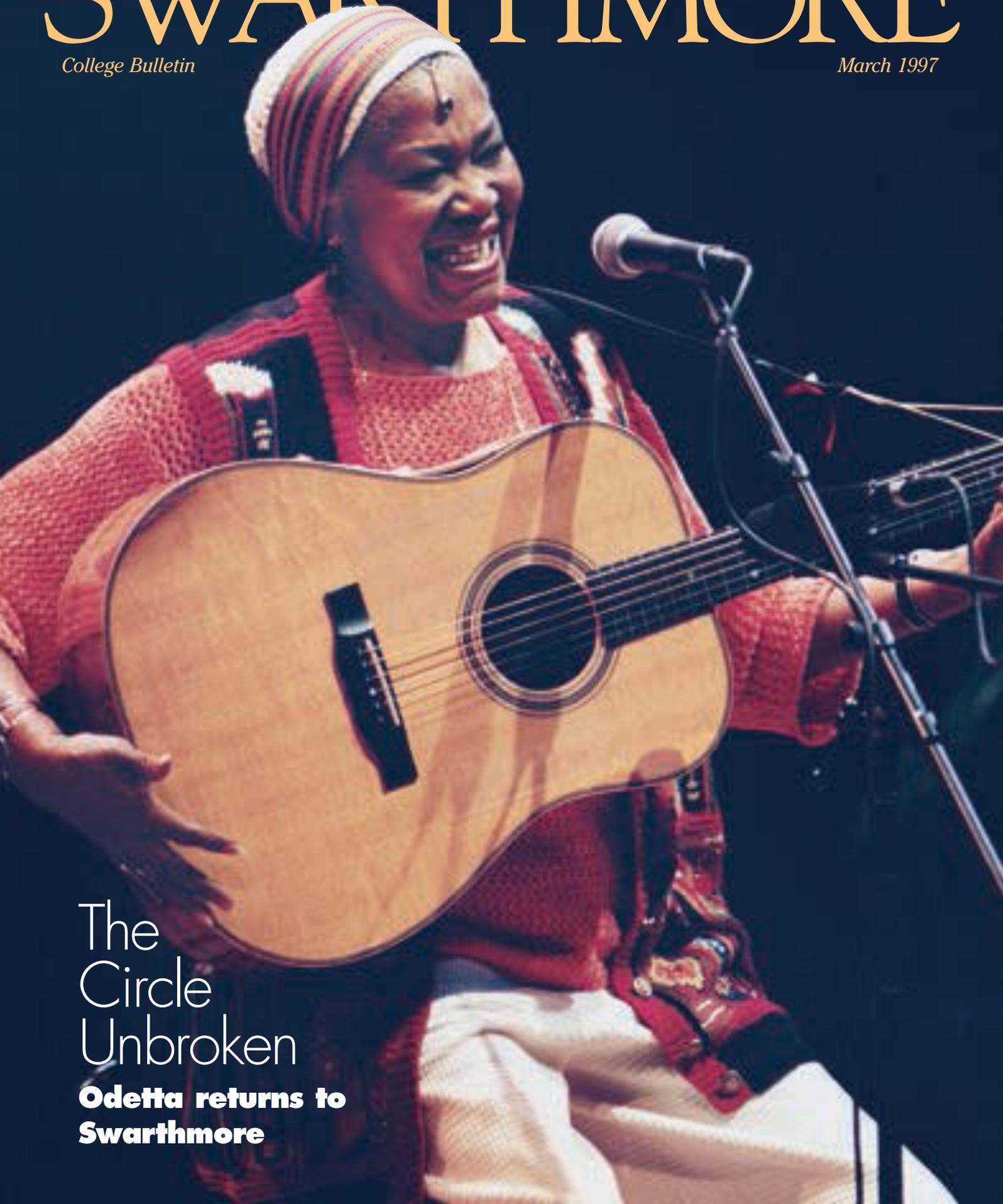


SWARTHMORE

College Bulletin

March 1997



The
Circle
Unbroken

**Odetta returns to
Swarthmore**

Folk Festival to Climax With Odetta, Blues, Lullaby and Folksong Singer

The Folk Festival next weekend will climax with a concert by Odetta, the noted interpreter of blues, lullabies and worksongs, in Clothier Hall at two p.m.

Odetta's list of successes began to accumulate after she decided to concentrate on folk music; only to measure to this medium was

Dick Kraus, an instructor at Columbia University and editor of several books on folk dancing, will call the steps on Saturday night, while William Dennison of Swarthmore's biology department will be Friday's caller.

Numerous other less formal events will take place on campus

Fee Increase Will Raise Salaries, Go For Room, Board, General Fee

An increase in student charges totalling \$200 effective next September was announced last Wednesday by President Courtney Smith. \$150 of the increased fee will be in tuition charges, raising total tuition costs to \$1,150. \$35

will be applied to room charges, \$10 to board, and \$5 will be added to the general fee.

This will bring Swarthmore's total charges for an academic year to \$2050.

President Smith explained that tuition costs will be used to meet added departmental and administrative costs and to provide salary increases for non-academic staff of the College. It will

Prentice Meets



DENG-JENG LEE

Odetta is back ... Having first performed at the College in 1958 as part of the Swarthmore Folk Festival (see page 16), the legendary singer returned last year as the featured artist during the College's celebration of Martin Luther King Jr. Day. That appearance generated a mutual interest between Odetta and members of the Music and Dance Department to arrange for her to become a visiting professor of music this semester. Her class, "Music as Social History," blends folk music and discussions on how the genre makes connections among diverse peoples and societies.

Science Building Labeled as 'Purely Functional'

Plans for Swarthmore's new science building have been released by President Courtney Smith after recent approval by the Board of Managers.

Different wings will house (clockwise) physics classes, chemistry

The building is made possible by a \$1.8 million grant last December from the Longwood Foundation, a non-profit corporation endowed by the late Pierre S. du Pont. It will be built next to the present biology and engineering buildings on the site of

mathematics departments.

The design of the science building features four distinct units organized around a central open courtyard. Both physics and chemistry will have their own two-story rectangular units, housing laboratories, classrooms

(Continued on Page 4)

College for a five of research in governmental and processes, and public

Roland Pennock the department science, was named Smith, chairman mittee formed to program. Serving Pennock on the Public Affairs R fessors Marv Al

SWARTHMORE

COLLEGE BULLETIN • MARCH 1997

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Cover: Odetta performs in the Pearson-Hall Theatre of the Lang Performing Arts Center, January 1996. Photograph by Deng-Jeng Lee.

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Printed in U.S.A. on recycled paper.

The Swarthmore College Bulletin (ISSN 0888-2126), of which this is volume XCIV, number 4, is published in August, September, December, March, and June by Swarthmore College, 500 College Avenue, Swarthmore PA 19081-1397. Second-class postage paid at Swarthmore PA and additional mailing offices. Permit No. 0530-620. Postmaster: Send address changes to Swarthmore College Bulletin, 500 College Avenue, Swarthmore PA 19081-1397.



12 Apprenticed to Buildings

Plenty of people attempt historical accuracy in their houses but head to the lumber yard to buy stock moldings. Not Caroline Sly '64. In her profession "getting it right" means recreating period woodwork and, when necessary, even making her own tools.

By Susannah Hauze Hogendorn '93



16 If I Had a Song ...

From the 1940s until it merged with rock festivals in the '60s, the College's folk festivals attracted students from up and down the East Coast. They also attracted legends of the genre, from Pete Seeger and Woody Guthrie to Jean Ritchie and Richie Havens.

By Ralph Lee Smith '51



22 American Education Must Be Reformed

This country, says former teacher James Michener, has a vital concern in the failure of the nation's public schools to provide adequately educated young people. He offers some fundamental values he feels essential to reversing our educational decline.

By James A. Michener '29



28 Who Rules the Game?

Mike Mullan, tennis coach and sports sociologist, has based his scholarly career on the premise that the sports people play—from Irish hurling to baseball played by World War II Japanese internees—can shed light on their politics and status in society.

By Tom Krattenmaker



64 Dear Friends

Barely 17, naive, and overawed by all the "brilliant brains" on campus, Suzanne Braman started her college career in 1948. Her rediscovered diary reveals the excitement, enthusiasm, experiences, and pace of life at post-World War II Swarthmore.

By Suzanne Braman McClenahan '52



2 Letters

4 Collection

32 Alumni Digest

34 Class Notes

39 Deaths

58 Recent Books by Alumni

Occasionally someone asks me to translate the little sign on my Parrish Hall door that says, “Eschew otiose obfuscation sedulously.” There are two ways to decode this \$2-word aphorism: I can always redefine the words, as in “avoid functionless confusion diligently,” but that’s not much better. So let’s forget the vocabulary lesson and focus on the meaning, which is “get to the point.”

Most of the postings on my office door are about writing and language. There’s a list called The Worst Analogies Ever Written in a High School Essay. (My favorite: “He was as tall as a six-foot-three-inch tree.”) There’s advice attributed to H.G. Wells: “No passion in the world is equal to the passion to alter someone else’s draft.” (How true, says the editor.) And then there’s a Calvin and Hobbes cartoon in which Hobbes is reading Calvin’s research paper titled “The Dynamics of Interbeing and Monological Imperatives in *Dick and Jane*: A Study in Psychic Transrelational Gender Modes.”

Calvin’s comment: “Academia, here I come!”

Calvin raises a good question: Should educated writers use big or small words? To me what’s important is to choose

the *right* word. Sometimes that word will be common, sometimes more esoteric. Michael Bérubé of the University of Illinois at Urbana-Champaign recently wrote in *The Chronicle of Higher Education* that “it is perfectly all right for a researcher in an academic discipline to publish research that very few people outside the field ... can comprehend.” Yet Bérubé has also urged scholars to communicate directly with people outside the academy—and to do so in a different mode, using clear, accessible language so that all may understand what higher education is about.

He’s right. There shouldn’t be any otiose obfuscation when making the case for the value of colleges and universities or when communicating the importance of the teaching and research being done there. The liberal arts education we cherish at Swarthmore should be founded on a broad democratic understanding of the value of knowledge, and those who use words (even unintentionally) that create barriers to public understanding do so at their own peril.

I love good writing and good ideas, and we try to bring you lots of both in the *Bulletin*—often written by alumni. This issue features Swarthmore’s (and maybe America’s) most famous writer, James Michener ’29. It also contains the first appearance in these pages by a writer who graduated some 64 years after Michener, Susannah Hauze Hogendorn ’93, plus articles by Ralph Lee Smith ’51 and Suzanne Braman McClenahan ’52. We are confident that in some measure Swarthmore has contributed to their facility with words, and we hope that you will read them—sedulously if possible.

—J.L.

PARLOR TALK

Should educated writers use big or small words?

No injustice in exhausting own funds for nursing care

To the Editor:

I write to present a different perspective on Medicaid and elderly parents than that presented in the November *Bulletin*. In common with many of my peers, I too have an elderly mother who is far too frail to live alone and is in need of medical supervision and assistance in all the mundane tasks of bathing, dressing, and getting safely to and from the bathroom. At 96, her mind is intact but her body is failing. She lives in a nearby nursing home, and her bills are paid by Social Security and Medicaid, for which I am profoundly grateful. I could not possibly pay the fees from my own earnings; they are just about equal to my total yearly salary.

She entered the nursing home as a private patient, spending her own funds until they were exhausted. Thus she qualified for Supplemental Social Insurance and Medicaid. Of course this means she will have no estate to pass on to me or to my children, but I see no injustice in this arrangement. I certainly don’t feel resentful that my mother’s savings (not mine, which are mercifully intact for my own rapidly approaching retirement years) were used up before the government—which is simply a shorthand way of saying the community of tax payers—took over. I’d very much like to know how other Swarthmorans feel about this issue.

JUDITH ASCH-GOODKIN ’55
Westfield, N.J.

Medicaid “divestment” has broad social implications

To the Editor:

The articles “Final Years” and “Planning on aging? Start today” in the Nov. 1996 *Bulletin* failed to note the public policy implications and the controversial nature of the Medicaid divestment planning advice proffered to enable otherwise ineligible elderly to obtain Medicaid.

Who should pay for long-term nursing home care for a middle-class aging parent with middle-class children? The articles imply that the only reasonable and responsible option in this situation is to view the assets of the parent as

“family” funds and to arrange for the transfer of these assets to other family members (typically adult children) so that the aging parent will qualify for Medicaid-paid (taxpayer supported) long-term care.

A number of other views of this situation—including the views held by some elder-law attorneys—were not reflected in the *Bulletin*. One view is that each individual should use his or her own assets to pay for long-term nursing care, even if no money remains to pass on to the next generation. Another view is that present law should be modified to permit an elderly person in need of long-term care to retain a modest amount of assets. (In most states at the present time, an unmarried nursing-home resident wishing to become eligible for Medicaid may have no more than \$2,000 in countable assets.) A third approach stresses the practical problems and consequences for the person who is divesting—including periodic evaluations that may intrude on the person’s sense of privacy as well as possible discrimination in admissions and differences in the quality and location of care. Finally, poorly drafted federal legislation that became effective Jan. 1 attempts to criminalize the disposition of assets for the purpose of obtaining Medicaid eligibility. The effect of this new law will be to make divestment more complex.

Looked at from a broader perspective, Medicaid obtained by divestment consumes public resources that might otherwise be available for the desperately needy, especially poor children, or other high priority public programs. Our particular concern relates to children in poverty. Recent research has established that the number of children growing up in poverty is growing at an alarming rate, a rate that can be expected to grow even faster owing to recent “reforms.” At the same time, elderly beneficiaries represent only 11 percent of total Medicaid beneficiaries, but their share of program payments is 31 percent of the total—and growing larger each year. Therefore increased Medicaid use by the middle class only accelerates the

Please turn to page 31

Surfing *swarthmore.edu*

World Wide Web pages are joining the Realm of the Ubiquitous these days. The College’s new Web editor, Adam Preset ’96, has selected some of his favorite Swarthmore sites for you to browse. Unless otherwise noted all addresses below should begin with the prefix:
<http://www.swarthmore.edu>

The Swarthmore College Bulletin

[/bulletin/](#)
Yep, that’s us. Check out the features, profiles, and news from a year’s worth of back issues. Try our new listserv discussions where you see a ★ at the end of an article.

The Weekly News

[/Home/News/Pubs/](#)
Remember your regular dose of *The Weekly News*? Now get the inside scoop on what’s going on at the College. Produced by the Office of News and Information—formerly known as the Public Relations Office.

The Daily Gazette

This new e-mail student newspaper scoops *The Phoenix* five mornings a week. In its first two weeks, it garnered 164 subscribers. To get yours send e-mail to daily-request@scs.swarthmore.edu with the words “subscribe daily” (sans quotation marks) in both the subject and body of the message.

The Math Forum

<http://forum.swarthmore.edu/>
“Our goal is to build a community that can be a center for teachers, students, researchers, parents, educators, citizens at all levels who have an interest in mathematics education,” say the creators of this National Science Foundation funded—and fun—site.

Library Study Break

[/Library/studybr.html](#)
The folks at McCabe Library have posted an index of some fun and educational sites on this page. Put down that calculus book, nuke some popcorn, and log on.

Alumni and Parents

[/Home/Alumni/](#)
This is the page to visit if you want to learn more about campus events for alumni and parents. Or try out the e-mail services offered by the Alumni Office at [/Home/Alumni/email/](#).

Hot at Swat

[/Home/News/Hot/](#)
Sound, video, and the latest info on movers and shakers—and sometimes even Quakers—at Swarthmore.

Go Team Go

[/athletics/](#)
Check out how your favorite teams are doing. Download game schedules and other information for both intercollegiate and club teams.

Parlez-vous?

[/Humanities/clicnet/](#)
Carole Netter, instructor in French, has put together one of the most comprehensive indexes of francophone resources on the Internet. *Magnifique!*

Tell Me a Story

[/~sjohnson/stories/](#)
“I’ve always had a deep love for fairy tales, folk tales, children’s stories, and anything else that engages the heart and mind so easily, and so well,” says Sherri Johnson of the Computing Center staff. She’s put together an index of storytelling resources.

Peter Schmidt’s Crossroads Page

[/Humanities/pschmid1/](#)
Schmidt, a professor of English literature, features a “collage poem” on his site, plus links to online resources for writers.

Lifebuoy Men, Lux Women

[/SocSci/tburke1/](#)
Tim Burke, a Web-savvy history professor, offers everything from area restaurant reviews (somehow he missed the *Ingleneuk*) to an overview of his book on modern Zimbabwe, *Lifebuoy Men, Lux Women: Commodification, Consumption, and Cleanliness in Modern Zimbabwe*.

Unexpurgated Students

<http://www.scs.swarthmore.edu/studpages.html>
This list, maintained by the Swarthmore College Computer Society, showcases the online creativity of Swarthmore students. One caveat: The College neither preapproves nor censors student Web pages.

Need Help?

Send an e-mail message to webeditor@swarthmore.edu, and we’ll do our best. Happy surfing!

COLLECTION

SWARTHMORE TODAY



Neil Austrian '61 honored as he leaves Board chairmanship

Neil R. Austrian '61 was honored by the College on December 6, when he stepped down after eight years as chairman of the Board of Managers. “Neil’s trust in this institution—in its faculty, students, and staff—and his readiness to step forward at critical moments to instill confidence and clarify direction, model both the great teacher and the great Board chair,” said President Alfred H. Bloom.

During Austrian’s term as Board chairman, the College completed the \$90 million Campaign for Swarthmore, which Austrian chaired, and raised an additional \$27 million to construct Kohlberg Hall and to renovate Trotter Hall. Other accomplishments under Austrian’s watch include the com-

pletion of an extensive deferred maintenance program, a major renewal of the Honors Program, substantial increases in the applicant pool and in the diversity of the student body, and increased focus on international and intercultural perspectives.

Former Swarthmore Board Chairman Eugene M. Lang '38, who had recruited Austrian to serve on the Board, called Austrian “my biggest and most significant contribution to Swarthmore.”

Surprise guests at a reception for Austrian were his wife, Nancy, and their six children (including Neil Jr. '87) and their families.

Austrian has served as president of the National Football League since 1991; he was previously managing director of Dillon Reed and Co., chairman and CEO of Showtime/The Movie Channel, and president and CEO of Doyle Dane Bernbach International Inc.

Succeeding Austrian as Board chairman is J. Lawrence Shane '56, former vice chairman of the Scott Paper Co. Shane, a resident of Swarthmore, was first elected to the Board of Managers in 1970 and has served as its vice chair since 1987.



Top Left: President Alfred H. Bloom with emeritus Board Chairman Eugene M. Lang '38 and Nancy Austrian at the reception held to honor Neil Austrian '61.

Top Right: Austrian shows off a replica of his 1961 football jersey. The number has been retired—a first for the College. Austrian captained the team his senior year and now serves as president of the National Football League.

Left: Former President David Fraser visits with new Board of Managers Chairman J. Lawrence Shane '56.

PHOTOGRAPHS BY DENG-JENG LEE

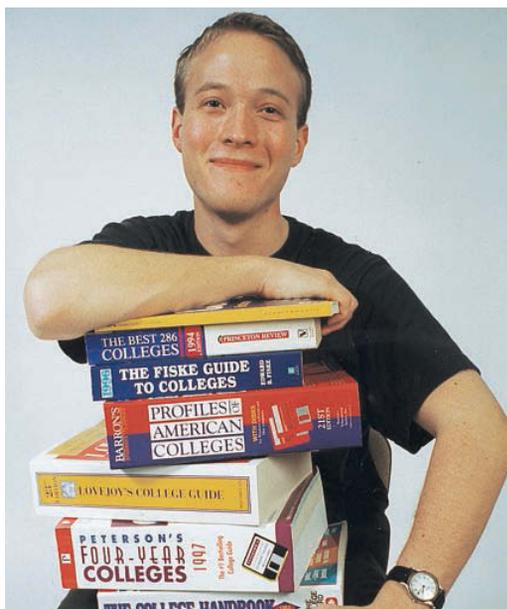
College guides and rankings like the "Best Colleges" issue of *U.S. News & World Report* have considerable influence on students' college choices, but not nearly as much as campus visits, a school's reputation, and the opinions of parents and families.

That is the finding of a survey of Swarthmore students conducted via e-mail in November by senior Andrew Groat.

"I was struck by how many of these college guides are out there and the way they're constantly evaluating and ranking all these schools," Groat said. "I thought it would be interesting for us to evaluate *them* for once, and it seemed especially appropriate for someone at Swarthmore to do it this year, since we've been ranked No. 1 by *U.S. News*."

Survey responses from 105 students found *U.S. News* the most popular college guide among Swarth-

Guidebooks rank fourth in influencing college decisions



Andrew Groat '97 found that campus visits are more important than the popular college guides.

more students; it was used by 60 percent of respondents. The *Fiske Guide to Colleges* was second, with 52.4 percent, and the *Princeton Review* was third, with 37.1 percent.

To measure the influence of the college guides relative to other factors, the Swarthmore survey asked respondents to rank the influence of six different factors: campus visits, general reputation, parents/family, guidebooks, high school counselors, and friends.

Campus visits had an average score of 1.9. The next best score went to reputation (2.6), followed by parents/family (3.7), guidebooks (3.9), counselors (4.6), and friends (5.1).

Groat, a political science and economics major from Bowling Green, Ohio, said his survey was inspired by the sheer number of college guides crowding a shelf in Swarthmore's Office of News and Information, where he works part time.

Interest in liberal arts leads to exchange program with University of Tokyo

Swarthmore has established a promising collaborative relationship with the University of Tokyo, one of the most distinguished and influential institutions in Asia. Under an agreement just signed with the university's College of Arts and Sciences, up to five students from each institution may enroll on a full-time nondegree basis. The first Swarthmore participant, Yuhki Tajima '99, is studying in Tokyo this semester.

This collaboration was developed through the initiative of Ken Matsumoto '58 of Tokyo. "Ken has had a longtime commitment to raising Swarthmore's visibility in Japan, to creating educational links between Swarthmore and Japanese institutions, and to encouraging Japanese higher education to draw from the liberal arts tradition he experienced at Swarthmore," said President Alfred H. Bloom.

In developing the exchange program, Matsumoto received strong support from President Bloom and two faculty members: Maribeth Graybill, associate professor of art history at Swarthmore and a specialist in Japanese art, who met with University of Tokyo officials while she was conducting scholarly research in Japan, and Steve Piker, professor of anthropology and director of foreign study, who made sure academic arrangements would meet the expectations of both institutions.

Last summer, returning from an American Friends Service Committee trip he led to North Korea, President Bloom met with the university president, dean of faculty, and several faculty members to confirm the principles of the agreement. He credits Matsumoto's painstaking efforts and the diplomatic skills of Makoto Watanabe '61, who

helped achieve consensus on the program's final design through a visit to campus for his reunion and later meetings in Tokyo.

"During my visit with the president of the University of Tokyo," President Bloom said, "I learned that the university is in the midst of a major initiative to strengthen its liberal arts curriculum and make that curriculum, for the first time, the core of its undergraduate program."

Bloom reported that President Hiroyuki Yoshikawa praised Swarthmore as a model of how to foster intellectual flexibility, interdisciplinary perspective, and social consciousness, rather than simply developing discipline-specific and career-oriented skills.

Swarthmore students currently can study Japanese in a Tri-College arrangement with Haverford and Bryn Mawr. Two years ago Tsuyoshi Mitarai '98 organized the Pacific Rim Organization (PRO) to help students study and celebrate the cultures of Japan and other Asian nations. Last semester PRO introduced a student-taught, noncredit course in Japanese. Working with Professor Graybill, PRO has been able to offer beginning, intermediate, and advanced courses this semester for academic credit. So many students applied that enrollment had to be determined by lottery.

The instructors in addition to Mitarai are Takuji Aida '97 and two University of Tokyo graduates, Naoto Nakahara and Yukio Saita, who are special students under the sponsorship of the Japanese Foreign Ministry. This is the same program that brought Makoto Watanabe to Swarthmore almost four decades ago.

Good listening: a humane and conceptual art

By President Alfred H. Bloom

At each Commencement over the past few years, I have spoken to the members of the graduating class about critical abilities that distinguish Swarthmore graduates as they take on major responsibilities across the spectrum of American and international life. Now, as the College embarks on a two-year effort to set priorities for the next decade and beyond, it is particularly important that we focus on the nature of those abilities and on how the College might best continue to develop and strengthen them in the context of a changing world.

One such ability is the ability to listen well, and last June I chose that as my theme. My remarks to our 1996 graduates follow:



ED ECKSTEIN

President Al Bloom: "It should not be surprising that good listeners are so highly prized in today's world."

A Swarthmore graduate recently commented to me that to his mind, nothing so distinguishes this College's graduates, or ensures their predictable success, as their remarkable ability to listen. Naturally I always pay close attention when anyone enumerates the distinguishing qualities of Swarthmore graduates, but on that occasion I was especially struck by how frequently of late I had been hearing about the importance of the ability to listen.

I hear our admissions officers speaking of an ability to listen as a talent they

look for in prospective students. I hear College search committees citing that ability as a criterion for ranking candidates for faculty and staff positions. I hear medical school admissions officers and prospective employers referring to that ability as a skill they actively seek among the graduates they select. Professor Richie Schuldenfrei, in his Last Collection yesterday afternoon, even predicted that parents may become so intent on having children who are good listeners that they will design them with three ears.

Why has "good listening" joined such attributes as analytic rigor, ethical intelligence, dynamic imagination, hard work, active social commitment, and wisdom as a distinguishing quality of Swarthmore graduates? Why has "good listening" been catapulted into the cluster of valued traits of our times? And, why at the same time am I so often made uneasy by the very use of that term?

It seems to me the answer to all three of these questions is related to the fact that a far more complex conceptual process is at work in good listening than the term itself suggests.

Good listeners, contrary to how we are inclined initially to think about them, do not simply pay close attention to

what a speaker has to say. Nor do they simply send appropriate verbal and nonverbal cues to signal their continuing interest in the dialogue. Rather, they engage a quite complex and at least two-stage cognitive process:

First, good listeners grasp with subtlety and precision the content and structure of a speaker's argument; the logic of its connections and differentiations; the context of values, assumptions, and experience out of which it emerges; and the insights and implications it bears. Moreover, they do this across whatever differences in intellectual style, personality, background, and culture may intervene to make the leap of comprehension a more challenging task.

And, second, and as essential, once having grasped the other's argument, good listeners proceed, in good faith, to take that argument as the point of departure for the next step in the dialogue. From there they may explore it further, or bring their own perspectives to bear on it, or join with the speaker in developing a more satisfying synthetic view. But by coupling an initial act of comprehension with a subsequent act of cognitive altruism, good listeners set in place a common frame of reference from which to build; and they do so not only out of respect for the speaker, but because they believe in achieving conceptual common ground.

If this is what good listening is really about, it should not be surprising that good listeners are so highly prized in today's world. I believe an argument can be made that across corporate, educational, and societal settings, consensus is increasingly replacing authoritative dictate as the accepted basis for shaping values and determining action. And it is those who are able to grasp others' perspectives across divides of specialization, background, and culture, and to think and argue from those others' perspectives, who are able to envision and achieve the common ground upon which consensus depends.

It likewise should surprise no one here today that Swarthmore graduates excel in the humane and conceptual art of good listening. A Swarthmore education has consistently prepared its graduates with the power, flexibility, and openness of mind both to comprehend divergent perspectives and to embrace them to see where they will lead.

As they meet the expectations that the College sets for them and that they set for themselves, Swarthmore students not only engage, in depth, a range of disciplinary methodologies and cultural perspectives, but actively adopt those methodologies and perspectives as lenses through which to create new knowledge and deepen their understanding of the world. They not only listen in the traditional sense to their peers but draw on the differences in ideology, culture, and experience they hear expressed to construct the new intellectual and ethical syntheses that mark the real rites of passage of their undergraduate years.

As they practice the art of fine teaching, Swarthmore faculty take precise account of their students' conceptual bearings and then make use of those very bearings as points of departure for moving students to deeper levels of insight and understanding.



ED ECKSTEIN

And as the College, grounded in its Quaker tradition and mindful of the very nature of the academic enterprise, seeks to be a model of participatory and effective community in a pluralistic world, it demands that others' perspectives be heard with respect and that they be taken seriously.

If "good listening" then deserves its place among the traits most valued in our times, why am I still made uneasy each time I hear the term?

A reading of Confucius offers a helpful perspective. In the sixth century B.C., Confucius spoke of the erosive consequences for a society that arise when names are out of joint with the realities they are intended to denote. His specific concern was that the ethical practices of his day had fallen away from the high standards of ethical responsibility inherent in the names for those practices. It was incumbent upon the moral actor to make use of the consciousness provided by names to bring practices back in line with them. In the case of good listening, the dilemma is curiously reverse. It is not that a behavior does not do justice to its name, but rather that a name does not do justice to its behavior. In fact, the name masks the behavior's complexity, and its true value to the individual and the society.

It wouldn't concern me if I thought that this language-reality discrepancy were simply a neutral example of linguistic evolution, but I am afraid that, as a Confucian perspective would suggest, it carries deeper social implications.

I believe it reflects, in fact, a broader climate of thought that tends to make use of simplifying assumptions and labels to avoid coming to grips with the true complexity of the conceptual skills that our nation requires for leadership and citizenship and for which our nation must educate. National opinion polls taken over the past few years suggest, for example, that although a large majority of Americans place a high value on higher education, most understand its purpose as that of developing and credentialing career-related skills rather than developing those qualities of persons and mind, such as the ability to listen, which Swarthmore and our collegial institutions consider the primary achievements of the undergraduate years.

Given this restricted view of what higher education needs to accomplish, it is not surprising that public attention should regard the cost of higher education at the individual and societal levels as excessive rather than appreciate the essential value received. However, to argue that this nation needs to invest in fine faculty, in low faculty-student ratios, in richly diverse and broadly empowering educational communities in order to nurture the ability to listen would be counterproductive, unless, of course, we go on to analyze in greater depth what listening, in modern parlance, is about and dismantle the narrowing perspective that the label "good listening" imposes on our, and on others', thoughts.

I hope that among the uses to which you put your listening skills will be to listen well to those who take the simplifying stand, that you will establish across this worrisome divide a conceptual common ground, and then help move American public opinion to a more complex appreciation of the skills for which this nation must educate and an appreciation of the resources and commitment required to achieve that goal.

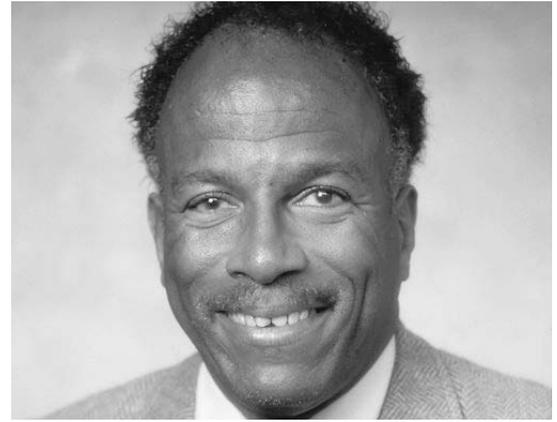


Solomon E. Asch, who taught psychology at the College from 1947 until 1966, died Feb. 20, 1996, at his home in Haverford, Pa. He was 88.

Although Professor Asch spent the greatest part of his academic career at Swarthmore, he also taught at Brooklyn College, the New School for Social Research, Rutgers University, and the University of Pennsylvania.

Among his many honors were two Guggenheim Fellowships. He was a member of the Institute for Advanced Study at Princeton, a fellow of the Center for Advanced Study in the Behavioral Sciences, and a fellow of Wolfson College (Oxford). Professor Asch received the Nicholas Murray Butler Medal from Columbia University in 1962 and the Distinguished Scientific Contributions Award of the American Psychological Association in 1967.

Best known for his book *Social Psychology*, in which he brought new perspectives to the field of Gestalt psychology, he also broke new ground with his re-examination of so-called prestige suggestion.



Jerome H. Wood Jr., professor emeritus of history, died Dec. 15 of cardiac arrest caused by kidney and liver failure. He was 55.

Professor Wood, a summa cum laude graduate of Howard University, received a doctorate in American civilization from Brown University in 1962. After teaching at Temple University and Haverford College, he joined the Swarthmore faculty in 1969.

Originally he was a specialist in Colonial American history, but he later developed an interest in the black experience in Central and South America. Proficient in Spanish and Portuguese, he traveled widely in Latin America and wrote numerous articles about the region.

In 1983–84 Professor Wood was a Fulbright lecturer in U.S. history at Nankai University in the People's Republic of China. He traveled in Latin America as a Fulbright-Hays Fellow in 1980 and was an honorary Woodrow Wilson Fellow in 1962.

He retired last spring because of vision problems and his worsening health.

Just about everything but pizza boxes is recycled at the College—to the tune of nearly 60 tons of paper, cardboard, aluminum, glass, and plastic—each year. Pennsylvania law, says Jeff Jabco, director of grounds, dictates that the College “recycle high-grade office paper, corrugated cardboard, aluminum, and leaves. But we recycle much more than this. We recycle all types of paper, including junk mail and magazines; all colors of glass; aluminum; and No. 1 and No. 2 plastic; and we compost our leaves, which don’t figure into the weight total.” Making the program work depends on paid student collectors including Rachel Breitman '98, Chris Flood '99, and Jessica Howington '98, who are part of a crew that empties residence hall bins twice a week. Environmental service technicians collect recyclables daily in Parrish Hall and the academic buildings.



DENG-JENG LEE

Ebonics debate raises broader issue of “linguistic bigotry,” says linguist

Is there anyone in the United States who has not yet heard of Ebonics—or formed an opinion about the teaching of standard English to black Americans? Since the Oakland, Calif., school board passed its much-debated resolution in December, that’s pretty much all linguist John Baugh has been able to talk about. But he doesn’t seem to mind. For him it’s an opportunity to broaden our understanding of linguistic diversity.

Baugh, this year’s Eugene M. Lang Visiting Professor for Issues of Social Change, is one of the country’s leading experts on black English. As professor of education, linguistics, and anthropology at Stanford University, Baugh has seen first-hand the Oakland school board’s struggle to raise the achievement levels of its majority-black student body. But he disagrees with the position the board took in declaring Ebonics a separate language.

“It isn’t true,” he says. “Black English is a dialect, not another language. And Ebonics is an ideological construct, not a linguistic one.”

Baugh, who taught at Swarthmore in the late 1970s while working for a Ph.D. in linguistics at the University of Pennsylvania, explains that the term was coined in the early 1970s by “Afrocentric scholars who used it in a broad pan-African sense to describe the languages of persons of African descent all over the world—including in Africa.” Its adoption by the Oakland school board reflects both the influence of those scholars and the financial realities in the poor Bay-area district.

By calling black English a separate language, Baugh says Oakland was positioning itself to apply for federal funds for additional English as a Second Language (ESL) programs, such as those already funded for Hispanic and Asian students. “No wonder Secretary [of Education Richard] Riley jumped all over this,” says Baugh, who says he was “stunned by the board’s denial of the purpose of their linguistic machinations.”

Yet Baugh acknowledges that Oakland school officials face a real problem with the government: “Federal regulations lead people to believe that native speakers of English have no language barriers in their education. There’s not enough flexibility to allow expansion of educational programs without reinventing linguistic history.”

Baugh had worked with Oakland educators in implementing California’s well-established Standard English Proficiency (SEP) program, which in many ways was modeled after ESL programs. The Oakland board “naively thought that [their assertions about Ebonics] would just be a blip on the radar screen,” he says, but the storm of national publicity has

raised a broader issue, what he calls “linguistic bigotry—a linguistic intolerance that people aren’t always aware of. People are not sensitive enough about language as it is, and one of the worst consequences of the Ebonics debate has been the open public ridicule of African American language. It’s difficult for people to understand that no child should be made to feel ashamed of his or her linguistic heritage.”

One of Baugh’s current projects illustrates the extent of that bigotry and shows how even the use of standard English doesn’t always preclude discrimination. Using the grammatically correct sentence, “Hello, I’m calling to see about the apartment you have advertised in the paper,” Baugh

made hundreds of phone calls to landlords, varying only the “sound” of his voice. “The grammatical content of each utterance remained constant,” he explained in a paper about the study, “but aspects of prosody, intonation, phonetics, and phonology were modified to produce alternative dialects.”

Baugh found significant discrimination when he altered his speech patterns to make the caller sound African American or Hispanic. Suddenly apartments that had been available for viewing to the “white” Baugh 45 minutes earlier were no longer for rent. (Baugh, who is black, speaks a standard English so mainstream that it is impossible to determine his race over the telephone. Some of his previous research showed, however, that most people can readily identify another’s race or cultural background through speech.)

Baugh traces his academic lineage to Uriel Weinreich, the pioneering linguist who studied the linguistic biases faced by American Jews in the 1940s.

For nearly 20 years, Baugh has worked to “provide an accurate portrayal of the linguistic heritage of African Americans through good science, to use linguistics in support of social equity, and to help African Americans and other linguistic minorities overcome prejudice—in much the same manner that Weinreich previously challenged bigotry against Yiddish accents and the Jews.

“Unfortunately the Ebonics debate has once again raised the linguistic bar for African Americans,” says Baugh. “Mastering standard grammar doesn’t seem to be enough. In the popular mind, it appears that blacks must now master the phonological standard as well.”

Baugh wonders: “To what extent is this a debate about nonstandard English, and to what extent is it just about African Americans? How we answer this raises the whole question of the linguistic consequences of slavery. How we treat each other as Americans who speak differently—and how we help people master standard English—is the issue.”



ELEFTHERIOS KOSTANS

John Baugh is the Eugene M. Lang Visiting Professor for Issues of Social Change. This spring he is teaching “The Evolution of African-American English.”

Life on the line: War from a private's point of view

A green 19-year-old private from the Bronx finds himself fighting at the European front in World War II, a solo replacement thrown in with veteran combat soldiers with whom he has never trained or served. His promising but now expendable young life is put at extreme risk in a series of patrols and attacks, but he's never told anything about the missions—not the names of places, the likely strength of the enemy, nor the strategic value of the objective. The systematic withholding of information builds his resentment and heightens his fear. His exposure to danger, anxiety, and loneliness finally ends when German shell fragments tear apart his lower leg, delivering him from the front in an ambulance.

Such is the basis of a new memoir by Harry Pagliaro, the Alexander Griswold Cummins Professor Emeritus of English, who has published one of the few World War II memoirs written from a private's point of view, *Naked Heart: A Soldier's Journey to the Front*.

Pagliaro says he decided finally to write his memoir—five decades after the experience—in part because of persistent nightmares about the war. “The dreams are always the same,” he says. “I’m being sent back to the front, about to be exposed to death again, and again I’m under somebody else’s control, an officer or noncom. I don’t own my own body. And I’m kept ignorant of what I’m doing. Writing the book was an attempt to externalize the material of the dreams. But it didn’t work. I still have the nightmares, one as recently as last week.”

Pagliaro’s book is a unique contribution to World War II literature in that other memoirs are primarily by officers, says Myron Marty, a Drake University history professor who has chosen *Naked Heart* for his American history class this spring. “The grandfathers of most of my students, if they fought in World War II, were privates, not officers,” Marty says. “I wanted that perspective.”

Despite his harrowing memories—and the hard time he had being used as a pawn in the life-and-death game of war—Pagliaro says his World War II experience had a positive impact on his life.

“It enriched my life,” he says. “One point I try to make in the book is that my combat experience did not leave me bitter. If anything, it left me cherishing life all the more, maybe because I realized that I might have lost it then. I would not give up the experience of war even if I could. But I would kill or die before letting anybody force me to repeat it.”

The publisher, Thomas Jefferson University Press, is offering a copy of *Naked Heart* to alumni for \$8, which includes shipping and handling. Phone (816) 785-4665.



Harry Pagliaro, his father (kneeling), and the father of his best friend pose for a snapshot in the spring of 1944 before Pagliaro shipped out for the final year of World War II in Europe. He has written a memoir about the danger and anxiety of being a young private.

Five elected to Board of Managers

The Board of Managers elected five new members at its December meeting: John D. Goldman '71, Thomas E. Spock '78, Donald Fujihira '69, Martha Salzmänn Gay '79, and Maeghan LeRoy Maloney '93. Goldman and Spock are Term Managers, Fujihira and Gay are Alumni Managers, and Maloney is a Young Alumni Manager. All will serve four-year terms.

Goldman is president and chief executive officer of Richard N. Goldman & Co. in San Francisco. He earned an M.B.A. from the Stanford University Graduate School of Business.

Spock is currently chief financial officer of the National Football League. He holds an M.B.A. from the Stanford Graduate School of Business.

Fujihira, who holds a J.D. from the University of Pennsylvania, is chief operating officer for the Bureau For At-Risk Youth in New York City.

Gay is president of Salzmänn Gay Associates Inc. in Ft. Washington, Pa. She holds a master's degree in regional planning from the University of Pennsylvania.

Currently a student at Harvard Law School, Maloney is editor in chief and president of the *Harvard Journal on Legislation*.



Goldman



Spock



Fujihira



Gay



Maloney

Field hockey team, 15-5, wins conference and qualifies for its first NCAA tournament

The 1996 fall sports season was filled with outstanding individual and team efforts. Swarthmore earned another Centennial Conference championship.

The **field hockey** squad capped off its successful 1996 campaign with its first-ever NCAA playoff appearance (although they lost in the first round 3-0 to Messiah College). The 15-5 Garnet closed the regular season with a nine-game winning streak and a No. 14 national ranking, earning their first post-season bid. Led by two-time Centennial Conference Player of the Year Danielle Duffy '98, the Garnet won its second consecutive Centennial Conference title. With a perfect 9-0 record, Swarthmore extended its winning streak to 18 straight conference contests. Duffy, a forward, led the Garnet offensive charge with 12 goals and six assists, while the defense was anchored by senior back Erin Flather and senior goalkeeper Kelly Wilcox.

The **football** squad suffered through its worst season in 22 years as they went 0-10, setting a new mark for futility. Despite the overall record, several individuals excelled on the field. Senior quarterback and tri-captain Pat Straub etched his name in the record book by establishing new marks in passes attempted in a season (286) and passes attempted in a career (876). Straub finished second in career passing yardage (4,670) and career completions (393) and received All-Conference Honorable Mention recognition. For the second consecutive year, senior lineman Kurk Selverian was named a Centennial First-Team Selection. Tri-captain Selverian played in all 39 games of his Swarthmore career, recording 213 tackles, eight sacks, recovering three fumbles, and scoring a touchdown. Selverian also was named an East Coast Athletic Conference (ECAC) First Team All-Star. This season marks the end of the 17-year Selverian football dynasty. Sophomore wide receiver Mason Tootell was Straub's main target. Tootell led the squad with 38 receptions and was named Second Team All-Conference and ECAC Honorable Mention. Junior offensive lineman Ben Hall also received Second Team All-Conference honors. Tri-captain Tom Fennimore '97 and junior punter Jamie Duckman were named to the Centennial Academic Honor Roll.

The **women's cross country** squad finished in third place in the Centennial Conference championship for the third time in conference history. The Garnet harriers were led by freshman Amalia Jerison, who finished in third place to earn First Team All-Centennial honors. The third-place finish was the best ever for a Swarthmore runner, either male or female. Juniors Danielle Wall and Rebecca Risky finished in 12th and 15th place respectively, while senior Amy Klosterman finished in 23rd place. The Garnet continued their strong running and finished 10th out of 43 squads at the NCAA regionals. Jerison again led the Garnet with a 10th-place finish, earning a spot at the NCAA National championships. Jerison also took home All-Mideast Region and First Team Freshman All-Regional honors. Wall again finished as the second fastest Swarthmore runner in 24th place to earn All-Mideast Regional honors. At the NCAA championships, Jerison finished in 39th place.



MARK DUZENSKI

Centennial Conference Player of the Year Danielle Duffy '98 led Swarthmore's offense with 12 goals and six assists.

The **men's cross country** team finished in fifth place at the Conference championship and in seventh place at the Regionals, up from 14th place in 1995. Senior Kerry Boeye paced the Garnet with a 15th-place finish at the Conference finals, while senior Jeremy Weinstein finished in 20th place. At the Mideast Regional, Boeye again paced the Garnet with a 24th-place finish to earn All-Mideast Regional honors, while Weinstein placed 35th.

Under the direction of first-year head coach Alex Ely, the **women's soccer** team finished the season with a record of 5-12-3. Offensively the Garnet was led by midfielders Kirstin Knox '99 and Sarah Jaquette '98. Knox scored nine goals and added five assists, earning Centennial Honorable Mention recognition, while Jaquette added five goals. The squad was outstanding in the classroom, placing seven members on the Centennial Academic Honor Roll. Sophomores Janice Gallagher, Diana Hunt, Susan Hunt, and Knox, and juniors Catherine Laine and Beth Wiles and senior Laura Starita all were key members of the squad that posted a 3.4 or better GPA.

Plagued with injuries and an offense that struggled to score, the **men's soccer** team finished the season with a 6-13-1 overall record and was 1-8 in conference. The Garnet offense, led by seniors David Lane (six goals, three assists) and Amber Thompson (six goals, one assist), averaged only a goal a game during the season and could only muster four goals in nine conference matches. Senior goalkeeper Will Dulaney led the conference with 161 saves, recording three shutouts and a 1.94 goals-against average. Both Lane and Dulaney were Second Team All-Centennial Conference selections while Lane, junior midfielder Matt Halpern, and sophomore midfielder Joel Yurdin were named to the Academic Honor Roll.

The **volleyball** team had a frustrating season, finishing with a 4-17 record. Sophomore outside hitter Holly Barton led the squad in kills (116), aces (38), and digs (147), while junior setter Jordan Hay led the team with 389 assists. Junior outside hitter Heather Stickney was named to the Academic Honor Roll.

Hood Trophy: The Garnet picked up its lone point in field hockey with a 4-0 win over the Fords. Haverford led the contest 5-1 with victories in men's and women's cross country, men's and women's soccer, and volleyball.

Apprenticed to Buildings

Caroline Sly '64 builds "new old" houses and furniture.

By Susannah Hauze Hogendorn '93

Caroline Sly '64 is a typical Swarthmorean: delightfully atypical. She is a professional woodworker, a builder of period houses and furniture, a woman in a field that's 96 percent men. What's more, she is almost entirely self-taught. Over 20-odd years of careful study and plain hard work, Sly has achieved a beautiful balance of historical accuracy and modern practicality—a balance other craftspeople and old-house-lovers would do well to emulate.

Sly majored in music—only the second person to do so at Swarthmore, she notes with just a hint of pride. After graduation she taught for four years then returned to her native Massachusetts, bought an old house in the town of Ashfield, and started classes at Smith College for a master's in music.

But as the academic year wore on, her enthusiasm for her studies was eclipsed by her passion for restoration. "The little house I'd bought was built in the 1700s by settlers who moved west from Cape Cod. It had been 'modernized' in the late Victorian era, so that little of the original woodwork remained. But when I opened up the walls to put in new heating and plumbing, I found pieces of the original molding. And it grabbed me. I liked how it looked, and I wanted to learn how it was made."



CAROLINE SLY

Raised panel doors and a window seat are among the handmade details that make Caroline Sly's work so true to its 18th-century roots.



Caroline Sly '64 (left) studies old buildings and makes them anew—from scratch, often with old hand tools. The distinctive Deerfield doorway and the paneled living room of this “new old” house in Massachusetts’ Pioneer Valley are typical of her work. She even made the gate-leg table.

PAUL ROCHAMBEAU



DAVID BOLLES, COURTESY CAROLINE SLY

DAVID BOLLES, COURTESY CAROLINE SLY

In the fashion of old, the house was built in stages. The oldest part is the half-cape at the center. A spacious music room is upstairs in the gambrel-roofed section at the left.

Another Course of Study

Sly did finish her master's—she still plays viola, clarinet, and bassoon—but she was already set on another course of study.

Her teachers have been houses themselves. Sly likes to say that she has apprenticed “to buildings, not builders.” And there is a difference: Houses can't talk, so she has had to be something of a sleuth. As a result she's achieved an extraordinary degree of self-reliance and a sensitive yet practical approach to her craft.

Plenty of people attempt historical accuracy in their houses, but most head to the lumber-

yard to buy stock moldings. Not Caroline Sly—she makes her own. To get it right, she’s read books, consulted other craftspeople, and made innumerable pilgrimages to sites such as Old Sturbridge Village, Historic Deerfield, and Colonial Williamsburg. When necessary she has even made her own tools.

And Sly’s attention to detail has paid off. In the past 25 years, she has splendidly restored two of her own houses and a dozen or more for paying clients. She has also built three houses from scratch, using period tools and methods as much as possible. Sly and a friend constructed the first of these in stages that mimic the history of Massachusetts’ Pioneer Valley. They started with a half-cape that “dates” to the 1760s, when settlers first arrived in the region from Cape Cod. Then they added a more formal late-1700s gambrel-roofed addition, followed by a tiny “new kitchen” and finally a Victorian conservatory. The finished structure was featured in *Early American Life* magazine.

At the moment, although she’s living in Massachusetts, Sly is building a 19th-century Greek Revival house outside Ithaca, N.Y. The Ithaca house is an excellent example of her practical approach to period work. It is just 800 square feet, and “nearly everything that shows” is done the old-fashioned way. Wood-ven siding on the front of the house is carefully joined flush, for a neat appearance from the street. Carved trim dresses the exterior, and the interior sports handmade wooden moldings and wainscoting. Walls are carefully plastered in the old-fashioned manner—or are they? “I used a neat technique for this part,” Sly confesses. “I layered a quarter-inch of plaster over ‘blueboard’ (waterproof) drywall. It looks authentic but is much less work than plaster over lath. Any homeowner could do it,” she adds modestly. Another concession to modernity: double-glazed windows that keep out fierce winter winds. “After all,” she notes, “a building is to use.”

Tools and wood

Sly’s insistence on authenticity where it counts has had personal rewards besides the satisfaction of a job well done. She has developed an enviable rapport with her tools and with her medium, the wood itself.

At one time she used only hand tools, but these days, for reasons both ergonomic and economic, she uses power tools on the parts of a project that don’t show. “I used to do all the planing by hand, even the rough work of getting boards to the proper thickness. But now my arthritis makes it difficult, so I only hand-plane in the final stages.

“Handwork is also very time-consuming. Electrical tools have taken the place of apprentices,” she notes. “In a traditional shop, young boys would do the physically difficult chores—cutting boards to size and planing them flat and square—so that the master could give his attention to finer details, such as joinery and moldings. Today I couldn’t afford to pay the help.”

Still, you can count Sly’s power tools on one hand—a radial-arm saw, a drill press, a table saw, a thickness planer. In her basement shop, she shows me. “These,” she explains, “are my apprentices. These [she gestures toward her hand-plane collection with the slightest smile] are my pets.” Sly has upwards of 30 antique hand planes. Most of them are “workers”—less expensive antiques valued for their utility, not their rarity. There are “scrub” planes for removing a lot of wood quickly; there are smoothing planes, and many varieties of molding planes for different decorative

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PAUL ROCHAMBEAU



CAROLINE SLY

Sly owns dozens of planes, chisels, and gouges. In her skilled hands, each imparts a different shape to the wood. Yet, she says, some modern power tools have their place: They have “taken the place of apprentices,” she says.



PHOTO BY KARL IHRIG '51 & WOODY THOMAS '51



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IHRIG & THOMAS HELPED WORK THEIR WAY THROUGH COLLEGE BY TAKING PHOTOGRAPHS



COURTESY ELIZABETH POPE

Swarthmore's folk festivals grew out of barn dances in the early 1940s and rapidly embraced such legendary performers as Leadbelly (upper right, 1946) and Woody Guthrie (above, 1949). In 1945 Elizabeth Pope '47 (right) danced on Parrish Lawn to the guitar of Richard Dyer-Bennett.

If I Had a Song...

Like a single note on a lone guitar, the Swarthmore Folk Festival began, simply enough, with a weekly folk dance class for physical education credit. The music soon became a chord, and then a song, helping to change not only the College's tune but the country's.

From 1945 to 1967, the festivals provided many students with some of their happiest college memories—and many administrators with some of their biggest headaches. More than once the latter thought it necessary to literally stop the music, and thereby hang some interesting tales.

Swarthmore's Folk Festival had its origins in February 1940, when Alice Gates of the Women's Physical Education Department, who was an excellent square and folk dancer, organized a "barn dance" at the College. Then in the fall of 1943, things took a step forward when Willa Freeman (now Grunes) '47 arrived as a freshman. She had been singing folk songs with her family since childhood, and brought with her the only folk guitar on campus. By then, folk dancing had become a weekly activity, and Freeman joined in.

Alice Gates invited several students, including Freeman, to satisfy their physical education requirement by participating in a weekly class to learn how to lead and teach square and folk dances. Gates then proposed that, as a class project, the group should create and run an intercollegiate folk festival.

Happy and excited, the class members divided up the work. Freeman got funding from the Cooper Foundation and went to New York to listen to folk singers. At the Village Vanguard, she heard Richard Dyer-Bennett, then a little-known young performer. She invited him to be the featured performer at the proposed folk festival, and he accepted. Other members of the class contacted Richard and Gladys Laubin, Native American per-

With performers like Odetta, Woody Guthrie, Leadbelly, and Pete Seeger, the Swarthmore Folk Festivals led the 1950s folk revival—and gave the administration fits.

formers, who agreed to present folk songs and dances.

The festival was held in May 1945 and was a tremendous campus hit. It is hard to know whether Dyer-Bennett or the students enjoyed it more. At one point Dyer-Bennett sat on Parrish lawn and played the guitar while Elizabeth Pope '47 performed a Spanish dance.

Leadbelly, Guthrie, Seeger

A second festival was planned for 1946, and Dyer-Bennett suggested Leadbelly, with whom he was on friendly terms, as the featured performer. Dean Everett Hunt, who loved to sing and who had been involved in activities on Leadbelly's behalf, secured the great bluesman's services. However, Dean Hunt was worried about something, and called in Freeman to discuss it with her. He had been reliably told that Leadbelly did not perform well in "dry" environments, which Swarthmore was. Freeman asked what she should do. Dean Hunt's eyes twinkled as he said, "Proceed as the way opens!"

Two male students who were put in charge of taking care of Leadbelly's

needs while he was on campus tactfully broached the matter to him. To their surprise he refused all strong waters. Willa Freeman Grunes says that Leadbelly was still very shy performing in college environments and guesses that he did not want to express his real wishes to his hosts. Whether or not that is true, what is true beyond dispute is that Leadbelly gave two of the greatest musical performances ever heard at Swarthmore, one in Commons and one in Bond, on nothing stronger than orange juice.

Freeman also found Leadbelly impressive in other ways. In informal conversation he expressed his surprise at the lack of black faces on campus and wondered why.

There was no festival in 1947, but in 1948, Irene Moll, assistant professor of physical education, became faculty adviser for the festivals. She remained in that position until the early 1960s. Under Moll's energetic guidance, things got rolling again. The 1948 festival starred Susan Reed, her brother Jerry, and Margot Mayo's American Square Dance Group, and the 1949 festival featured John Jacob Niles and Woody Guthrie.

Carol Wilcox '52, chairperson of the 1949 festival, says that Niles was a great self-dramatizer. He played an instrument that he called a dulcimer, which he had fashioned from half of an old cello, and he sang in a high falsetto. When a plane flew over while he was performing, he stopped in the middle of a song, explaining that his ear was too elegantly tuned to deal with such intrusions.

When Woody Guthrie's turn came, he stepped out onto the Clothier stage, looked around and up at the ceiling, and murmured, "I ain't never played in a church before!"

In 1953 the featured performer was Pete Seeger. Barbara Keay Jansch '53, chairperson of the 1953 festival, remembers sitting backstage with Seeger just before his performance in Clothier. "I was supposed to take care of his needs," she says, "But he didn't seem to need anything, not even a glass of water. All he wanted was a

By Ralph Lee Smith '51



IHRIG BECAME A PROFESSOR OF ENGINEERING AT USC,

Above: Swing your partner, mid-1950s.



WHILE THOMAS WENT ON TO A CAREER WITH KODAK.

Left: John Jacob Niles, 1949

stool to put his foot on while he strummed. He was quiet and seemed like a very private person offstage.” Once he went onstage, however, everything changed. Soon Clothier’s rafters were shaking with the choruses of “Wimoweh.”

In those times fine folksinging talent was a musical bargain. For their services at the festivals, John Jacob Niles was paid \$155, Woody Guthrie \$42.50, Pete Seeger \$125 plus \$3.75 expenses.

In 1948 and 1949, a pattern of activities and events for the festival was developed that continued for a number of years. The festivals were held in April or early May, and folksinging and folk dancing were equally featured.

On Friday and Saturday nights of a festival weekend, square dances were held in the field house. Irene Moll and callers from the Philadelphia area called the Friday dance, and a well-known professional was brought in to do the calling on Saturday. Swarthmore student bands provided the music. Saturday mornings were devoted to folk dance instruction in Hall Gym. Featured professional folksingers performed in Clothier on Saturday and Sunday afternoons.

On Sunday morning a grand jam session was held in Bond. Swarthmore students and visiting firemen who wished to perform sat in a semi-circle of chairs and took turns playing and singing, while listeners squeezed into the rest of the available space.

This jam session was supplemented throughout Saturday and Sunday by numerous impromptu mini-gatherings of players and listeners, who swapped songs, shared secrets of technique, and entertained each other all around the campus and in the Crum.

High Tide: The 1955 Festival

Alice Gates originally envisioned the festival as an intercollegiate event, but neither she nor anyone else had any way of knowing what was about to happen to folk music in America. Still less did she envision that her festival would be partly responsible for it.

Pursuant to Gates’ approach, the Folk Festival Committee sent out invitations each year to colleges on the Eastern Seaboard and in the Midwest. From the beginning the response was strong. As early as the 1948 festival, visitors came from Harvard, Yale, MIT, NYU, Hunter, Rutgers, Penn, and Haverford. The numbers of outsiders built swiftly. More than 600 came to the 1953 festival. Harvard, Smith, and Antioch were among the colleges that sent substantial contingents to the 1954 festival, which featured Susan Reed and folk duo Sonny Terry and Brownie McGee.

The year 1955, when Josh White and Jean Ritchie performed, was

Swarthmore’s Woodstock. The official tabulation was 2,725 outside attendees, outnumbering the student body by nearly three to one. There were probably more—an accurate count of people on campus was impossible.

Just where the cars got parked and everybody stayed is hard to say. The circle between Parrish and Wharton was jammed tight with parked cars. The floors of dormitory rooms were pressed into service.

Peter Jensch ’55 says, and others agree, that the event was impressively self-policed and well-behaved. There were no incidents. The only problem, Jensch says, was not being able to hear all the things that you wanted to hear.

The Festivals Falter

The administration reacted with strong concern to the problems posed by the large outside attendance at the 1955 festival. Their concerns were in two areas: Swarthmore did not have the facilities to accommodate an event of such size, and the festival had reached the point of doing more for outsiders than for Swarthmore students.

With President Courtney Smith’s concurrence, Irene Moll and Virginia Rath, her associate in the Athletic Department, ruled that no festival would be held in 1956, providing time for the problems to be studied by everyone concerned. When it was pointed out by the Student Council



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Odetta headlined the 1958 festival. Students in the 1940s studied—and imitated the dress of—folk cultures from around the world.

that the decision was made without student input, the administration invited the student body to name representatives to a joint student-faculty committee to review the problem.

In February 1956 an overflow crowd of 200 students supporting the festival met in Commons, discussed the problems, and appointed Sylvester Whitaker '56, who had been chairman of the 1955 festival, Ralph Rinzler '56, Joe Finesinger '58, and Carol Gayle '58 as student representatives to the committee. At the committee's meeting, the student representatives proposed registration of all off-campus visitors to the festival, with only a limited number of registrants being accepted. The administration representatives said no. There was no festival in 1956.

Today, Syl Whitaker remains critical of the College's approach. "If the administration had been more willing to plan for the festival as a major event, the problems could probably have been met," he says.

Whitaker believes that the administration's relationship to the folk festivals was complicated by the coming of the counterculture. When the folk festivals had been created a decade before, such a movement did not exist. But by 1955 the attitudes that were soon to coalesce into the counterculture were taking shape. Folk music was a central interest and form of expression of the people who shared the new ethos, and as a group,

the outside visitors to the folk festivals exhibited many of the attitudes and styles of the emerging movement.

Members of the College's administration found themselves forced to face something that they did not like or trust. Dress styles of the outsiders at the 1955 festival were tame compared to what was soon to come, but

*The huge 1955
festival was
Swarthmore's
Woodstock.
When it was over,
President Smith
decreed that there
would be no such
event in 1956.*

there was enough sartorial variety and informality among the visitors to arouse some negative reactions. Most notably, many of the young visitors, both male and female, wore blue jeans. Among those who viewed the movement with strong negative feeling, Whitaker believes, was President Smith.

"Courtney saw the style as disrep-

utable, distasteful, and menacing," Whitaker says. "He did not think that men should wear jeans, to say nothing of women wearing them! I used to wear jeans on the campus, and one day I went in and talked with him about it. I explained that wearing jeans meant a reduction in my cleaning bills, and so forth, but it didn't change his views."

Another important unacknowledged issue was the increasingly relaxed attitude of the incipient counterculture toward relations between the sexes, which many of the visitors saw no reason to conceal. The issue was pinpointed by a student in a letter to *The Phoenix* in 1956: "Having witnessed last year's folk festival, I can fully realize that the numbers issue is merely a discreet cloak for the real problem of a somewhat more delicate nature. For not only are the invading 'folk' generally dirty and rude, but some of them are whispered to be immoral!"

The Festival Resumes

"Many people protested the closing down of the folk festival," says Ruth Ellenbogen Flaxman '57, co-chair with Carol Gayle of the 1957 festival. The administration agreed to hold a festival in 1957 with the understanding that problems relating to outsiders would be addressed. The committee worked prodigiously to comply. The festival flyer said, "Registration must be in advance—our capacity is limit-

ed.” A registration committee registered all guests, and a housing committee arranged sleeping accommodations. John Jacob Niles, the ultimate nonhippie, was invited back as the featured performer.

The 1957 festival illustrates the role of the '50s collegiate festivals as a crossroads of the burgeoning folk revival and the festivals' longer-range impact. Joe Hickerson, now head of the Archive of Folk Culture of the Library of Congress, was a student and folk enthusiast at Oberlin College in 1957. He and some friends organized a two-car caravan of Oberlin students to the Swarthmore festival. When Hickerson arrived at Mary Lyon, where he was staying, he encountered the rising banjo star Tom Paley sitting on the steps, playing a complicated adaptation of “When You and I Were Young, Maggie.” All around the campus during that weekend, he and his Oberlin friends met young performers from New York and elsewhere who were involved in the new national folk scene.

High Tide for the Revival— Low Tide at Swarthmore

Historians generally bracket the period 1958–64 as the high tide of the urban folk revival. In 1958 the Kingston Trio's “Tom Dooley” reached the top of the charts, proving that there was a commercial audience for folk music. Then in 1964 Bob Dylan lugged an amplifier onto the stage at the Newport Folk Festival, literally causing Pete Seeger to weep, and pointing accurately to the rise of rock music that was soon to engulf the folk scene.

Odetta (who has returned to Swarthmore to teach this spring—see inside front cover) performed at the 1958 festival. Harriet Schorr '60, co-chair in 1958 with Genie Beth Beam '59, remembers an incident that seemed to reflect larger problems. She had breakfast with Odetta, the late J. Roland Pennock '27, chairman of Swarthmore's Political Science Department, and Mrs. Pennock, at the Pennocks' home. The Pennocks were immensely kind and cordial, but communication was a strain. “To communicate,” Schorr says, “Odetta and the Pennocks had to reach across a big gulf.”

Odetta was a big name, and more than 600 off-campus visitors registered. Others came who didn't register. It was now evident that you couldn't hold a folk festival, sign up nationally known talent, and expect people to stay away in droves.

The administration made two decisions: that the festival could only continue in abbreviated form and that outsiders would simply be excluded. The 1959 and 1960 festivals were reduced to one day and were announced to be only “for the enjoy-

*By 1964 change
was in the air.
From Newport—
where Bob Dylan
went electric—to
Swarthmore,
interest was
shifting from
folk to rock.*

ment of Swarthmore students and their personal guests.”

Big-name performers were avoided. The 1959 concert was given by three Swarthmoreans, Robin Christensen '57, Ralph Rinzler '56, and Roger Abrahams '55. The 1960 concert featured the New Lost City Ramblers, players of old-time music who were no threat to anybody's position on the charts.

In 1961 there was no festival; instead, the committee sponsored the appearance of several folk performers, including Jean Ritchie, in individual concerts. An April 1961 pictures-only editorial in *The Phoenix* showed groups of players and listeners around the campus in the years 1957–60—and an empty Parrish lawn in 1961.

In 1962 the folk festival committee pressured the administration to revive a full-scale festival. “We were ticked,” says Mike Meeropol '64, a committee member and outstanding banjo player. In the face of the pressure, Virginia Rath, who had succeed-

ed Irene Moll, resigned as the committee's faculty adviser, and her place was taken by Justus Rosenberg, assistant professor of German and Russian. He was assisted by Anne Matthews Rawson '50, wife of Ken Rawson, then assistant professor of biology. After substantial negotiation, Dave Burack '62 and Charlie Springer '62, as co-chairs, received a green light from the administration under the following conditions:

- The event was not to be given external publicity;
- It could not be called a festival, with its implications of a participatory party, but must be treated as a cultural event;
- Tickets to all concerts would be distributed in advance to students and their guests, with no sales being made at the door.

The agreement provided that about 175 tickets were to be made available for the accommodation of over-night guests, with guests being housed with their hosts or with other students who made their rooms available. The agreement called for providing guests with identification, checking the campus, and requiring noninvitees to leave.

“This is unfortunate in some respects,” Burack told *The Phoenix*, “but it's better than nothing—which is all that we've had for a long time, you know.”

In accordance with the agreement, the name of the event was changed from Folk Festival to Folk Fest. Pete Seeger, the Rev. Gary Davis, and Ellen Stekert were signed up. Persons wondering how to relate to the new scene received “easy instructions” from *The Phoenix*:

- Direct all oddly clad, oddly encumbered outsiders you happen to spot this afternoon to the registration at Somerville, where they will be recognized;
- If you wake up tomorrow morning with three strangers sleeping on your floor, get out of bed and give them a pillow;
- Learn all the verses of “Springfield Mine Disaster” so that somebody will know them;
- Don't let anyone walk on the pachysandra.

Please turn to page 62

Informal jam sessions sprang up all across campus. Both the folk artists of the South and the new urban folk blues of the North were represented in the 1960s festivals. Phil Ochs (below) was a sensation in 1964.

KARL IHRIG HAS RETIRED TO RENO, NEVADA.



AP WIDE WORLD

AND WOODY THOMAS NOW MAKES AND EXHIBITS TRAVEL FILMS.



FRIENDS HISTORICAL LIBRARY



FRIENDS HISTORICAL LIBRARY

Josh White (above) performed in 1955. By the mid-'60s old-time music blended easily with blues, jazz, and later rock. An informal jug band (left) got together in Bond, ca. 1964.

American Education Must Be Reformed

If our military capacity were in as much peril as are our intellectual capabilities, the nation would be taking gigantic and immediate steps to repair the deficiencies.

By James A. Michener '29

I recently received an unexpected letter from a former student at the George School, which provided a portrait of me as a teacher:

It happened 60 years ago, but I remember it as if it were yesterday, for it was an important day in my life. You were teaching us Shakespeare and taking it seriously when Walter Matthis began acting up with two girls in the back of the room. You paid no attention to him for some minutes, then you got real mad and said in a low voice: "Matthis, there is no place for you in this classroom. Get out!" We were all real scared, but Walter stood up and started down the aisle leading to the classroom door. But this meant he would have to pass your desk, and you said in an even tougher voice: "Matthis, if you keep coming this way, I'm going to punch you right in the face and lay you out flat!" He took one look at you standing there, turned around, and in one movement jumped through an open window. Lucky our class was on the ground floor. After that you had no trouble maintaining discipline.

John Price, the writer of this letter, is remarkably accurate regarding that day in my life as an educator. I loved the profession and throughout my career taught in almost every grade level from kindergarten through the postdoctorate level at Harvard. Always, I took my work seriously and expected my students to do the same.

Although the George School was a Quaker institution preaching nonviolence, and although my unusual behavior must have embarrassed the administration, the principal and the school board supported me without even issuing a reprimand. I had behaved in an unorthodox manner, but it was clear that I was justified in doing so. Second, Walter Matthis' parents firmly supported me by saying: "Walter deserved it." And, third, of great importance, the student body let it be

known that they sided with me and not with Walter.

How different the schools are today. Note that in my contretemps with Walter Matthis I was teaching Shakespeare rather than remedial English but, more important, in 1935, when this incident took place, teachers had strong support from their students' families—families with high moral and social values. With their shared goal—the education of children—teachers and parents could and did work together effectively. The fact that Walter might have been embarrassed by the incident—"traumatized" in the parlance of today—was not allowed to overshadow the importance of the lesson he learned. He even became one of my good friends and a responsible student. Today if I were to be so bold as to reprimand a student like Walter in a public school, or even in a private one, his parents would raise a storm of protest and demand I be fired for my actions. If the administration defended me, which today would rarely happen, the Matthis clan might even go to court and take legal action against me or the school.

Because of the years I have spent at the variety of institutions where I have both taught and studied, I have a keen appreciation of the educational process in America and how it has changed in recent years. The nation has a strong tradition of education upon which to draw. As early as the 1640s, the Massachusetts Bay Colony was passing laws requiring the townships to build schools and to teach reading, writing, and arithmetic. Of equal importance, the colony also established the tradition of taxing the public to support the schools.

Surprisingly, even though Washington and Jefferson were among many of the founding fathers who stressed the need for general education in a democratic society, our Constitution does not mention education. In 1779 Jefferson was unsuccessful in his attempt to establish public education in Virginia, but by the 1850s the principle of local schools for the education of all children at public expense was widely accepted,

at least in the northern states. In the states west of the Alleghenies our nation developed the remarkable system of national land grants for public schools. In Texas, before the fall of the Alamo and the final victory at San Jacinto, the Texas Declaration of Independence declared that “unless a people are educated and enlightened it is idle to expect the continuance of civil liberty or the capacity for self-government.”

But the person primarily responsible for the creation of a nationwide system of free public education was Horace Mann, a remarkable lawyer from Massachusetts. He was, successively, a skilled lawyer, a member of the state legislature, secretary of the state board of education, a member of the national Congress, and president of Antioch College in Ohio. In his spare time, he toured the nation preaching his passionate belief in free public schools, so that by the 1850s the nation as a whole had come to share his views. He was indeed the father of the American public school, which he saw as the basis of a free democracy.

America’s free public schools provided the ladder that enabled me to climb out of my obscure village into active participation in a great democracy. Today, in my 66th year of teaching, again in a fine university, I am increasingly mindful of H.G. Wells’ warning that “human history becomes more and more a race between education and catastrophe.” From this vantage point, I can make the following observations about our schools and colleges.

First, the brightest and hardest-working students, who are the ones I see today, are better than I was at their age in the 1912–31 period. They know more, have a wider frame of reference, do better in tests, and behave admirably. The top students are an impressive lot, of whom our nation can be proud. The future welfare of our nation is in safe hands insofar as having a supply of truly bright people to help run it.

Second, the many students at the bottom of the academic pile are no worse today than those I knew in school, except that they may be limiting their opportunities further by the use of drugs. I regret to say that they seem largely incapable of absorbing any education at all. Unfortunately the types of service jobs traditionally open to them—manual labor, menial tasks—

are not increasing, and the wage scales in the service sector are dropping to levels inadequate for economic survival. These unfortunates are a national problem that must be dealt with.

If America consisted only of the very bright at the top and the least intelligent at the bottom, our nation could exist much as Mexico has existed, with its very rich allowing just enough of the nation’s wealth to trickle down to the least fortunate to forestall revolution. Fortunately for us, our nation has been able to create and nurture a large middle class on which our strength has depended. In my childhood days, my vil-

lage of 4,000 consisted of perhaps 400 members of the elite at the top, 600 disadvantaged at the bottom and 3,000 of the finest middle-class people the nation has ever had—the storekeepers, the secretaries, the people who worked as farmers cultivating the land, the schoolteachers, the lawyers, the salesmen, and the large contingent who traveled each morning by train into Philadelphia to fill mid-level jobs there.

At the age of 14, primarily because of my athletic ability but augmented by my scholastic record, I leapfrogged from the bottom group right into the center of the middle group, which turned out to be decent and congenial. In those years we students in the middle group were supposed to prepare ourselves for employment in the businesses of the com-

munity. Girls learned typing, boys were expected to master the rudiments of learning, including a proficiency in mathematics; all were expected to learn good manners. In 1925 in my high school graduation class of about 70, only three or four went on to college; almost all the others were sufficiently well trained to find employment.

How different is the fate of the middle group of students today. Their level of education and mastery of skills are so deplorably low that they constitute a national crisis.

The nation has a vital concern in the failure of the public school system to provide a constant supply of young people adequately trained in language, mathematics, history, and the social sciences. Industries large and small are experiencing an inadequately educated supply of workers. I am worried about the future of our nation. A complex democracy cannot be operat-



ILLUSTRATIONS BY JANE O'CONNOR

The nation has a vital concern in the failure of the public school system to provide a constant supply of young people adequately trained in language, mathematics, history, and the social sciences.

ed by a citizenry increasingly unable to compete in the world marketplace against the people of better-educated nations.

If our military capacities were in as much peril as are our intellectual capabilities, the nation would be taking gigantic and immediate steps to repair the deficiencies. It is scandalous that we are not taking equally huge steps to reverse the decline in our basic educational adequacy.

I am frightened by this descent toward incompetence within the middle group, a decline that stems primarily, I believe, from the many unfavorable social changes I detect in the nation. When the average child of school age is allowed to spend seven or eight hours a day watching television, there is no time left for reading. Children who do not read the important books when young fail to learn the great lessons of history and will become illiterates wedded to television.

I should say here that I recognize the positive aspects of television and what it can contribute to an education.

High school students today have a much larger base of general knowledge than I had at their age. Via the electronic marvel of television, they have viewed foreign countries and traveled to deserts and ice caps; they have seen what a symphony orchestra is and heard what it sounds like; those so inclined have seen and heard grand opera; they have seen the outstanding sports figures, and they have watched more high-level entertainment of all kinds than I was able to enjoy in my pre-electronic youth. I recognize the possibility that we may be in the process of developing a new kind of person, a pragmatist who ignores books and reading but who nevertheless acquires real learning through the television screen. I think it quite possible that some of our political leaders or generals or the controllers of big businesses may arise from these television-educated youth. Television may not teach one to think, but it surely teaches one to manipulate.

This possibility of a new type of human being does not frighten me; I am not locked into a belief that everyone of promise should attend college. The television graduate and the college graduate can exist side by side.

But I do want to make clear the practical importance of learning that comes from books and schooling. No big city, for example, can survive unless some-

one there has an understanding of the engineering required for sewage disposal. Without this expertise the city would be ravaged by one deadly plague after another. Large cities also require highly trained people such as air traffic controllers. Also essential are doctors, who know how to treat ailing human beings, and

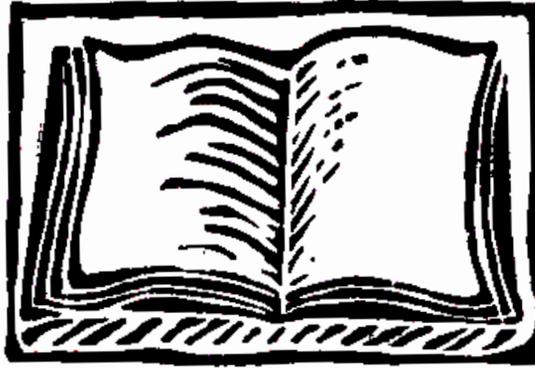
other professionals trained to deal with one important function or another. My point is obviously that no community can exist without the guidance and assistance of a cadre of bright, educated people.

I am not an elitist; I do not believe for one moment that our nation can be run only by those David Halberstam described as "the best and the brightest." I faced the problem of elitism when I taught, and although I found pleasure in goading very bright students on to higher levels of performance—better term papers, more concentration on difficult topics—I never believed that educating the brightest was the major aim of education. The real task of the teacher is to aid in the development of a well-

rounded, moral society in which all levels of young people can make positive contributions.

Perhaps I should clarify one thing: Where others are concerned I do not take the elitist view, but in terms of myself alone, I am an elitist of the highest order. I want to be better; I want to confront the bigger problems; I want to make a meaningful contribution. Anyone who has similar aspirations requires the very best education she or he can acquire.

Through the years I have witnessed and experienced several trends that have made this goal more difficult to achieve. I spent many happy years as a textbook editor at one of the premier New York publishing companies, Macmillan, where I helped produce textbooks in a variety of subjects for use in schools across the nation. While I was at Macmillan, a radical new discipline began to dominate the writing of schoolbooks. A highly regarded educator and psychologist, Edward Lee Thorndike, compiled a list of words and the frequencies with which they occurred in every day American life: newspapers, popular books, advertisements, etc. From these basic data, he published a list, sharply restricted, which he said ought to determine whether a specific word should be used in writing for children. If, for example, the word *take* received



Children who do not read the important books when young fail to learn the great lessons of history and will become illiterates wedded to television.

his approval, use it in the schoolbooks. If *discredit* did not appear on his list, don't use it, for to do so would make the books too difficult for children.

We editors worked under the tyranny of that list, and we even boasted in the promotional literature for our textbooks that they conformed to the Thorndike List. In my opinion, however, this was the beginning of the continuing process known as "dumbing down the curriculum." Before Thorndike I had helped publish a series of successful textbooks in which I had used a very wide vocabulary, but when I was restricted by Thorndike, what I had once helped write as a book suitable for students in the sixth grade gradually became a book intended for grades seven through eight. Texts originally for the middle grades began to be certified as being appropriate for high school students, and what used to be a high school text appeared as a college text. The entire educational process was watered down, level by level.

Coincident with the dumbing down of the classroom materials came a wild inflation of grades. What in my early days as a professor was judged to be a C paper was elevated to a B, and students' estimation of their own merit became so inflated that professors were berated if they did not give even the most casual student at least a B. Former B students, as judged on a realistic scale, now demanded A's. The softening of American education was under way with pernicious results.

It is well documented that discipline in today's public schools has fallen to lows that are not only regrettable but even preposterous; the average big city is unable to keep intruders with guns out of its schools. In one year at an average-sized Florida county school, more children aged 14 to 19 were murdered by handguns brought into their schools than adults were killed in the entire nation of Denmark. One beginning teacher told me she was warned during her training class: "You must always make sure you have direct access to the classroom door, so you can escape if they start to come after you." I cannot conceive how meaningful education can take place if teachers and students have to worry about protecting themselves from gunfire.

I have begun to appreciate the determination of par-

ents so concerned about their children's education that they move them out of the poorly controlled public schools and place them, at considerable cost to themselves, in private or parochial schools. I regret this weakening of the public school, especially if decreased enrollment erodes support for the taxes that go to schools, but until the public schools are improved it is understandable that parents will make the alternate choice.

Strange as it may seem, coming from a fanatical defender of public school education like myself, I am beginning to believe that refractory students who refuse to accept classroom discipline should be allowed or even encouraged to drop out of school, perhaps as early as age 14 and certainly at 16. Successful education for the majority of students can proceed if boys and girls determined to disrupt orderly procedures are kept out of class. Such committed troublemakers would not be allowed in a workplace or in any military unit; why allow them to disrupt the schoolroom? Especially when our law courts have succeeded in eroding the right of schools to discipline even the most egregious offenders.

I am aware that private schools are able to achieve favorable results partly because they are permitted to reject or expel students who pose disciplinary problems; the rejected student then goes back to the public school, which by law must accept him. I also understand why parents would pressure the government to help them pay the tuition charged by private and parochial schools, which provide much better edu-

cation than the public schools. As a teacher in both private and public schools, I cannot blind myself to the fact that any public school that has allowed itself to become a wasteland cannot provide the education our nation requires of its young people if we are to survive in world competition.

Another important factor in the decline of our schools is the breakdown of so many American families. It has meant that the schools can no longer rely upon parental assistance, either scholarly or disciplinary. When I was a young instructor during the Depression and working with a sterling group of teachers, we conducted a running seminar on the



I never believed that educating the brightest was the major aim of education. The real task of the teacher is to aid in the development of a well-rounded, moral society in which all levels of young people can make positive contributions.

question "What are the essential components in the education of a child?" We spent long hours discussing our experiences with growing children and analyzed a score of factors. In the end we arrived at a list something like this:

1. *Living in a family that has an orderly dinner every night at which there is lively discussion of important subjects.* It helps if there is a dictionary and an atlas available so that the parents can frequently say: "Let's look that up in the dictionary," or "Let's see exactly where Morocco is."

2. *Instruction in fundamental moral values.* This can come from discussion in the home or in attendance at Sunday school or church, or—perhaps most important—by parents setting an example by their own moral behavior. But it had better come from somewhere, and forcefully, or the child and, later, the adult, may find himself or herself adrift. These values should also be reinforced in the school.

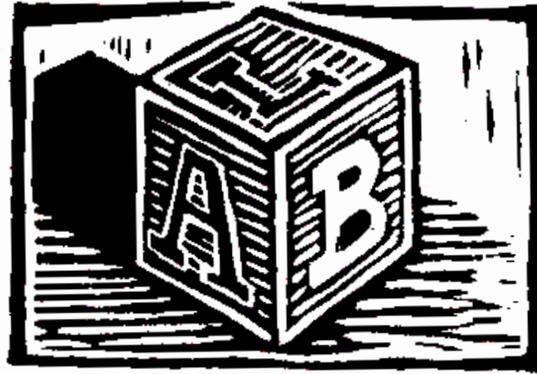
3. *It helps if the growing child has other children to play with, and if there are no siblings, preschool is a strong substitute.* But since this is an expensive luxury for most families, it introduces an early wedge between the affluent and the impoverished that our Head Start programs have only partially removed. Preschool is a splendid experience for children, and the Head Start programs should be expanded and improved rather than cut back as was being contemplated by the U.S. Congress in 1996.

4. *Although the first six years of schooling are very important, they do not carry the intellectual weight or significance that the later years do.* By the seventh grade, however, rigorous intellectual instruction should take place to include basic mathematics and the ability to write in thoughtful sentences.

5. *When young students enter high school, it becomes essential that they really get down to work: research in the library, mastery of plane geometry and trigonometry, familiarity with some of the great books of the world, a solid sense of world geography, and, of great importance, a study of the traditions and documents of American history.* In our little school in 1934–37 we idealists were providing our high school students with the equivalent of what colleges and even universities would be offering 20 years later. Our students responded to our sometimes harsh demands; they received an education, and most of them became first-class citizens.

Those who went on to college—a majority—tended to do superior work.

Reviewing these notes 60 years later, I would not revise the scale of values. Education at the family dinner table remains in first place for me, and the seventh grade is still a great dividing line between easy educational tasks and real intellectual work.



I am beginning to believe that refractory students who refuse to accept classroom discipline should be allowed or even encouraged to drop out of school, perhaps as early as age 14.

I can imagine how frustrated I would feel in a public school today in which homework is not required and in which a shocking number of my students come from homes in which family discussions do not take place or cannot take place because there is no family. A great sadness overtakes me when I think of the young people who start life in such deprivation, and I wonder if they can ever recover from this first crucial void.

I can speak of these matters with some authority because I grew up in an untraditional family with no man in the home. We certainly could not afford a preschool program, but we did have a free public library at our disposal and learned from the readings our

mother shared with us each evening. We took advantage of every free opportunity provided by our society: picnics in a parkland, church festivals, games on the athletic field, music played on the bandstand, and, above all, that constant flow of library books into the home. Reflecting on those difficult days, I can see that we had a wealth of educational opportunities, as proved by several of my fellow orphans who went on to earn high marks in college.

A final important factor in reversing the decline in the education of America's middle students is perhaps the most powerful of all—the computer. It has burst upon our society with consequences so explosive that we do not yet appreciate how much this new technology changes everything.

One expert I spoke to said he believed that in history ordinary citizens had faced two crucial moments in their painful struggle to achieve meaningful lives: "The first came with Gutenberg's invention of a process whereby movable hand-carved type could be used to publish books. The ability to mass-produce books set men's minds free to explore all branches of knowledge. Imagine the plight of the village boy half a century earlier who might have aspired to learning. Impossible,

unless he joined a monastery and became a scribe. After Gutenberg the village boy, even though he could not afford to own a book of his own, for prices were prohibitive, could with persistence and a touch of guile gain access to the five or six books in the local church or in the squire's library. The period from 1440 to 1500 must have seen bright young men proliferating across Europe, bursting with newfound energy and aspiring to new forms of employment.

"Believe me," the expert said forcefully, "the arrival of the computer in the past 30 to 40 years is an accomplishment even more crucial than Gutenberg's book. In externals the two might seem basically the same—technological advances that had revolutionary consequences. But the computer carries an added dimension that makes it much more powerful and dangerous than the printed book."

I interrupted: "I think you're downgrading the book. Its consequences were world-shattering; because of it anyone could be a scholar. What had been arcane now became available. I doubt that from our vantage point we can appreciate the intellectual revolution produced by the availability of the book."

He replied: "I revere the book, but the computer is greater by several magnitudes because it deals not only with words but with all the symbols of human life: mathematics, the equations of chemistry, the catalog of genes, economic patterns, mechanical intelligence, business predictions, speculations about the beginning of the universe and the age of our world, predictions as to how much longer our world can exist before our sun explodes and engulfs us in a fiery ball of exploding hydrogen. The computer is infinite and it invites us and enables us to think in infinite patterns.

"Believe me, the chasm that already exists separating those people with computer competence from those without will widen until it becomes unbridgeable. I see no hope for the computer illiterates to acquire meaningful jobs or to secure places on the economic ladder. The computer alters everything."

A woman computer professor pointed out another problem that I had not identified. "Since in the ownership of advanced computers men account for 80 percent and women 20 percent—or maybe the imbalance

is as wide as 90 percent to 10 percent—we women will be at a severe disadvantage in the competition for jobs in which computer competence is required. The glass ceiling is bound to be lowered every year."

I became aware of how all-embracing the computer problem is the other day when I received a bulletin from Harvard University that listed some hundred jobs that were open at Harvard. Among a wide variety of specialties, they ranged from a position as head of a department to beginning instructors in small classes to students who reshelve books in the library. And every announcement carried the proviso: "Must be computer-literate."

I asked a Harvard faculty member why a young man assigned to reshelving books in the library stacks required this literacy and the professor replied: "We work on Napoleon's principle: 'Every one of my soldiers carries a marshal's baton in his knapsack.' We expect the boy shelving books today to be in charge of our Greek bibliographies six years down the line."

The gap between the young person who is able to handle computers and the unfortunate who cannot will grow ever wider, and always to the terrible detriment of the latter. Therefore, it is imperative that all schoolchildren be taught how to use the computer and word processor, for to fail to learn this technology is to condemn oneself to life as a second-ary wage earner.

I must confess, however, that since I never learned the touch system of typing QWERTY—the name for touch-typing that comes

from the first six keys on the standard typewriter—I myself cannot use even the word processing programs of my computer. I've slowly and laboriously typed my millions of words with two fingers on manual typewriters, but I am not completely stupid. As soon as I finish with my inept typing, I turn the pages over to my gifted secretary, who puts them on her word processor, on which we do our editing. Without her help—and without the help of the educations we both received—I could not function. ■

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★ Readers are invited to join an Internet discussion of this topic. For subscription information, send e-mail to listmom@scb.swarthmore.edu.



The computer has burst upon our society with consequences so explosive that we do not yet appreciate how much this new technology changes everything. It is imperative that all children be taught how to use it.

Who Rules the Game?

Sports sociologist Mike Mullan teaches that athletics are an important indicator of socioeconomic status and change.

Sports nuts in the student body sometimes think it's too good to be true when they find out about the focus of Michael Mullan's scholarship and courses.

"When they hear that I do 'sports studies,' they sometimes think my course is going to be devoted to things like the comparative value of the New York Knicks and the Philadelphia 76ers," says Mullan, associate professor of physical education and the longtime men's tennis coach at Swarthmore. "Certainly we do talk about contemporary major league sports to some degree in the course, but I'm mainly interested in deeper structures of sports and society and what they reveal about one another."

Mullan's students are less likely to learn about Babe Ruth and Michael Jordan than the Gaelic Athletic Association in Ireland in the 19th century and the baseball played by Japanese-Americans in their internment camps during World War II. Mullan, who has a Ph.D. in sociology, has based his scholarly career on the premise that the sports people play, and how they play them, can shed valuable light on their politics, values, and beliefs.

Take the Gaelic Athletic Association, the focus of Mullan's dissertation and three journal articles he has published in recent years. Formed in Ireland in 1884, the GAA was dedicated to resisting the spread of English sport, such as soccer and rugby, and to promoting native Irish games like hurling and Irish football. The reasons had almost nothing to do with sports and almost everything to do with politics, ethnicity, and religion.

Interned Japanese-Americans play baseball at the Manzanar, Calif., camp during World War II. "I couldn't fathom being locked up as an enemy ... and then playing the national pastime," says Mullan.

By Tom Krattenmaker

"It came out of their pride in being Irish," Mullan says, "and out of the culture of conflict that took a long time to develop and culminated in the late 19th century. The rise of the GAA was tied up with the movement to restore the Gaelic language, part of an uprising that was tied to religion and a 19th-century concept of race. The GAA was 100 percent Roman Catholic, whereas British games were associated with Protestantism."

A study of the sociology of sport begins with a somewhat surprising fact: Sports as we know them haven't been around very long. It's hard to imagine in an age obsessed with conferences, championships, and salary structures, but before the mid-19th century, sports were almost completely unorganized. The rules, even the number of players per side, varied from locale to locale, Mullan notes; what rules did exist were passed down orally from generation to generation and school class to school class. Teams from different communities or colleges got together for contests on an entirely ad hoc basis.

"If you went back in time to witness one of these contests, it wouldn't resemble what we think of as modern

sport," Mullan says. "There was not a set number of people per team. There were no standardized boundaries on a field. No rules were written down. There were no referees, no championships. It was really just sort of medieval fun."

"Today, sport is goal-directed, quantified, and highly organized. It's supported by an organization and bureaucracy. None of that existed in sports before the 1860s."

The change began at the elite schools and universities in England. Institutions such as Eton and Rugby started to codify the rules that would govern—and in the case of rugby, give name to—their contests. From that, leagues developed, and rivalries. Once established in elite circles, the tendency to organize and standardize spread to the middle classes. From there it followed English imperialism to the far corners of the world.

But like English domination, it ran into fierce resistance close to home, in Ireland. "If you played rugby you were tainted and officially banned from the GAA," Mullan says. "It was the same thing with soccer."

That British sport would be banned in Ireland reveals a great deal about a unique economic and class dynamic at work in that country in the late 19th century, Mullan says. Within England



UPI/CORBIS BETTMANN



COURTESY HERB ISERI

The Wapoto (Wash.) Nippons played in an otherwise all-white league in the 1930s.

itself, industrialization and economic growth created new classes and new conflicts, eroding class barriers and allowing the expansion of previously elite sports from the rarefied fields of Eton to a broader working class. In countries with similar economic expansions—the United States, most notably—British sport caught on, though rugby mutated into American football after crossing the Atlantic, and rounders became baseball. But industrialization largely bypassed Ireland, leaving in place the ancient agrarian society, its tribal conflicts, and its views on sport.

Mullan asserts that because Ireland failed to industrialize and expand its middle class, “the historical Protestant advantage at the top of society

and Catholic disadvantage at the bottom remained unchanged. There was none of the social integration apparent in England, and therefore no assimilation of sports like soccer that were once identified with the upper classes. Urban and industrial societies have always been much more dynamic and much more open.”

But even the determined Irish couldn’t hold back the modern sport wave from England. Though they preserved their hurling (a rough version of field hockey), Irish football, and other native sports, the very fact that they organized their games under the auspices of a governing body like the GAA was a concession to the British model. To make Irish sport appealing to the population, the powers that be

So many soccer moms—so little soccer.

Much was made in the last political season of “soccer moms,” a demographic group believed to typify the national mood and hold the key to electoral success. The phrase speaks of the booming popularity of soccer in America’s suburbs, where teens and preteens are playing in record numbers in countless leagues and clubs. Yet numerous attempts to establish major league soccer in the United States—a soccer equivalent of the National Football League or National Basketball Association—have failed. Now the soccer promoters are at it again. The new Major League Soccer has completed its first season, and its organizers are hoping the youth soccer craze promises good things.

Sports sociology, Mullan says, warns against too much optimism. When it comes to the absorption of a sport into a nation’s consciousness, there is a crucial point at which it either passes or fails. After that it can remain vital or become moribund even if the political context changes. This explains why such quintessentially British sports as cricket and badminton are extremely popular in Pakistan, for example, long after the lowering of the Union Jack.

Mullan doubts that American youths’ enthusiasm for playing soccer will translate into the kind of television ratings and attendance figures that professional soccer promoters envision. The big spectator sports in America—baseball, football, basketball, and hockey—all have histories that go back to the early decades of the century, if not further, Mullan notes. This, he says, helps explain why soccer, an international favorite, has never caught on as a stadium-filling spectacle in the United States.

“The historical precedent is working against them,” Mullan says. “There is a critical moment when societies form their sports institutions. And once they’re formed, that’s it.

“Maybe,” he adds with a grin, “the soccer organizers should have checked with the sports sociologists.”

—T.K.



began insisting in the 1890s on referees and clearly marked boundaries on fields. The rules of Irish football were changed, Mullan notes, to open up the offense and do away with the big, muddled masses of bodies that previously characterized the sport as rather spectator-unfriendly. Thus, to strengthen Irish sport, the GAA dressed it up in British clothes.

Mullan finds it intriguing that fast-growing Irish populations in America showed little interest in carrying on the native games. Baseball, he says, became the passion of the Irish working classes in American cities, and Irish names were common on early major league rosters. The reason? Irish immigrants were interested in integrating into society, and baseball was a useful vehicle. Although the GAA did exist in New York and Philadelphia, it was far less powerful in the United States than in Ireland.

On the other side of the continent, baseball also became a popular sport among immigrant Asian Americans. Mullan is now studying the Wapato Nippons, an all-Japanese team that played in the otherwise-white town leagues in the Yakima Valley of central Washington state in the 1930s. He was astonished when he learned of the Nippons from his father-in-law, Jesse Nishi, who played on the team. (Mullan is married to Marsha Nishi Mullan, associate director of the College's Office of News and Information.)

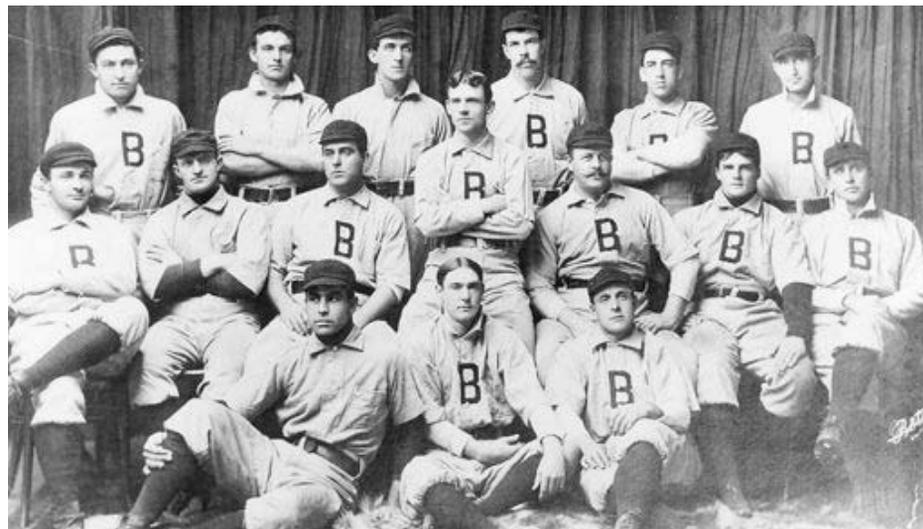
Baseball was so important to



ELEFTHERIOS KOSTANS

Mike Mullan has coached Swarthmore's men's tennis team to three national titles since joining the faculty in 1978. He received a Ph.D. in sociology in 1993.

Japanese-Americans, Mullan notes, that they continued playing in the World War II internment camps. "It meant a lot to them," he says. "Baseball was a very important coping mechanism in the camps. Yes, it seemed like some of the more disillusioned people in the camps turned to traditional Japanese sports like sumo wrestling and judo, but these games were already popular in Japanese-American communities before the war. What's remarkable to me is that anyone in those camps would play baseball at all. I couldn't fathom get-



NATIONAL BASEBALL HALL OF FAME LIBRARY, COOPERSTOWN, N.Y.

The legendary John McGraw (center) was one of thousands of Irish who saw baseball as a way to become truly American. His 1899 Baltimore Orioles included players with names like McGinnity, Brodie, and McKenna. McGraw went on to manage the New York Giants from 1902 to 1932, the second longest managerial tenure in baseball history.

ting locked up as an enemy of the country and then playing the American pastime."

Mullan's research on the sociology of sport is at the exact crossroads of the two primary paths of his life: athletics and academics.

Since his youth, when he was twice the Pennsylvania high school singles champion, Mullan has been a successful tennis player and coach. As an undergraduate at the University of California at Berkeley, he played No. 1 doubles and No. 2 singles, earning a berth in the 1969 U.S. Open. After graduating from Berkeley in 1971, he played "for peanuts" on the international circuit. Mullan also taught tennis for several years in Europe and Asia before returning to the United States, becoming the Swarthmore men's tennis coach in 1978.

Mullan's Swarthmore teams have appeared in the NCAA Division III National Championships 18 times and have won three national titles, in 1981, 1985, and 1990. He has coached 35 All-Americans at Swarthmore and raised two tennis-playing sons—Conor, a freshman and varsity player at Kenyon College in Ohio, and Brendan, a varsity player and junior at Strath Haven High School in Wallingford.

When he was collecting a master's degree in physical education in 1988, Mullan decided to continue his graduate studies and take them in a more purely academic direction, enrolling in the sociology Ph.D. program at the University of Delaware. Pursuing his studies there in addition to his full-time duties at Swarthmore, he completed the degree in 1993. In addition to his coaching and physical education courses at the College, Mullan teaches his other course—Sociology 14, "Social Development of Sport"—once a year.

"Sociology is the perfect field for me," he says. "It includes many of the things that interest me—social theory, history, politics—and there is a lot of flexibility in the discipline. There were also personal reasons for pursuing the Ph.D. I wanted to continue to be involved with the academic life, to keep my mind working." ■

Tom Krattenmaker, a Minnesota Twins fan, is director of public relations at the College.



decline in medical assistance and related public programs for poor children.

The articles also fail to make clear that the assets that are being divested are not "family funds." They belong to the aging person, not to his or her family. The aging person (assuming legal competence) is the sole person with the right to make all decisions about the transfer of assets. Lawyers have the professional duty to ascertain their clients' independent wishes and to make clear to all concerned that there may be a conflict of interest between the objectives of the client (the aging parent) and those of other family members.

We suggest that a future *Bulletin* tap Swarthmore's creative alumni for a serious discussion of a new national policy for long-term health care financing that does not strip the frugal elderly of their life savings, does not encourage their adult children to believe that they have some priority claim to their parents' assets, and does not functionally restrict future efforts to deal with the problems of the unconscionable number of children growing up in poverty.

ELIZABETH STERN UHR '52

JUNE MILLER WEISBERGER '51

Madison, Wis.

The editor welcomes communications from readers who would be willing to participate in a future article on this topic.

Hopelessly idealistic

To the Editor:

The *Bulletin* is always interesting and very handsomely presented, but perhaps it was not so wise to include your article about the College's McDonalds investments ("Fry Finance," November 1996). We alums are hopelessly idealistic, especially as we grow older and more financially secure and can thus indulge our idealism more comfortably.

There are two reasons that the College should not brag about "doing very well indeed" by Big Macs and the like. One is that you are skirting the nutritional questions that should concern alums of all ages. Against this, of course, you could note that when McDonalds opened in Moscow it gave Russians a chance to eat meat of higher quality than they were getting elsewhere, and that McDonalds' standards of cleanliness are at least equal to those of Disneyland.

But I'm more bothered by a financial detail: "the idea that McDonalds was building substantial value in real estate and that the franchisee was on the hook to lease property ... for a much longer period than it would take McDonalds to pay off its real estate purchases." I admit that economics was my worst subject at Swarthmore, but the phrase "on the hook" (like a side of beef?) seems to point to "gouging."

I acknowledge that McDonalds, thanks mainly to Mrs. Ray Kroc, has set a fine example for other corporations, for instance with its Ronald McDonald houses. But when my class agent bids me to dig deep for the Alumni Fund, taints like that in the \$640 million endowment make me wonder whether there aren't needier causes to assist.

JOHN RIDLAND '53

Santa Barbara, Calif.

Is McDonalds investment the extent of Swarthmore's vision?

To the Editor:

It's hard to decide which is more disturbing—that Swarthmore finances a sterling education with investments in social/environmental parasites like the McDonalds Corporation or that you carry on about it in all its wheeler-dealer detail as if we'll all erupt in applause.

Many of us would like to think that Swarthmore fostered an ethic of considering the consequences of our actions. While the school teaches us in the Quaker tradition to be enlightened, responsible members of the human family, how does the school itself do business? What are the consequences of helping to finance the ascendance of the McDonalds Corporation? Destruction of Brazilian rain forests for corporate cattle ranches to export cheap meat? Infusing the American diet, especially that of lower-income people, with high-fat, salty junk food—then aggressively exporting our culinary misfortune all over the world? Paying employees wages they can't live on and lobbying against any raise in the federal minimum wage?

You wrote, "according to ... one of Swarthmore's [financial] advisers, the McDonalds investment is an example of the long view taken by the College's money managers." Is this truly the extent of Swarthmore's vision?

RICHARD FIGIEL '68

Trumansburg, N.Y.

Prescription plan could provide disincentives to drug use

To the Editor:

The article "Busted Policy" by Eva Bertram '86 and Kenneth Sharpe (August 1996) was a very important one. It seems that drug policy must go one of two ways: to an even tougher enforcement or to a sensible policy that will take the profit and criminality out of drug use while protecting society from its harmful effects. There are more drastic means of enforcement available, but these generally mean creating a more police-state atmosphere, thus destroying the society we are trying to protect.

The route I envisage is similar to that advocated by the authors but would contain material disincentives to drug use. Suppose drugs were made available inexpensively but only by prescription. These prescriptions might be easy to come by but would automatically disqualify the holder from any occupation involving public safety or high-level decision-making—perhaps even a driver's license. The restrictions might even vary according to the drug.

This would decriminalize drug use, but make it socially inconvenient. Presumably drug use would cease to be "cool" under these circumstances and social pressure would tend toward abstention. This policy could be coupled with a public health program to help people break their addictions, such as Bertram and Sharpe proposed.

SIFFORD PEARRE JR.

Halifax, Nova Scotia

Letters to the Bulletin

The *Bulletin* welcomes letters concerning the contents of the magazine or issues relating to the College. All letters must be signed and may be edited for clarity and space. Address your letters to: Editor, *Swarthmore College Bulletin*, 500 College Avenue, Swarthmore PA 19081-1397, or send by e-mail to bulletin@swarthmore.edu.

SWARTHMORE HAPPENINGS

Recent Events

Garnet Sages: Members gathered at the Highland Park Club in Lake Wales, Fla., Jan. 27–Feb. 2. This annual event gives vacationing Sages an opportunity to catch up with those living in the Lake Wales area.

New York: More than 80 Swarthmoreans attended a Carnegie Hall concert by P.D.Q. Bach (aka Peter Schickele '57) in December. Peter attended a postconcert reception, organized by Regina Lambert '85.

Area alumni toasted the new year at Wine Symposium X in January. This semiannual event was hosted by Don Fujihira '69 and David Wright '69.

The Pig Iron Theater Company, a young alumni troupe, held a Connection reception in January after the New York premiere of their ensemble piece *Dig or Fly*. The group will return to Swarthmore this summer to create a new work.

Also in January Richard Martin '67, curator of the Costume Institute at the



Peter Schickele '57 is flanked by Regina Lambert '85 and New York Connection Chair Jim DiFalco '82 at a reception following a P.D.Q. Bach concert in December.

Metropolitan Museum of Art, led a sold-out private tour of the Christian Dior exhibit at the Met.

New York Swarthmoreans gathered once again with Penel Owens Adel-

mann '66 at the 20 Mott Street Restaurant for a Chinese dinner in February. And the unlikely host Johnnie Walker featured Scotch whisky tasting at a reception for Tri-College alumni.

Los Angeles: Robin Mamlet, the College's new dean of admissions, attended a reception with alumni and parents in November at the home of John '41 and Barbara Crowley. Robin is a California native and Occidental College graduate.

During winter break in January, Jenny Rickard '86 coordinated a reception for the men's basketball team after their victory over Occidental. About 30 alumni, parents, and students attended.

Mark Soper '77 invited Connection members to the premiere performance of his original play *An Age of Angels* in February.

Upcoming Events

Garnet Sages: Members are invited to join a Hudson River Valley tour, April 23–24, including a visit to Kykuit, the Rockefeller estate; Union Church with its Chagall and Matisse windows; the Pepsico Sculpture Gardens; Lyndhurst mansion; and Sunnyside, the home of Washington Irving.

Philadelphia: Following up on a festive skating party in February, Connection members can look forward to a city mural tour Saturday, April 5; a breakfast and tour of the Philadelphia Art Museum Sunday, April 27; a picnic in May; and a Habitat for Humanity volunteer project in late spring.

North Carolina: Save Sunday, March 16, for the PlayMakers' production of *Molly Sweeney* and a Triangle Connection reception following the performance, all at UNC at Chapel Hill.

Washington, D.C.: Theater of the First Amendment invites Connection members to a performance Saturday, March 29, of *Things That Break*, including a postperformance discussion with dramaturg Kristin Johnsen-Neshati '87. Serge Seiden '85 brings alumni to the Studio Theatre's highly acclaimed *Love! Valour! Compassion!* on Saturday, May 3.

Two things you can do for Swarthmore

"I've been accepted by Swarthmore. Should I go?"

The Admissions Office would like to hear from alumni who might enjoy hosting a gathering this spring for high school students who Swarthmore has accepted, but who haven't yet enrolled. "Yield parties" can be an effective way of helping such students and their parents make this decision. Ideally the Admissions Office also invites other alumni from different class years to give a wider perspective on the Swarthmore experience. The staff may not be able to take advantage of your hospitality this year, but it appreciates your interest.

Please contact Fran Cuneo, office manager of the Admissions Office,

at (610) 328-8310, or e-mail fcuneo1@swarthmore.edu.

Room to spare this summer? Fill it with a student

Do you have a spare room where a Swarthmore student could stay this summer?

Many students are offered exciting summer jobs or internships, but these often pay little or nothing. Some students can't accept such an opportunity unless free or low-cost housing is available.

Please contact the Alumni Relations Office if you'd like to receive a questionnaire for potential hosts. You'll be able to talk to prospective guests before deciding whether to invite them to stay with you.



SPRING 1997 EVENTS

**Black Alumni Weekend/
Alumni Council Spring Meeting**
March 21-23

Coolfont Weekend, W.Va.
April 4-6

Parents Weekend
April 18-20

Alumni Weekend
June 6-8

Alumni College Abroad, Ireland
June 10-18

Outdoor Adventure in Maine
June 27-July 2

For information, please call the
Alumni Office (610) 328-8402, or
e-mail alumni@swarthmore.edu.

A requiem for Peter Gram Swing



DENG-JIENG LEE

More than 80 alumni had a musical reunion in November, when they participated in a performance of Mozart's Requiem in memory of Peter Gram Swing, the late Daniel Underhill Professor Emeritus of Music. John Alston, assistant professor of music, conducted the Swarthmore College Chorus and Chamber Orchestra. The singers represented classes from 1933 to 1996. The Department of Music and Dance sponsored the concert, with support from the Alumni Relations Office.

Katie Bowman '94 joins Alumni Office



Katie Bowman '94

Alumni visiting the campus this winter have been welcomed by a bright new face in Parrish 135. Katie Bowman '94 became assistant director of alumni relations in January. A native of Oak Park, Ill.,

she worked in arts administration in Chicago before assuming her new position. Her previous jobs included managing a community orchestra, writing grant proposals for a music school, serving as assistant to the Chicago Sinfonietta manager, and interning in public relations for a dance company.

Katie has been coordinator of volunteers and a child care worker at a

group residence program and a tutor of adults in a program at Northwestern University.

An English literature major at Swarthmore, Katie played a leadership role in the restructuring of the Women's Resource Center and was a writing associate. During a semester in Grenoble, France, she sang at a bistro near the university.

Please stop by and meet Katie when you're back on campus.

Helen North honored at New York reception

A December reception in New York City honoring Helen F. North attracted many former students. Swarthmore's Department of Classics hosted the event, in cooperation with the Alumni Relations Office, to mark a major award to Professor North, the Centennial Professor Emerita of Classics. The

American Philological Association (APA) presented her with its Distinguished Service Medal at its annual meeting.

Among those at the gathering was Helene Foley '64, the APA's president-elect and the fourth Swarthmorean to hold that office. Foley's predecessors were the late professor Lucius Shero; Martin Ostwald, the William R. Kenan, Jr., Professor Emeritus of Classics; and North.

At the reception David Schaps '67, chair of the Department of Classical Studies at Bar Ilan University in Israel and a former student of Ostwald's and North's, gave them copies of his *Introductory Greek Book*, which he dedicated to them. Also attending was Alan Shapiro '71, an expert on Greek vase painting, who is joining the Johns Hopkins faculty after chairing the Classics Department at the University of Canterbury in New Zealand.



Class Notes

Hall Gymnasium and Parrish West Circle (plus some unidentified students—and one sailor) were found on this sheet of photos in the Friends Historical Library.



Making his mark on the law

Jed Rakoff '64 is the newest federal judge in the Southern District.

As a young federal prosecutor, Jed Rakoff began putting his mark on the law with a 1980 law review article on the mail fraud statute. Friends teased him about its length, 51 pages, and the unfulfilled promise of a Part II, even as the U.S. Supreme Court tapped the work as a resource.

On several occasions the High Court cited its analysis and colorful language, particularly one section that described the widely used mail fraud statute as a federal prosecutor's "Stradivarius, our Colt .45, our Louisville Slugger, our Cuisinart—and our true love."

Seventeen years later Rakoff, a trim bespectacled man with a gray beard and sharp blue eyes, is poised to widen his mark—as the newest federal judge in the Southern District. Admirers say he brings to the bench the same scholarly bent, tireless energy, and ability to turn a phrase that made him a successful prosecutor, big-firm litigator, and *New York Law Journal* columnist.

Judge Rakoff was born in Philadelphia, the middle of three sons of a high school English teacher and a prominent obstetrician/gynecologist. His elder brother, Jan, was killed in the Philippines in 1983 when he interrupted a



In 1980 Jed Rakoff, then a young federal prosecutor, wrote a law review article on the mail fraud statute that was used as a resource by the U.S. Supreme Court.

thief in his hotel room. His younger brother, Todd, is associate dean of Harvard Law School. Graduating from Philadelphia public schools, Rakoff earned degrees from Oxford University

and Harvard Law School after graduating from Swarthmore.

Rakoff said he decided on law school for "the usual reason: I eliminated everything else," ruling out song-writing—after working on school musicals—as well as academia and journalism. After serving as a Third Circuit law clerk and an associate at a New York law firm, he joined the U.S. Southern District in 1973. He became chief of business and securities fraud prosecutions and was known for handling complex cases and writing briefs that were models for the office. He was also noted as a late riser and author of humorous pun-filled farewells for departing colleagues.

Rakoff left the office in 1980 to work in private practice, handling a mix of civil and criminal litigation, until his appointment to the bench last year. Off the bench, Rakoff said he enjoys camping with his wife, Ann, a homemaker who has a doctoral degree in education, and their three daughters, ages 10, 13, and 16. He is also an avid Yankees fan, tennis player, theatergoer, and reader.

—Deborah Pines

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One of those wonderful secret places

U.S. ambassador Beth Jones '70 coaches democracy and baseball in Kazakstan.

Who can name the seventh largest country in the world, equal in area to Western Europe, the name of whose capital means "City of Apples?" Try asking Beth Jones '70. In October 1993, while traveling through the newly independent states of the dissolved Soviet Union as executive assistant to former Secretary of State Warren Christopher, she was introduced to Kazakstan. She says, "I looked around and thought, 'Gosh, what a nice place.'" In 1995, after telling her State Department colleagues that she wouldn't mind at all working there, Jones was appointed U.S. ambassador to Kazakstan.

Well—maybe it wasn't quite that easy. Still, foreign service was never foreign to Jones. The daughter of a foreign service officer, she was born in Munich and educated in capitals like Paris, Berlin, and Moscow. Graduating from Swarthmore with a major in history, she entered the service as a junior trainee in Afghanistan, where she helped needy Americans "doing drugs along the Hippie Trail to Goa and Nepal" and issued visas to Afghans wishing to visit the United States. She also served in the Middle East and South Asia. As Jones progressed through the ranks, her "relatively successful career" led to the position of career ambassador.

Jones sees her function as twofold. Based in Almaty, the Kazakstani capital, the embassy primarily serves Americans either visiting or working in the country and provides Washington with information that will advance foreign policy initiatives. But also important is its interaction with the Kazakstanis.

Jones faces the challenges of working in a newly emerging democracy with boundless enthusiasm; she delights in working with the Kazakstanis, who are not only extremely receptive to contact with Americans but also have an exceptionally high level of education (the literacy rate is 98 percent). They are, she says, "anxious to change, to become part of the West as quickly as possible." For the Kazakstanis, says Jones, "the United States is considered to be the center of the universe. Our advice is extremely valued. They ask for help in absolutely everything." And she and her colleagues take great pains to ensure that all counsel given is absolutely well-thought out and appropriate.

Furthering the democratic process in a country that for decades had been



Coach Jones with the 1996 champions of the Chevron-sponsored Little League, in which 250 Kazakstani children participated. "It was great," says Jones. "Everyone, the kids, the parents, the whole city really got into it."



used to following dictates from Moscow is not easy. According to Jones the Kazakstanis understand the need for democracy, and they try hard to be a democracy; yet so much was provided for them by the Soviet state that the notion of taking the initiative is still rather novel. They lack a tradition of independent thought. One task Jones takes very seriously is the embassy's work with the approximately 18-month-old Kazakstani parliament, striving to help its members understand what it means to represent a constituency, to be responsible not only to the government and the president—who is still seen as very much "in charge"—but also to consider the needs of the electorate. Negotiation with Kazakstanis takes place completely in Russian, which Jones speaks fluently.

"Kazakstan is a fabulous investment," Jones says. "Next to Kuwait it probably has the world's largest oil reserves." And although Kazakstan's nomadic traditions of horse and sheep herding and agriculture still exist, the economy is gradually turning more toward development of the country's natural resources. Extending from the Volga River in Europe to the western Chinese border, it has, in addition to oil, an abundance of gas, gold, silver, uranium, plutonium—"You name it, they've got it," says Jones. At the moment there are 80 American companies based in Almaty, ranging from oil to accounting, banking, law, food processing, mining, and power generation. Working closely with the Kazakstani judiciary, Jones and her team of economic experts are helping compile new trade legislation that

will further investment by Western companies.

And then there's the Little League—one of Jones's favorite "ambassadorial activities." During baseball season, she and a large group of American businesspeople lay down tools or pens at 5:30 p.m., slip into sports gear, and go out to coach 250 Kazakstani children in baseball. The brainchild of a Chevron representative, the Little League is a tremendous hit. The children have uniforms bearing the names of American teams, and the city rented space for Chevron to build two baseball diamonds. In praise of the spirit of volunteerism, Jones says: "This is the kind of thing that American businesses here do so well—demonstrate that they're here for the long term; they care about the country; they're not just going to rip off the profits and leave. Imagine the time that went into organizing 250 kids and getting hold of equipment and uniforms. It was great—everyone, the kids, the parents, the whole city really got into it."

A normal ambassadorial stint extends over three years, so Jones' stay in Kazakstan has reached the halfway mark by now. Descriptions of her life in Almaty are filled with superlatives, whether she's speaking about embassy work, her fascination with the people, Almaty's proximity to both alpine and water sports, or the beautiful location of a city she describes as "one of those wonderful secret places people don't know about, at the end of the earth." And so she told her colleagues that she wouldn't mind at all staying longer—all being well, she's hoping to be granted a fourth year. —Carol Brévar

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.

■ **Philip W. Brickner** '50, F. Russell Kellogg, Anthony J. Lechich, Roberta Lipsman, Linda K. Scharer (eds.), *Geriatric Home Health Care: The Collaboration of Physicians, Nurses, and Social Workers*, Springer Publishing, 1997. Drawing on information from medicine, nursing, gerontology, and social services, this book addresses issues of home health care for the aged, including functional ability, mental health, and disease and accident prevention.

■ **Susan Leigh Foster** '71, *Choreography Narrative: Ballet's Staging of Story and Desire*, Indiana University Press, 1996. This book traces the development of the story ballet from the early 18th-century fair theaters to the romantic ballets and charts its separation from opera to its emergence as an autonomous art form dedicated to the telling of a story through gesture and movement alone.

■ **Diana Furchtgott-Roth** '79 and Christine Stolba, *Women's Figures: The Economic Progress of Women in America*, Independent Women's Forum, 1996. Using evidence that shows the status of women in society as more complex than the women-as-victims theory can explain, this monograph shows how women's wages and education levels are closing the gap with those of men, how occupational choices have influenced wages, and how women are playing an important role in creating small businesses.

■ **Marjorie Garber** '66, *Dog Love*, Simon & Schuster, 1996.

In exploring the relationship between two species, Garber looks at our love affair with the dog—from the stories of celebrities such as Lassie and Millie Bush to our preoccupation with canine pedigrees that reflect social snobbery, nationalism, and other forms of cultural anxiety. Included in the book's illustrations are photographs by **Bruce Cratsley** '66.

■ **Suzanne W. (White) Hull** '43, *Women According to Men: The World of Tudor-Stuart Women*, AltaMira Press, 1996. What was it like to be a woman in England between 1525 and 1675? Men made the rules for women during this time, when women had almost no legal power, when marriage cost women their property, when the ideal woman was rarely seen and never heard in public.

■ **Martha P. King** '73 and Stephen M. Christian, *Medicaid Survival Kit*, National Conference of State Legislatures, 1996. This briefing book is designed to provide state legislators, their staffs, and others interested in health care finance with an overview of the existing Medicaid program, information about options available to states, and a discussion of what some states are doing to contain costs and increase the efficiency of health care delivery under Medicaid.

■ **Martin Ernst-Wolfgang Luther** '46, *The Infinite Voyage: A Metaphysical Odyssey*, Marwolf Publishing, 1996. Who are we? Why are we here? Where are we going? Luther, a science writer, explores the linkages of science to the issues of natural theology.

■ **Richard Martin** '67 and Harold Koda, *Christian Dior*, The Metropolitan Museum of Art, 1996. In 1947 Christian

Dior re-established Paris as the center of the fashion world. This retrospective, published in conjunction with the Metropolitan Museum of Art's exhibition of his creations, honors the 50th anniversary of this event. **Richard Martin** and Harold Koda, *Two by Two*, The Metropolitan Museum of Art, 1996. This booklet was published to accompany the Metropolitan Museum of Art's correlated history of women's and men's apparel from the 1700s to the 1970s.

■ **Robin Feuer Miller** '69 and Donna Tussing Orwin (eds.), *Tolstoy and the Genesis of War and Peace* by *Kathryn B. Feuer*, Cornell University Press, 1996. Kathryn Feuer's insights into Tolstoy's creative process while he wrote *War and Peace* were completed but never published before her death. This book is the result of the editing and updating of Feuer's manuscript by her daughter.

■ **Leslie Johnson Nielsen** '83 and Michael de Villiers, *Is Democracy Fair? The Mathematics of Voting and Apportionment*, Key Curriculum Press, 1997. This workbook uses mathematical methods to explore different kinds of ballots, election decision procedures, and apportionment methods.

■ **Robert H. Parks** '49, *The Witch Doctor of Wall Street: A Noted Financial Expert Guides You Through Today's Voodoo Economics*, Prometheus Books, 1996. Explained in this book are economic and investment theory and practice, using plain English and simple arithmetic and taking issue with financial gurus who promise wealth without risk, government officials, and economists on the left and right.

■ **Roy Parvin** '79, *The Loneli-*

est Road in America, Chronicle Books, 1997. This collection of short stories revolves around a small town and its people in the mountains of Northern California. The characters exist on the fringes of mainstream society: a solitary marijuana grower who must deal with an intruder in his garden, a mystical Native American whose camp is about to be destroyed by loggers, and others.

■ **Lewis Pyenson** '69 (ed.), *Teaching and Research in the University*, University of Southwestern Louisiana, 1996. Based on the proceedings of a conference held at the University of Southwestern Louisiana, this collection of papers by professors from the humanities, social sciences, natural sciences, and engineering provides a testimony to the synergy of teaching and research at public universities across America.

■ **Christine Allison and Dena Ringold** '92, *Labor Markets in Transition in Central and Eastern Europe, 1989-1995*, The World Bank, 1996. Contrary to early predictions, persistent unemployment has emerged as one of the most critical outcomes of transition from socialism in Central and Eastern Europe. This paper analyzes labor market developments in nine countries of the region, focusing on labor force behavior, employment, and unemployment.

■ **Anne Klejment and Nancy L. Roberts** '76 (eds.), *American Catholic Pacifism: The Influence of Dorothy Day and the Catholic Worker Movement*, Praeger, 1996. This collection of primarily original essays provides a systematic and analytical study of the emergence and nature of pacifism in the largest single denomination in the United States, Roman Catholicism.

■ **Hildreth Strode** '46, *Theatre and Talk by Beth (Ash) Strode* ['48, dec.], published by the author, 1996. Mr. Strode has gathered his wife's most recent essays on theater, offering fresh views of more than 30 contemporary playwrights, including Sam Shepard, August Wilson, Edward Albee, and Athol Fugard.

■ Rebecca Ansell and **John Taber** '77, *Caught in the Crunch: Earthquakes and Volcanoes in New Zealand*, HarperCollins Publishers, 1996. New Zealand, the last stop on the Pacific Ocean's earthquake-prone "ring of fire," has seen many violent outbursts from the earth. The book explores this force of nature and what can be done to mitigate the effects of seismic activity in the home, community, and at work.

■ **Nancy Hope Wilson** '69, *Becoming Felix*, Farrar Straus Giroux, 1996. Twelve-year-old Felix is crazy about his family's dairy farm but also loves playing in jazz band with his friend Steven. In this coming-of-age novel for young readers, Felix discovers his greatest support in his music and friendship as the farm begins to fail.

In other media...

■ **Richard Wolfson** '69, *Energy and Climate: Science for Citizens in the Age of Global Warming*, The Teaching Company, 1996. This 10-lecture course, available on video and audiotape, introduces the scientific principles governing Earth's climate and explores how human activities may change our climate in coming decades.

■ **John Wright** '62, *Promises*, Disc Makers, 1996. With Wright (vocals and banjo) and Clinch Mountain Boys Junior Blankenship (guitar and harmony vocals) and James Price (fiddle), this compact disc contains a mix of original and old-time bluegrass music.

IF I HAD A SONG

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The 1960s Festivals

The performances by Seeger, Davis, and Stekert at the 1962 festival were everything that could be desired. "Song Fest Delights All," *The Phoenix* headline read. Swarthmore had a high-quality folk festival again. By the following year, the name Folk Festival was restored. Once re-established, the festivals were held annually until 1967.

The '60s festivals reflected the expansion and transformation of the national folk scene. The sudden commercial viability of folk music spawned scores of urban folk singers. At the same time, interest in the roots of the music had resulted in the discovery of many contemporary traditional musicians, and the rediscovery of many older ones who had recorded "hillbilly" records or "race" records decades before. All were available to perform on campuses, making it possible for the folk festival committees to present diversified programs.

A festival format developed in which both old-time music and urban singer-songwriters were represented. In 1963 traditional music was represented by Lightnin' Hopkins and Doc Watson and the urban scene by Bonnie Dobson and Ramblin' Jack Elliott. In 1964 old-time music was represented by Jesse Fuller and the New Lost City Ramblers; the urban folksinging scene was represented by Billy Vanaver and Phil Ochs. In 1965 traditional performers were Doc Watson and bluegrass legend Bill Monroe. Pat Sky represented the modern urban tradition, and Junior Wells—well, we'll talk about him shortly.

Mike Meeropol says that informal jamming enjoyed vigorous life when the festivals were re-established. The rise of urban folksingers who composed some of their material also stimulated composing on campus, including various kinds of "talking blues" based on Swarthmore themes. Paul Booth '64 brought some of these songs together in a small book titled *A Pretty Songbook, Fred*.

A Saturday afternoon "New Faces" concert was initiated, featuring young professional and semiprofessional urban folk musicians who were willing

to perform in exchange for car fare. *The Phoenix* described the 1964 New Faces concert, hosted by Meeropol, as "the most exciting folk event of the weekend.... The atmosphere of spontaneity, which is so often lacking in a concert situation, was sustained by the performers, who were unaffectedly enjoying themselves, the unselfconscious response of the audience, and Mike Meeropol's unclad knees."

Dan Menaker '63, coordinator of the 1963 festival, believes that folk music at Swarthmore reached its



FRIENDS HISTORICAL LIBRARY

Above: Susan Reed in 1948. Author Ralph Lee Smith recalls her performance in *Commons*: "I sat on the floor, struggling to reconcile my desperate wish to be as near to the music as possible, with my equally desperate desire to be inconspicuous. Susan saw my plight. She tossed her beautiful red hair, smiled, and said gently, 'Come up a little closer!' I never recovered."

apogee that year. "The administration had let up a little bit by 1963," Menaker says. "Things were more open and the music was more widely enjoyed. There was still no amplified music. On the national scene, folk music had passed from the counterculture to other people. Also, it was just before the intense politicizing of the campus and just before marijuana. Swarthmore was not yet a protest campus, although you could feel that something was coming. It was like the last days of innocence."

By the time that Ken Turan '67 and Roger Shatzkin '67, who were co-chairpersons of the 1966 and 1967 festivals,

reached campus in 1964, change was in the air. The priority of interest was shifting from folk to rock.

"It was an interesting time of transition," says Shatzkin. "In my freshman year, I played with a bluegrass group, and in my freshman and part of my sophomore years I played with a jug band. By the end of my sophomore year, I was playing rock—the Beatles and the Rolling Stones."

Performers at the 1965 folk festival included a Chicago blues group led by Junior Wells, consisting of an electric guitar, an electric bass, and an electrically amplified harmonica. It was the first amplified group ever to perform at a Swarthmore folk festival. "They were basically rock," says Mike Meeropol, who came back to campus for the event.

The 1966 festival presented the traditional blues singer Son House and the urban singer-songwriter Tom Rush, and the 1967 festival presented traditional bluesman Skip James and urban singer Richie Havens. The festivals were fully successful as concert performances, but informal jamming on the campus had faded away.

In February 1966 Swarthmore freshman Paul Williams launched *Crawdaddy*, the first magazine devoted to rock music. In March Swarthmore held its first rock festival, which, like the folk festival in its time, was one of the first held anywhere. It met with the same excited campus response that had greeted the folk festival in the 1940s and 1950s.

"In my senior year," says Shatzkin, "I met a freshman who had never heard bluegrass music. He had simply been listening to different things than we had listened to. I played some bluegrass for him and he said, 'I like it!' It made me feel old at 21."

In 1968 the folk festival was folded into the rock festival. Meanwhile on the Swarthmore campus, everyone, male and female, was wearing jeans. A new time had come. ■

Ralph Lee Smith '51 is a dulcimer player, recording artist, and author of numerous books. His latest, American Dulcimer Traditions, will be published in the fall by Scarecrow Press.

★ Readers are invited to join an Internet discussion of this topic. For subscription information, send e-mail to listmom@scb.swarthmore.edu.

BUILDINGS

Continued from page 15

profiles. Pairs of “match” planes make matching pieces, such as the tongue-and-groove joints found in old wooden flooring. Sly also has several saws and assorted other hand tools and stones and files for sharpening them.

She pulls a smoothing plane from a cardboard box and begins to work a pine board. Watching her, it's easy to see why she loves the old tools: They're a delight to the senses. Parchment-thin golden shavings spew from the plane's mouth and fall to the concrete floor. A sweet, foresty aroma fills the air, accompanied by the whoosh of the razor-sharp edge on the wood.

Sly stops a minute to show off the result. “Do you see how the surface seems to shimmer? That's what a hand plane does to pine. It shears the wood fibers clean and smooth. An electric planer would leave tiny scallops. And sandpaper would crush the fibers instead of shearing them, leaving debris that absorbs the light. Hand-planed pine reflects the light.”

Sly's wood supply is mostly white pine, plus some cherry and maple. Stacks of it sit in one corner of the shop. “Pine is a marvelous wood. It's not strong enough to hold a house up, but it's the traditional material for finish work. It has that lovely gleam, and it's easy to shape into moldings or to carve for pieces such as shell cupboards.”

In the tradition of 18th-century woodworkers, Sly prefers to use the widest boards available for jobs like paneling, rather than gluing up her own. “In the 18th century, trees were plentiful. There was a seemingly endless supply of very wide timbers. Leaving panels wide was a matter of convenience—it was simply less work than cutting them down.” She'll make do with glued-up panels in a pinch but, she notes, “it's not the same working experience. Each board has its own grain pattern, its own rhythm. The rhythm is interrupted in a glued panel.”

By working closely with local loggers and sawmills, Sly is able to get high-quality pine boards up to 20 inches wide. But she is thoughtful about the politics of her wood. “There are

very few old-growth trees left in the East, unlike in the Northwest, and I certainly wouldn't harvest them. When I want wide boards, they come from trees planted just two or three generations back, which makes them under 100 years old.”

Sly says there is reason to be hopeful about future wood supplies, at least in her part of the world. “There's a forester in the Connecticut River Valley who has developed a new sys-



CAROLINE SLY

Sly carved this rocking horse in carousel style. She also makes miniature reproduction houses—some with real plaster walls.

tem of forest management for pine. With proper soil and wind patterns, and the right amount of thinning, he can grow high-quality, harvestable trees in just 15 years. And within one generation, he'll be able to grow pine trees large enough for some pretty impressive panels.”

Work

Houses up and down the East Coast have benefited from Caroline Sly's personal touch. She approaches each one as a treasure deserving of study and care. For a typical architectural installation, she first travels to the house to meet the client and size up the work. Then she makes the pieces—panels, window sash, balusters, or what have you—in her own shop, and returns to the site to install them. If necessary she'll make addi-

tional trips to research local quirks of style for a perfect match. She works in every pre-industrial style.

House construction in particular is very male-dominated, but Sly reckons that in terms of sexism, she's had more trouble with clients than with co-workers. “The boys get paid on time, with no complaints if they go over estimate. People assume that a woman is a hobbyist, or that she has another income in the house to support her.” She doesn't like to dwell on injustice, though. “Everybody has bad stories to tell. Things have improved over the years, and I've gained experience. It helps to have gray hair,” she smiles.

Though most of her work comprises rooms or entire buildings, Sly insists that no job is too small—and she means that literally. In addition to full-size architecture and furniture, she builds miniature houses, scaled a foot to an inch. She will work from her own designs or copy an existing house. Each little luxury object is as painstakingly constructed as its big sister. Walls are plaster over lath (a little less daunting when done on a small scale); the working windows have delicate muntins; and the tiny fireplace has a working flue, “though I don't recommend lighting a fire,” she says.

Sly has begun to branch out from “new old” work. She just finished two contemporary cherry side tables with schist slab tops. “Mixed media intrigues me,” she says, “and building a ‘new’ piece of furniture presents a slightly different set of design challenges.”

However, like her 18th-century counterparts who followed elegant proportions proven in ancient Greece and Rome, Sly is wary of innovation merely for its own sake. “These days it's so easy to advance anything new, no matter what its value, simply by forming an elaborate verbal justification. But to me good woodworking is more like music. I try more than anything to be sensitive to the environment and to the material, so they can speak eloquently for themselves. ■

Susannah Hauze Hogendorn '93 is a freelance writer and assistant editor of American Woodworker magazine. Caroline Sly '64 may be reached at P.O. Box 313, Ashfield MA 01330.

Dear Friends,

I was recently astonished to come across my diary for the second half of 1948 and all of 1949, our freshman year. Somehow it had survived countless moves and clear-outs. It's so detailed, so enthusiastic, so full of excitement (and nerves) at the dizzying pace of new experiences, that I hardly recognized myself.

It's clear that after freshman year I found I had to work, so diary-keeping dwindled to scrappy notes and a few mood pieces. But there's so much detail that I never got around to reading it fully and in the right order until last year—and was then amazed as well as touched by some of the things I found. Memory does play tricks!

It is not given to everyone to keep a happy—or a painful—memory at the back of the mind, and then come upon the true circumstances set out clearly in black and white. Indeed it's rather like a novel, because you have the advantage of knowing what happened “afterward.” But England's endless hot, dry, Mediterranean summer of 1995, in its strangeness, was perfect for spending long late evenings in the garden, ostensibly watering the flower beds, but really doing a lot of remembering, pondering, with some laughter ... and some wishful thinking.

In 1948 the College was just coming out of those undoubtedly traumatic war years, and everything was battle-ship gray or grubby cream. When my parents came up to give the College a once-over, they were favorably impressed by what they saw as a shabby austerity that must surely be conducive to “plain living and high thinking.” But the presence of so many veterans still on campus gave the student body a much broader aspect and a fascinating, special quality that I can't believe could be equaled today.

It also may have forced a bending of some College rules and the end of others, deceptively and gradually starting the machinery of change. Arriving at Swarthmore was such a Great Escape, such an exciting New Adventure! There was I, barely 17, naive, overawed by all these Brilliant

Brains, keeping up that facade of self-confidence, easily taken aback by that supreme insult “Bourgeois!” eager to meet everyone and find out everything (has to be done in the freshman year, you know, or not at all). A day had about 48 hours, and a week was almost forever.

We took life so seriously that I'm trying to keep this on a determinedly frivolous level. Clothes! Not for us the one-rucksack approach: Two or three trunks apiece lined the halls of the girls' dorms on arrival in fall, contents including the obligatory long evening dresses, and (whisper it) a few fur coats. Money! So long before the word processor era, not everyone had typewriters, and we who did picked up a little extra cash typing papers. I didn't keep accounts, but many of the minutiae are detailed in the diary: \$8 for

*The past is
another country,
and they do things
differently there.*

two Pol.Sci. textbooks (“outrageous!”), 75 cents for dinner at the Ingleuik, or budgeting \$1 per person for quite a substantial dinner that six of us cooked for our dates the first WSGA weekend.

And the dances! Informal dancing almost every evening, including Thursdays in Commons, preserving the last vestiges of old-fashioned etiquette (cutting-in and all that), danceable—and usually live—music. Or the jukebox that formed a perpetual background for those of us who were Commons habitués.

Food! The dining hall's output was so disgusting, I actually noted down when it was edible. We seem to have existed on druggie snacks, subbies, and calorific Italian food on weekends. The men trying to prove that beer is all the brain food a guy needs. Beer

By Suzanne Braman
McClenahan '52

and booze! No shortage of either in the fraternity lodges or around bonfires along Crum Creek, this on an officially “dry” campus. The rules on booze followed the well-known principle of “don't ask, don't tell.” And it really was beer or the hard stuff. There was no “designer water” and no diet cola either.

Smoking! Most of us did—a useful social ploy: Pause in the doorway and light a cigarette while sizing up the talent within. There was a whole social culture built around smoking, especially the chatting-up techniques: bum a cigarette or a light from that good-looking stranger....

We used to go into fits of laughter at those old Quaker rules that prohibited both sexes from occupying the same sled to slide down a snowy hill, but although the night watchmen in the men's dorms were reported to be lenient, men were only gradually and grudgingly admitted to the women's premises. In mid 1948–49 there was a relaxation of the rules, allowing men to remain in the Parrish parlors as late as 11 p.m. (gosh!). It wasn't till the fall of '49 that the occasional and separate Sunday afternoon open house was extended into general permission, I think, and of course “with open doors only!”

Our actual studies ... they go without saying, being the background to our lives, starting with that agonizing morning moment when that suspiciously dicey alarm clock might not wake us for the 8 o'clock! Mostly classes and seminars were great, although there always seemed to be just one more book, just one more article we couldn't manage. I'm immensely grateful to have had the opportunity, even when Honors meant two papers a week and Larry Lafore's history seminar a fast-paced evening breaking midway for a lavish supper (how we ate!) and then going on till the last allowable moment and sometimes beyond, following which I invariably had a violent migraine that lasted well into the next day. But I did it, we all did, with time for the “extracurricular”—somehow!

And what about all those official extracurricular activities provided with the (erroneous) hope of keeping the students too busy to get into mischief. I'm rather a nonsporting type now, but back then I went enthusiastically to the games and cheered raucously for Our Side. That celebrated institution, the "Finx," judging its success by how many of the faculty it had offended that week, and copying the energetic chaos of a "Front Page." And our own, our very own, our wonderful radio station! Much borrowing of Frannie's superb record collection that first year, and a never-to-be-forgotten evening on which Jay Finkel '52 decided, between records, to read some of Millay's saddest and loveliest poems, causing floods of tears among female students homesick or lovesick. And we also went to the movies a great deal. One particular year Professor Klees selected, in perfect innocence, a little film by Buñuel about an Andalusian dog to accompany an

evening of Harold Lloyd comedies. I arrived late to find all hell had broken loose and grim parents were marching their startled infants out of the place.

There's a funny but predictable imbalance in the diary. In pure Swarthmorese language of the moment, I would breathlessly detail some hilarious prank from breakfast, then sigh over a romantic possibility/impossibility, and bring myself down to earth with the day's, or week's, ration of world news, jumbled together good and bad.

Visiting Greats. Despite the loss of so much memorabilia, I can still flourish my copy of W.H. Auden's poetry, which, very gauchely, I got him to autograph on that memorable day when a special friend to whom I shall always be grateful smuggled me into the poetry seminar. And that too was what Swarthmore was all about, meeting The Great (faculty included!) to

enjoy their company and to learn, with luck, without having to feel, "Oh gosh, here's the great _____." (Not all of The Great were terribly pleased with such informality.)

And no campus novel would be complete without a huge quota of love stories, some happy, some turbulent, some disastrous, some coming unstuck sooner or later. How thrilled we were when the two assistant deans got married! And wasn't there at least one faculty-student marriage? On the other hand, how bitter was the jar when we came off that emotional rollercoaster in full flight, especially if a third party put a deliberate spanner in the works, with the resulting splat! That was something to ponder on a long summer evening, I can tell you.

Memory and the past. In the course of chasing these memories, I collected far more than I really need of wistful, dreamy, or tart quotes on the subject. Take your pick according to mood. *The Times* (on a new Ayckbourn play): "that haunting and haunted underworld of the mind where you fantasize about the past.... Is there such a thing as a second chance?" I like novelist Fay Weldon: "The past may be another country, but there are frequent international flights from there to here, especially over the public holidays...."

True, true. My son the publisher really put me in my place. I was telling him I'd burn the diary so that my family wouldn't learn the full extent of their mother's silliness, and he was horrified: "You can't do that! It's a Historical Document!" Right, so now we know. It was a very long time ago, when, as Tom Lehrer recently told a BBC interviewer, "Back then, there were words you were not allowed to use in front of a girl. Now, you are not allowed to call her a girl." The past is another country, and they do do things differently there. It was a great time, and we had a great time, when all is said and done!

Wishing you the best always,
Suzie





Outdoor Adventure in MAINE

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