problems that face young musicians today. The seminar will be moderated by Professor Peter Gram Swing.

For a complete schedule and further information contact the Department of Music, Swarthmore College, Swarthmore, PA 19081 or phone 215-447-7233.



Despite showers on Saturday, June 8, that forced the Alumni Day '85 parade indoors onto the track in the Lamb-Miller Field House, alumni and their children appeared to enjoy themselves nearly as much as Ed Mahler '50 (left), who orchestrated the procession from a reviewing stand. Skies cleared later and encouraged varied athletic and aesthetic pursuits, including an open reading by alumni (below) of Schubert's "Mass in G."

Photography by Steven Goldblatt '67 and Deng Jeng Lee



Swarthmore

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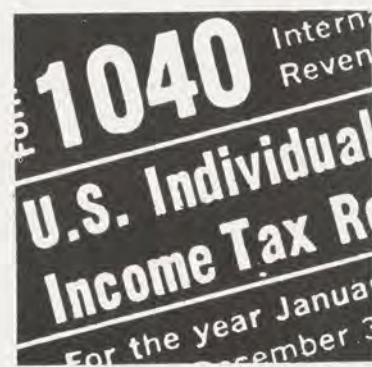
Cover: In September, James A. Michener '29 donated \$2 million to his alma mater. In June, Michener told alumni he doubts he would have done so under certain provisions of the Reagan administration's tax reform proposal. Photo by Deng Jeng Lee.



Page 5: The summer reading plans of several graduating seniors suggest they are still studious after four years here.



Page 11: Recap of a rousing Garnet spring sports season.



Page 8: James A. Michener '29 filed a forty-eight page income tax form last year. He supports reform, but not taxes on charitable giving.

ELVIS SPUTNIK HAWAII

Page 1: The icons of their era may have faded, but members of the Class of '60 retain vivid memories of Swarthmore in the late 1950s.



Page 20: Alumni Days '85—A little rain fell, but that didn't dull reunion smiles.