SWARTHMORE

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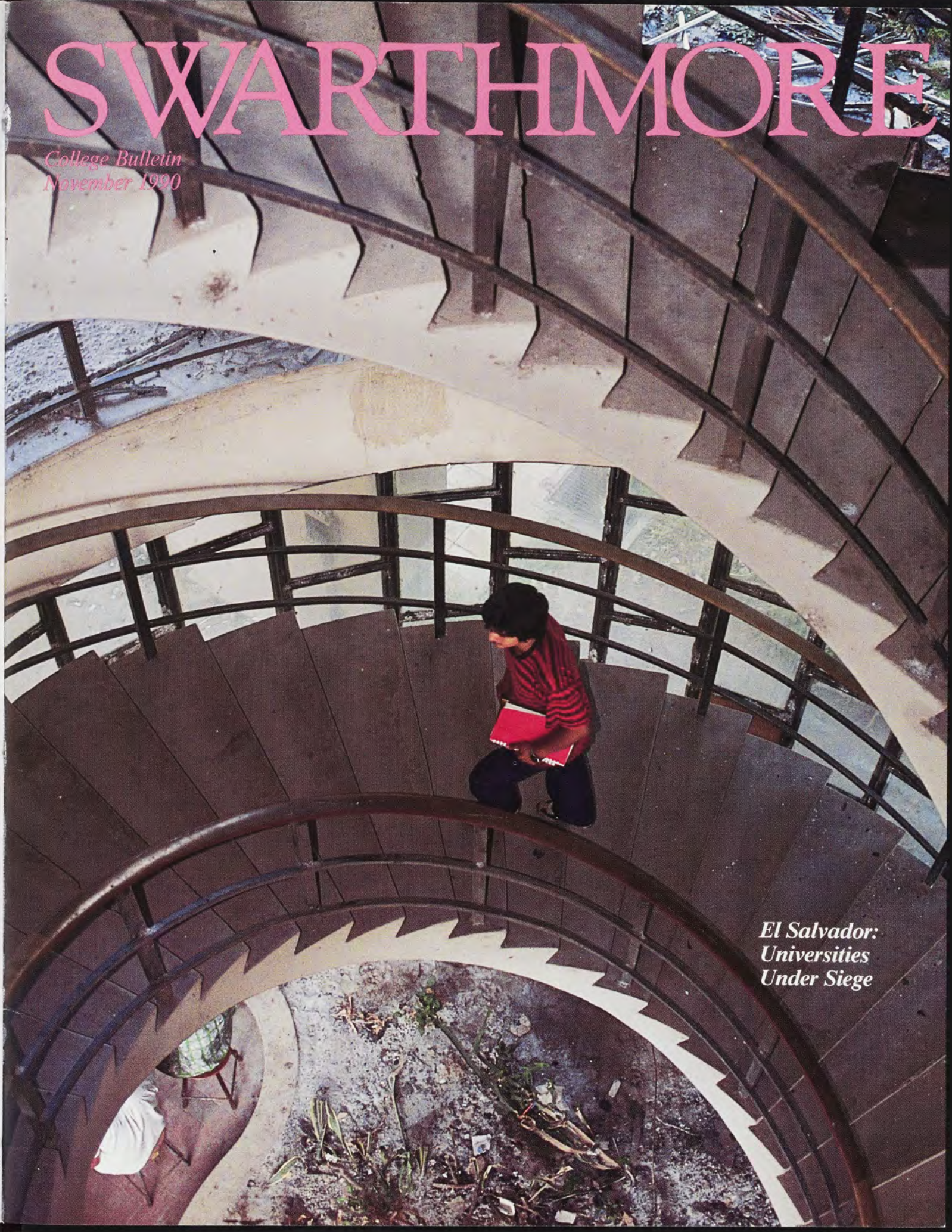

El Salvador: Universities Under Siege

Swarthmore's new performing arts center:

Big and ugly?
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PHOTOGRAPH BY J. MARTIN NATVIG

SWARTHMORE

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Cover: Though bombed and strafed by government forces just a year ago, the University of El Salvador has reopened. The devastation, shown here in the engineering administration building, serves as a profound backdrop for the education of young Salvadorans. Photo by Cindy Karp.

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PHOTOGRAPH BY J. MARTIN NATVIG

Universities under siege

by Barry Schwartz
Professor of Psychology

In El Salvador higher education is at the center of a violent struggle for social justice. Teachers battle to teach—and sometimes die

CINDY KARP

During the week of May 14, while Swarthmore students and faculty were frantically taking and grading exams, I visited El Salvador as part of a delegation from Delaware County. All of the people in the delegation were members of religious institutions that had formed a coalition to provide sanctuary to a family from El Salvador. The family had been forced to flee political persecution and death threats from the Salvadoran military more than four years earlier. They were just one family among thousands now taking refuge from their government in the United States, and we were just one sanctuary coalition among hundreds who were providing assistance to refugees and urging our government to withdraw its support of a repressive Salvadoran regime that had been guilty for more than 10 years of terrorizing, torturing, and murdering its own people.

Having worked with this refugee family for more than three years, we decided that it was time to visit El Salvador and examine the economic, political, and social life of the country firsthand. The idea was to speak to as many different constituencies as we possibly could—the government, the military, various popular organizations that opposed the government, and perhaps representatives of the FMLN (Farabundo Martí National Liberation Front), a coalition guerrilla force that had been waging a war against the government for a decade. So in the fall of 1989, we planned a trip. We would go in January 1990.

We bought our tickets and arranged our interviews. Then in November the FMLN guerrillas launched an offensive in San Salvador. Fighting lasted for more than a week as the guerrillas took over significant parts of the city. It was during this time that the Salvadoran military entered the campus of the Central American University (UCA) and murdered six Jesuit priests, their cook, and her daughter. After the hostilities stopped, many of the popular groups with whom we were going to meet were forced underground by the military. People were threatened, and offices were destroyed. Going now was out of the question. The trip was postponed indefinitely.

Miraculously, things in El Salvador very quickly returned to their pre-offensive character. The trip was on again, this time for mid-May. In the interval between November and May, a group of faculty members at Swarthmore had responded to the murder of the Jesuits by initiating two projects. The first, a translation project, was intended to produce one or two volumes of selected works of the murdered priests translated into English. The second, an exchange project, was intended to establish a sister relationship between Swarthmore and the UCA, with faculty from each institution visiting the other on a regular basis (*see box, page 7*). As a member of this faculty group, I now had a second mission to add to my mission as part of the delegation: to visit the UCA and find out as much as I could about what conditions were like there now and how we at Swarthmore could be most helpful to the UCA faculty and students. At the same time, I hoped to visit and find out about the University of El Salvador (UES), the country's major public university.

Our delegation arrived in El Salvador on May 14 and spent five days meeting with representatives of more than 15 different organizations. We visited both the University of El Salvador and the Central American University. I discovered that people at these institutions have a vision of university education that is significantly different from our own American view. It is a vision that brings great hardship to them.

The national university is analogous perhaps to Temple University in size, in struc-

Three times since 1972 the military has closed El Salvador's national university—most recently after a bloody November 1989 guerrilla uprising. When it reopened this fall, a mural declared, "The University of El Salvador will never die!"

ture, and in clientele. Its main branch, in the capital, has 30,000 students. It charges no tuition and thus serves the poorest segment of Salvadoran society that is able to obtain appropriate preparatory education. It offers programs leading to degrees in more than 20 different areas (for example, law, medicine, engineering, agriculture, business, psychology, economics, nursing, and the like).

I said that we visited the university, but actually that's not quite accurate. We visited a small office across the street from the university. That was as close to the campus as we could get because the university had been closed by the military since November. In this office we met with the rector of the university and other officials. The rector informed us that since the November guerrilla offensive, the campus had been closed and occupied by the military police. It had been closed because of government allegations that the university was a hotbed of guerrilla activity and propaganda. And it had been closed because fighting had actually occurred in the streets surrounding the university during the offensive. Indeed, the government had fired mortars and rockets at the university, doing a greal deal of damage, while the conflict was at its most intense.

When the university stopped being just a "trade" school, the

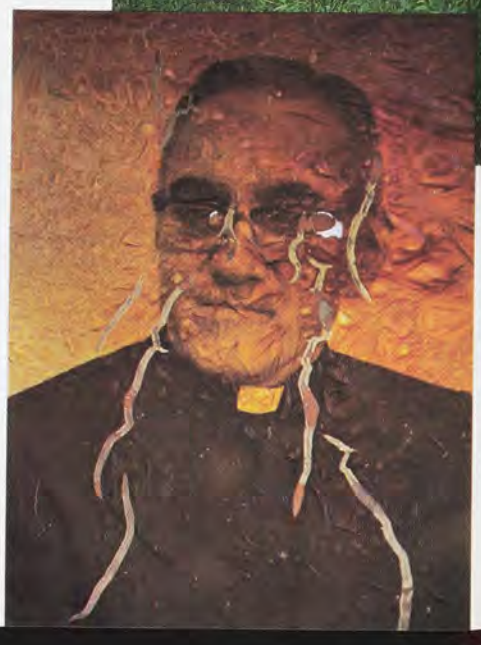
According to the rector, the military took over the university for the first time in 1972. University authorities were detained and then deported to Nicaragua (at the time under the rule of right-wing dictator Anastasio Somoza). The remaining university employees were then fired, and the university was closed for a year. When it reopened, all of its authorities were appointed by the government, in direct violation of the university's constitutional right to administrative autonomy.

Conditions remained like this until 1978, when some measure of autonomy was returned to the university. But then guerrilla uprisings in 1980 brought the close of its doors again. This time the military also destroyed virtually every piece of equipment on the campus and severely damaged many buildings. The rector of the university was gunned down by members of a death squad, and the university stayed closed until 1984. When the university was allowed to reopen again in 1984, it was a shell of its former self. Much of its infrastructure was destroyed, and many of its best faculty members had been forced to flee the country. Nevertheless, it did function, in the face of constant military intimidation and efforts to replace the constitutionally elected governing body of the university with people whom the military controlled.

By 1988 the university was operating with armed guards at each entrance, and all vehicles and pedestrians were subjected to searches. Over 100 official political arrests of university people occurred in 1989, with unofficial detentions far higher. In addition, six members of the university community were assassinated in 1989, and many student leaders and university authorities received death threats. Deans had their houses bombed, and a vice rector was shot while riding in his car.

Then came the offensive. When the guerrillas occupied the university, it was strafed, firebombed, and rocketed by the military. Much further destruction was done. The university was again closed. Though the offensive lasted only about a week, the university remained closed. A full reopening was promised for the end of June. (Current reports are that it has reopened, but it has been so decimated that it is not clear how well it will be able to function.)

Why has all this military hostility been directed at the university? The rector told us that for years the UES basically taught people trades and professions. Then, in the early 1960s, the university introduced a general liberal arts component into the curriculum. It was intended to teach all university students about what is called the "national reality." This general-education component began to radicalize the students.



military became an adversary

Top: *Students continue to work in the shell of a UES building destroyed by mortar fire.*
Above: *Obdulio Losano Lopez tends a rose garden he planted where his wife, daughter, and six Jesuit scholars were gunned down.*
Left: *This portrait of Archbishop Oscar Romero, killed while saying mass in 1980, was torched by an army flamethrower at the UCA.*

PHOTOS BY CINDY KARP

The adversarial relations between the military and the university began when the university stopped being just a trade school. In teaching a general curriculum, it became a part of what the rector called the "social projection." The idea was that students must be active in the community at the same time that they are studying in the classroom. There was a degree requirement of 500 hours of community service. And this community service was not just charitable work. It was integrally connected to what went on in the classroom. In the classroom there was an ongoing project that compared the theories students studied in their texts with the realities they encountered in their community work. When theory and reality didn't match (as they frequently didn't, especially, for example, in development economics), the theories were altered. This was how the faculty put the university in contact with the national reality.

The rector gave us a concrete example. Medical education used to be high-quality, high-tech, U.S.-style. This training had almost no relevance to the national reality, since the country in general lacked the facilities, and the people in general lacked the money, to get the kind of care that training like this made possible. So doctors kept getting trained, and infant mortality, mothers' death in childbirth, serious malnutrition, and death from infectious diseases kept increasing. By focusing on relating classroom teaching to the national reality, the UES changed medical education. There developed a focus on prevention — on sanitation and nutrition and prenatal care. There was training in folk medicine, since most people couldn't afford prescription drugs. The result was lowered infant mortality, less illness in childbirth, less infectious disease, more use of natural remedies. All of this reflected a lining up of the national university with the national reality.

This constant confronting of theory with reality, and the forced exposure of students and faculty to the poorest sectors of Salvadoran society, radicalized the institution. The UES came to be regarded by the government as a guerrilla breeding ground and stronghold, and the conflicts began. However, we were assured by the rector that the UES has never supported the guerrillas. The university has been advocating negotiations between the government and the guerrillas from the beginning, but in 1980 such talk was viewed as support for the guerrillas and led to persecution and aggression. One reason for this is that sections of the right-wing ARENA party (which is now in power), as well as sections of the military, have steadfastly opposed negotiations.

We met next with the university's director of international relations, whose wife, a leader of the Salvadoran women's movement, was killed in the offensive. He told us that the university had received significant financial aid from various European nations, including France (for medical education), Italy (for engineering), Spain (for agronomy), and Holland (for central administration). In addition, it has had direct links with 10 universities in Canada and with the Canadian government. Only the U.S. has been singularly unforthcoming. The U.S. Embassy has consistently refused to meet with university representatives and has blocked the allocation of congressionally approved funds for university reconstruction. It has reliably characterized the university in the same pro-guerrilla terms in which the Salvadoran army characterizes it. The U.S. has chosen instead to provide funds to a string of small private universities that sprang up to provide the narrow technical training — without concern for the national reality — that the UES was no longer willing to provide. In addition, because these universities are private, they are not accessible to 85 percent of the students who attend the UES but can't afford to pay tuition.

According to the rector, what the university community wants is for the university to have autonomy with sufficient funding for it to remain free. The government response is a new proposed law that would end the university's autonomy and start requiring students to pay their own way. This, of course, would destroy the university as it is currently constituted. What few progressive faculty members remain at the university would be driven away by fear, and only students from the middle and upper classes would be able to afford to attend.

Two things were especially striking to me about what these university leaders had to tell us. First, they had an extraordinarily different vision of the role of the university in society from the one I'm used to. Their view was that the university simply had to get involved in the social life and social problems of the country. Dispassionate scholarly analysis — judicious, measured evaluation of all sides of an issue with action left to others — was irresponsible. The university had to be a social actor. In the U.S. a view like this would be regarded by most academics as a deformation of the proper mission of the university. At Swarthmore, for example, we tell ourselves that we're supposed to provide the best education possible, and we hope that somehow our students will put that

education to use in the service of social justice.

Second, the Salvadoran educators were extraordinarily matter-of-fact in describing their ordeal at the hands of the government. The campus is closed, people have been assassinated, buildings have been destroyed, the military is occupying and harassing them, but still they teach. They find an empty room and they teach. And they continue to send students out into the community. Two thousand students a year have been getting degrees in more than 20 different professions since 1984 in a "university in exile." This has been done in the face of substantial interference by the Salvadoran government. This has been done at enormous personal risk to individual faculty members and students. This has been done with no help from the United States. They told us this last bit matter-of-factly as well. "How could it be any different," their tone of voice said. "You know as well as we do that your government thinks we're the enemy." They left, and left me mortified.

The UES has close historical ties to the Central American University, the UCA, because it was the transformation of the UES that brought the UCA into existence. Founded in 1965 by Jesuits with the help of loans from the Inter-American Development Bank, it was intended to provide a refuge from the radical masses for the children of the Salvadoran upper middle class. While the Jesuits ran the university, more than 90 percent of the faculty members were laypeople. And virtually all the students who attended were interested only in becoming professionals.

Almost from its inception, however, there was a transformation of the UCA from within. A consensus formed among the Jesuits that faith could not be separated from work for justice. The UCA began working for justice by supporting agrarian reform projects. These projects never came to fruition, but supporting them cost the UCA financial support from the Salvadoran government.

But its commitment to the pursuit of social justice continued undeterred. In the mid-1970s Father Ignacio Ellacuría came to the UCA as rector. A prominent liberation theologian, Ellacuría pushed forcefully to have the university serve the needs of El Salvador's popular majority. A human-rights institute, directed by Father Segundo Montes Mozo, was established. Its focus was on documenting human-rights abuses and educating people as to what their human rights were. An information center, which published a weekly report called *Proceso*, was also established. Its focus was to document and analyze the national reality. A public-opinion institute, headed by psychologist Father Ignacio Martín-Baró, was also established. It did polling, again to try to document the national reality. And finally, the Pastoral Center was established, headed by Father Jon Sobrino. All of the key people in running these various centers, except Sobrino, were now dead. They had been brutally murdered by the army in the early morning hours of November 16. Sobrino was spared only because he was out of the country at the time.

Our visit to the UCA began at the Pastoral Center. The Pastoral Center is the part of the university that depends most on the Jesuits. It is where students study theology and "religious and moral sciences." The very phrase "religious and moral *sciences*" captures as well as anything the essential difference between the UCA and universities in the U.S. Imagine any reputable university in the U.S. claiming to offer a *science* of morals. For most "enlightened" people in the U.S., "science" and "morality" represent

PHOTOS BY CINDY KARP

A striking contrast exists between the public national university and the private Jesuit university. The UES (right) looks like—and was—a war zone. The UCA (left) reminds visitors of a beautiful California campus.

Yet liberalism and social action have been under attack at both institutions, and both have seen their share of bloodshed.

mutually exclusive categories. Morality is a matter of opinion, while science is a matter of facts. At the UCA the faculty thinks that it is possible to develop facts about morality. The faculty thinks that the facts of the national reality have clear-cut moral implications and that these implications point to social policies that will aid the popular majority.

Or at least some of the faculty members think that it is possible to develop facts about morality. Most of the 180 faculty members who are not Jesuits are much more conservative than the Jesuits are. They want to pursue their scholarly specialties, train students in the professions, and stay out of politics. And the students are even more conservative than the faculty. More than 50 percent of them voted for the right-wing ARENA party in the last national elections. And the students' parents are more conservative still.

Despite this reluctance to get involved on the part of most of the UCA community, the Jesuit leaders have been committed to the project of consciousness-raising and social transformation. They have tried to make the faculty as well as the students conscious of the national reality. They have imposed

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Three projects link Swarthmore faculty group to Salvadoran colleagues

The murders at the Central American University (UCA) in El Salvador last November had particular meaning for some members of the Faculty Seminar on Central America at Swarthmore College. One of the publications of the UCA, *Estudios Centroamericanos* (edited by Ignacio Ellacuría, the murdered rector of the UCA), has been over the years a major source of information and analysis that has guided members of the seminar in their process of self-education on Central America. In addition, a few of us use works by some of the murdered professors and their colleagues in our courses. In order to express solidarity with our colleagues at the UCA and to make the thought of the murdered professors more readily available in the U.S., members of the Faculty Seminar have engaged in three ongoing projects.

Translation Project

Three of the murdered professors—Ignacio Ellacuría (philosopher, theologian), Ignacio Martín-Baró (social psychologist), and Segundo Montes (sociologist)—wrote prolifically, but few of their works are available in English. A group of us, in collaboration with Dr. Adrianne Aron of the Committee for Health Rights in Central America (a U.S. organization of psychologists that worked with Martín-Baró), are engaged in a project to publish English translations of some of their works. We have proposed a two-volume collection to Georgetown University Press, which is now evaluating the proposal. The first volume, tentatively entitled *Towards a Society That Serves Its People: The Thought of El Salvador's Murdered Jesuits*, aims to present a portrait of the scope, quality, and unity of the Jesuits' work. It will contain essays by Ellacuría on the meaning of liberation, the "preferential option for the poor," and the social role of the university; by Montes on human rights and the social structures and political forces in El Salvador; and by Martín-Baró on the psychological effects of violence, psychological dimensions of religious responses to conflict, and the "psychology of liberation." The second volume, tentatively entitled *Psychology and Politics: Martín-Baró's Psychology of Liberation*, aims to reach a broad audience of psychologists.

Faculty Exchange

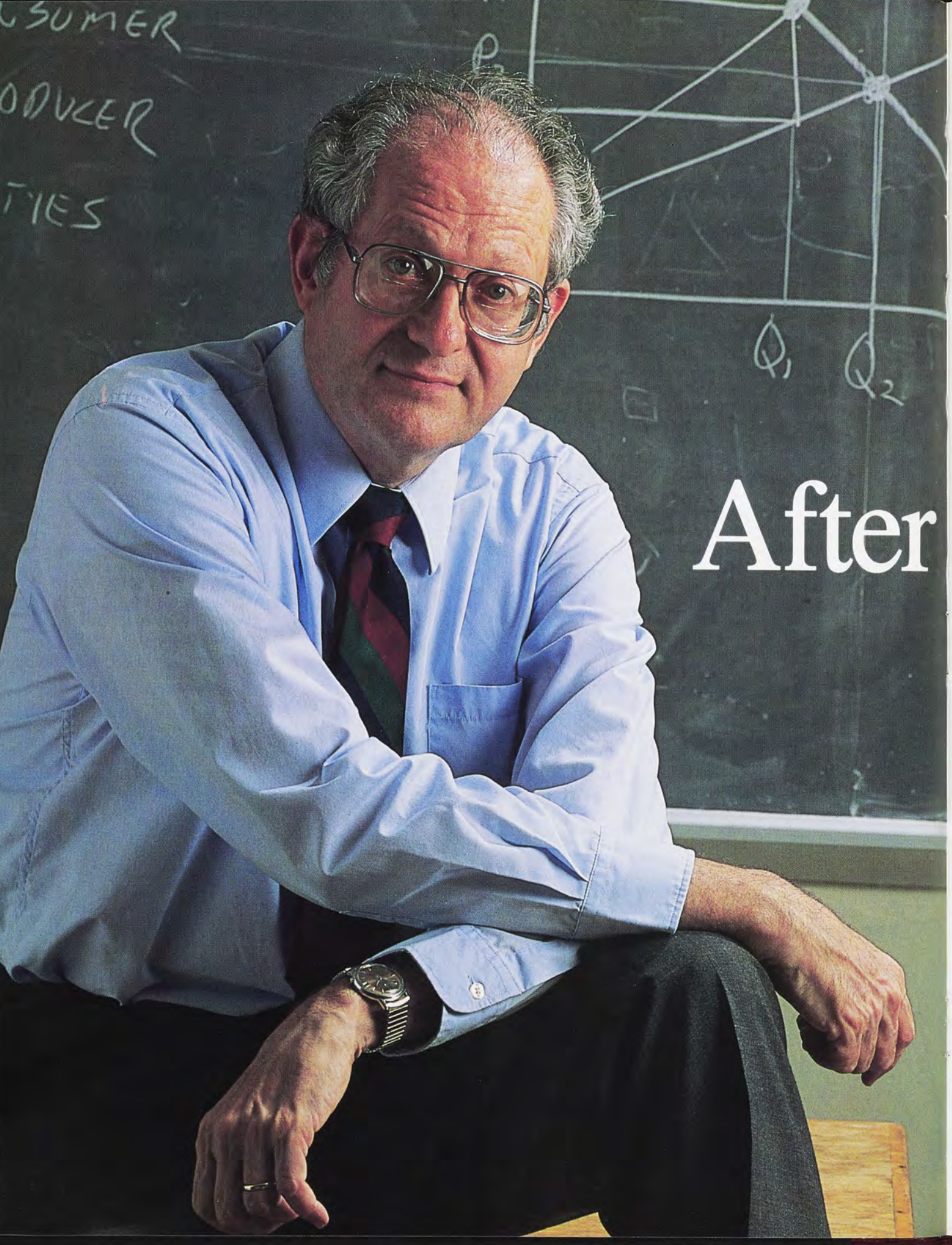
We want to develop an ongoing relationship with the UCA. To this end, we invited Charles Beirne, S.J., for a two-day visit to Swarthmore in April of this year. Fr. Beirne, then academic vice president of the University of Santa Clara, became in August vice rector for academic affairs at the UCA, filling the position formerly occupied by Martín-Baró. While here, in addition to giving public addresses, he talked with the president and provost, faculty and student groups, a group of professors and administrators from Philadelphia-area universities, and the press. Extended conversations with him laid the foundation for our relationship with the UCA. Beirne proposed that a Swarthmore faculty member could go to the UCA to give an intensive course to UCA faculty members and that a UCA faculty member could come here for a brief period, both to speak about Salvadoran issues and to engage in his or her own research. During the current academic year, we will initiate this pilot project with one faculty member going in each direction. In the future we hope to increase the numbers of professors in exchange with Swarthmore, and, more ambitiously, we want to develop a consortium of Philadelphia-area universities and colleges to participate in these exchanges—and eventually have a broader exchange with a similar consortium of universities in Central America.

With the provost's support, two meetings have been held with local colleagues from several universities to work on this project. The next step will be to construct a consortium. To lay the foundation for this, we organized a committee with representatives from seven local colleges and universities and planned a fall conference.

Fall Conference

This conference commemorated the anniversary of the professors' deaths on November 16 and 17. It focused on the thought of the three Jesuits whose works we are preparing for translation. The speakers included a number of Salvadoran scholars, former students and colleagues of the Jesuits, and some North Americans who participated in research projects with them. This conference was unique in its focus on the scholarly contribution of Central American intellectuals rather than on their personal reflections or political analyses. It served as a tribute to our murdered colleagues and introduced important thinking to our community.

—Hugh Lacey
Professor of Philosophy



J. MARTIN NATVIG

the Revolution

Can Eastern Europe fulfill the new promise of capitalism?

by Frederic L. Pryor
Professor of Economics

Now that there is but one Germany, I wonder what happened to the East German Communist Party Central Committee functionary I met last spring. His political world had crumbled in a matter of months, and he was pessimistic about the future of his party—which had renamed itself the Party of Democratic Socialism. "The biggest mistake we made," he lamented, "was in thinking that we had made a revolution. After 40 years the people still think in the same way that they did before."

While I am not sure that he was entirely correct, it is certainly true that from his point of view, the "revolution" may never have happened. He was facing a new world of markets and money, of private property and democracy—and of deep uncertainty about the future. No one can predict that future, but during a 10-week visit to four Eastern European countries last spring, I examined some of the problems that the sweeping changes there had wrought.

When I planned my research trip more than a year ago, I had no inkling of the transformation that would occur in that region by the time I got there. Political and economic changes made my original research plan impossible, but my sponsor, the National Council for Soviet and East European Studies, gave me free rein to investigate any other problem that interested me.

My trip covered Bulgaria, Czechoslovakia, East Germany, and Hungary, where I talked with more than 100 specialists on agriculture, including a number of collective farm chairmen. In contrast with what I found on previous trips to the region, our conversations were open and frank. For the first time, people talked freely and had little hesitation about expressing their opinions. I certainly got an earful.

The most obvious changes in the political climate could be seen in the election posters. In Czechoslovakia I saw one poster with a picture looking down on the balding Lenin with the legend "Beware of Skinheads." In the same country, a poster featured a photograph of Vaclav Klaus, the minister of finance, who was shown wearing a tie bearing a small portrait of Adam Smith. In Hungary the election posters were even more daring. One had two photographs side by side: the first was Leonid Brezhnev kissing Erich Honecker—the former East German communist boss—on the mouth at some airport reception; the second showed a young couple sitting on a park bench, chastely smooching. The legend read, "The choice is yours. Vote Young Democrats."

East German political parties lacked such a light touch. Instead one saw posters of a grinning West German Chancellor Helmut Kohl with the words, "In the 19th century, only one man could unify Germany; his name was Bismarck. In the 20th century, only one man can unify Germany; his name is Kohl."

Bulgaria had relatively few posters; most of the political activities were carried on in rallies or on television. But I accidentally stumbled across a monarchist rally for King Simeon (the former monarch, who now lives in Spain, left the country in 1946) with a demonstrator carrying a poster of Simeon declaring that he'd like to be the constitutional monarch of Bulgaria following the model of King Hassan of Morocco. When I saw that proclamation, he lost my vote.

The conversations I had often bordered on the bizarre. Once the chairman of a Czechoslovakian collective farm spent 15 minutes telling me why Ronald Reagan was one of the world's great political figures. He was particularly impressed with Reagan's "Evil Empire" speech, a sentiment I never expected to hear in that country.

In Bulgaria I had a group interview with the leaders of a collective farm. When they began to argue furiously among themselves—almost becoming violent—I asked them to calm down, noting that Bulgaria had the highest murder rate in Europe. The farm chairman immediately asked me how I knew that since it was a state secret, and I said that it had been published in a United Nations report on the causes of death in Europe. Then one of the other farm leaders chimed in, "But that doesn't include the pope," a surprising reference to the failed assassination attempt by an agent of the Bulgarian secret police.

In contrast to his previous visits there, this spring Professor Frederic Pryor (left) found people in Eastern Europe to be open and frank, expressing opinions without hesitation.

J. MARTIN NATVIG

In the economy two words are heard everywhere: "privatization" and "marketization." Both of these processes are easy to talk about but much harder to introduce. Several interesting schemes have been proposed to privatize state-owned industry. In Czechoslovakia the finance minister has proposed giving each citizen a "wealth voucher" with which such property could be purchased, since the total amount of savings is far less than the value of assets that will be sold by the state. Others have proposed letting the citizens use vouchers to bid at auction for such property. Poland plans a modified version of this voucher scheme. But in the other two countries I visited, the voucher system was undiscussable.

All four countries I visited have taken steps toward returning the land brought into the collective farms to its original owners or their heirs. Some severe political fights have arisen, however, over the dates at which such land claims will be recognized and over recognition of land reforms made immediately following World War II. Indeed, the Hungarian government may fall because the majority party, Democratic Forum, is in a coalition with the Smallholders Party, which wants to return all land to its owners as of January 1947. The big winners under this plan would be urban dwellers, since most former landowners have left agriculture. Roughly 50 percent of those currently working in agriculture would remain landless if this plan were implemented.

Many farms and industrial firms would like to sell shares to foreigners so that they can obtain funds to renew their equipment. This, of course, is opposed by those who are alarmed at the prospect of selling off their national heritage. But the latter do not specify how badly-needed capital stock might be renewed.

Privatization alone is no solution; property rights must also be strengthened so that government officials cannot interfere with the new enterprises. Although yearly production plans handed down from the state planning commissions have been scrapped in all four countries I visited, such government interference is still common. When a Czechoslovakian government official told me that farms did not need to be reorganized because farm managers have had the right to do this for the last eight years, I replied that one farm manager had told me government officials had blocked his reorganization plans until just a few months ago. The bureaucrat's reply was simply, "What was the name of that manager?"

A telling example of "weak" property was reported in a Soviet newspaper that told of the plight of an agricultural engineer who had leased a greenhouse. He had been unable to take advantage of seasonal demand because the farm had turned the greenhouse over to him four months later than the contract specified, and under Soviet law he had no legal redress. The entrepreneur was an agricultural engineer, but a state official forced him to use a particular technology that he felt was inappropriate. In the contract the farm agreed to supply a particular input, but they delivered another. And although the contract followed guidelines set down by the government, the farm forced him to renegotiate it when they decided he was making too high a profit. Finally, when his profits still continued above a limit the farm felt socially desirable, it canceled the lease completely. Clearly a market cannot function where property rights are weakened by such interference.

Strong property rights thus require a legal environment in which contracts can be enforced quickly and expeditiously. East Germany has been able to take advantage of its situation simply by accepting West German law on a variety of commercial and economic issues. But other countries must create such a legal structure from scratch.

Marketization is equally difficult. Poland and East Germany have tried "shock therapy," also known to economists as the "big bang" approach. In Poland almost all price controls were removed on January 1, 1990, including limits on the foreign-exchange rate. Prices shot up and then, after April, began to level off. Although production by state and cooperative enterprises fell, much of this was unwanted production. With the major burden of adjustment borne by price changes that began to reflect scarcities, many parts of the private sector—except for agriculture—have been booming.

The East German big bang was different. Price controls were released at the time of the currency union with West Germany, and prices headed toward the West German levels. Because prices didn't reflect East German scarcities, much of the economic movement has been in quantity adjustments. Since East German workers are unwilling to take wage cuts and their productivity is lower than in West Germany, unemployment is soaring. After price reforms began in Poland, it took about six months to reach 5 percent unemployment, and it looks as though Polish unemployment will be less than 10 percent at year's end. In East Germany a 5 percent rate was reached in just three weeks, and a rate of 20 to 40 percent is expected by December.

It is difficult to assess the overall response to marketization, yet I saw many instances of entrepreneurial activity. On an East German collective farm, a young section leader had seen that the farm's repair shop employing 50 mechanics was underused and that the farm had a surplus of trucks. He had initiated a program of buying used cars in Hamburg (West Germany), having the farm's mechanics repair them, and then reselling them to East Germans. With the excess trucks, he had started a rural taxi service. His boss, the collective farm chairman, was a handwringer who was doing nothing, so the young entrepreneurs on the farm were planning the East German equivalent of a leveraged buyout.

In Czechoslovakia I spoke with a collective farm chairman who had discovered a peculiar niche market in West Germany, a market for what were called "eco-chickens"—poultry raised according to sound ecological principles. When I noted that wrapping the chickens in cellophane was not such a good idea because his customers would also demand an eco-wrapping, the chairman immediately whipped out a notebook, wrote this down, and thanked me for the commercial tip.

By contrast I also saw total passivity and confusion. One East German collective farm was in terrible shape. Its capital stock was depleted and it owed the banks $40 million. It was using technologies current a half-century ago, and its managers had no plans for meeting the market. When I suggested that they would be bankrupt within a week of the currency union, I was told that this would be impossible because East Germany had no bankruptcy laws. It pained me to tell them that such laws would soon be in place.

In Bulgaria I asked the manager of a greenhouse that grew only roses and carnations just how she determined the proper mix of the two flowers to bring to market. Even though she gained a higher profit from carnations, she did not believe it would be useful to plant more of them. She explained that roses had been the original source of income for the farm, and she saw no reason to change. She had a lot to learn about functioning in a market economy.

Marketization also implies competition, and since most of the enterprises in these countries are very large, they must be broken up into their components, which would then compete against each other. Although this seems obvious, the government bureaucrats with whom I discussed the problem had little understanding of what should be done. Farmers were terrified of being caught between a state monopolist seller of inputs and

a state monopsonist buyer of their products. In Czechoslovakia farms were planning to process their own products and to produce many of their own inputs, but given world trends in these technologies, such small input production or processing cannot achieve economies of scale.

In Bulgaria some large farms are refusing to sign any contracts with the state buying agencies. They are storing their produce, trying to precipitate a food crisis in autumn so as to force these state purchasing agencies to raise their prices. Although such a tactic is quite understandable to obtain higher prices, it also invites governmental interference in their internal affairs.

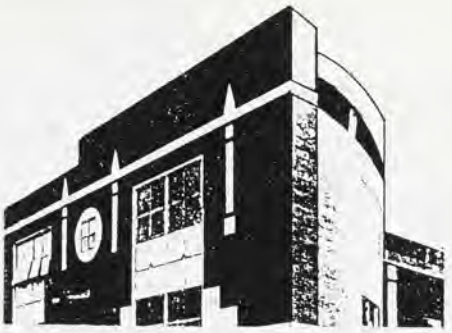
With the exception of East Germany, I do not believe that these economies will achieve functioning market systems very quickly. For the Soviet Union, it will be even more difficult because of greater ideological reticence. For instance, even in March 1990, the new law allowing the creation of private farms never mentioned the term "private property." In other parts of Eastern Europe, by way of contrast to the Soviet Union, the major political forces all seemed determined to move toward marketization and privatization.

Despite this determination it seems clear that some Eastern European nations may not succeed in creating an effective market economy and will, in a phrase often heard in the region, be "Latin Americanized." This means that their level of economic development will not rise and that they will become essentially Third World countries. In the worst case, countries such as Bulgaria, Romania, and the U.S.S.R. may turn back toward Stalinism because the current democratically inclined governments will not be able to gain political legitimacy or overcome the massive political unrest—the politics of anger—that underlies the mob action that is destabilizing these nations.

I hesitate to predict what will happen next in the region. Because events in these nations often have multiple meanings, it is easy to misjudge their significance. But every morning I rush to my newspaper to read about the latest unexpected political lurch. The evolutionary—and sometimes revolutionary—changes will provide a continuing drama for years to come.

It seems clear that many Eastern European nations may not succeed in creating effective market economies. Their level of economic development might not rise above Third World standards, and they could become "Latin Americanized." In the worst case, some may turn back to Stalinism.

Frederic L. Pryor, professor of economics, is currently completing a book on the organization of agriculture under Marxist regimes.



Big and Ugly?

All things considered, the Lang Performing Arts Center is a very fine building

by T. Kaori Kitao
Professor of Art History

Editor's Note: New buildings always engender critical comments. No exception is the Eugene M. and Theresa Lang Performing Arts Center, scheduled for occupancy in January 1991. Professor T. Kaori Kitao of the Department of Art, a trained architect and practicing architectural historian, addressed some of the building's critics in an article in the September 7 Phoenix. *Her article has been adapted for use here, and we hope it will serve as an invitation to come see and judge the building for itself.*

Many will say the new Eugene M. and Theresa Lang Performing Arts Center is *too big*. Maybe it is, maybe it isn't. It all depends on what one considers big; and, since bigness is relative, then in relation to what is it too big? Yes, the building *is* big by the norm of academic buildings on Swarthmore's campus; but is it *too* big? As a theater building, it is surprisingly compact, especially if one considers what it holds—two theaters (which, when combined by lowering a partition, will make one large hall to take the place of Clothier auditorium), a theater studio, two dance studios, an art gallery, plus classrooms and offices.

The building's designers, Dagit-Saylor Architects, should therefore be congratulated for ingeniously interlocking spaces and facilities in a building that packs in so much so tightly, for the advantageous use of a sloping site to keep the building's silhouette low (matching Martin, well below the cornice of Parrish, and still lower toward Lang), and for the three-part horizontal articulation of the facade that makes the building appear more like an academic building (which it is essentially) rather than a commercial theater (which it definitely is not). The College administration is equally to be congratulated for adhering so responsibly to budgetary constraints and for so adamantly insisting on a series of severe reductions in square footage as the design process went forward. In other words, the Lang Performing Arts Center is not actually as big as it might have been, nor does it look as big as it might have looked.

The comment that a building is "too big" could mean, on the other hand, that it is too big for the site rather than for the needs it was meant to accommodate. What this criticism really means is that the building is overscaled for the space, that it *looks* too big for the space it occupies. The issue has to do with the way a building defines the spaces around it, and in this regard, I claim that the PAC works superbly well. A smaller building—say, 30 percent less in height and breadth—would have been overpowered by the masses of Parrish and Martin, like a wimp between two bullies. Previously, with the low-lying Hall Gym, the area between Martin, Lang, and Parrish was spatially amorphous, a nobody's land. The PAC completes the lines of academic buildings that will eventually enclose the quadrangle established axially by Parrish and Du Pont —assuming of course that Parrish Annex, considered a temporary building for decades and now staked for future demolition, will eventually be removed. It also provides a needed closure to the passage up from Sharples, itself prolonged and poorly articulated. And above all it creates a clearly defined entry plaza for the Lang Music Building, which was previously tucked away as though in the College's backyard.

There are those who wouldn't have any building in this area, big or small, but this is a question of siting. I favored this site over the alternatives, among which were the site of the old Tarble below McCabe and a site more or less where Trotter now stands. But imagine how much more "too big" the PAC would have been in those locations. We must remember that it could not be volumetrically smaller, and if it had been broken into two or three buildings, one of them still would have been as tall, given the ceiling requirement of the theater. Moreover, I would fight hard against any proposal that would take away more of the big open green spaces that are the special assets of this campus. I would hate to see Swarthmore give up its pastoral setting and become a suburban development, with buildings sprawling out all over, with inert, nondescript spaces between, and without ample vistas anywhere. I argue for keeping our academic buildings close together in order to keep open fields intact, as any master plan (if we had one) might suggest. In short, to use the urban planner's jargon, I prefer concentration to scatteration.

If the PAC is not too big, is it *ugly*? No, ugly is not the word, though if something is too big, it may be ugly—as some think of a nose. But is the building deformed, rudely stamped, and curtailed of fair proportion, as Shakespeare's Richard III said of himself? Most likely those who think the building ugly have its surface treatment in mind rather than its form. Some prefer more color, more texture, more slickness; many prefer more expensive material, like fieldstone or even marble. Yet an expensive surface treatment is often one way a weak architect packages a building in order to cover up poorly conceived architecture. Dagit-Saylor's decision to avoid stone facing was partly economic, but it was also a wisdom in design. Fieldstone, for example, would make the building look colossal.

Even "ugliness," however, is not always bad. I.M. Pei's pyramid for the Louvre is hated by Parisians, but so was the Eiffel Tower a century ago. They called it "baroque," meaning grotesque in the day's diction. There were many who considered the Pompidou Center ugly when it was built; there are fewer of them today. Frank Furness' Victorian buildings in Philadelphia, like the Pennsylvania Academy of Fine Arts, were thought to be so ugly and were so hated that most of his 300 buildings were deliberately demolished in the last half-century. Now the dozen or so that survive are lovingly admired. The PAC is not ugly; regrettably, it's not Eiffel or Pei or Furness. It ain't *that* distinguished.

Others would say that though the PAC is not ugly, it is boring, bland, and utterly undistinguished. It doesn't dazzle. To a degree this was intentional; a building that calls attention to itself—a supercolossal piece of sculpture—would have been disastrous in relation to the buildings around it, however artistic or attractive on its own. A building is not an objet d'art; it belongs to a community of buildings. The architects evidently and wisely tried hard to make the building *not* stand out, to make it fit with rather than compete with its neighbors. Hence its buff color, its flat surfaces, and its inset ornamental motifs—all admittedly part of the diction of the current Postmodern style.

The major challenge for the architects was to make a building with its own identity that fits the community, no mean task. First,

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A PORTFOLIO

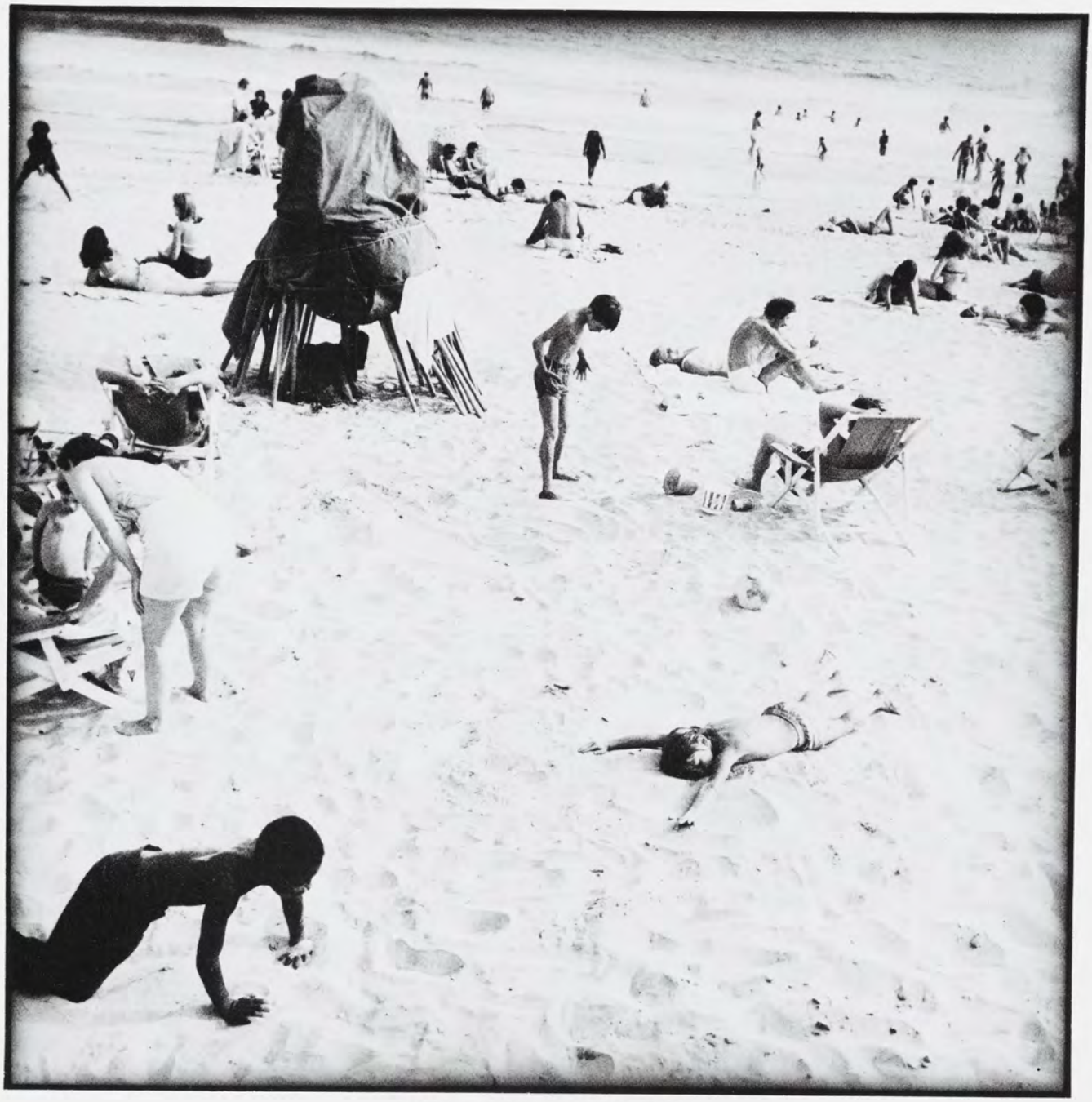
BRUCE CRATSLEY '66

REACHING FOR ART, NEW YORK, 1989

Often I photograph the unseen, things which are not there, sensations and mysteries. There is a presence in absence. My camera work is alchemical, creating a visual poetry of heart, idea, and spirit. Each picture which succeeds is a gift: I am a channel, imaging my inner and outer world. In photography I experience magic.—Bruce Cratsley, 1987

"DEATH IN VENICE," LIDO, 1982

ROBERT FERRO AT HOME, 1987



BEACH, ATLANTIC CITY, 1977

SHADOW FAMILY, WATTS STREET, 1984

EMBRACING FIGURES, EAST VILLAGE, 1987

BROOKLYN BRIDGE CENTENNIAL, 1983

Bruce Cratsley '66 studied art history at Swarthmore and the University of Pennsylvania and photography at the New School and privately with Lisette Model. He was associated for 10 years with photography galleries in New York and in 1986 began to pursue photography full time. His one-man exhibitions have appeared in New York, Philadelphia, London, Ferrara, and Venice. Cratsley's works are in collections at the Bibliothèque nationale in Paris, the Brooklyn Museum, the New York Public Library, and Harvard University, and a retrospective of his work will be exhibited in the new gallery of the Performing Arts Center on campus in late spring.

The Summer of '42

"You know, I love this place...."
Reflections on Swarthmore then and now

I first walked on this campus as a prospective student in March of 1942. I remember very clearly that on my way to a scholarship interview, I saw chalked on the sidewalk, "Beware the ides of March!" Instantly I knew that this was my kind of place.

My first semester at Swarthmore was the summer semester of 1942. I remember it as a hot, sticky summer with lots of thunderstorms. I never ever again spent a whole summer in Swarthmore. I sometimes claim, only partly in jest, that I once spent a summer in Swarthmore and I once spent a summer on the Amazon. On the whole the Amazon was a more comfortable place.

That summer of '42 we still enjoyed the last traces of some of the prewar elegance of Swarthmore: Meals were served by waitresses on tables set with real table linen; the men were required to wear jackets and ties for the evening meal; peanut butter and honey were traditional on the table at lunchtime, and one was expected to mix these into a rich spread that was wonderfully tasty on freshly baked biscuits. China cups were nested together in fours on top of stacks of saucers. Old "china hands" could dispense a saucer and a single cup in one grand sweeping gesture that must have required hours of secret practice.

Along the walls of the dining room were bronze plaques, one for each graduating class, with the names of all the class members and the class motto.

In the dorms our rooms were cleaned daily and the beds made for us by maids who only occasionally commented on our messier personal habits. In Wharton C section, we had single rooms, with one bathroom for the whole floor. The campus was still so segregated by gender that when any woman other than a maid appeared in the quad, the shout went up: "Fire in the quad!"

Most of this has changed completely. The dining hall is all cafeteria style; the cups are stored in large plastic cup racks; peanut butter and honey can only be found in those deep stainless-steel cylinders at the condiment table, along with mustard, jelly, mayonnaise, relish, marmalade, catsup, and three kinds of gloppy synthetic salad dressing. No tablecloths, no linen napkins, no waitresses.

I wonder how many years it's been since anyone except a returning alumnus has remarked on the presence of a woman in Wharton quad! The maid service is greatly diminished. I think you have to make your own bed now. No freshman is allowed the luxury of a single room. On the other hand, many of the dorms now have private or semiprivate baths.

Times change, customs change, people's values change. Many of these changes took place during the war. I went off to the war in the middle of spring semester '43. Going off to war was surprisingly fashionable in those days, compared to what we saw in the '60s during Vietnam. I came back in time for the spring semester of '46 and finally graduated with the Class of '49. For me, academically, going away to be in the service for almost three years was a great blessing.

Before I went away, I was once told by Professor Wayne Garrett, after I overslept a final exam, that I was the worst physics student he had ever seen. When I came back, I was ready to settle down and apply myself, and I did very well and enjoyed my studies immensely. My brother Clark ['53] similarly profited from a hitch in the service before he came to Swarthmore.

For some years I've been a Quaker, and

by Paul Mangelsdorf, Jr., '49

J. MARTIN NATVIG

I can no longer in good conscience recommend military service as a therapeutic measure for late bloomers. Training people to kill other people is something the world can well do without. But there must be something equivalent that would help a lot of people get far more value from their subsequent college experience.

I finally came back to the campus for the third time in fall of 1961, replacing Irv Dayton '48, who had just decided to make his big move to Montana. After the third time, I never left, except for summers and a few sabbatical leaves. And I'm not planning to leave now. You'll find me here for quite a few years yet.

As I say, over these past 48 years, I have seen a fair number of changes in this College. It used to be that parents picked the colleges to which they sent their children. My father, a professor at Harvard, came here to give a Cooper Foundation lecture. He came home and announced that he had found the place where I should go to college, so I applied here and that was that. No backup, or maybe Harvard was my backup, I can't recall exactly.

How things change! None of our four children was interested in my suggestions as to where they should go to college. The kinds of things that might make a college attractive to parents are not the same kinds of things that would make a college attractive to a prospective student. Parietal rules, firm discipline, in loco parentis, were good selling points as long as the parents were doing the picking. No more, no more!

What about the educational experience here at Swarthmore? Has that changed too? I think so, and I think it has changed in ways that have not all been for the best. I think one of the worst influences has been the emergence of Swarthmore as a name institution with very high public ratings. When many of us were students, nobody outside the immediate area had ever heard of Swarthmore ("Swarthmore? Isn't that a girls' school?"). We knew that it was one of the best places in the country, but it was a well-kept secret that gave us a lot of pleasure and satisfaction. Nowadays the students all know that Swarthmore is supposed to be the best and that all kinds of very bright people get turned down by our Admissions Office. No freshman can believe that he or she actually belongs here or is really good enough to be here.

So there's a lot more anxiety than there used to be. I remember looking over my freshman classmates and thinking that the women seemed very bright, but it looked as though the College was admitting anything in trousers that applied. I later found that was *not quite* true, but it *was* a very comforting thought.

One consequence of this anxiety is that it's very hard to get people, especially freshmen, to ask questions in class. Almost everyone's afraid to demonstrate ignorance in front of classmates or to question the authority of the instructor. Perhaps also the TV experience has accustomed people to passive reception of information and ideas. In any case it's too bad. One thing that really impressed Dad about Swarthmore when he lectured here was that at Swarthmore the students asked questions, unlike his own Harvard students. He was very disappointed when he came back about 15 years ago to give another lecture and nobody asked a question. Needless to say, I too was very disappointed.

Another odd thing that may discourage questions is that a great many more instructors nowadays are teaching courses in particular academic specialties that they have thoroughly mastered. Too much mastery by the instuctor leaves many students turned off. There's a lot more natural student interest in a topic that's new and unexplored, where the students can quickly get beyond the instructor's competence. A course with two instructors who disagree is also attractive for the same reason: Where authority falters or is challenged, student initiative is aroused.

It might even be advantageous if seminar instructors were often teaching outside their specialty, even outside their discipline. The first time I ever taught quantum mechanics I was scared to death. It had been one of my weakest subjects in graduate school. I was barely competent to put together the weekly assignments. But the students taught themselves, and they taught me! Two members of the seminar got Highest Honors and went on to illustrious careers centered on the seminar material, and another member of the seminar received a MacArthur Fellowship for her work in an area she first encountered in that seminar.

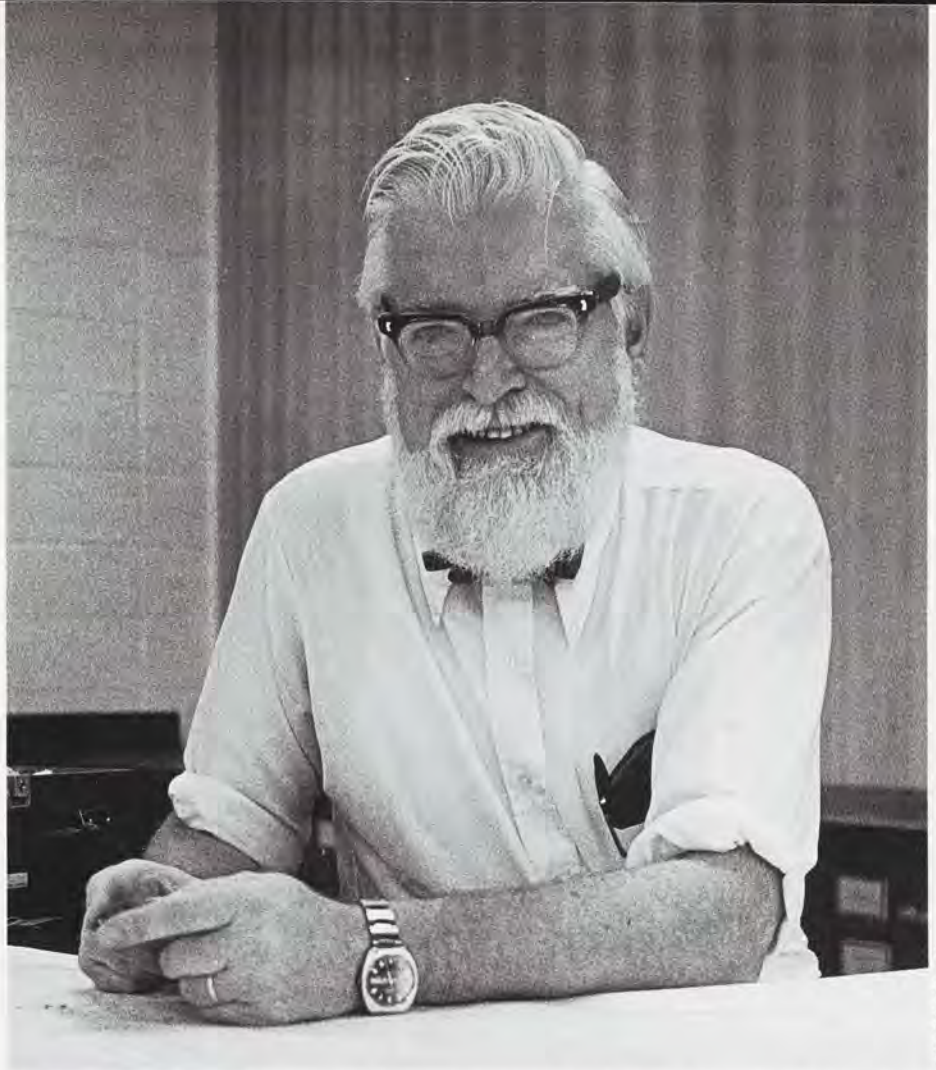
I really think there ought to be more place in the educational process for the inspired amateur who's trying out a subject for the first time, and I think that was, in fact, more common in the old days. I was amazed to read in the biography of Jesse Herman Holmes, better known to our elders as "Ducky," that he jumped from teaching science at George School to teaching philosophy and religion at Swarthmore with the benefit of only one intervening year at Oxford to bone up. What would our Philosophy Department say today if someone came along with credentials of that sort!

> When I first came here as a student, people had to go off campus for sex, for alcohol, and for chamber music.

Similarly, the admissions process nowadays doesn't leave much room for the academic nonconformist. You have to be a good student all the way through high school with plenty of extracurricular achievement to make it past the first cut. I doubt that my own high-school record would have passed muster today. My brother Clark had a really disastrous high-school record, but, with the connivance of Dean Everett Hunt, we managed to shoehorn him into the Class of 1953, in which he finally graduated as the McCabe Award winner—the outstanding engineer. And he went on to get a doctorate at M.I.T. and to teach engineering here and later at the University of Pittsburgh. In fact, one of our current engineering faculty members was a graduate student with Clark at Pittsburgh. I don't think our Admissions Office could take that kind of gamble today—simply because there are too many good applicants with really superior high-school records.

I don't mean to sound as though everything is going downhill around here. Things change, but many things change for the better. For instance, take the tri-college shuttle. There's a free shuttle bus running to Haverford and Bryn Mawr every daytime hour during the semester so that all the specialized courses at those other two colleges are available to our students. Bryn Mawr has a wonderful program in geology and geochemistry, of which a number of our students have been able to take advantage. And many students from those places take courses here.

When the Blue Route is finished, the travel time between here and the Main Line will be cut to about 15 minutes, making that shuttle even more useful. Yes, the Blue Route is coming! You can see it actually taking shape across the Crum Valley. I thought it never would. The first semester I taught here, Clark and I went over to Marple-Newtown High School to attend the public presentation of the final plans for the Blue Route. I have joined protest hikes along that route all the way from Eddystone up to Route 30 in Radnor. I have spent a



J. MARTIN NATVIG

"There ought to be more place in the educational process for the inspired amateur who's trying out a subject for the first time," says Professor Paul Mangelsdorf, Jr., '49, who retired last June.

whole academic career at Swarthmore under the threat of that Blue Route. Now that I'm retiring, it's about to materialize. On the whole I don't think it is as bad for the campus as, say, the Dutch elm disease, but maybe when they start running those big coal trucks over it, I'll change my mind.

Another thing that has greatly improved on this campus is music. Last year at an occasion honoring Peter Gram Swing, I remarked that when I first came here as a student, people had to go off campus for sex, for alcohol, and for chamber music. That was stretching a point because Dr. Dresden's Monday night gatherings were barely off campus, certainly not as far away as Plushie's, the beer joint over on the Pike. I don't know where people went for sex! Wasn't that the whole idea? "No Sin at Old Swarthmore!"

Anyhow, we have marvelous chamber music these days, and all other kinds of music as well. The Lang Music Building has managed to provide the focus for an enormous amount of musical talent. Those practice rooms upstairs are heavily used, and not just by music majors. Three of our graduating seniors, especially, have contributed repeatedly to our musical offerings. Ossie Borosh, our star pianist, who came here as a former student of the late Lili Kraus, is going on to the Juilliard School in New York. Baird Dodge, our concertmaster, demonstrated in his senior recital that he can switch readily from violin to viola and back again with complete sureness of touch. He graduated as a chemistry major, but this next year he will be playing with the Delaware Symphony in Wilmington. Phyllis Fuchsman, our principal oboist, will be going to graduate school in environmental studies. For each of these students, and for many others, Swarthmore has provided a unique opportunity for a complete liberal arts education combined with musical study and performance at the conservatory level. Here at Swarthmore and, so far as I can tell, only at Swarthmore can students pursue both aims fully without having to make a choice.

In quite another vein, Roger Smith, who just graduated as an English major, has enriched the airwaves with his scholarly weekly broadcasts from WSRN-FM of American popular music from the '20s and '30s—the heyday of Tin Pan Alley. One of Roger's finest shows was his tribute to Irving Berlin the morning after Berlin's death was announced. It surpassed any of the tributes the networks were doing, even though one of the WSRN turntables began to misbehave right in the middle of the show. I might add that Roger graduated with High Honors and was elected to Phi Beta Kappa.

Over the years we have accumulated quite a number of buildings that weren't here when I graduated. Willets Dormitory on the terrace where the College peony collection used to live. Du Pont Science Building where the old football field used to be—the old football field, not the old, old football field that was right behind Trotter, where Hicks and Papazian can now be found. Sharples Dining Hall, which my children disapproved of because it was planted in the middle of the best sledding slope on campus—but later on two of them had their first paid jobs on the serving lines there. McCabe Library where the old Somerville Gym and swimming pool used to be—I love that library. The Lang Music Building—on the outside it looks like a piece of the Maginot Line, but inside it's wonderful. I love the Underhill Music Library too. The old Cutting Collection of 78 RPM records has expanded to about 10 times the shelf space in LP records—about 40 times as much recorded music available as there used to be.

Do any of the men here remember Blanche Devereux and the men's infirmary in F section of Wharton? Now there's the Worth Health Center, coed of course, with a full-time professional nursing staff, over by the tulip trees behind where the old library used to be. That old library building was converted to the Tarble Social Center, but it burned down in 1983 in the most spectacular fire I have ever seen. That silenced the bells in the clock tower until last year, when the bells finally returned to ring out the hours and quarter hours from a new home in Clothier tower. The rest of the social center came over to Clothier even earlier, three floors of activities cleverly tucked into that vast space where we used to have Collection, movies, concerts, and plays. Compulsory Collection expired about 1967: The student body had grown too large to fit into Clothier and too rebellious to put up with anything compulsory.

Now I've gotten out of strict chronological order because after the Worth Health Center, and long before the new Tarble in Clothier, we had the new Mertz dormitory down on the lower campus alongside Chester Road. Three new buildings that I don't have clearly fixed in my time frame are the

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THE COLLEGE

Presidential search, Swarthmore style: intense, quiet debate

In small groups across the campus, in Parrish parlors and in faculty living rooms, Swarthmore's presidency is the subject of intense but quiet examination and debate. What kind of president should replace David Fraser when he leaves Swarthmore next summer? The question has engaged members of the Board of Managers and the Presidential Search Committee since Fraser announced his resignation last May, and now it has come to occupy many segments of the College community.

A September 14 letter from the committee to the entire College community proposed six key characteristics desired in Swarthmore's new president. These include strong academic credentials, unquestioned integrity, leadership and communication skills, strong interest in fostering a culturally and racially diverse community, visibility, accessibility, and excellent interpersonal skills. These traits have become a starting point for the campuswide discussion.

To solicit faculty perspectives, a series of informal small-group dialogues between faculty, Board, and Search Committee members has been held. English literature Professor Philip Weinstein, one of three faculty members on the committee, said that "while no clear-cut composite of an ideal candidate has emerged from these meetings, many faculty members concurred with the committee's feeling that a strong academic background would be useful."

Students have been included in the process through the student members of the committee, seniors Naomi Fisher and Sameer Ashar. The two have been in close contact with a wide range of student leaders, asking for their assessment of Swarthmore's needs over the next 10 years and of how the new president might help fulfill them. An October 4 open meeting between students and members of the Search Committee was attended by more than 40 students. Fisher said that students seemed particularly concerned about questions of cultural and racial diversity, the future of the Honors Program, and the need for better communication between students and top administration.

According to committee chair Samuel L. Hayes III '57, the committee had received "several hundred" nominations by early October and would continue to consider new nominations throughout the process. Committee members are also contacting more than 100 additional sources —college presidents, deans, heads of foundations, etc. —in their search for the best candidates. They hope to present a final recommendation to the Board of Managers by March 2, but Hayes said that "there is no firm commitment to this date. If we don't have a right recommendation to make at that time, we will keep the search open until we do."

The consulting firm of SpencerStuart Inc. has been engaged to help with the details of the search. It will gather information for the committee and advise on the process, but, Hayes emphasized, "the consultants will not screen candidates, nor have they been involved in developing the profile of the kind of president we are looking for." This is in contrast to the role of search consultants at many other institutions, where the consulting firm often does the initial screening of candidates for the committee. "We are looking at every single one of the nominations," said Hayes.

Alumni are invited to submit nominations to any member of the committee, or to its executive secretary, Constance Ridgeway, at the College. Periodic progress reports will be issued by the Search Committee, and it is expected that—within a framework that guarantees the confidentiality of candidates—a lively debate over Swarthmore's next president will continue until a decision is made.

JONATHAN WILSON

Nancy Hamlett, associate professor of biology (right), works with Denise Dittrich of Strath Haven High School (left) and Lakiesha Dixon of Chester High School (center) preparing laboratory bacteria cultures to freeze for later testing. Dittrich and Dixon were among eight students and three high-school teachers who spent the summer participating in the second year of the Science Laboratory Summer Research Program. Funded by a $900,000 grant from the Howard Hughes Medical Institute, the program is aimed at encouraging students, particularly minorities and women, to enter careers in research and teaching in medicine and the biological sciences.

Four staff vacancies filled

Vacancies left by the departure of four College administrators were filled over the summer.

Claire Sawyers has been named director of the Scott Arboretum, replacing Judith Zuk, who accepted the position of director of the Brooklyn Botanic Garden.

Before coming to Swarthmore, Sawyers assisted in garden management at the Mount Cuba Center for the Study of Piedmont Flora in Greenville, Del., for seven years. Prior to that she was a teaching and research assistant in the Horticulture Department of Purdue University. She has worked in gardens all over the world, including Belgium, France, and Japan.

Sawyers earned a bachelor of science degree with distinction and a master of agriculture in horticulture degree from Purdue and also holds a master's degree in ornamental horticulture from the Longwood Gardens/University of Delaware Graduate Program.

Joseph Mason was named assistant dean and director of the Black Cultural Center, replacing Patricia Darrah, who left to develop a specialized education program for inner city children. A doctoral candidate at the Bryn Mawr College Graduate School of Social Work and Social Research, he was most recently a research assistant to the dean of the Bryn Mawr Graduate School. Mason was previously an adjunct faculty member at Bryn Mawr, as well as at the School of Social Work of Virginia Commonwealth University in Richmond.

Mason received a bachelor's degree in sociology from Haverford College and a master of social service/master of law and social policy degree from Bryn Mawr.

Claire Sawyers

Joseph Mason

Deborah Gauck

Jeffrey Lott

Jeffrey Lott has been appointed associate director of publications and managing editor of the *Swarthmore College Bulletin*.

For the last two years he has been with *Varia*, a pleasure-reading magazine for physicians, first as special projects editor and then as senior editor. Prior to that he was director of publications and public relations at Episcopal Academy in Merion, Pa.

Lott earned a bachelor of arts degree from Middlebury College and a master of arts in teaching degree from the Rhode Island School of Design.

Deborah Gauck '90 has been named assistant to the deans and coordinator of CIVIC, the campus volunteer program. She will help administer programs funded by the Swarthmore Foundation (see inside front cover) and other campus volunteer programs.

While pursuing a bachelor's degree in psychology with a concentration in women's studies, she spent her undergraduate years at Swarthmore working with rape-crisis, domestic-abuse, and abortion centers in Philadelphia.

While a student Gauck received several grants from the Swarthmore Foundation to work in Chester, Pa., as an intern and as a court advocate with Women Organized Against Rape.

Former Art Department chair Hedley Rhys dies

Hedley Rhys, professor emeritus of art history, died September 26 after several years of failing health. He was 80.

An authority on the American impressionist painter Maurice Prendergast, he came to Swarthmore in 1948 and was chairman of the Art History Department from 1970 until his retirement in 1976.

Professor Rhys was born in Wales and came to America in the early 1920s. He served as director of the Works Progress Administration art program for the state of West Virginia from 1935 to 1938 before earning a B.A. from West Virginia University. He also held an A.M. and a Ph.D. from Harvard.

An art critic for *The Philadelphia Inquirer* in the 1950s, Professor Rhys was responsible for the 1960 Cooper Foundation symposium on art and science and was editor of the subsequent book, *Seventeenth Century Science and the Arts*.

Program attracts minority scholars-in-residence

Swarthmore is hosting two scholars as part of the second year of the Minority Scholar-in-Residence Program initiated by member schools of the Consortium for a Strong Minority Presence at Liberal Arts Colleges.

John Alston, a predoctoral student in music, has joined the Music and Dance Department, and Yevette Richards, a predoctoral student in American studies, is in the History Department.

The program is designed to encourage African-American and Hispanic-American scholars to teach at liberal arts colleges—institutions that frequently lose out to the large and wealthy research universities in bidding for the relatively small pool of minority scholars. Two types of fellowships are awarded: dissertation (predoctoral) fellowships for scholars who have completed all the requirements for the Ph.D. or M.F.A. except the dissertation, and postdoctoral fellowships for scholars who have recently been awarded their degrees.

The program's first year, in which 13 fellows were placed at 11 member schools, was highly successful. Eight of

the first fellows have been offered appointments to tenure-track positions, three have been given additional one-year teaching appointments at their host colleges, and two have returned to graduate work.

The consortium evolved out of a conference on recruitment and retention of minority students at liberal arts colleges held at Swarthmore in 1987. It now includes 26 schools. The fellowship program was the first consortium project to be launched. A second project began last winter when a joint recruitment brochure was sent to thousands of minority high-school students throughout the country.

An electronic Janus guards the College larder

Larry Schall '75 remembers Catherine Lucas, who stood at the top of the Sharples Dining Hall stairs, a latter-day Janus, the Roman god of entrances and gates. Among her other duties, Catherine handed out the steak tickets on Saturday nights.

Like Janus, Catherine seemed to have eyes in the back of her head. "You could get a ticket," recalls Schall, "then go down to the dining hall, change your jacket or hat, and come back disguised to try for another one, but she'd always catch you. She knew every face and every name, and there was no way to get through the line twice."

Catherine retired in 1978, and Larry is now Swarthmore's associate vice president for facilities and services. But you still can't go through the line twice.

Today's Janus is different. It's a computer located in the offices of Morrison's Custom Management, the College's food service. And its "Catherines" are magnetic card readers located at the checkouts in all College dining facilities—in Sharples, in Mary Lyon, and in the snack bar at Tarble in Clothier. Each student now carries a credit-cardlike ID card, which, in the parlance of our age, is "swiped" through the magnetic reader. Once your card is swiped, the computer will bar you from eating again at that meal, no matter how clever your disguise.

The system, installed this fall, is more than just a gatekeeper, however. What it means for students is that they can miss the early breakfast at Sharples and still get a mid-morning snack at Tarble. Or they can skip the dining hall dinner and still get a comparably valued meal at Tarble as late as 1:00 a.m.

In addition to the magnetic strip, the photographic student ID cards carry a bar code like the ones found on magazines and cereal boxes. By September 1991 this machine-readable code will be used by the tri-college library system to track book circulation. According to Schall, future uses of the new card might include bookstore charges or even electronic entry control at College dormitories.

Swarthmore students have accepted the system with a minor amount of grumbling in the pages of *The Phoenix*, and Schall reports a "much smoother than anticipated" transition. Yet in a college where the mail is still delivered by name instead of box number and where students did not even have ID numbers until about 1980, it's a significant change.

Catherine Lucas, by the way, has a room named for her in Sharples. It is doubtful that the computer will receive a similar honor.

South Africa divestment is completed

As of September 30, Swarthmore completed its withdrawal of investment in all U.S. corporations doing business in South Africa. The divestment follows a March 1986 policy decision by the Board of Managers that pledged the College to full divestment in a financially prudent manner if apartheid were not ended.

The Investment Committee of the Board estimates that the divestment policy will cost Swarthmore about a third of one percent in lower return on the approximately $175 million in domestic equity securities held by the College. The College's 1990-91 budget, based on then-current market values, reflects this lower return. It shows a divestment cost this year of $639,000, according to Suzanne Welsh, College treasurer.

Victory. *... Robert Williams, professor and chair of physical education and athletics, and the Garnet cheerleaders pose during Homecoming with the College's latest acquisition in the team-spirit line—a victory bell that once graced the World War II Liberty Ship* S.S. Swarthmore Victory. *Although the details of the ship's history are murky, the bell came to the College from the U.S. Maritime Administration thanks to the sharp eye of Mark Schlefer, a maritime lawyer and husband of Marion King Schlefer '45. Schlefer spotted the College's namesake ship on a list of mothballed vessels about to be scrapped and contacted Swarthmore administrators. The bell was buffed to restore its brass, a set of wheels was built to make it mobile, and now it is used to signal a College victory in all intercollegiate sports.*

It was in the cards

Card trick leads to mathematical discovery for David Bayer '77

"It was like Andy Warhol's 15 minutes, but mine was about five," says David Bayer '77 of the spurt of publicity he and his collaborator enjoyed for their discovery that it takes seven ordinary shuffles of a deck of cards to mix the deck thoroughly. News of the discovery appeared in *The New York Times*, then in *Time*, *Reader's Digest*, *Seventeen*, and even in *Der Spiegel* in Germany. Bayer even managed to squeeze an appearance on *Good Morning America* into his five minutes of fame.

LAUREN NASLUND

Bayer, an associate professor of mathematics at Barnard College, collaborated on the shuffling study with Dr. Persi Diaconis, a Harvard mathematician and statistician. Dr. Diaconis first interested Bayer in the mathematical problem. "Persi's a magician—he's been a magician longer than he's been a mathematician. So he's always had an interest in both cards and mathematics, and in how people use cards," Bayer explains. In a lecture at Columbia, Diaconis speculated that seven shuffles would be necessary to mix a deck of cards, and he explained a card trick that took advantage of the fact that a deck of cards is not well-mixed after only a few shuffles. Bayer was intrigued by the trick and tried to simulate it on his computer: "It was sheer play; I had no belief whatsoever that it would lead to anything that would allow me to be considered a productive mathematician." While working on the program, he talked to Diaconis about the shuffling problem, and in the course of their conversation they came up with an idea about how they could prove that Diaconis' speculation was correct.

That idea resulted in a "truly absurd and long-winded" proof, but once Bayer and Diaconis had a better idea of what they were aiming for, they were able to come up with shorter and shorter proofs. "Now it's actually something you can show someone in five minutes. We were kind of amused and amazed that no one had thought of it before."

Bayer explains what happens in shuffling by comparing it to other "mixing phenomena." "Say you have a huge bowl that's filled with lots of tiny beads. And say half of them are black beads and half are white beads. You get in there with a canoe paddle and you start swirling around with the paddle. First you've got these big swirls going around, and the more you stir, the tighter the swirls get. As you keep stirring, all of a sudden you're going to reach a point where it starts to look like all the swirls dissolved into each other, and it will look gray. It's just like cards. The mixing is gradual from some points of view, but it takes place quite suddenly from the point of view of perception, and this effect can be quantified mathematically. Seven shuffles is the closest whole number to where this really radical perception change takes place. If you were to keep shuffling further, you could get them closer and closer to perfectly mixed. You could shuffle 41 times, and the 42nd would make it imperceptibly better, but the seventh shuffle is the last one that makes it perceptibly better."

The experiences of bridge players gave Diaconis and Bayer one early indication that they were right that cards usually weren't shuffled enough to ensure good mixing. "When the best bridge players started seeing computer-generated hands in tournaments, they felt that the computer wasn't shuffling the cards right because the hands they were getting were different from the hands they would deal themselves. So they logically suspected the computer of being the odd man out. But we believed the computer's method of randomizing the deck was working, so it drew suspicion on the way people did it."

So it seemed only fair that bridge players saw immediate benefits from Bayer and Diaconis' finding. "I still get phone calls from bridge players saying, 'We started shuffling seven times, and it really makes a difference.' You might guess that more evenly mixed hands would be more balanced, but in fact that's totally backwards. Turns out that the most interesting bridge hands are the ones with the wildest distribution of cards—somebody gets 11 hearts, that kind of thing. The act of playing bridge leaves the cards too uniform, and shuffling seven times breaks them up so that they're truly random, leaving more room for truly exciting, oddball hands. So when people shuffled seven times in bridge, they got more exciting hands."

How does this effect the odds at gambling? Could you use this information to make a killing at the casino? It's possible. "People have been using card sequencing for years to make lots of money at blackjack," Bayer says, and he goes on to explain. "What sometimes people do is they'll memorize 20 cards in a row. Then the dealer shuffles, but the dealers shuffle very poorly because their main interest is getting the game on. If they take 10 minutes for shuffling, that's 10 minutes when they're not making any money. So you watch for a sequence of cards, and say you see one of the cards you know before a dealer's down card, and then you see another one you know after the dealer's down card, and there's one missing in between, then you know what the dealer's down card is. Of course, to do it well you have to know a dozen things like that."

But rest assured, the house isn't taking advantage of you by not shuffling the necessary seven times. Bayer explains, "If you can't tell what's going on and they can't tell what's going on, then it's random enough to fool both of you."

Think mathematics and you don't usually think of card tricks, gambling, and bridge playing—but Bayer enjoyed working with something that people could relate to. "Most math and science is so remote. It's fun to do something in which people are interested."

—*Rebecca Alm*

Recent Books by Alumni

We welcome review copies of books by alumni. The books are donated to the Swarthmoreana section of McCabe Library after they have been noted for this column.

Emily K. Abel '64 and **Margaret K. Nelson** '66 (eds.), *Circles of Care: Work and Identity in Women's Lives*, State University of New York Press, 1990. Focusing on women who provide care to children, disabled persons, the chronically ill, and the frail elderly, this book explores what caregiving actually entails and what it means in caregivers' lives.

Peter Bart '54, *Fade Out: The Calamitous Final Days of MGM*, William Morrow and Company, Inc., 1990. The descent of the once-regal movie powerhouse is chronicled in this inside look into Hollywood over 20 years: a time of mergers and junk bonds, corporate musical chairs, and the selling off of the film library and the company back lot.

Catherine Caufield '71, *Multiple Exposures: Chronicles of the Radiation Age*, Harper & Row, 1989. Citing tales of discovery and disillusionment, this study charts the slow progress of science toward an understanding of radiation in all its manifestations and tells of the countless mistakes, potentially dangerous accidents, and cruel experiments along the way.

John Diebold '49, *The Innovators: The Discoveries, Inventions, and Breakthroughs of Our Time*, Truman Talley Books, 1990. This is a book of high adventure that takes the reader to the scenes of discovery where small groups of now-famous innovators made some of the most astonishing technological breakthroughs of modern times.

Sharon Zukin and **Paul DiMaggio** '71, *Structures of Capital: The Social Organization of the Economy*, Cambridge University Press, 1990. Written for sociologists and other scholars approaching the subject for the first time, this volume represents a wide range of perspectives on the sociology of economic life and presents both a broad overview and empirically based accounts of significant aspects of economic organization, behavior, or change.

Lois Fishman '72, et al., *Spain 1990: A Bantam Travel Guide*, Bantam Books, 1990. From Picasso's *Guernica* to the *cocina nueva*, from the flamenco to the 1992 Olympics, Spain is one of the hottest travel destinations in the world today. This guidebook offers tips on hotels and restaurants, priorities, language, and more.

Rachel T. (Thies) Hare-Mustin '49 and Jeanne Marecek (eds.), *Making a Difference: Psychology and the Construction of Gender*, Yale University Press, 1990. In this book five leaders in feminist psychology pose new questions that go beyond current debates about how men and women differ. Arguing that most differences between women and men are created by society, they challenge psychologists to direct attention to the social relations through which psychological knowledge is created.

Joseph Horowitz '70, *The Ivory Trade: Music and the Business of Music at the Van Cliburn International Piano Competition*, Summit Books, 1990. In addition to proposing steps to make music competitions more benign, the author focuses on the Eighth Van Cliburn International Piano Competition—an event crammed with concerts and controversies, music businessmen and high-society groupies, black-tie dinners and a cathartic rodeo.

L. Nakhimovsky, M. Lamotte, and **J. (Jacques) Joussot-Dubien** '49, *Handbook of Low Temperature Electronic Spectra of Polycyclic Aromatic Hydrocarbons*, Elsevier, 1989. Compiled for a variety of researchers in the field of photophysics, this collection contains highly resolved low temperature absorption spectra of polycyclic aromatic hydrocarbon molecules.

Richard Martin '67 and Harold Koda, *Splash! A History of Swimwear*, Rizzoli, 1990. This book is more than a chronicle of the attire worn to the beach or pool in our century, for clothing reveals—in every way—a great deal about our encounter with the water.

Sharon J. Gates and **Pekka A. Mooar** '75 (eds.), *Orthopaedics and Sports Medicine for Nurses: Common Problems in Management*, Williams & Wilkins, 1989. This guide for clinicians brings together relevant, significant orthopaedic information from medicine and nursing about prevention and risk reduction as well as about disease detection and treatment.

Bela Balassa and **Marcus Noland** '81, *Japan in the World Economy*, Institute for International Economics, 1988. The dramatic growth of Japan's role in the world economy is one of the central events in the second half of this century. This book analyzes how this transformation occurred, what it means for the world economy and the U.S., and what future policy changes are needed to foster stability and harmony between Japan and its economic partners.

Rachel Pomerantz (nom de plume) '69, *Wildflower*, Bristol, Rhein & Englander, 1989. Spread over five years and two continents, this novel explores the turbulent personal lives of a group of young American Jews who find their way to Eretz Yisrael as a result of the great religious awakening of our times.

Robin Ridington '62, *Little Bit Know Something: Stories in a Language of Anthropology*, University of Iowa Press, 1990. The Dunne-za, the Beaver Indians of British Columbia, say that people who speak from the authority of their experience "little bit know something." This book contains stories about this people's "thoughtworld."

Robert Roper '68, *Mexico Days*, Weidenfeld & Nicolson, 1989. A sinister account of two families locked in the violence of erotic betrayal, this novel explores the relationship between a brother and a sister trying to understand the underpinnings of an exotic reality beyond their grasp.

Constance Schraft '77, *Instead of You*, Ticknor & Fields, 1990. In this funny and touching novel, a younger sister, following the death of her older sister, must learn to cope with her nieces, her parents' separation, and unwanted attention from the man next door.

Donald Stokes '69 and Lillian Stokes, *A Guide to Bird Behavior, Vol. III*, Little, Brown and Company, 1989. This book is the third in a series for bird-watchers. Unlike the other two, which feature many common varieties, this one highlights many species that are hard to watch and others that are uncommon or rare. *The Hummingbird Book*, Little, Brown and Company, 1989. Everything you need to know about

Universities Under Siege

Continued from page 7

distribution requirements—including theology and social analysis—on all students, no matter what profession they are being trained for. Further, they have required students to do social work—in impoverished communities and with popular organizations. Many of the Jesuits serve as pastors in small rural villages on weekends. After working all week in their university positions, they journey for hours to the countryside to minister to the needs of their local *campesino* congregations.

The UCA had been under attack for these activities from the beginning. Its printing facilities had been vandalized or completely destroyed several times. Its library had been torched. But the most recent attack on the UCA was the most devastating. On November 11 the guerrilla offensive began. The army had the UCA under surveillance from the beginning of the offensive. The military school and the army high command are located only a few blocks away, with a high observation tower from which the army could observe goings-on at the UCA around the clock.

On November 13 Father Ellacuría returned from Spain, where he had received an award. The army entered the Pastoral Center and did a complete search of all the priests' living quarters. Ellacuría let them in and accompanied them. They found nothing, though they carefully asked Ellacuría who slept in each room.

On November 16 at 1:30 a.m., about 50 soldiers entered the university and came for the Jesuits. One group worked on burning and destroying the downstairs public areas using flamethrowers. A smaller group went upstairs. Again Ellacuría opened the door for them, but this time they weren't interested in searching. They took the six priests out to the garden, made them lie down on the grass, and shot them, blowing their brains out. A little while later, they discovered the priests' cook and her teenage daughter and killed them as well.

Students moving past the site of this tragedy looked no different from students at a private university in the U.S. If the UES seemed analogous to Temple, the UCA seemed analogous to Penn. The gap between the realities of these students and the national reality was startling. But it occurred to me that Swarthmore is probably at least as unreal and that I'm just not struck by the unreality of Swarthmore because I'm so accustomed to it. The UCA campus is a remarkably pretty, serene kind of place, almost totally insulated from what goes on outside its walls. Except, of course, for the murdered priests.

We went next to visit the UCA human-rights office and the documentation center. Though their leaders were now dead, they continued to function. The *Proceso*, the weekly publication that provides an ongoing analysis of the political and social situation in El Salvador, continues to be published. The *Proceso* reports on national news and also reviews what is being said in other publications, notably U.S. publications of record like *The New York Times* and *The Washington Post*.

After talking to us about the *Proceso*, our informant from the documentation center described his view about the role of the university in his country. He said that there were two roads a university could take. It could run itself along First World lines, as an ivory tower that could be located anywhere, and operate in a way that is completely abstracted from the reality of its particular location. Or it could get involved. His own opinion was that the main function of any university is to cultivate rationality and its use. In a country like his, which is so dominated by irrationality, the university's task is to introduce rationality. For this reason it should not be detached.

He spoke simply, matter-of-factly. He minimized the risk involved in his commitment. He didn't want credit. He just wanted to do his work. I was struck once again by the enormous difference between this place and the institutions I know back in the States. Were he to say what he just told us in a faculty meeting at Swarthmore, he would probably be attacked, accused of compromising the integrity of the university. I found myself wondering how we might import his understanding of what universities should be to my country.

For the remainder of my time in El Salvador, and for much of my time since returning, I have been thinking about the Salvadoran government's war against the universities. The government knows what it's doing. The UES and the UCA are a threat, perhaps the most serious threat the government faces. As long as they are allowed to function freely, and as long as they remain committed to documenting and transforming the national reality, no amount of U.S. military support for the Salvadoran army will stop the Salvadoran people from seeking justice. As long as the universities are committed to teaching people about their economic and civil rights and to helping them secure those rights, the Salvadoran people will not suffer their repression in silence. And eventually they will prevail. Unless, of course, they're all killed.

But both the UCA and the UES are imperiled. They can survive the destruction of facilities. They can't survive the destruction of people. At the UCA commitment to social transformation was very much inspired and driven by the people at the top. Now they are all dead. There is no guarantee that the people who replace these murdered leaders will be able to marshal sufficient courage and determination within the community to continue the project. It's so much easier—and safer—just to mind one's business and train the next generation of professionals.

I asked the university people I spoke to in El Salvador what private citizens and academic institutions in the United States could do to help. And what they told me was that while they certainly could use material support, far more important was moral support. It was the support of visiting delegations like mine that gave them the courage to continue their struggle. So we in the States can help with public declarations of support. We can help by visiting these institutions and letting the people working in them know that we're behind them, and letting their enemies know that we're watching. We can help by making sure that our congresspeople know about the attacks on the universities and by demanding that they urge an end to U.S. support for the attackers. We can help by establishing formal relations between these institutions and our own academic institutions, maintaining a steady dialogue through faculty (and perhaps student) exchange. And we can help by making the writings of these fallen leaders available in English so that their ideas about the proper social role of the university can gain a wider audience.

This last activity will help the UCA and the UES far less than it helps us. For by learning about why and how universities in El Salvador have chosen to be a moral force in their society, universities in the United States may be sparked to play a similar role in our own society. And should we manage to transform ourselves in this way, our students, our faculty, our institutions, and our society will be greatly enriched.

Barry Schwartz is professor of psychology at Swarthmore and author of The Battle for Human Nature. *He has been involved for four years in work to promote just and humane U.S. policy directed at El Salvador.*

Summer '42

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squash courts—do those date back to Courtney Smith's time? And the Tarble Pavilion. And the Ware Swimming Pool. And I've left out Dana and Hallowell!

Then about 1982 Julien '30 and Virginia Stratton Cornell '30 gave us the Cornell Science Library, which is one of my very favorite buildings. Shortly after that a new research wing was added on to Du Pont. Last year we got a new water tower, and some of us watched with great excitement as the old one was pulled down early one Sunday morning, with a great satisfying *whoomp* as it hit the ground, followed by a great clanging as its conical lid flew off down among the trees in the Crum! And all this building continues.

The new Performing Arts Center looms on the site of the Hall Gym, replacing the gym and swimming pool. If its cultural influence on the campus is in any way proportional to its size, we are in for a major cultural renaissance!

You'll also notice the renovations going on in Beardsley to make it a tad more congenial to the studio arts.

If you walk down to the Crum, you'll see that the walkways there have been cleared and smoothed and protected against erosion and also that there's been a lot of sprucing up. One student is responsible for that: Seth Major, one of our physics majors in the Class of '91. Seth organized the cleanup campaign with the help of other student volunteers who come out on Saturday mornings about once a semester. Tools and supplies have been provided by the College, but the manpower and womanpower has been supplied by the students.

Even with all these new buildings, the College still feels the same as you come up Magill Walk, with Clothier looming high on your left and the front steps of Parrish up ahead looking as welcoming as ever. For years it gave me an odd sensation to be walking that way hand-in-hand with one of my children, in the same place I had walked hand-in-hand with their mother when we were students. Now occasionally I walk there hand-in-hand with my little granddaughter—that's a really odd sensation!—like looking into one of those mirrors in the barber shop where the reflections seem to go on and on as far as you can see.

You know, I love this place. It's been a rare privilege to live and work here—to actually be here full time—to even be paid to be here! It's a privilege I know I haven't especially deserved any more than my classmates—my fellow alumni. It was just a matter of luck, and I've tried always to value that privilege as I know any of the rest of you would value it, have tried to represent the rest of you and recognize the rest of you.

Early on I realized that for all of us alumni, Swarthmore is a kind of intellectual home. This is the one place where we would like to have our accomplishments known and recognized, the place where we really like to display our trophies. I've seen this over and over again when alumni come back to talk with students and old faculty. I remember especially how pleased Sandra Moore Faber '66 was when the news that she had just been elected to the National Academy of Sciences came through the very day she arrived here to give a lecture on her recent astronomical work. Having it celebrated at Swarthmore was the best part.

David Baltimore '60 came here to talk to the biology students shortly after he received his Nobel Prize—and I'll bet that the warm reception he got here was even more rewarding than the official ceremonies in Stockholm.

But this thing works both ways—your need to share your accomplishments with us is matched by our need to hear about them. After all, your accomplishments are the proof of the pudding, the justification of the Swarthmore education. What you do out in the wider world in terms of accomplishment, and citizenship, and service, and scholarship, and human betterment—that is what ultimately justifies this little enclave of beauty, and friendliness, and privileged equality.

Anyway, your deeds and your lives are what tell us whether this privilege, these resources have been well used.

Paul Mangelsdorf retired this year as Morris L. Clothier Professor of Physics. This article is adapted from remarks he made to a group of alumni during Alumni Weekend 1990.

Big and Ugly?

Continued from page 12

the PAC contains such diverse functions. In addition, since it may be approached from three different directions, three of its four sides must function as main facades. Finally, three existing structures of entirely different character are around the building. The three sides, unified by general articulation, are ingeniously differentiated in surface design to echo the neighboring buildings that come into view in each of the different approaches. This measure of the PAC's success, detected only after careful inspection, owes greatly to the architects and deserves our appreciative attention.

Note, for example, the variety of fenestration on the long side elevation, and note how the semicircular stair turret serves as a focal point for those who approach the building from the public parking by Du Pont. It leads them to the corner entrance at the right and along the building to the left. Note also how the two left-most bays are differentiated, not only to reflect the building's internal organization but also to prepare those who approach the corner—like a hop, skip, and jump. Since it would be counteractive to emphasize all four facades equally, the architects opted to make the one toward Lang the building's showpiece—and it is. It is an Italian piazza, and it calls for a fountain. The facade seen coming up from Sharples is the most "boring" and thus most vulnerable to criticism, but from this direction it is viewed from a low elevation and is thus seen truncated. It makes sense in that it pays full obeisance to the venerable Parrish to the right.

It is my contention that what distinguishes a great building from a good one is surface treatment; on the other hand, a good building distinguishes itself from a mediocre one by the intelligence of its internal organization. Architecture, like politics, is an art of compromise. If the College cannot afford great architecture, it is fortunate to have *good* architecture, a building that serves its users well even if it does not take their breath away. If you cannot afford a Mercedes-Benz, you'd be wiser to get a car that may look like a box but runs well rather than something that's smart-looking but breaks down easily. The PAC promises to be functionally supportive, and even dazzling internally.

All things considered, the PAC is a very fine building, but it takes time to grow on you, like a good personality that sometimes comes without striking looks. Dagit-Saylor may not grace a cover of *Time* magazine by this building, but, to say the least, they have delivered the money's worth. Big and ugly is after all pretty good.

ALUMNI COUNCIL

Thank you for your ongoing work for Swarthmore and for taking this weekend not only to renew your understanding of the College but to contribute to shaping its future through questioning and consultation. Alumni volunteers make an incredible difference to the strength of the College in innumerable ways, and you—as admissions representatives, class agents, reunion chairs, and Connections leaders—are an integral part of this enriching tapestry."—*President David W. Fraser, Volunteers Training Weekend, September 11-12*

The Swarthmore College Alumni Association aims "to promote unity and fellowship among the alumni and to advance the interests of Swarthmore College." Among alumni immediately engaged in this work are officers of the association and members of the Alumni Council.

We print their names, addresses, and phone numbers below with the hope that you will get in touch with them when you have questions, suggestions, or concerns regarding the College. The Connections chairs would appreciate your suggestions for special events and your offer to help with them. They very much hope to see you at the next one in your city. Please use the form provided to let us hear from you

Sincerely,

Elinor Meyer Haupt

Elinor Meyer Haupt '55
President, Swarthmore College Alumni Association

Participating in Volunteers Training Weekend in September were (front row) Roshini Ponnamperuma '84, Rachel Weinberger '80, Brendan Flynn '86, Harriet Dana Carroll '38, Jessica Winer '84, Don Fujihira '69; (second row) Lisa Nicholas '81, Kathryn Piffat '86, Megan Laycock '86, Virginia Mussari Bates '73, William Carroll '38.

The officers of the Alumni Association and the Alumni Council want to hear from you!

Please write to Elinor Meyer Haupt '55, president, Swarthmore College Alumni Association, in care of the Alumni Office, 500 College Avenue, Swarthmore, PA 19081-1397.

Good people for Alumni Council candidates: _____

_____

Good people for Alumni Managers: _____

_____

Good people for Nominating Committee: _____

_____

I'd like to serve as a resource for the Career Planning and Placement Office:

- ☐ Serve as Extern Sponsor
- ☐ Talk to students about career opportunities in my field
- ☐ Provide leads for summer jobs
- ☐ Participate in a career panel on campus

Your job/career description _____

_____

I wish Alumni Council would do something about: _____

_____

Signed: name and class _____

address _____

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Samuel C. Newbury '67
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Jane Martin Newcomer '45
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617-899-6006

Beverly Bruhn Major '57
R.F.D. 3, Box 631
Putney, VT 05346
802-387-5737

Patricia Imbrie Moore '55
Off State Road, Box 96
West Tisbury, MA 02575
508-693-6716

Colgate S. Prentice '49
672 River Road
Westport, MA 02790-5161
508-636-2821

Stephen C. Schoenbaum '62
18 Osborne Road
Brookline, MA 02146
617-734-0790

Heinz Valtin '49
Route 1, Box 526, Bradley Hill Road
Norwich, VT 05055
802-649-1838

Zone D
(District of Columbia, Maryland, and Virginia)

Carol Ann Dubivsky Becker '57
12 Fendall Avenue
Alexandria, VA 22304
703-823-4878

Gretchen Gayle Ellsworth '61
1837 Mintwood Place, NW
Washington, DC 20009
202-483-7981

Thomas E. Simkin '55
4902 Rock Spring Road
Arlington, VA 22207
703-241-3937

Barbara Starfield '54
2008 South Road
Baltimore, MD 21209
301-367-8572

David H. Wise '67
3943 White Rose Way
Ellicott City, MD 21043
301-465-9590

Zone E
(Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Texas, West Virginia, and Wisconsin)

Frank R. Borchert, Jr., '58
2631 Ashton Road
Cleveland Heights, OH 44118
216-932-7139

Barbara Allen Fuchsman '63
192 Forest Street
Oberlin, OH 44074
216-774-1804

Allen B. Maxwell '61
2705 West Jefferson Road
Kokomo, IN 46901
317-452-6965

Nancy Roberts '76
2616 West 55th Street
Minneapolis, MN 55410
612-927-7536

Peter J. Schoenbach '62
19519 Shrewsbury Road
Detroit, MI 48221
313-342-4613

Jill Kempthorne Thompson '73
974 Osceola Avenue
St. Paul, MN 55105
(Unlisted)

Zone F
(Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, territories, dependencies, and foreign countries)

Peter Calingaert '52
711 Churchill Drive
Chapel Hill, NC 27514
919-929-3908

Sara Guthrie Geers '56
P.O. Box 232
Cuba, AL 36907
205-392-7017

Margaret Reno Hurchalla '62
5775 Southeast Nassau Terrace
Stuart, FL 33494
407-287-0478

William D. Jones, Jr., '54
1051 Coronado Drive, NW
Atlanta, GA 30327
404-237-7442

Robert N. Stauffer '45
7 Downshire Lane
Decatur, GA 30033
404-636-5167

Anne Smith Weatherford '51
Route 1, Box 102
Black Mountain, NC 28711
704-669-6293

Zone G
(Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming)

Franklin J. Apfel '67
302 Henry Street
Ukiah, CA 95482
707-463-2473

Ann Baerwald '60
4938 Alhama Drive
Woodland Hills, CA 91364
818-887-2568

Dana Carroll '65
498 11th Avenue
Salt Lake City, UT 84103
801-533-0989

Carol Thompson Hemingway '52
250 Moss Bridge Road
Bozeman, MT 59715
406-586-3233

John F. Humphrie, Jr., '74
4442 South Morgan Street
Seattle, WA 98118
206-723-9165

Catherine Kapp '66
1903 2nd Avenue West
Seattle, WA 98119
206-283-2124

Members at Large

Joan Heifetz Hollinger '61
735 The Alameda
Berkeley, CA 94707
415-528-8504

Alice Handsaker Kidder '63
239 Randall Road
Berlin, MA 01503
508-838-2586

Lowell W. Livezey '66
5400 South Eastview Park
Chicago, IL 60615
312-324-7250

Lynne A. Molter '79
115 Forest Lane
Swarthmore, PA 19081
215-328-8078

Gloria Thomas Walker '85
745 Baltimore Pike, P.O. Box 1091
Concordville, PA 19331
215-558-1596

Connections

Boston
Virginia Mussari Bates '73
115 Ashland Street
Melrose, MA 02176
617-665-0623

Amanda Orr Harmeling '73
108 Chestnut Street
North Reading, MA 01864
508-664-2432

Boulder
Diana Royce Smith '68
1930 Oak Avenue
Boulder, CO 80302
303-443-8629

Chicago
Mary Schless '81
2553 North Southport, #2R
Chicago, IL 60614
312-549-5340

Hartford
Brendan T. Flynn '86
22 Farms Village Road
Wethersfield, CT 06109
203-721-9267

Los Angeles
Consuelo Staisey Woodhead '70
500 Prospect Boulevard
Pasadena, CA 91103
818-449-8581

New Haven
Rikki Abzug '86
66-15 Wetherole Street
Rego Park, NY 11374
718-896-6225

New York
Donald Fujihira '69
1199 Park Avenue, Apt. 7B
New York, NY 10128
212-722-2741

Rachel Weinberger '80
878 West End Avenue, Apt. 5D
New York, NY 10025
212-222-0211

Philadelphia
Carolyn Morgan Hayden '83
116 Willow Way
Folsom, PA 19033
215-328-2954

San Francisco
Sohail Bengali '79
3643 Glenwood Avenue
Redwood City, CA 94062
415-367-1613

Seattle
Constance Gayl Pious '53
3602 East Schubert Place
Seattle, WA 98122
206-325-4789

South Florida
Craig E. Stein '78
5700 Collins Avenue, #8M
Miami Beach, FL 33140
305-865-4760

Washington, D.C.
William R. Carroll '38
4802 Broad Brook Drive
Bethesda, MD 20814
301-530-0459

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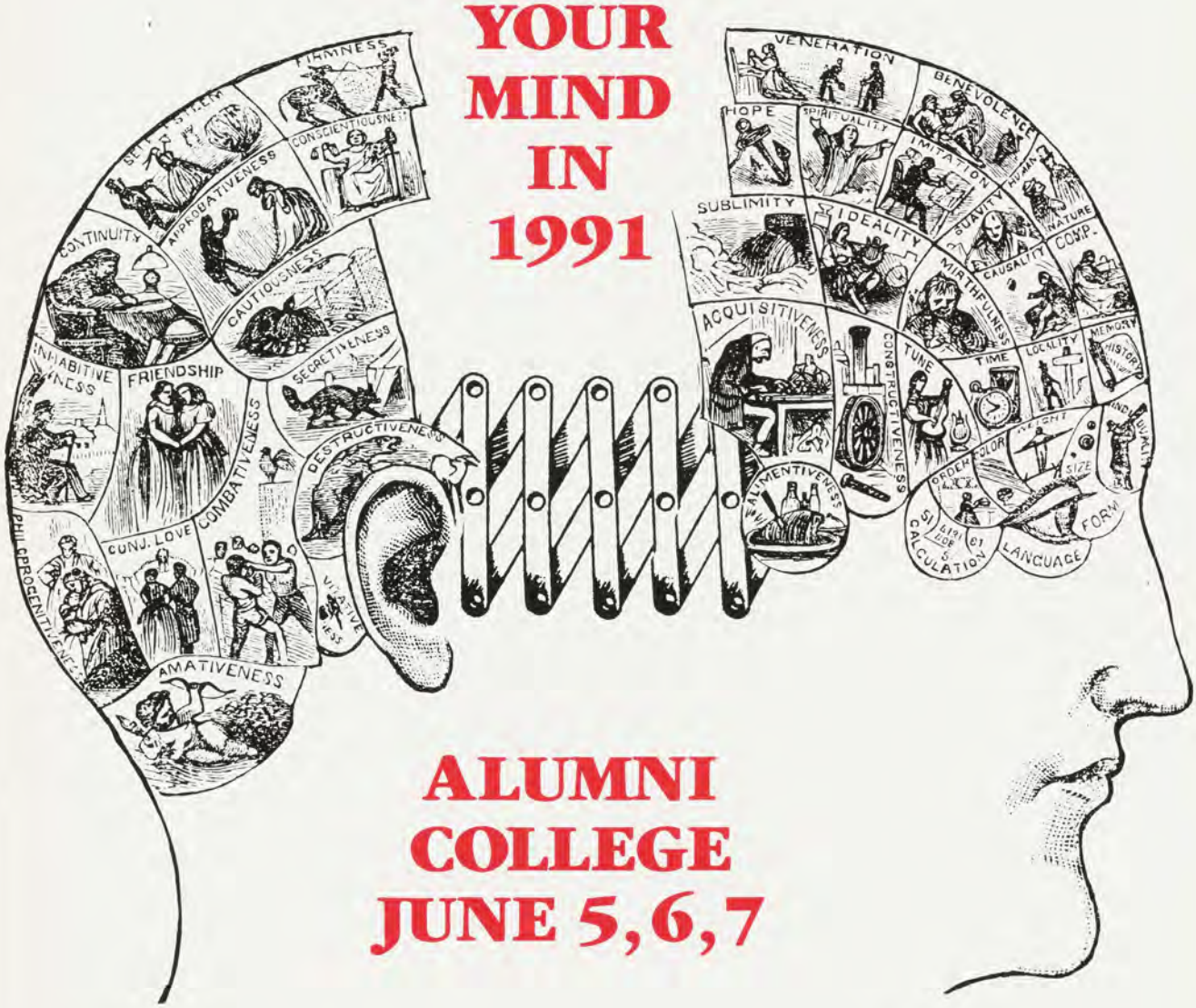

ALUMNI COLLEGE JUNE 5,6,7

The Soviet Union Today: Challenges and Prospects

The twin policies of *perestroika* and *glasnost* have sparked enormous changes in the Soviet Union. What are the challenges facing the Soviet people and their government? What are the prospects for the 1990s? Lecturers include Robert Weinberg (chair), nationalism and religious revival; Laurie Bernstein, women's movement; Thompson Bradley, cultural change; and Frederic Pryor, economic reform.

Mozart, Jazz, and Intelligent Listening

Explore the relationship of composer, performer, and listener through a Mozart string quartet and two jazz compositions involving Charlie "Bird" Parker, Dizzy Gillespie, and others. Peter Gram Swing, Daniel Underhill Professor Emeritus of Music, has designed the course to teach intelligent listening. It will culminate in a concert for string quartet including works by Mozart, Borodin, and Shostakovich.

Complete information and registration form will be mailed in January.