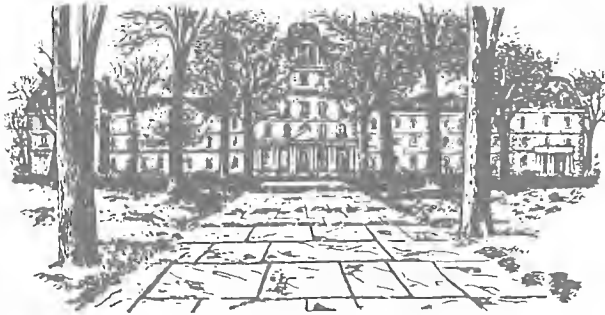
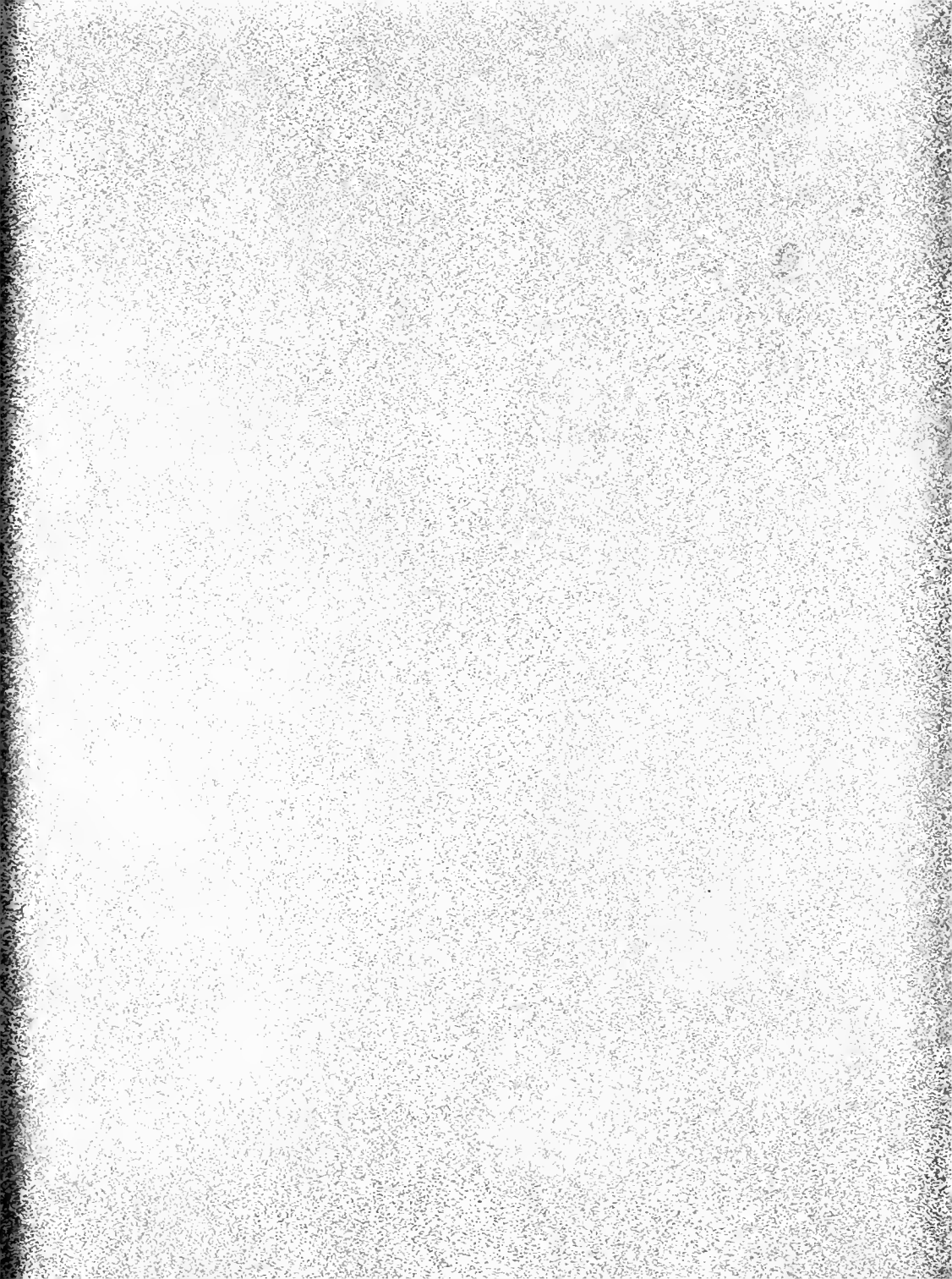


YEARBOX ISSUE 1969

SWARTHMORE
COLLEGE
YEARBOX



SWARTHMORE, PENNSYLVANIA



This is a

YEARBOX

We call it

halcyon 1969

We have tried to capture some parts of Swarthmore. There is room in this box for you to capture and preserve whatever of Swarthmore **you** would like—favorite photos, letters, junk mail, paperclips. As for what we have provided, you can dispose of any individual part in whatever way you would like—keep it in the box, file it separately, add it to your circular file. In this, Swarthmore's first yearbox, there are: four softbound booklets, eight single printed pages, and one printed foldover. We hope that as this box stays with you, the contents will be increased.

Frank H. Easterbrook—editor-in-chief
Elizabeth K. Hood—layout editor
Benjamin J. Kuipers—business manager

The Phoenix

Board Confirms William S. Bundy as New President; Ex-State Dept. Official Promises "New Dimension"

Wallis Replaces Browning As Board Swings to Right

In a special meeting of the Board of Managers held during spring vacation, Richard B. Wallis was elected chairman to replace "retiring" chairman Robert Browning. Wallis' election to the chairmanship was seen as a direct reaction to recent activities on campus. In other action the Board approved William Bundy as president of the College and overruled the faculty passage of dormitory autonomy, and passed a resolution calling for the strict enforcement of all college social rules.

Long time Board observers saw the recent actions of the Board as a "swing of the proverbial pendulum to campus problems," although they were quick to point out that the recent decisions didn't necessarily indicate a repressive attitude on the part of the Board.

Wallis, who is at present Vice-President of Providence National Bank and who was Treasurer for the Corporation before his elevation to the chairmanship, is well known for his outspoken views on campus

problems. During the January crisis he urged the active participation of the Swathmore police "in all relevant levels of decision-making," apparently feeling that as common working men they would be able to develop a better rapport with the militant blacks. (It is rumored that in this stand he had the full support of the SDS Labor committee, which hoped to foster an alliance between the black and white workers of America). Wallis is extremely fond of displaying a "Dear Dick" letter that he recently received from President Nixon congratulating him on his "forthright and judicious stand" on campus disorders.

THIS ISN'T IT

Unfortunately his progressive approach to militant activities on campus is marred somewhat by a more traditional viewpoint toward social regulations. When recently questioned about the amount of drugs, liquor, and sex on campus, he is reported to have stated that "there is a time and a place for that sort of thing."

He indicated, however, that he doesn't feel that Swathmore College between the ages of seventeen and twenty-three is the time and place for it. As he pointed out, "Swathmore is first and foremost an academic institution. If the students are en-

(Continued on Page 2)

The Board of Managers confirmed last week the selection of William Schaeffer Bundy as the 10th President of Swathmore College. Mr. Bundy, former Assistant Secretary of State for Far-Eastern Affairs in the Johnson Administration and currently a consultant with the Brookings Institute, will become one of the youngest college presidents in the country. He is 38.

The appointment came just six months after a joint committee of Board members, alumni, faculty and students was set up to seek a suc-

cessor to the late Courtney C. Smith, president since 1953 President Smith, who died unexpectedly in January, had announced his retirement in June of last year. Since his death the Col-

lege has been guided by Acting President Edward K. Cratsley.

Mr. Bundy, younger brother of McGeorge Bundy, president of the Ford Foundation, is a native of New Haven, Connecticut. He attended the public schools in neighboring Darien and summered in Kennebunkport Beach, Maine, before graduating cum laude from Harvard in 1953 with a major in Political Science. After a two-year stint in the Coast Guard Mr. Bundy resumed his education and received his Ph.D in International Relations at Georgetown in 1959.

Shortly thereafter the youthful new president joined the staff of the World Book Encyclopedia as an executive vice-president, a post he held until January, 1964, when he was tapped by President Johnson to succeed Roger Hillsman in the vital post of Assistant Secretary of State for Far Eastern Affairs. Asked at the time why he had picked the relatively inexperienced Bundy for the sensitive foreign-policy position, President Johnson reportedly commented that "I was impressed by his work on an in-depth study of South Viet Nam for the 1963 World Book Annual."

DOVE

While a member of the State Department Mr. Bundy distinguished himself as an outspoken "dove" and opponent of plans to bomb North Viet Nam, a position he held until February, 1965, when he changed his mind and enthusiastically supported President Johnson's decision to begin bombing. He also firmly endorsed Mr. Johnson's subsequent decision to halt the bombing in March, 1968.

Since leaving the State Department in January Mr. Bundy has been a "consultant without portfolio" with the Brookings Institute in Washington. When asked in an exclusive Phoenix interview what his responsibilities have been in his new assignment, Mr. Bundy smiled broadly and equipped, "I consult, what else?"

Mr. Bundy also indicated in the interview that his interest in education goes back to his student days in Dartmouth, when he was chosen "Principal for the Day" after winning an essay contest on the subject, "What

(Continued on Page 3)



WILLIAM S. BUNDY

RADS Smack Macke In C-Section Protest, Demand End to Sale of "Killer" Cigarettes

Fifty angry Swathmore students sitting-in in Wharton C-section greeted a representative of Macke Vending Machines as he came to fill the cigarette machine the afternoon of March 21. The protest, organized by the Righteous and Democratic Students, was aimed at the immorality of cigarettes. They are "today's number one killer," according to a RADS student.

The non-violent protest came at a time when most students had already left or were preparing to leave for spring vacation. This time was chosen, one demonstrator indicated, to evidence the strong commitment which the members of the sit-in had for their cause. "The time is now," cried one freshman girl who was sitting in the telephone booth. "Let's show people where we stand."

The protestors demanded a ban on all cigarette sales on campus. At

present Macke supplies machines all over the College, though a Macke spokesman told The Phoenix, "Only those over 21 can legally purchase cigarettes. Read the machine." Until the controversy has been settled, however, the Macke men will stay away from campus. "That means no coke or candy, you long-haired hippies," jeered the Macke man as he rode away.

The Macke man said later in an exclusive Phoenix interview, "The students were courteous but firm. They asked me if I would speak for one-half hour about cigarettes and why I was filling the machine. I didn't think this was my job, though, so I just stepped on a few heads and filled the machine anyhow."

At the sit-in, a RADS spokesman read a prepared statement which explicated the demonstrators' objections to the presence of cigarette machines

on campus. "We are concerned that the College should allow the presence of known killers on campus. Cigarettes are in fact weapons produced for the profit of the capitalist cigarette industry. We must object to this campaign of genocide which is being waged against the American working people by the cigarette-industrial complex. We also feel that by allowing space for these machines on campus, the College has in fact endorsed them. This is immoral. CIGARETTES ARE INFINITELY MORE IMMORAL THAN A

(Continued on Page 4)



RICHARD B. WALLIS

Night Raids Catch Faculty in the Act Violating Sex Rule

by Ace Reporter

Midnight raids by the Deans Office caught 23 faculty members and their wives violating the college sex rule last night.

In a prepared statement, Dean Hucks explained that the raids were ordered in response to Board demands that the College either enforce existing rules consistently or abolish them. The sex rule states that the College cannot condone or permit the use of its facilities for the purpose of sexual intercourse.

"You can imagine my shock," Miss Hucks exclaimed, "when ah was told by a Board member that some faculty couples live on College premises. Ah consulted with the other Deans and we decided that drastic measure must be taken to preserve our conservative Quaker social tradition."

Faculty reaction to the raids was mixed but all members interviewed admitted to general feelings of impotence in face of the Deans' actions. Miss Hucks stated that punitive action would be confined to the fac-



Dean Kicks Off New Policy Solving Admissions Crisis

"Round and round she goes, and where she'll stop nobody knows," belittled Dean of Admissions Fred Hadenough as he kicked off Swathmore College's first annual admissions applicants auction last week in Scott Amphitheatre.

The auction is a landmark in college admissions policy. It solves in one fell swoop both the controversies over the composition of incoming classes, and the enormous backlog of work resulting from the crisis disruption. The wheeling and dealing Mr. Hadenough incorporated the carnival wheel and fano table into his profession after weeks of soul-searching, bargaining, and a quick rereading of Luce and Raiffa's Games and Decisions.

The prominent dean's first tack had been to adopt an entirely non-discriminatory admissions policy, but the Board of Managers balked at

class, they argued, would require an unjustified expansion of the foreign languages department.

Confronted by the intransigent Board, the enterprising Mr. Hadenough fell back on the traditions of American mythology — free competition — with its inevitable corollaries of rugged individualism, the greatest good for the greatest number, enlightened self-interest, and the survival of the fittest. He devised the following system whose model is the method of the room choosing:

1. Each applicant is given a number of points for each of several desirable traits or achievements.
2. There is a quota of students admitted for each point category, e.g. 25 fifty point students, 100 seventy point students, etc. (This ensures a heterogeneous class).
3. The surplus of students in each category is pared down to the quota.

Cross Comes to Swarthmore Searching for Honesty, Directness



President-Elect Robert D. Cross

President-elect Robert D. Cross was on campus Thursday afternoon to meet with students, faculty, and the press in a series of informal and candid sessions. For the first time since his appointment was announced Tuesday.

In a conference with the press in Commons, Cross stated that it was a "great privilege and pleasure to be asked" to come back to Swarthmore. Answering a question concerning military recruiting Cross remarked, "I don't see the great need for military recruiting on campus. It is not recruiting in the real sense, but information-giving and there are other ways information can be exchanged, he concluded.

In reply to a question about his designs on Swarthmore, Cross said, "I'm not arrogant enough to come in saying that I have here in my

pocket a series of plans." Cross noted it was "important to maximize the number of ways students and faculty can get to see the president when they have something to speak about."

Concerning continuing teaching, Cross commented, "Administrators don't determine who teaches courses, the faculty does. I wasn't brought in by the History Department."

Cross described the provost as a "person I have to get along with very well. I don't see it as a person who is going to protect the president, but rather sharing a job that has grown too large for one person."

ON FAITH
After meeting the faculty Cross addressed the College community in a speech. "I think it's good natured of you to take that much applause on faith," Robert M. Browning, chairman of the Board of Managers, remarked. Dr. Cross filled the "rigorous specifications we considered desirable."

Remembering that he took "a very good gamble" at leaving graduate school to Swarthmore, Cross hopes to "take advantage of the opportunity



Mr. and Mrs. Cross greet students at a tea-reception in Sharples.

for the rest of my career subject to the consent of the constituency" and thanked the search committee for its good judgment.

"Formal and informal interchange is the theme of my relation with students here," noted Cross, who stressed the College must ask hard questions which will be answered

"insofar as we are honest with each other. There must be candor, honesty and directness."

Concluding that he was a betting man, Cross stated "if it were a sure thing, it might not be so much fun to contemplate."

Cline, Woodland To Take Posts In Black Admissions, Counseling

Two black educators, William P. Cline and Horace Woodland, have accepted the positions of Assistant Dean of Admissions and Counselor respectively, it was announced Thursday.

In addition to his duties in the admissions office, Cline will serve on the Ad Hoc Black Admissions Committee. He will assume his duties in mid-July, leaving his guidance counselor post at Boulder High School in Boulder, Colorado.

Woodland will arrive in September as a counselor primarily for black students. He has been designated director of the post-enrollment program for "risk" students and will be a member of the Black Studies Committee. He comes to Swarthmore from the Philadelphia Board of Education.

Director of Admissions Frederick A. Harzadon commented on Cline's selection in a *Phoenix* interview. "I think he's exceptionally well qualified for the position given that he was educated at an institution very similar to Swarthmore and that he has nine years of secondary school experience. We're very happy that he has accepted this position."

SWINGER
Harzadon indicated that Cline was "looking forward to coming to Swarthmore and to the opportunity to make valuable contributions to the College as a whole, and specifically to the black community." In an aside, Harzadon said that his new assistant is "a great guy" and "probably something of a swinger."

Mike Smith, spokesman for the Swarthmore Afro-American Students Society, made the following statement concerning the two men:

"Mr. Woodland is a man of considerable dedication in doing his talents with black people. He is eminently qualified for the position of

counselor because of his experience with the Area-Wide Counseling Program of the Philadelphia Board of Education. In both these positions, he has worked with black youth and curriculum and thus can provide brilliant and relevant insight in both these areas.

"SASS believes that Mr. Woodland is a much-needed addition to the Swarthmore community and our organization is very happy with his selection."

"SASS is equally satisfied with the designation of Mr. Cline as the Black Dean of Admissions. He brings experience, youth, vigor, imagination and a willingness to learn and to help black people."

Cline graduated from Oberlin College in 1955 and holds an M.A. degree in education from the University of Colorado. He is presently working on his Ph.D. in German Literature.

In the summers of 1964 and 1965 Cline was the American teacher in charge of an honors exchange program in foreign languages sponsored by the University of Indiana. He has been teaching languages at Boulder High.

Woodland is a member of Lincoln University's class of 1931 and holds an M.A. in Sociology at Drew University. He did further work in sociology at the University of Washington and extensive study in the field of education at the University of Pennsylvania.

Board Delays Dorm Action After Pre-Meeting with SAC

Prior to the Board of Managers meeting on Tuesday afternoon, the Board's Student Activities Committee held an informal meeting with the faculty-student Student Affairs Committee to discuss dorm autonomy.

The board took no further action on dorm autonomy at its meeting because of the women of Mrs. Sue Thomas Turner, chairman of the Student Activities Committee. The Board further decided to invite a group of representatives from the Student Activities Committee to discuss dorm autonomy.

In the morning meeting, Student Activities Committee members indicated that the Board modified dorm autonomy at its April meeting because it wanted both to avoid moving directly into 24-hour open house and to implement immediately proposals for changes in social life.

"If there is any one... rather than with a leap," said one Board

Vol. 89 — No. 50 SWARTHMORE COLLEGE, SWARTHMORE, PA. Saturday, May 10, 1969

The Phoenix

Emotional SAC Meeting Ends In Walkout Over Board Ruling

In a highly emotional meeting Wednesday night, the Student Affairs Committee failed to reach consensus on various issues surrounding the Board of Managers' failure to change their April decision on SAC regulation of dormitory autonomy.

The meeting ended with the walkout of most of the Committee's student members who felt that their presence lent a legitimacy to SAC's decisions that they wished to withhold.

The Committee tried to reach consensus on a reaction to the Board's decision to continue the requirement of a majority passage of SAC on any dorm hours extending beyond

SAC guidelines instead of the two-thirds veto policy recommended by the SAC to the faculty. (See Board story on this page.)

Chairing the meeting, Dean of Men Robert A. Barr read the Board's reply to the faculty statement of last Wednesday. It indicated that the Board could not change its decision on dorm autonomy because they were unable to disentangle the issues of 24-hour open house and SAC voting procedures. Dean Barr suggested that they didn't want to take any action that they felt might legitimize open dorms.

After reading the Board's communication, Barr commented on the apparent change in the Board's reasons for changing the voting procedure. During the meeting of the Board's Student Activities Committee, he reported, two Board members had stated that they had recognized the possibility of 24-hour open house included in the two-thirds veto procedure. "I think that is hindsight," Barr commented. "I think there are some Board members who think they were a great deal wiser than they

were." His explanation led to his disclosure that he had heard that some members of Student Council felt that he had not been completely honest in presenting the Board's reasoning. He then stated that he felt he could not "continue to operate in such an atmosphere," where his honesty was in question, and so he withdrew from the Committee, until he can discuss his relationship with SAC with President-elect Cross. The committee passed a vote of confidence for "the way Mr. Barr has led the Committee this year," after he left.

The rest of the meeting was devoted to a debate on the legitimacy of the Board's decision, and what reaction SAC should officially take on that decision. "The question we have to deal with," one member commented, "is what we do when we strongly disagree with a decision by the Board."

John Braxton, Student Council president and a member of SAC, presented statements from SC and the student members of SAC on that (Continued on Page 3)

Benghiat Cites Turk Conspiracy In Attaining 179th Editorship

In one of the shortest and most confusing elections in *Phoenix* history, Russell Benghiat was elected 179th editor of *The Phoenix* Thursday night.

Opposing the Mystery Candidate and that perennial underdog, the Chairman of the Editorial Board and Publisher, Benghiat won by a technicality still being disputed. Although the Mystery Candidate was not vetoed by a two-thirds majority, Ben-

giant Breaking long standing tradition, Benghiat presses no *Story Supplement*, in an effort to "store reality in the face." The now formidable grapevine will continue to be cultivated, and beat editors revived.

Faculty reaction to the election was mixed. Student reaction was mixed up. "I really freaked out when I heard it," explained one nameless freshman girl.

One of the few students at Swarthmore who can describe himself as a "dorm Turk," Benghiat ascribes this quality to having rather the usual inclination. Barberage, as he is affectionately known, was born in New York, the son of an itinerant janitor. He lived in New City, "the largest unincorporated hamlet in New York State," before attending Swarthmore.

The new editor joined *The Phoenix* as a freshman, and apply on the basis of an April Fool story was named Journal Editor, a post which

SC Discusses Dorm Autonomy, Plans to Press 2/3 Veto Issue

Student Council met twice last Wednesday to consider action on the issue of dorm autonomy, as a substitute action on SAC voting procedure to let the Student Affairs Committee voting procedure on dorm proposals stand.

In Council's morning meeting, two alternative courses of action were discussed extensively. Deborah Bond proposed that Student Council appoint three additional student members to SAC in order to establish the idea that students should have the effective role in determining rules governing social life and other affairs. Bond indicated that the move would also make clear what groups have the power to determine the proportions of students to faculty on college committees.

Arguing that there was too little time left in the semester for any substantive action on SAC voting procedure to be taken anyway, other Council members recommended that

Most of the discussion revolved around the possible ramifications of the proposals. It was generally felt that the packing maneuver would not be permitted by the faculty-administration members of SAC, in which case SC would refuse to appoint SAC members, resulting in the cessation of SAC's activities. It was hoped that such a showdown would induce the Board of Managers and the administration to make SAC's powers more legitimate by recognizing the two-thirds veto procedure.

The afternoon meeting was called so that all Council members could be present to vote on the proposed move, and the student members of SAC were asked to participate. The latter proposed to take independent action with the same purpose in mind (see SAC story) and Council therefore decided to abandon its original plan to avoid duplicating efforts. The following resolution was passed at that meeting: "Inasmuch as a decision-making body must have the approval and support of those who are affected by its de-



Friday, May 9

We shall sell McDonald's

HAMBURGERS

FOR

15¢

On Sharples Patio
for those who participate
in the non-meal at
Friday supper

SWARTHMORE COLLEGE
SWARTHMORE, PENNSYLVANIA 19081

INCREASE IN CHARGES

Swarthmore College's charges for 1969-70 have been set as follows:

Tuition	\$2150
General Fee	210
Board and Room.....	1075
	—————
Total Resident Charges.....	\$3435

*Supplement to Swarthmore College Bulletin, Catalogue issue, 1968-69,
Swarthmore, Pa., Volume LXVI, Number 1, September 1968*

UP AGAINST THE WALL, M

by Hank Levity

The students of the United States are at a crossroads. They can either capitulate to the oppressive educational system foisted upon them by the power structure or they can liberate themselves by overthrowing the status quo and setting up their own free high schools and universities.

WORK

I say that the only viable and meaningful alternative is the latter. It is the only way we can achieve self-realization through active participation by all on all levels of the decision-making process. Moreover it liberates us so that we can study relevant problems in order to relate to the outside world.

Since this is the only acceptable alternative, the only question remains: How best can we realize it? In other words, what strategy must we, as involved students, to bring about this new institutional restructuring?

GET AHEAD

Again we have two alternatives. We can work through the existing processes of decision-making or we can carry on a decisive clear-cut violent revolution.

Both methods have their distinctive merits and drawbacks. Each deserves careful consideration and study. Only after a thorough and total assessment of the objective conditions militating against and working for each strategy can we be certain beyond doubt which offers the best alternatives for us, the oppressed students.

As far as the first strategy is concerned this is how I see things. We face a very determined opposition among the reactionary faculties and administrators. They know what they

want, i.e., to oppress us, and they know how to use the currently used methods of decision-making to thwart our aims. In addition, the present consciousness of the students is such that they do not know their true interests, nor are they disposed to working for them. In short they are apathetic. Thus a slow infiltrating process, which the first strategy implies, can not possibly enlist the mass of students so necessary for a sustained and successful change.

STUDY

Instead the correct strategy to follow is that of violent revolution. The possibility that it will succeed is great for these reasons. Our oppressors — the faculties and administrators — are not acquainted with the techniques of terror and violence. These can not be neutralized by sophisticated arguments. In addition, they are indisposed to the use of outside oppressors (the fascist police).

The other reason why our violent revolution will be successful is that by is very nature of being fast, different and exciting will awaken the apathetic masses of students and will enlist them in our grand design. With the mass of students behind us our victory is assured as it is inevitable.

KILL

As can be obvious from all relevant considerations, violent revolution is our way. But violent revolution can only be directed by a small group be torn apart by the oppressing class of intellectuals what have we to lose but an education?

So now I call for all oppressed students to unite in revolutionary brotherhood. Together we can create a new order for all. Divided we will be torn apart by the oppressing class of intellectuals what have we to lose but an education?

by Charlie Spadoni

Swarthmore faces a serious challenge to its academic freedom and integrity. It is not an external threat but an internal challenge making it much more insidious and much more menacing.

What is this internal threat? Contrary to the most effusive dogma, it is not the despotic hand of the college administration oppressing students and faculty alike. No, it is the far more tyrannical movements of black militants and white radicals — faculty and students alike. They are the ones posing the challenge by trying to force their own images on the entire college community. Those images, as is quite obvious, leave little room for the academic freedom and integrity which is too vital for a college to continue to carry out its functions.

What makes this threat credible — in fact terrifying — is that it is not being met with firm, consistent opposition by those who hold academic freedom and integrity valuable. In our case at Swarthmore, the students have defaulted in their responsibilities for defending the college's integrity. This broad sweeping generalization is supported by the following concrete examples.

FACULTY ACTION

During the "crisis in January" when the blacks began their militant

actions, it was the faculty and administration that acted on the merits of the demands forthrightly and efficiently. They did not capitulate to them because of threat. Such was not the case with the students. They were by and large intimidated to the point of ineffectuality. The students were in an excellent position to take a moral stand on unfounded black allegations of racism on the part of the administration.

The students could have passed judgment on SASS's unjustified disruption of the college, the take over of the Admissions Office (I need not give a detailed report on the violation of the rights of other members of the college community which arose from this takeover). They refused even to consider the immorality of these acts and to condemn them when meeting in plenary session.

Such a default of responsibility illustrates how the blacks intimidated the students with the threat of accusation of racism, the mere thought of which no "liberal" Swarthmore student could tolerate, even though the accusations would have no basis in fact.

Again take for example the recent spate of anti-Semitic material. I am writing not only of The Freedom Theater poem but also of Michael Graves' "explanation" of this poem,



by charles spadoni

A NEW DIMENSION

The existence of special interest groups at Swarthmore has a significant impact on the type of community in which we live. Individuals acting in groups press demands on us and take actions which reflect on the entire community. The type of groups we permit at Swarthmore is thus a matter of concern to all.

One of the groups which has the greatest impact is the Swarthmore Political Action Club. Unfortunately its existence is detrimental to the integrity of Swarthmore as an institution. I intend to show why it is detrimental and I will argue that it no longer should be countenanced.

SWARTHMORE VALUES

The Swarthmore Political Action Club is detrimental because its structure is not congruent with the values and traditions of Swarthmore. Unlike most organizations, its members are non-members. It is as was stated in its last meeting — an amorphous group appending to itself a name in order to get funds from Student Council. A group of non-members can thus not be held accountable or responsible. No one is liable since any action taken is taken by non-members.

The confrontation of non-members with the Navy recruiters is an example of the lack of accountability and responsibility. Information announcing that a confrontation would take place was unsigned. No one knew who was making plans or who would carry them out. The unfolding of events demonstrated that it was a small coterie of SPAC non-members who made the plans and carried them out.

By posing as an organization of non-members it dupes the Student Council. Funds are made available to SPAC non-members to carry out activities which are not necessarily in the best interest of Swarthmore as a community.

CABALS

In addition, policies and tactics are not decided in the open in a large group meeting of permanent members. Tactics and policies are planned in small secretive cabals.

The lack of accountability and responsibility, the fraudulent way of gaining money from Student Council and the secretive nature of the organization are sufficient reasons to question the integrity of the organization. They show that SPAC is alien to Swarthmore's tradition of re-

sponsibility, accountability, truthfulness, and openness. SPAC's existence is thus undermining what is essential for Swarthmore's integrity.

There are other considerations that show that SPAC is alien to what we value at Swarthmore. The first is that SPAC's existence is based on the assumption that people here at Swarthmore and elsewhere do not know what is good for them. There is a lack of confidence among SPAC non-members in the intelligence and integrity of Swarthmore students. Their plan to canvass all male students about the Selective Service and the military is an example of this lack of confidence. The function of this organization is totally alien to the notion endemic in this college that the individual has the capacity to decide his own future.

A second aspect of SPAC which is detrimental to the college is that it presumes to act for Swarthmore. They take it upon themselves to act in our behalf. Their efforts to prevent the recruiters from recruiting was an effort to protect the institution from the vile blood-stained hands of the military. Their efforts to protect us are not justified since Swarthmore is mature enough to take care of itself.

NO CONFIDENCE

A third aspect of SPAC which is not congruent with Swarthmore's traditions is that it does not have confidence in Swarthmore students' concern with social and political problems. Apathy is the over-used word to describe the conditions of Swarthmore students by SPAC non-members. SPAC operates on the principle that no one cares or does anything about social ills except SPAC. Such is not the case. Swarthmore has been and will continue to be a place where concerned students can study in preparation to work for liberty, equality, and fraternity not only now but after the brief sojourn here. SPAC does not have a monopoly on concern or action.

The issue at hand is whether SPAC should be permitted to remain a special interest group sanctioned and financed by Swarthmore. I have shown that it is wrongfully instituted; and that its existence is destroying the integrity of this college. The nature of SPAC demonstrates that it deserves neither sanctuary nor money. SPAC has no place at Swarthmore College.

power to arbitrarily decide which outside people should or should not be permitted to speak or recruit at Swarthmore.

These proposals represent clear-cut threats to freedom of speech, anyway you cut it. To date, clear-cut opposition to these unacceptable proposals has not been articulated by students.

The questions remains: Will consistent and firm opposition by students to these internal threats to academic freedom and integrity continue to be non-existent? Will cowardice, naivete, and stupidity prevail? The answer to these questions can only be given by the future actions of the students of Swarthmore College.

and worst of all, the posting of a vicious anti-Semitic newspaper advertisement on the SASS bulletin board. Here again such unacceptable action was condoned by the vast majority of students by their silence. Only a few voices challenged the blacks (with the possibility of violence lurking in the background) and only one of them was not of the Jewish faith.

WHITE RADICALS

Another dangerous situation, presented this time by white radicals, is now before us. Proposals initiated by our Student Council president, if adopted, would prevent military recruiters from coming on campus and would center in Student Council the

UP AGAINST THE WALL, M UP AGAINST THE WALL, M

by Hank Levy

If I were merely a reader of *The Phoenix*, I would be in a state of utter confusion over the Admissions Committee-SASS-Student Council controversy. From what I have read, it would seem as if each of the three antagonists has done something wrong — the Committee for putting the report on General Reserve, SASS for walking out, SC for hastily endorsing SASS's demands — and therefore I would not have taken sides.

Alas, I am a member of Student Council. However, it is not only this fact that has made me see the issue more clearly; looking at *The Phoenix* analytically, what I have read by Jeff Spielberg and Peter Zimmerman verges on absurd nonsense — or, as it is more commonly known, *liberal rhetoric* (maybe in Peter's case it's "conservative rhetoric"?).

First, let me say that I do not care to carry on this running battle in the same way in which it's been discussed on these pages before. This will become clearer below. Second, I do not want to make the editor an enemy, although I intend to criticize his editorial. It's not that I'm against having enemies ("There's a time and a place for everything — including enemies."). It's just that when you are trying to deal with power, you confront those in power, not another who is as weak in the struggle as you are. Third, I do not know how many other SC members will agree with this article as it is written, but I feel that a majority would agree with it on fundamentals.

What Jeff, Peter, and especially Dean Hargadon in his angry letter to SC members have all stressed is their concern with Student Council's hasty endorsement of SASS's four demands. However, not once in Jeff's editorial or in Hargadon's letter — and only slightly in Peter's comment — were the substantive issues ever discussed. The editorial said, "*The Phoenix* is highly disturbed by the content of the SASS recommendations, but is concerned even more by the broader questions of the procedures by which the demands were endorsed." Why doesn't *The Phoenix* discuss the content of the demands? Tactics can only be discussed once the position on content is known.

Discussing form to the exclusion of content and disguising matter with manner is a great ruse of the liberal rhetoric. (George Kennan and Sidney Hook say that it is not good to be passionately opposed to poverty and racism, but it is all right to be passionately against those passionately opposed to poverty and racism.) As long as procedural problems can be argued about, substantive content—the real issues—can be avoided in-

definitely. My challenge to Jeff Spielberg and to Dean Hargadon is to come out and state clearly what their reasons are for being against SASS's four (or two, in Mr. Hargadon's case) demands. Then we will be able to see clearly on which side of the issue (i.e., right and just vs. wrong and unjust) these people sit.

I praise Peter Zimmerman for attempting to discuss the substantive issues, although he, too, concerns himself primarily with procedural matters. It is to his discussion of the issues that I now turn.

SPLIT

Zimmerman, unfortunately, is as afraid as the Admissions Committee — or the entire administration, for that matter — of giving Black students any power. Moreover, Peter does not seem to understand that there are two distinct interests represented here: admissions in general are represented by Dean Hargadon and the Committee, and Black admissions and Black relations are represented by SASS.

The first group cannot help but have certain ends in mind: making sure of Swarthmore's prestige and that students turn into successful intellectuals. The second group, however, is concerned with the Black student in a white college and the Black man in a society which fosters racism through its institutions. The first group certainly represents more of the students here—since most of us are white. But SASS is really the only group capable of understanding Black admissions and the large implications.

Peter contrasts SASS's "tough stands, its polemics and demands and walkouts" with the enlightened and progressive (those are my adjectives, not his) motives of the Admissions Committee and nature of the report. Realizing that he is again guilty of using the liberal rhetoric, it is important to notice the implications of this distinction — "The Admissions Committee is trying its best, so let's give them a try, even if they do botch things up." However, if SASS is right, why don't we give them a try, too? The answer is because too many people here are stuck on the idea of the status quo. SASS shouldn't get power because they don't have it. Needless to say, they'll never be given power unless they're given a chance to prove they can make good use of it. And when they're not even given that chance, then they walk out.

So where are we? To me, SASS's demands are reasonable, progressive and potentially beneficial to Swarthmore and American society. Student Council has taken a stand in favor of humanity and justice. How could we have offended so many people?

by Hank Levy

NOW THAT everyone knows that our Vietnam policy proved disastrous and was wrong from its conception, it is time to turn to more pressing issues. (I thought I would start off with a facetious remark to get readers interested.) In my opinion, the most important and relevant issue facing Americans at the moment is the electoral system — the very foundation of the democratic

order. It must be said that this 1968 presidential race has put the democratic system on trial.

Of those who are disgusted with the fare at Chicago, there seem to be three general types: (1) those to whom the convention merely confirmed their views regarding the evils and antiquities of the democratic system; (2) those who had been previously skeptical, but not completely

by Kathy Moore

McCarthy's campaign strategy certainly was a success: he succeeded in bringing youth back into the Democratic Party. (Remember the full-page ads in *The New York Times*? "Our children have come home.")

The strategy of the Democratic bosses was almost a success. They figured that the liberals would vote Democratic no matter what they did to us or who they nominated, and by and large they were right. Humphrey is going to lose anyway, but not because of defections on the left. Humphrey is going to lose because he's demonstrated such a fantastic lack of charisma that almost no one but the diehard liberals will vote for him.

PAST EXPERIENCE

We never learn, do we? I had lingering hopes, until the Chicago debacle, that Humphrey was, after all, the lesser of two evils. And there in the midst of it all, was the liberal Minnesota giving a little speech about the importance of the Illinois delegation.

Remember when we worked for Johnson back in '64? Now there was a peace candidate who really convinced us. Remember all that discussion about how much LBJ had changed ("matured" was the word we used) since his days as a senator from Texas? He gave really compelling arguments against further involvement in the war. He was about a thousand times more convincing than Humphrey is now. And it was him or Goldwater. A year later Goldwater was commending Johnson's handling of the war.

"I will go anywhere, any time . . ." Sound familiar? I don't like to admit this, but I was taken in by Johnson's first bombing pause back in '65. Of course, Johnson demanded that the Vietnamese "reciprocate," presumably meaning that they should stop bombing our country.

APRIL FOOLS

alienated from the system, to whom Chicago meant their "Waterloo in radicalism"; (3) those who viewed Chicago as simply an atavistic or alien aspect of a basically good system. It is the last group who should listen to what radicals have to offer in the way of analysis; many of today's radicals felt — only a year ago — that the Vietnam war was only a simple mistake by a government which was basically honorable.

Notwithstanding the many reactionary elements in this country (this will be a subject of a future column), it is fairly obvious that a large majority of people asked for a change during the presidential primaries. The Vietnam war, rising prices, black revolution, the failures to cure poverty, urban problems, corruption in politics, and other problems turned people away from the Johnson administration.

Vice President Humphrey — who did not enter a single primary — was nominated at the Democratic convention. What this means to me is that this country's political system, if not containing the outright corruption of a century ago, is certainly not the democratic, equitable system

And then there was the night before April Fools' Day when Johnson announced that he would not seek reelection and would halt the bombings. They laughed when I wanted to celebrate, and they were right. The tonnage of bombs dropped on North Vietnam immediately increased, and instead of Johnson, we got his mate, sort of like Lurleen Wallace.

And now, after clawing McCarthy out of his way and assenting in Daley's reply to anyone who didn't like it, Humphrey has turned into a slightly soiled dove.

Either Humphrey and his friends were convinced that we'd put up with it all, or they believed that they could win without us. The way things stand now, they can't even win with us.

The Democratic signs read: "Four years of Nixon-Agnew!" Four years of Nixon-Agnew is probably what we're going to get, and it's hard to believe that it makes much difference. We can vote for the Democrats and hope that they'll throw us a bone now and then, but that hasn't worked very well lately. And as long as the Democrats can count on our support, they don't have to do a damn thing for us.

MEANINGLESS VOTE

The phrase is "throwing away your vote." In fact, the logic of this implies that we should all vote for Nixon because Humphrey is going to lose anyway (*The New York Times* gives him four states), and we'll throw away our votes if we vote for him.

Actually, we've been throwing away our votes for years, supporting candidates we didn't really like because there weren't any better choices. It isn't going to change until we do something about it. We aren't going to get candidates we like if the bosses can get us to vote for candidates we don't like.

it is supposed to be in theory. Do the people have a say in politics? Does the majority control? Where is the power in the American system?

The answers to these questions seem obvious to me; they should be obvious to most people after Chicago. The lessons that the horror of Chicago taught us must not be taken lightly. To those who defend the viability of change within electoral politics and to those who criticize revolutionaries because they work outside the system, they had better either open their eyes or read the Declaration of Independence again. (If they have ever read it before). Politics—the institutions of society that are recognized as having the most inclusive and final authority existing in that society" (Pennock and Smith, p.9) — is controlled by a handful of people who represent neither the American people nor progress.

The decision-making power, "the final authority," belongs to a small group who have certain interests. Besides the economic interests of this small group (this will also be a topic for a future column), their most obvious vested interest is the retention of their power.

Let me say just a few words about what I think we have been doing.

In my letter of December 31 to the faculty I asked our entire college community to consider conscientiously and imaginatively the best way to achieve what I believed to be the underlying concerns of SASS, and of the Admissions Policy Committee. I believe that we have been doing that.

Certainly the Faculty, for which I can speak as its presiding officer, has responded in a way that has deepened, if that were possible, my pride in Swarthmore. The faculty met in long sessions—last Tuesday afternoon, Thursday night, Friday afternoon, Saturday morning, Saturday afternoon, Sunday morning from 10:00 a.m. to close to 2:00 p.m., Sunday afternoon from 3:30 to close to 7:00 p.m., and Sunday night from 8:30 p.m. to around 3:30 a.m.

I strongly support the actions we have taken as a Faculty, and I will strongly support them to the Board of Managers. I am confident that the Board shares the same concerns and values that have motivated the Faculty in their actions. I feel so sure of the Board's feelings on these matters that I am ready to begin immediately to implement the actions we have taken.

What we have passed is clear to those of us who have passed it, and we believe it to be right. Details will have to be worked out as we go along, just as the details of our Commission on Educational Policy actions have to be worked out every day, but I see no problems in that if, as I am assuming, we can work in a spirit of mutual trust. I hope, I pray, there will not be any who will seek to sow distrust. I am sure SASS will want to work in a spirit of mutual trust, and I call on all of us to seek and work through the good will in each other.

It is possible to use our present problem to escalate real and fancied differences that exist in any community. But I would ask all of us never to trade Swarthmore's excellence and fineness and readiness to hold itself open to new light, from whatever source it comes, never to trade these things for slogans and hate. It took no force to bring about comprehensive proposals for the development of Black Studies. It took no force to bring about our fundamental and comprehensive examination of ourselves in our Commission on Educational Policy. Students were involved, were urged to be involved, in all of these considerations. I realize that some now sneer at the CEP, but there was no sneering in the Danforth groups and no sneering in the referendum which students were urged to take in order to express themselves on every one of the recommendations.

We have lost something precious at Swarthmore—the feeling that force and disruptiveness are just not our way. But maybe we can see to it that this one time is only the exception that proves the rule. For certainly if there are any who now think that direct action should be used eventually for Black Studies, or Student Week, or any proposals that might come out of Student Week or the Sex Rule, or Dormitory Autonomy, or the University City Science Center, or the Physical Education requirement, or beards, or for the question of institutional structure and the governance of higher education—let me digress to say that I am far from convinced that the prevailing system of governance of higher education in America is right for our times, though I am also far from convinced that it is wrong; and I am very conscious of the fact that the abstractions of the description of government of our own particular institution always obscure the basic humanity and warmth with which we try to proceed; but these matters of governance are in my opinion ones for deep and thoughtful consideration—then, to come back from my digression, I have to say that I seriously doubt their faith in education, and in the educational process, and I would be saddened to see further acceptance of force as against those qualities of trust and tolerance and humility and anti-totalitarianism and willingness to seek the good in others—those qualities that have made, and can make, Swarthmore especially 'fine' as an institution.

This is the text of President Courtney Smith's statement to the Faculty and Students of Swarthmore College, presented at 1:45 p.m. on January 13, 1969 in Clothier Memorial Hall. It was President Smith's last public address.

ALUMNI ISSUE, APRIL, 1969

SWARTHMORE

COLLEGE BULLETIN



President Courtney Smith
1916-1969

SWARTHMORE COLLEGE

Program of Work for Fall Semester 1969-70

DEPARTMENT	MON., WED., FRI. 8:30-9:20	MON., WED., FRI. 9:30-10:20	MON., WED., FRI. 10:30-11:20	MON., WED., FRI. 11:30-12:20	MON., OR FRI. 1:15-4:00	TUES., THURS. 8:30-9:45	TUES., THURS. 9:55-10:45	TUES., THURS. 11:00-12:15
ART, HISTORY AND STUDIO ARTS		20. Modern Renaissance Art (Farnes) Trotter W102	31. Modern Painting (Ryus) Trotter C-15	16. Early Medieval Art (Williams) Trotter W-200	51. Art: The Visual Arts (Bauskus) Arts Center (Sa, A3) Arts Center (Bauskus) F. (Schaefer) Arts Center			
ASTRONOMY			1. Descriptive Astronomy (Sklar) Sproul Observatory					
BIOLOGY (Ecology and Society)	60a. Zool. Genetics (Leshins) Martin 110	Zool. 52 Embryology (Erdens) Martin 110	60a. 1. General Biology (Sklar) Martin 201			Bot. 18. Biology of Lower Plants (Leshins) Martin 110 60. 57. Comparative Physiology (Friedman) Martin 110		Zool. 14. Vertebrate Morphology (MacDonald) Martin 201 Zool. 50. Biology of Animals (Combs) (Farnes) Martin 110
CHEMISTRY		1. Introduction to Chemistry (Keightley) DuPont 138 2. General Chemistry (Sklar) (P. Thompson) DuPont 135 28. Inorganic Chemistry (Hemmelton) DuPont 142	38. Biological Chemistry (Fahnest) DuPont 225	61. Theoretical Chemistry (Sklar) DuPont 225				56. Organic Synthesis (Fahnest) DuPont 225
CLASSICS	Gk. 11. Intermediate Greek (Wirth) Parrish 31 L. 1. Elementary Latin (F. Michaels) Parrish 30 (Course also meets on Th. 8:30-9:20 a.m. (Note a) 11:35-12:15 p.m. (Note a))	Cl. 34. Latin Literature in Translation (Hoff) Parrish 31 Gk. 1. Elementary Greek (Hose) Parrish 30 (Course also meets on Th. 8:30-9:20 a.m. (Note a) 11:35-12:15 p.m. (Note a))		Gk. 19. Comparative Grammar of Greek and Latin (Hose) Parrish 30		Gk. 31. History of Science (Coward) Parrish 31		L. 3. Calulus (Rose) Parrish 30
ECONOMICS		1b. Introduction to Economics (Sklar) Trotter C-114 (Note 9)	1c. Introduction to Economics (Sklar) Trotter C-116 (Note 9)	1d. Introduction to Economics (Sklar) Trotter C-114 (Note 9)	36. Social Economics M. (Lindsay) Trotter C-128	14. Introduction to Economics (Sklar) Trotter C-126 (Note 9)		4. Statistics (Husler) Trotter C-126 10. Economic Theory (Galy) Trotter C-126
ENGINEERING	61. Electrical Science (Bowler) Hicks 200 62. Structures: Mechanics (Carpenter) Bowditch 302	63. Introduction to Fluids and Continuum (Gross) Hicks 204	17. Principles and Problems of Modern Mechanics (McClumme) Hicks 204 63. Thermodynamics (Marin) Hicks 208 64. Materials Science (Schutz) Hicks 204	65. Systems Theory (McClumme) Hicks 204		61. Introduction to Engineering (Marin) DuPont 142 62. Digital Computer (Patterson) Hicks 208 65. Civil Engineering Design (Willis) Bowditch 302 67. Electronic Circuit Theory (Bowler) Hicks 200		69. Mechanics of Solids (McClumme) Hicks 204 67. Circuit Theory (McClumme) Hicks 200 67. Topics in Information Transmission (Marin) Hicks 204
ENGLISH LITERATURE	1. English Poetic Tradition (Sklar) Parrish 20	1. English Poetic Tradition (Sklar) Parrish 20 23. Main Currents of 19th Century Literature (Coward) Parrish 20	1. English Poetic Tradition (Sklar) Parrish 20 45. Modern Poetry (Sklar) (Sklar) Trotter C-215	1. English Poetic Tradition (Sklar) Parrish 20 41. American Literature to 1865 (Shackford) Parrish 315		1. English Poetic Tradition (Sklar) Parrish 20 39. The English Novel (Coward) Parrish 20		1. English Poetic Tradition (Sklar) Parrish 20 25. Shakespeare (non-meters) (Coward) Parrish 20 33. Cheever (Arin) Parrish 31
HISTORY		24. Modern England (Gowen) Trotter C-135	5. The United States to 1822 (Gowen) Trotter W-102	1. Early Europe: Lectures W. F. (Sklar) McClumme 1. Early Europe M. (Sklar) McClumme 1. Early Europe S. (Sklar) McClumme Trotter C-14, C-15, C-16	27. The French Revolution and Napoleon M. (Bauskus) Trotter C-215 28. America in the Progressive Era 1880-1920 M. (Bauskus) Trotter C-215		1. Early Europe T. (Sklar) McClumme Trotter C-14, C-15, C-16	1. Early Europe T. (Sklar) McClumme Trotter C-14, C-15, C-16 8. Africa (Wright) Trotter C-115 14. Introduction to Medieval Civilization (B. Smith) Trotter C-209
MATHEMATICS	3. Calculus DuPont 138 11. Linear Algebra DuPont 133	1. Probability and Calculus for Social and Biological Science (Sklar) DuPont 139 3. Calculus DuPont 138	31. Linear Algebra DuPont 139 24. Modern Algebra DuPont 138	3. Calculus DuPont 133 9. Functions on the Real Numbers DuPont 139 11. Linear Algebra DuPont 143		11. Linear Algebra DuPont 138	3. Calculus DuPont 139 11. Linear Algebra DuPont 138 51. Real Analysis DuPont 143	
MODERN LANGUAGES—French	3. Second year French (Cotting) Trotter C-212 4. Second year French (Kears) Bowditch 115	10. First-year French Drill section A (Sklar) Trotter C-16 (Note 9) 3A. Second year French (S. Smith) Trotter E-29 (Note 7) 4. Second year French (Erdens) Bowditch 115	1. First-year French (Sklar) Trotter C-16 10. First-year French (Sklar) Trotter C-15 (Note 4) 6. Studies in Stylistics (Carpenter) Trotter C-132 2. Introduction to Literary Studies (Lindsay) Trotter E-29	11. Readings in French Literature (Barry) Trotter E-128	22. Poésie du Moyen Age M. (Lindsay) Bowditch 106		3A. Second year French Drill section A (Sklar) Trotter C-214 (Note 7)	10. First-year French (Fahnest) Bowditch 115 (Note 8) 3A. Second year French Drill section A (Sklar) Bowditch 106 (Note 7) 2. Introduction to Literary Studies (Lindsay) Trotter E-29
MODERN LANGUAGES—German	1A. First-year German Drill section A (Ward) Trotter C-15 (Note 7) 3A. Second-year German (Cohn) Bowditch 106 (Note 7) 1. Elementary German (Special Reading Course) (Hudson) Parrish 27	1. First-year German (Abrams) Trotter C-24 1A. First-year German (Abrams) Trotter C-24 (Note 7) 1. Elementary German (Special Reading Course) (Hudson) Parrish 27	3. Second-year German (Cohn) Bowditch 106 1A. First-year German (Abrams) Trotter C-24 1. Elementary German (Special Reading Course) (Hudson) Parrish 27	6. Writing and Spelling German (Abrams) Bowditch 110 1A. First-year German (Abrams) Trotter C-24 1. Elementary German (Special Reading Course) (Hudson) Parrish 27			1A. First-year German (Abrams) Trotter C-24 (Note 7) 3A. Second-year German Drill section A (Sklar) Trotter C-214 (Note 7)	
MODERN LANGUAGES—Russian	10. First-year Russian Drill section A (Sklar) Trotter E-29 (Note 9)			30. First-year Russian Drill section A (Sklar) Trotter E-29 (Note 9)		10. First-year Russian (Erdens) Trotter E-29 (Note 9) 3A. Second-year Russian Drill section A (Sklar) Trotter E-29 (Note 9) 1A. First-year Russian (Erdens) Bowditch 106		30. First-year Russian (Erdens) Trotter C-215 (Note 8) 11. Introduction to Russian Literature (Kobayashi) Bowditch 110
MODERN LANGUAGES—Spanish	3A. First-year Spanish Drill section A (Sklar) Trotter E-29 (Note 7) 3A. Second-year Spanish (Abrams) Trotter C-14 (Note 7)	9. Advanced Conversation and Diction (Aasland) Trotter C-14 (Note 7)		24. Las Obras de Cervantes (Aasland) Bowditch 106		1A. First-year Spanish (McClumme) Trotter E-29 (Note 7) 3A. Second-year Spanish Drill section A (Sklar) Trotter C-212 (Note 7)		11. Introduction to Spanish Literature (Metz) (Sklar) Trotter E-29
MUSIC	1. Introduction to Music M. W. (Freedman) Trotter W-101 1. Introduction to Music, Section B. F. (Freedman) Trotter W-101	1. Introduction to Music, C. F. (Freedman) Trotter W-101			27. J. S. Bach M. (Sklar) DuPont 138 40. Analysis, Basses, Performances (Freedman) Trotter W-101	13. Counterpoint (Sklar) Clusters A		11. Harmony, Lectures (Coppock) Trotter W-101
PHILOSOPHY	1. Introduction to Philosophy (Sklar) Trotter E-126	1. Introduction to Philosophy (Sklar) Trotter C-114 23. Contemporary Philosophy (Sklar) Trotter C-115	1. Introduction to Philosophy (Sklar) Trotter C-114	1. Introduction to Philosophy (Sklar) Trotter C-114 11. Ethics (Gibbard) Trotter C-215	1A. Freshman Seminar F. (Sklar) Bowditch 110		1. Introduction to Philosophy (Sklar) Trotter C-114 11. Philosophy of Science (Sklar) Trotter C-112	
PHYSICS		1. General Physics (Boscoe) DuPont Lecture Room (Note 1) 7. Electricity and Phisics in Matter (Sklar) DuPont 142 11. Modern and New Physics (Carpenter) DuPont 133		15. Legislative Behavior (Lutzer) DuPont 133				
POLITICAL SCIENCE	1. Introduction to Political Science (Sklar) Trotter E-128 (Note 10)	61. Introduction to Political Science (Sklar) Trotter E-128 (Note 10) 43. Advanced International Politics (Hemmelton) Trotter C-116	1. Introduction to Political Science (Sklar) Trotter E-128 (Note 10) 54. Political Theory: Plato to Modernity (L. Henry) Trotter E-126	15. Legislative Behavior (Lutzer) DuPont 133		1. Introduction to Political Science (Sklar) Trotter E-128 (Note 10)		1. Introduction to Political Science (Sklar) Trotter E-128 (Note 10) 14. American Foreign Policy (Sklar) Trotter E-128
PSYCHOLOGY EDUCATION			45. Group Dynamics (Gowen) Martin 110		14. Learning and Behavior Theory M. (Erdens) McClumme Educ. 14. Introduction to Teaching M. (Carpenter)		5. Introduction to Psychology (Sklar) DuPont Lecture Room	
RELIGION						3. Introduction to the Old Testament (P. Henry) Trotter C-115		
SOCIOLOGY AND ANTHROPOLOGY	1. Introduction to Sociology and Anthropology W. F. (Sklar) Trotter E-28, W-102	1. Introduction to Sociology and Anthropology W. F. (Sklar) Trotter E-28, E-29, E-30	1. Introduction to Sociology and Anthropology W. F. (Sklar) Trotter E-28, E-29, E-30 54. Political Theory: Plato to Modernity (L. Henry) Trotter C-214	1. Introduction to Sociology and Anthropology W. F. (Sklar) Trotter E-28, E-29, E-30 1. Introduction to Sociology and Anthropology W. F. (Sklar) Trotter E-28, E-29, E-30 Three Conference Groups: Trotter C-14, C-15, C-16	67-68. Colloquium: Norman Resources M. (Abrams) Trotter W-102			
PHYSICAL EDUCATION FOR MEN	Hours to be arranged. Fall: Admitted Physical Education, Coed Aerobic, Aquatics, Badminton, Coed Folk Dance, Coed Golf, Coed Modern Dance, Soccer, Tennis, Touch Football, Volleyball.				Winter: 1. Admitted Physical Education, Aquatics, Badminton, Basketball, Coed Folk Dance, Coed Modern Dance, Coed Volleyball, Weight Training, Wrestling.			
PHYSICAL EDUCATION FOR WOMEN	Hours to be arranged. Fall: Coed Aerobic, Coed Folk Dance (Clubs and Performance Group), Coed Golf, Hockey (Clubs and Performance Group), Lacrosse (Clubs and Performance Group), Soccer, Swimming (Clubs and Performance Group), Tennis, Volleyball, Water Ballet (Clubs and Performance Group).				Winter: 1. Badminton (Clubs and Variety), Basketball (Clubs and Variety), Bowling, Conditioning Exercises, Developmental Aerobic, Coed Hockey (Clubs and Performance Group), Coed Modern Dance (Clubs and Performance Group), Soccer, Swimming (Clubs and Variety), Tennis, Volleyball, Water Ballet (Performance Group). *Some co-ed classes.			

Note 1 Weekly Conference groups to be arranged.
 Note 2 Zool. (64 meets with Zool. 57 Zool. 107 meets with Zool. 50. Students assisting for each other of these groups.
 Note 3 Latin 1 meets in consultation with the instructor.
 Note 4 Greek 1 meets in consultation with the instructor.
 Note 5 Students taking Economics 1 should keep the 9:30-10:45 hour on Tuesdays (and on Thursdays where there is no Collection) free for general lecture or examinations.

Note 6 This section covers 1-1/2 seminars in one semester and will meet from 11:15 to 3:30 p.m.
 Note 7 Students registering for any Modern Language course numbered 1A or 3A must register for a corresponding oral skill section.
 Note 8 Students registering for any Modern Language course 10 and 30 are accompanied with extra credit. Students registering for these courses must register for a corresponding oral skill section.

SWARTHMORE COLLEGE HONORS PROGRAM FOR SEMESTER BEGINNING

Do not write in these boxes.
 Ch. R.C. G.R. Rec.

Last Name _____ Division of _____
 First Name _____ Middle Name _____
 Class _____ Dept. and No. _____
 Subject _____ Name of Instructor _____
 Enrollment Approved by _____

COMPLETE PROGRAM OF HONORS WORK

Year	Semester	Program in the Major	Program in the Minor(s)

Approved: _____
 Granted permission to carrycourse units
 Chairman of the Major Department _____
 Chairman, Committee on Academic Requirements _____

Swarthmore College Course Enrollment for Semester Beginning

Do not write in these boxes.
 Last Name _____ Middle Name _____ First Name _____
 Major _____
 Class _____
 Ch. R.C. G.R. Rec.

Course Catalogue Titles	List Instructors by Name	Enrollment Approved by	Grade	Comment

Use Course Catalogue Titles
 List Instructors by Name
 Enrollment Approved by
 Grade
 Comment

Chairman must be filed in the Office of the _____
 he prescribed date for registration. A _____
 per day will be charged for late filing.

 Signature of Course Adviser

take either four or five courses with
 this course adviser. Those who wish to
 in four or more than five must file a
 sed to the Committee on Academic

Approved for _____
 Chairman, Committee on Academic Requirements

SWARTHMORE COLLEGE REGISTRATION CARD

(To be filled out by ALL STUDENTS on the first day of each academic year. Please print in ink.)
 Class: 19..... Date.....
 Name in full.....
 Last Name First Name Middle Name
 Home Address.....
 Number and Street
 City, State, Zip Code Number
 Names and Addresses of Parents
 Father..... Telephone Number.....
 Mother..... Telephone Number.....
 Grades to be taken.....
 sent to.....
 Major Subject..... Students in honors check here.....
 Veterans check here..... Married students check here.....
 Local Address.....
 (If dormitory resident give room number)
 Local Telephone Number.....

194 X 7-69
 Instructor.....
 Meeting Time.....
 Course Title.....
 Dept. and Course No.....
 Course Adviser.....
 Class..... Major.....
 Name.....
 LAST NAME FIRST NAME MIDDLE NAME
 Section.....

CLASS CARD

Chairman, Committee on Academic Requirements

Week of Direct Action, Meetings and Finally Tragedy

(Continued from Page 4)
presenting revised SASS positions on the admissions controversy and Admissions Office occupation
The four new demands made at that time were: 1) that a summary description of the decision-making organs of the College be made public; 2) that black people be participants in the decision-making on all levels outlined; 3) that the original SASS demands be implemented; and 4) that no disciplinary action whatsoever be taken against black people, both students and employees, who have participated in this direct action.

HAULT
Mizell explained that the black students had brought the regular admissions process to a halt, and would continue to do so until the College submitted an acceptable program with specific plans for the inclusion of black students on all levels.
As the audience grew to fill Commons, the press conference became an all-out meeting. The College engineer then urged that the meeting be moved to Clothier for safety. The crowd complied quickly. John Braxton, a Student Council and SPAC member, took charge of the meeting.
Discussion initially centered around John Bennett's statement expressing unequivocal support for the SASS stand and calling for a cessation of all college functions, including registration, until the present crisis was settled.

DISCUSSIONS
Faculty and students then discussed the relative merits of various actions, beyond the Bennett proposal. Ellen Schall, president of Student Council, called for the meeting to reconvene at 8 p.m.

Joseph B. Shane, Vice President of Swarthmore, stated in a press conference that the administration hoped that the present situation could be "settled in a Quakerly, amicable way." Mr. Shane added that he thought it would not be necessary to call the police, or any other outside force into the matter.

MODERATES
One hundred students defining themselves as moderates met in Commons at 7:30 to prepare for the student meeting in Clothier Thursday night. The group organized around the basic concerns that: 1) support be voiced for the SASS demands while refraining from comment on the tactics; 2) that the proposals concerning the consideration of the decision-making processes of the College be considered in the calmer, more rational atmosphere of a mid-February Student Week (a week of discussion without classes).

PLENUM
That evening Swarthmore students, meeting in a plenary session, voted to endorse, as proposed, the SASS demands of December 23 and January 9 and to submit these to the faculty. Also approved was a motion to ask the faculty to postpone the academic schedule for two days, permitting discussion in the College community. Organizers of discussion proposals and S. C. President, Ellen Schall were designated as the Plenary Steering Committee. This group

of students organized workshops and conducted subsequent plenary sessions.
Following their walkout from the Clothier meeting, a group of students assembled in the Student Council room in Tarbles to discuss more radical forms of action than the students in the Clothier plenary session were willing to consider.

SUPPORT DEMANDS
Numbering about 100, that group agreed almost unanimously to support not only the SASS demands as of January 9 but also the SASS actions in support of these demands.
Meanwhile, the faculty met in Martin and passed four proposals: postponing classes for two days, moving the exam schedule back two days, inviting black students to the faculty for the next day and stating, "The faculty, in the midst of acting on the problems of black admissions and a black curriculum, finds itself faced with a resort to racial discrimination to make use of rational procedures."

Friday, Jan. 10
Community discussion continued Friday in sessions planned by the



Deans Barr and Hargadon (l. to r.) leaving Admissions Office after occupation.

steering committee, in the form of discussions among the administration and SASS and various student caucuses.

Following a plenary meeting in Clothier at 8:30 a.m. students regrouped in workshops and again in post-lunch discussion groups.
Clinton Etheridge, Don Mizell and Mr. Gilmore Stott, Administrative Assistant to President Smith, met at Media Fellowship House at noon in response to telegrams from Mr. Robert Woodson, head of the Fellowship House for a press conference and luncheon. The press conference was short, consisting essentially of prepared position statements from Mr. Stott and the SASS leaders.

Mr. Stott stressed the gravity of the crisis in that there seemed to be a great deal of agreement between the SASS demands expressed in its December 23 letter to President Smith, and the final conclusions of the Admissions Policy Committee report. With this in view, Stott criticized the black organization's timing of the January 9 ultimatum and the January 9 demands, since, in his opinion, the situation was resolvable without the resort to the action which had followed.

Clinton Etheridge delineated the SASS position with a prepared statement, defending SASS's action as a "relevant education for both black and white students."

PRESS EXCLUDED
Members of the professional press were excluded from the luncheon discussion which followed. Etheridge stated that the experiences of this year served as a "bride awakening" for SASS members about the efficiency of the traditional channels for change, in which the perspective and lifestyle of blacks cannot be properly understood or reckoned with without direct involvement of blacks.
The first set of demands in October helped to "shock these people out of their complacency." The rationale behind the final action, the taking of the Admissions Office, was simply original demands had been overlooked, and that the only way to spur authorities into immediate recognition of the urgency of the de-

mand to the lack of trust and confidence between the disputing parties, assuring that ideas from both sides will be fully considered in faculty meetings. SASS agreed with Mr. Stott's observation that basic to the goals of Swarthmore College was the balance between "quality education and social equality."

In the second faculty meeting to act on admissions problems, several concrete proposals were adopted with a large measure of consensus in view. "The College recognizes that it is necessary to maintain a viable black student community. . . . To this end, "the College will strive to enroll a minimum of 25 black students in each freshman class . . . increased to 35 after a three-year period."

RISK STUDENTS
The faculty also passed that the college should seek to enroll a "significant number (approximately 10) of so-called 'risk' black students." The faculty adjourned until 10 a.m. Saturday morning.

A meeting for moderates in Commons that evening entertained several proposals, but the group of about



200 students produced no votes or resolutions. However, an informal poll showed disapproval of a continuation on Monday of the suspension of classes.
A stated issued by SASS, said that SASS sought to "redefine the underlying philosophy of education here, to make the education at Swarthmore more responsive to the human needs of people both within and outside of the College."

COALITION
Working one into the night, an eight-hour meeting of a coalition group of SASS supporters formulated a request to the faculty for immediate reversal and support of the content of all SASS demands, asking for faculty acceptance of eight SASS demands to the satisfaction of SASS before the night of Sunday, January 12.

The coalition sounded out moderate views gleaned from the day's workshop because of the felt need for majority support of all initial student actions.

Saturday, Jan. 11

Meeting Saturday morning and afternoon, the faculty passed motions calling for "the prompt establishment of an Admissions Policy Committee" (AHAC), and appointed faculty liaisons with the students and SASS.

AHAC was to consist of three faculty members, five students including representation of SASS, and two administrators, with representatives of each group to be chosen by the group and the committee chairman chosen from the committee by the committee.

AHAC
Responsibilities of AHAC included recommending appointment of an admissions officer who shall be black, reviewing present admissions standards and procedures involving black applicants, considering changes in the membership of the standing Admissions Policy Committee and preparing reports with the understanding that this committee be free to make use of outside professional help.

The appointment of a black counselor is subject to review by SASS. He is to be available to all black students for confidential advice and guidance and not responsible to the deans to provide this information.

The faculty then considered requests to allow student observers at its meetings, but after considerable debate, the motion was defeated.

At the meeting, Clinton Etheridge and Don Mizell read statements of SASS opinions on faculty action on their demands. They noted that the faculty had not yet addressed itself to the decision-making implications of their demands, although SASS was pleased with the progress of the faculty thus far.

PLENUM
Saturday morning's plenary meeting in Clothier summarized Friday's events and organized Saturday's workshops: discussion of black admissions and SASS' actions. Students then moved on to these sessions.

Dean Robert Barr's defense of recent faculty meetings highlighted Saturday's afternoon plenary in Clothier. He argued that the faculty resolutions were intended as a compromise between wisdom and speed with the hope of SASS's agreement. However, Richard Schuldenfrei, Assistant Professor of Philosophy, pointed out that although there was substantial agreement among faculty members as to the faculty's progress, there were many different views on the course of action.

MODERATES
The Expanded Moderate Caucus met in Clothier on Saturday afternoon, with roughly 200 students. Primary conclusions included that decision upon whether students should go back to classes on Monday should be put off until a time when more information was available, and that black power interests and student power interests were separable and that at this time the prime objective of students should be to solve the former.

In the seventh student plenary session, attended by a large majority of



Newspapermen and television cameramen were often present at meetings.

the student body Saturday night, the students passed a resolution calling for a change in the philosophical basis of decision-making at the College, and decided to hold off on any action on the problem of continuing academic business until the faculty had met Sunday and SASS had responded to that meeting.

Duncan Holloman's resolution calling for a legitimate process for decision-making in which groups affected by the decision would take part in the process, represented by members chosen by their respective constituencies, was passed.

The plenary session was adjourned and it was decided that the student body would again meet at 8 p.m. Sunday.

Sunday, Jan. 12

Much of the substantive action of the faculty was accomplished in three long sessions stretching from Sunday morning to early Sunday night. Meeting from 10 a.m. to 1:30 p.m. the faculty considered and passed motions dealing mainly with the problem of holding a nationally qualified

enroll next fall might benefit from agreement of black transfer students from several colleges with the understanding that financial aid would be available if necessary.

SPECIFICS
Finally, it passed five specific measures in which the college would "endeavor to enhance opportunities for all black students to attend colleges." These included: continuation of "upward" college facilities for an ABC-type program, study of the possibility of weekly evening seminars for socioeconomically deprived local high school overachievers, continued participation in area programs to increase the number of college-bound students, and attempting to arrange with local schools to offer black Swarthmore applicants an extra year of schooling if necessary.

AMENDMENT
In its Sunday afternoon session the faculty amended its resolution concerning the Ad Hoc Black Admissions Committee and considered financial and social implications of the resolutions already passed. First the faculty urged the President and the Board to secure funds necessary to carry out their yearly recommendations with the understanding that this "requires a reappraisal of budgetary and fundraising priorities."

Next it urged Student Council to support activities which, while open to the entire student body, would be largely black in orientation. The faculty also passed three amendments relating to the functioning of the AHAC. They gave it the power to "recommend changes in the geographical pattern of recruitment" and to recommend changes in the membership of the standing Admissions Policy Committee.

ADVISOR
The faculty also heard a statement on SASS's view of the AHAC. The statement in essence said that the committee should have more than a consultative role and that its composition should be as proposed by the faculty with the stipulation that four of the students represent SASS, and with strong feeling for a black faculty member and black adminis-



trator to be included in these categories. Finally in response to a question from Clinton Etheridge, President Smith said that it went without saying that he was "prepared to use the full influence and prestige of his office to win approval" by the Board of the resolutions recently passed by the faculty.

STUDENT POWER
Student activity during Sunday was devoted to separating the question of student power from the current crisis and with the question of classes on Monday. The radical caucus, (actually a misnomer; the radical caucus consisted of students who more strongly affirmed SASS's position than the general student body) meeting three times, came out against direct action at the present time and for postponing the question of student participation in decision-making until next semester. However, they did want a commitment on the part of the faculty to a Student Week in February and to some sort of student participation in decision-making before that week began.

SASS

Swarthmore Afro-American Students' Society

Swarthmore College

Swarthmore, Pennsylvania 19081

Demands

SASS has always insisted that black students be consulted and involved in all aspects of deliberation on matters involving black students. Not only does the Report of the Admissions Policy Committee violate this principle, it has several other faults. First of all the report included in its tables information taken from the confidential files of black students and attempted to put this information on public display. Second, the report maligned and questioned the integrity of black **December 23, 1968** organization, a questionable position for a document supposedly **Mr. Courtney Smith** recruiting more black students. Finally the **College Mail** latched the problem from the conservative, overly rigid viewpoint of an institution primarily concerned with the preservation of the **President of Swarthmore College**: We cannot accept either the first or second edition of the report of the Admissions Policy **Comm. Merry Christmas!** and Enrollment of Negro Students.

We **Enclosed** are the "clarified" SASS demands you requested some time ago. **If you fail to issue a clear, unequivocal public acceptance of these non-negotiable demands by noon, Tuesday, the January 7, 1969, the Black students and SASS will be forced to do whatever is necessary to obtain acceptance of same.**

We further demand:

- that in the interim the College take **positi(signed)** to increase the enrollment of black students in order to achieve the critical mass necessary to sustain a viable healthy black student population. Specifically these steps shall be taken by **Clinton A. Etheridge, Jr.**
- the acceptance and enrollment of a **Chairman, SASS** of so-called "risk" black students for the academic year beginning September 1969. Significant defined here to fall **cae/ah** between ten (10) and twenty (20).
 - negotiations with institutions presently conducting summer enrichment or reinforcement programs for entering freshmen so that "risk" students accepted by Swarthmore for the academic year 1969-70 may attend such a program.
 - negotiations with several quality private secondary schools so as to arrange that "risk" students accepted by Swarthmore for the academic year beginning in September 1969 may have the option of attending such a school for one year prior to entering Swarthmore with the students total expenses for that year paid for by the College.
 - the designing and implementation in academic year 1969-70 of a post enrollment 'support' program that would be available to black students after enrollment and that would take special consideration of "risk" students mentioned above. Such a package shall be designed by the Admissions Policy



Art Buchwald How Peace was won

Washington — The Vietnam war, after a brief absence, is back in the news. President Nixon is going to Midway Island to see if he can get President Thieu to agree to what President Thieu supposedly agreed to before Mr. Nixon made his speech.

President Thieu is going to Midway to get President Nixon to say what he said on television is not what he really meant. And they'll probably come out of their conference with a joint statement saying they are both resolved to have an honorable and just peace in Vietnam and that their meeting was "very helpful."

Then President Thieu will go back to Saigon and say that President Nixon assured him that he would back the Saigon government and would not support any other form of government. President Nixon will go back to Washington and assure the American people that as soon as Hanoi comes to terms, the South Vietnamese people will be able to choose their own destiny.

This will cause consternation in Saigon, and President Thieu will demand to see Ambassador Ellsworth Bunker to have him clarify what President Nixon said when he got back.

Ambassador Bunker will assure President Thieu that President Nixon has the interests of the South Vietnamese Government at heart, and nothing President Nixon said changes the desire of the United States to see that the elected government of South Vietnam is protected in any peace settlement.

President Thieu will then tell reporters that he has been assured that he is head of the legal government of South Vietnam, and nothing the United States says will have any effect on what the United States agrees to in Paris.

This will cause some discussion in Paris, and Ambassador Henry Cabot Lodge will ask President Nixon if he can proceed in trying to negotiate the settlement despite Thieu's hard line.

Ambassador Lodge will receive instructions to proceed

toward a settlement despite Thieu's hard line.

Ambassador Lodge will receive instructions to proceed toward a settlement according to President Nixon's original five-point program.

When Lodge follows his orders, the South Vietnamese delegate to Paris will fly back to Saigon and report to the South Vietnamese that the United States is trying to aell them out in Paris.

President Thieu will call in Ellsworth Bunker and demand to know what the United States is doing in Paris. Bunker will assure Thieu that Ambassador Lodge is only doing what Thieu and President Nixon agreed upon at Midway. Thieu will tell Bunker that he and President Nixon did not agree on anything except to bring the war to a just and honorable finish.

Bunker will then cable President Nixon that he needs help in reassuring Thieu that the Saigon government's interests will be protected.

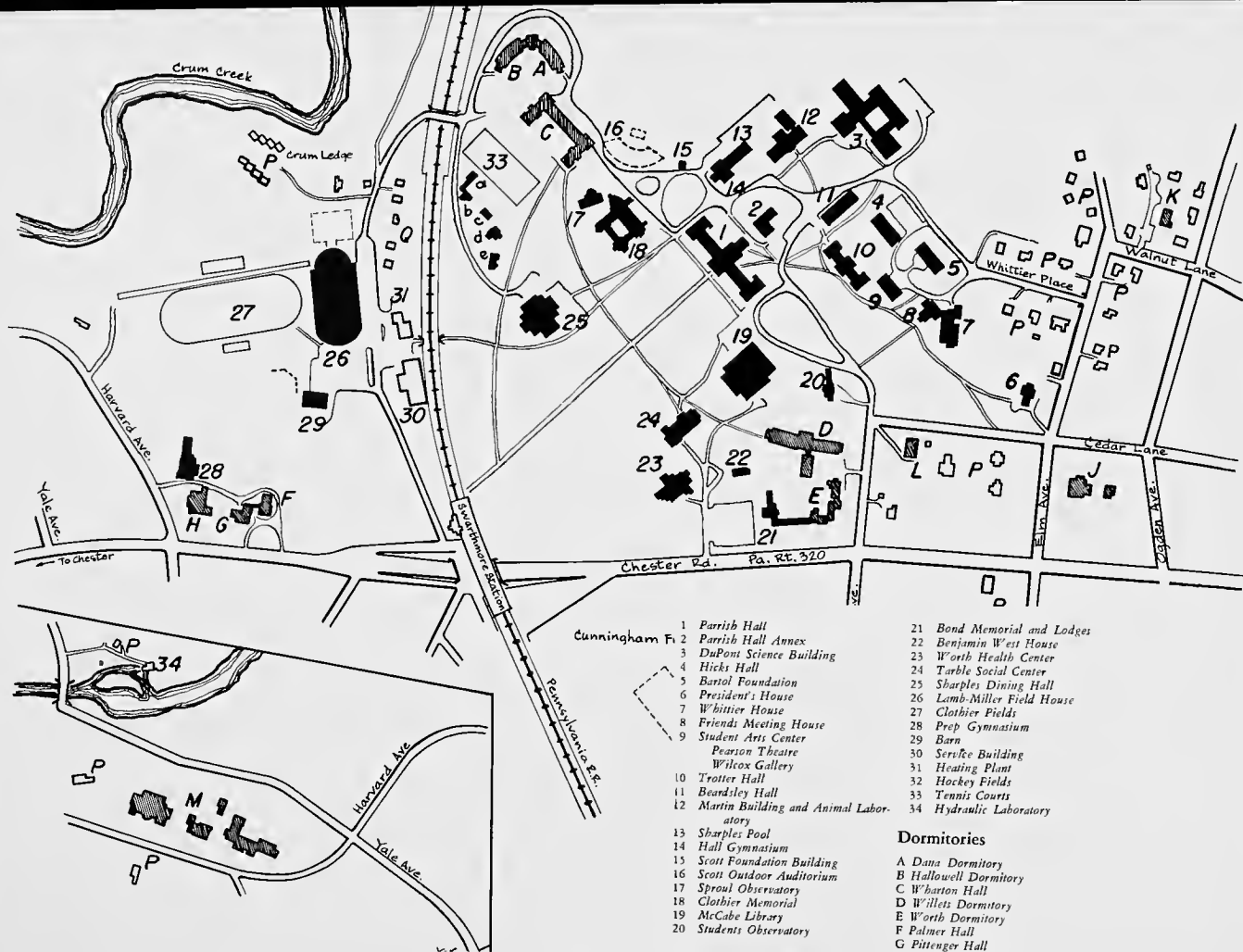
President Nixon will send out Secretary of State Rogers and Secretary of Defense Laird to mollify Thieu about the United States' intentions.

After their meeting, President Thieu will report to his Cabinet that he has the promise of President Nixon that under no condition will the NLF have any role in a future South Vietnamese Government.

This story will leak to the press and President Nixon will be asked to explain how President Thieu's view of negotiations differs from his. President Nixon will say that the views of the United States, and the South Vietnamese are the same; the United States will continue to stress that the South Vietnamese people must decide their own destiny and that they are the only ones who can say what kind of government they want, whether it be the present one, a neutralist one or even a coalition with the NLF.

Thieu will immediately demand a meeting with Ambassador Bunker.

Meanwhile, back on Hamburger Hill...



Cunningham Fi

- | | |
|--|-----------------------------|
| 1 Parrish Hall | 21 Bond Memorial and Lodges |
| 2 Parrish Hall Annex | 22 Benjamin West House |
| 3 DuPont Science Building | 23 Worth Health Center |
| 4 Hicks Hall | 24 Tarble Social Center |
| 5 Bental Foundation | 25 Sharples Dining Hall |
| 6 President's House | 26 Lamb-Miller Field House |
| 7 Whittier House | 27 Clothier Fields |
| 8 Friends Meeting House | 28 Prep Gymnasium |
| 9 Student Arts Center | 29 Barn |
| Pearson Theatre | 30 Service Building |
| Wilcox Gallery | 31 Heating Plant |
| 10 Trotter Hall | 32 Hockey Fields |
| 11 Beardsley Hall | 33 Tennis Courts |
| 12 Martin Building and Animal Laboratory | 34 Hydraulic Laboratory |
| 13 Sharples Pool | |
| 14 Hall Gymnasium | |
| 15 Scott Foundation Building | |
| 16 Scott Outdoor Auditorium | |
| 17 Sproul Observatory | |
| 18 Clothier Memorial | |
| 19 McCabe Library | |
| 20 Students Observatory | |

Dormitories

- A Dana Dormitory
- B Hollowell Dormitory
- C Whiston Hall
- D Willets Dormitory
- E Worth Dormitory
- F Palmer Hall
- G Pittenger Hall
- H Roberts Hall
- J Ashion House
- K Woolman House
- L Robinson House
- M Mary Lyon Buildings
- P Professors' Residences
- Q Employees' Houses

Fraaternity Lodges

- a Kappa Sigma Pi
- b Tau Alpha Omicron
- c Phi Sigma Kappa
- d Delta Upsilon
- e Phi Omicron Psi

SWARTHMORE COLLEGE
Swarthmore, Pennsylvania

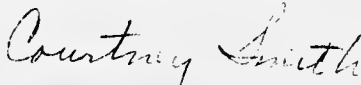
Office of the President

17 July 1968

To Swarthmore Students.

I have just told the Board of Managers that I shall be giving up the presidency of Swarthmore at the end of the academic year 1968-69 and assuming the presidency of the Markle Foundation. I shall remain at the College until a successor takes office, presumably no later than September 1, 1969. I am also resigning from the American Secretaryship of the Rhodes Scholarships, again to take effect when a successor takes office.

It is a rare privilege to spend this many years of one's life with Swarthmore students, so talented and loaded with potential for making a better world. It will be very difficult to bring myself to leave Swarthmore at the end of this coming academic year, but I believe the College to be in good shape and have high hopes for what new leadership and fresh energies can now bring to it.



Courtney Smith
President

In Memoriam

Courtney Craig Smith
1916—1969

President of Swarthmore College
1953—1969





INTRODUCTION TO SWARTHMORE COLLEGE

Swarthmore College, founded in 1864 by members of the Religious Society of Friends, is a co-educational college occupying a campus of about 300 acres of rolling wooded land in and adjacent to the borough of Swarthmore in Delaware County, Pennsylvania. It is a small college by deliberate policy. Its present enrollment is about 1075 students, of whom 500 are women and 575 are men. The borough of Swarthmore is a residential suburb within half an hour's commuting distance of Philadelphia. Because of its location, Swarthmore College students are able to combine the advantages of a semi-rural setting with the opportunities offered by Philadelphia. Especially valuable is the cooperation made possible with three other nearby institutions, Bryn Mawr and Haverford Colleges and the University of Pennsylvania.

OBJECTIVES AND PURPOSES

In accordance with the traditions of its Quaker background, Swarthmore students are expected to prepare themselves for full, balanced lives as individuals and as responsible citizens through exacting intellectual study supplemented by a varied program of sports and other extra-curricular activities.

The purpose of Swarthmore College is to make its students more valuable human beings and more useful members of society. It shares this purpose with other educational institutions, for American education is a direct outgrowth of our democratic principles. While a common purpose underlies all American education, each school and college and university seeks to realize that purpose in its own way. Each must select those tasks it can do best. Only by such selection can it contribute to the diversity and richness of educational opportunity which is part of the American heritage and the American strength.

ACADEMIC COMPETENCE

Democracy demands a broad base of intelligent understanding of issues. It also necessitates a high order of excellence in those who are destined to become its leaders. Swarthmore can best serve society by the maintenance of high standards. It is peculiarly fitted by tradition and performance for this essential role, and it is precisely this readiness to do a particular job well that gives the College its value in the educational pattern of American democracy.

Education is largely an individual matter, for no two students are exactly alike. Some need detailed help, while others profit from considerable freedom. The program of Honors study, in which Swarthmore pioneered, is designed to give recognition to this fact. It is the most distinctive feature of the College's educational program. For many students, it provides an enriching and exciting intellectual experience. It has as its main ingredients freedom from ordinary classroom routine and close association with faculty members in small seminars, concentrated







"Some things never change."

"Magill Walk will always lead from the railroad tracks to Parrish Hall, you'll always need a key to climb Clothier tower on bright spring days, the Crum will always be beautiful in the winter, more beautiful in the spring, and mosquito-infested in September. The food in the dining hall will never really be good enough, Swarthmore students will always play stretch in the spring. The basketball team will always lose."

So wrote Dave Cohen for HALCYON 1968. He was right. But some things change—and this year the chorus might well have been: "Most things change." The year of the reports was left behind; the Superweek of 1967 was a one shot deal. The year of real implementation was at hand—only six seminars, pass-fail here and there, and a ravenna stashed away somewhere in the closet. A noble attempt to broaden our lives—with both urban sociology and 14th century monasteries.

Yes, some things change. That peaceful transition was background, though. The freshmen and sophomores viewed it as a given thing—for the rest of us, it was only half an education worth of small change. It was only qualitative, and chameleon-like when it pleased. Seminars still had indefinite reading lists, the librarians still acted like frustrated Prussian bureaucrats, PE was still there (although, if you were a boy and wore a beard, you were magnanimously extended the privilege of going out and sweating for an athletic team,) and the papers were just as long as ever.

We came back in the fall to find a department of Art History, to see the Knack, to throw a frisbee, to register and listen to the gods of Olympus being invoked at the meeting of honors students. All that was routine. But we came to participate in a change and a process. We would not leave the same Swarthmore.

President Smith had officially retired. We watched, at a distance, as a committee was set up to choose his replacement. We watched more closely, and participated, when it finally came

time to discuss the Student Life Report. "Funny," we thought, "that the faculty and administration should be dealing ultimately with our report." The faculty members we knew all said they didn't want the final say. The administration said it only cared about "institutional interests." (What the hell are those, anyway?) Funny that it took a year longer to get to this report than it did to get to the other two.

All that, of course, was but of mild interest. We rolled over and yawned lightly at those on other campuses who were so depraved as to view such mundane issues as cause for dismay. We, the first generation (and the last) of the all-Hargadon Swarthmore, the generation that finally learned that ML 4 wasn't all that important, were concerned to sit back and play "real" politics. We backed Joe Clark with words, time, money. He lost. We were beaten in Chicago before we came, some of us; all of us were beaten in November (except the 15 out of 1024 of us, who in a campus poll voted for Nixon.) It wasn't that we loved Humphrey, and his politics of joy—not in the face of Vietnam, poverty, and all; we just hated Nixon and Wallace. That's all.

This WE sounds monolithic, doesn't it? It was, for a while, as we watched the "beard rule" go, the "pet rule" go and come back, the question of student observers come—and go—rejected.

The year ended. Students had observed faculty meetings—after a fashion. The Student Life Report was approved—after a fashion; to our satisfaction—after a fashion. (Dorm autonomy? Drinking? So what?) The Board of Managers rejected a faculty resolution for the first time in memory, and we had pulled together. SAC had walked out on itself. Ashton was male, and Wharton F was female. A task force had been set up to study governance of the college. The University City Science Center had been "conquered." The faculty had rejected our conclave. The basketball team had lost—except to Haverford—and we had taken the Hood Trophy. Collection was now optional, WSRN was hoping to go FM, and Cutting Collection had been evicted from Bond by, of all people, the Debating Society.

A normal year, full of normal, progressive changes. We were ready to go home. We were advised at graduation (if we attended) that "wholesale advice is for bishops and the like... laughter is the best advice to contribute." Most of us went home.

All that was not what changed Swarthmore.

Swarthmore changed because we all changed. We changed in our own ways. Some of us were radicalized, some "dropped out," some moderated. We squabbled, bickered, fought, met and hashed. Some of us sat in the Admissions Office, thought, wrote statements. Most of us were fighting for something, somewhere, in January, 1969. We had our own "crisis." Some thought of it only as a learning experience; others wanted real-world results.

The roots were deep—dating over all of Swarthmore's "liberal" history, and fastened in her "standards." The Admissions Policy Committee and SASS gradually came at each other over a period of three months. Then the takeover, the faculty action, the abrupt end. Both sides were victorious, in a qualitative sense. 31 blacks were included in the class of 1973. SASS had won some of the recognition it sought. No "standards" were relaxed. The Black Studies program survived. We learned what it takes to precipitate a crisis; we learned what a crisis precipitates.

We were tense, confused, even blind at times. But now we at least knew we always had been tense, confused, and blind at times. We knew more of what we had not understood. Of course there were doom-sayers, but there were few. We had confronted each other and ourselves, and we had all won.

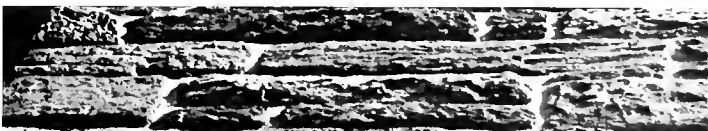
There were, from the beginning, things that set this crisis apart from all others. No threats, guns, breakdown of communication. No hostility, backbiting, withdrawal. No punishment, or any need for it. And very little bitterness in the end. A crisis uniquely Swarthmore.

Maybe it would have been different had the death of Courtney Smith not been what ended it. Some of the irritants remain.

Some of the causes linger; most of the protagonists are gone. Clint Ethridge of SASS, Ellen Schall of Student Council have graduated. Courtney Smith has been replaced by Robert Cross. Dean of Women Barbara Lange has resigned ("a generation gap") and moved to the vocational office; a younger Barbara Townsend moves in. Dean of Admissions Frederick A. Hargadon, the "center" of the crisis, has resigned and will go to be Dean of Admissions at Stanford, where he will have a newer atmosphere, more room to maneuver, but hardly fewer problems. Dean of the College Susan P. Cobbs has retired. The president and three of four deans are gone; in their place, a new crew. Dr. Cross, Charles Gilbert as provost, new deans, a black assistant dean of admissions, a black counsellor. A reflection of changes in the community; a new administration to preside over the changes to come.

The days of giants are gone. Not because there are no more giants, but because the giants are different. Crum parties and Swarthmore songs die slowly; new traditions move in.

"Swarthmore still has beards and blue jeans, but the people wearing them are a little different. Swarthmore will continue to have an Honors Program, but probably now the people it produces will be a little different. Swarthmore will continue to have its traditions, and they too will be a little different. And probably every spring people will play stretch in front of the library."



halcyon 1969



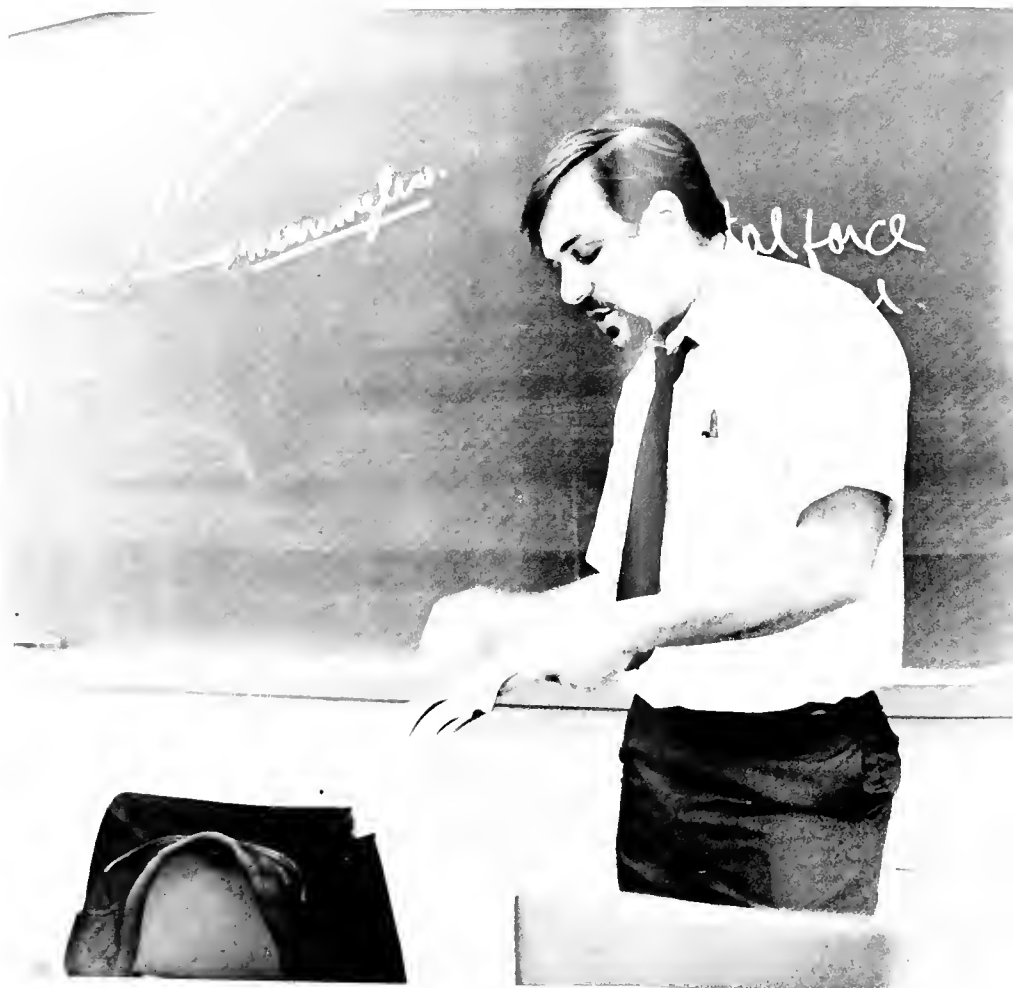








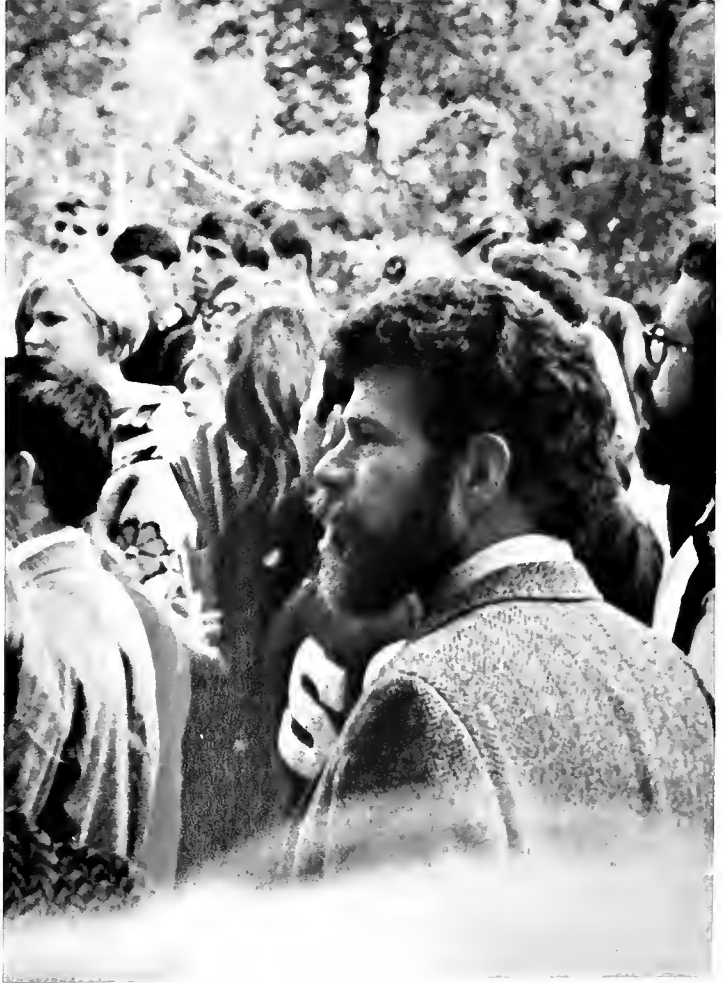






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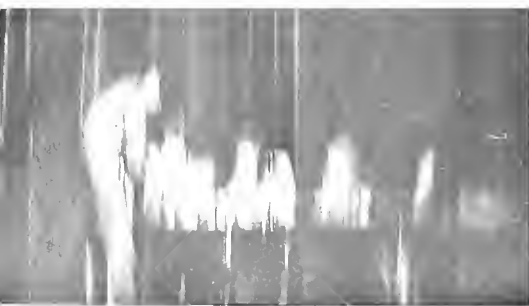
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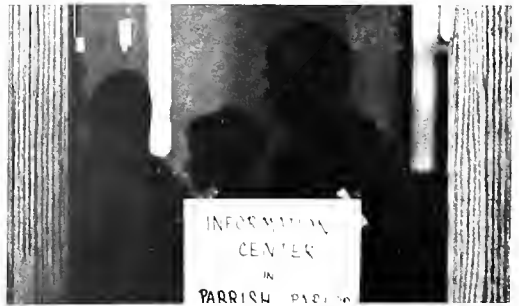
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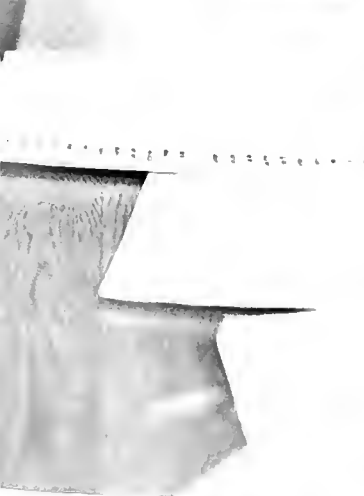






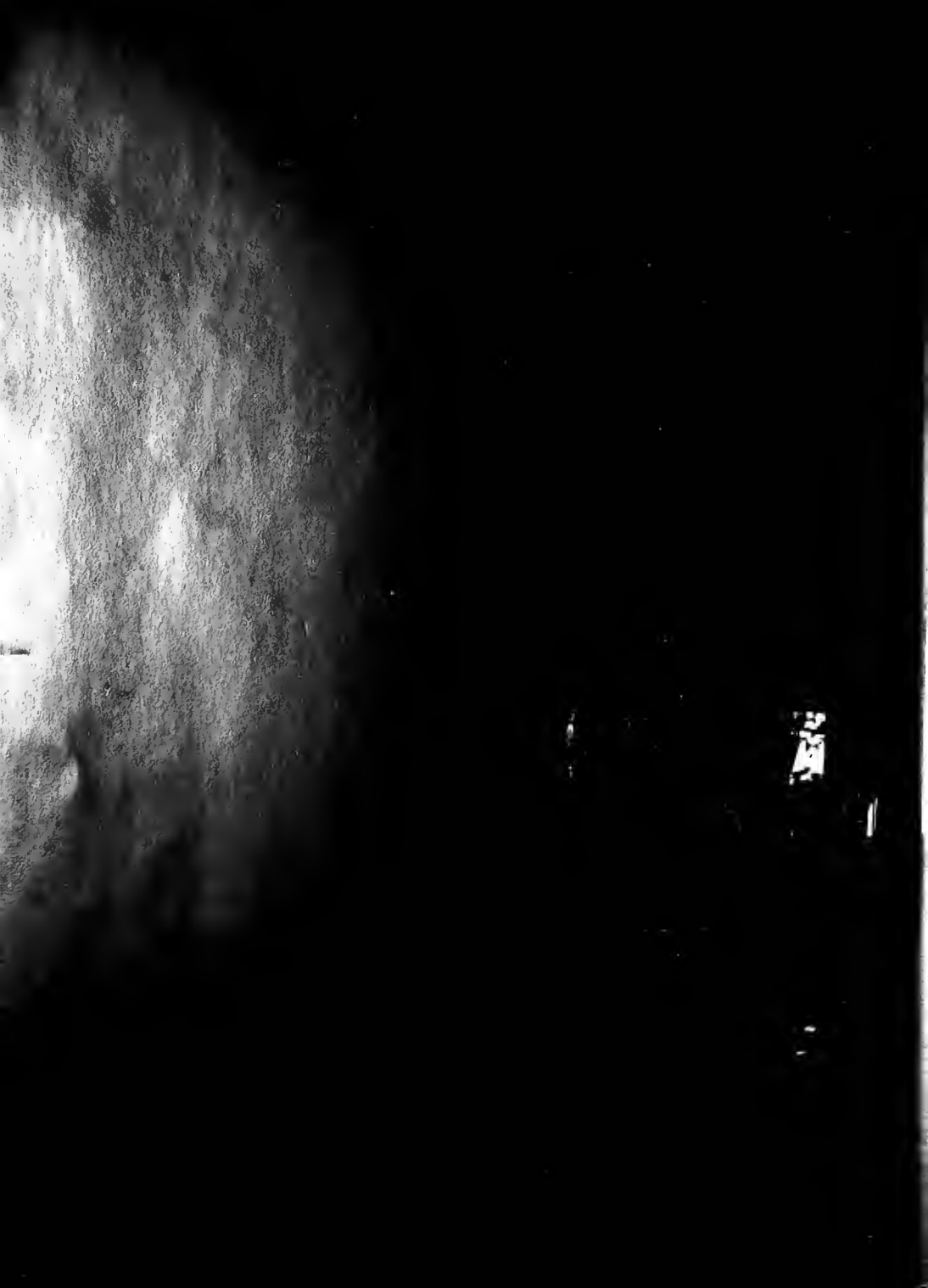












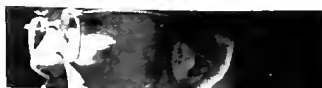


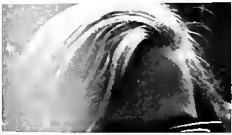
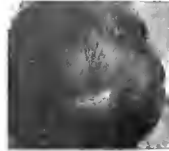


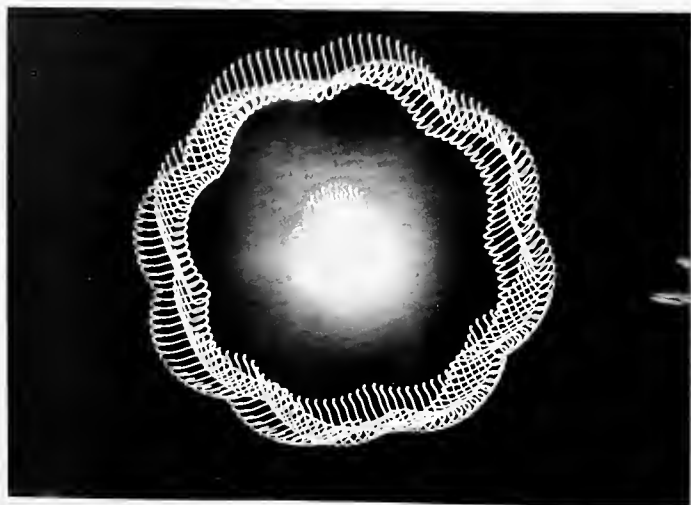
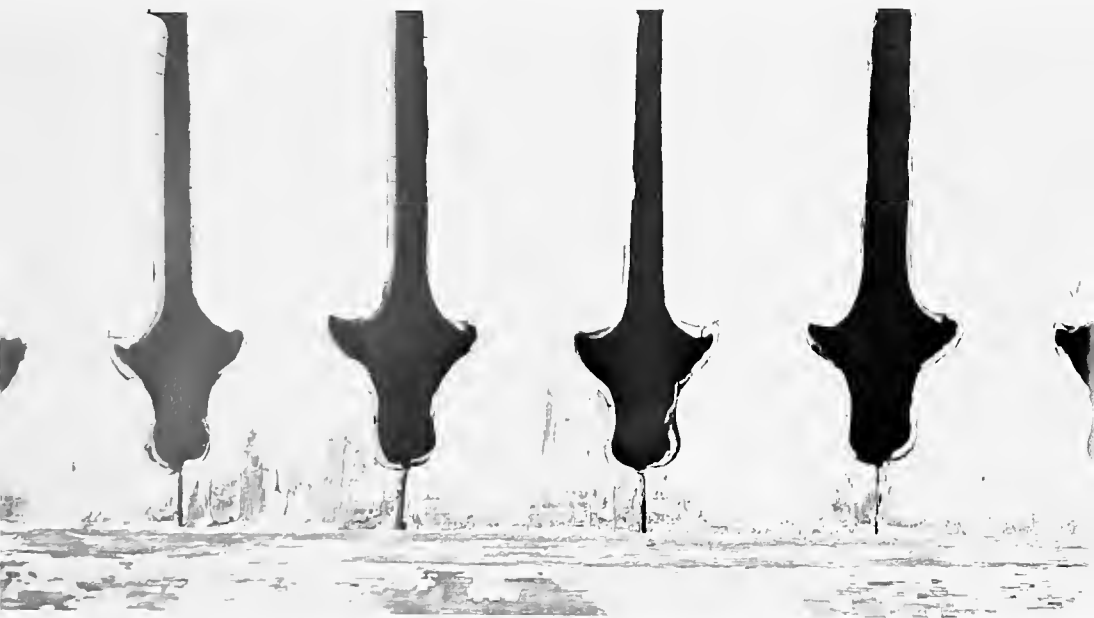














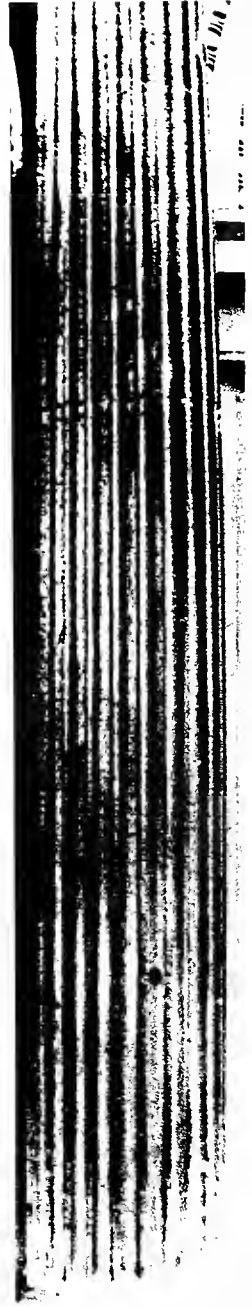




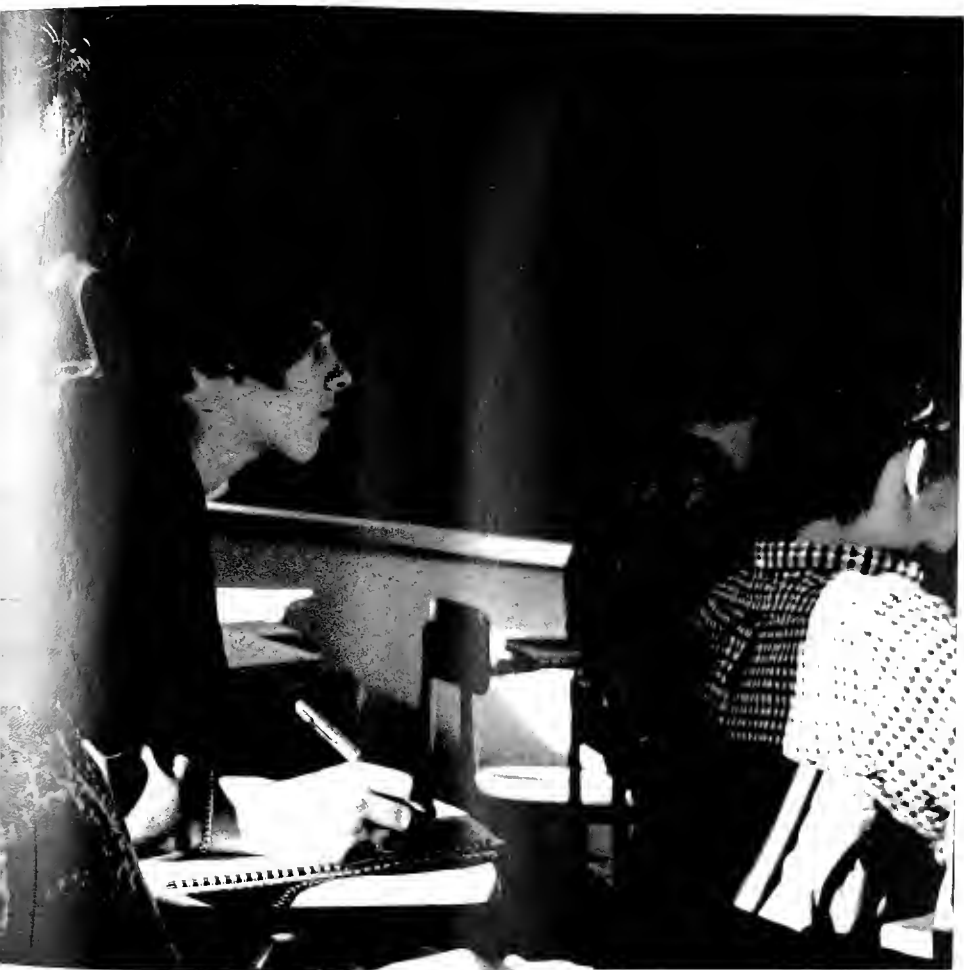




SWARTHMORE
STUDENT
STAY-AWAKE
SERVICE

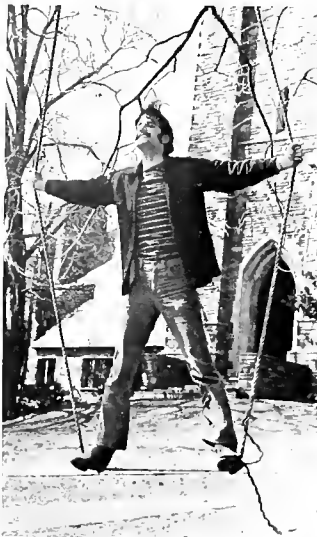






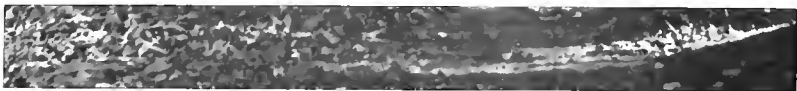














ADMISSION

Inquiries concerning admission and applications should be addressed to the Dean of Admissions, Swarthmore College, Swarthmore, Pennsylvania.

GENERAL STATEMENT

In the selection of students the college seeks those qualities of character, social responsibility, and intellectual capacity which it is primarily concerned to develop. It seeks them, not in isolation, but as essential elements in the whole personality of candidates for admission.

It is the policy of the college to have the student body represent not only different parts of the United States but many foreign countries, both public and private secondary schools, and various economic, social, religious, and racial groups. The college is also concerned to include in each class sons and daughters of alumni and of members of the Society of Friends.

Selection is important and difficult. No simple formula will be effective. The task is to choose those who give promise of distinction in the quality of their personal lives, in service to the community, or in leadership in their chosen fields. Swarthmore College must choose its students on the basis of their individual future worth to society and of their collective realization of the purpose of the college.

Admission to the freshman class is normally based upon the satisfactory completion of a four-year secondary school program preparatory to advanced liberal study. Under exceptional circumstances, students who have virtually completed the normal four-year program in three years will be considered for admission, provided they meet the competition of other candidates in general maturity as well as readiness for a rigorous academic program.

All applicants are selected on the following evidence:

1. Record in secondary school.
2. Recommendations from the school principal, headmaster, or guidance counselor and from two teachers.
3. Rating in the Scholastic Aptitude Test and in three Achievement Tests of the College Entrance Examination Board.
4. Personal interview with one of the Deans or an appointed representative.
5. Reading and experience, both in school and out.

Applicants must have satisfactory standing in school, and in aptitude and achievement tests, and should show strong intellectual interests. They should also give evidence of sturdiness of character, promise of growth, initiative, seriousness of purpose, and a sense of social responsibility. As future members of the college community, they should represent varied interests and backgrounds.

SWARTHMORE COLLEGE
AWARDS AND DISTINCTIONS

JUNE 9, 1969

HONORS AWARDED BY THE VISITING EXAMINERS

HONORS:

Susan Brickwood, Margaret Welles Capron, Donald Leslie Coppock, Stephen S. Daugert, Theodore Eisenberg, Lyon Doughty Evans, Jr., Donald Thomas Fujihira, Marianne Goldstein, John Bowdoin Greenly, Jeffrey Hart, William Bruce Herdle, Gary Jon Hill, Janet Elspeth Kennedy, Laura Lein, Stephan Gordon Lynn, Garth Saville MacDonald, Robert James McKay, Paul Joseph McMahon, Andrey Dale Melkin, Michael Miller, William Charles Miller, Leonard Isamu Nakamura, Danny Nussbaum, Lynne Miriam Oakland, Frederick René Peiffer, Elizabeth Ann Pinkston, Lewis Robert Pynson, Michael Andrew Quick, James Kemp Ribe, John Warren Rolle, Howard Jeffrey Ruda, Peter C. Seixas, Judith J. Shenker, Robert Thomas Snow, Paul Ferrier Tooby, Natalie Jean Uhl, Michael Vitiello, Paul William Witkowsky, Richard Leo Thomas Wolfson, Anne Yarbrough, John McHenry Yinger, Steven Richard Yussen, Peter Max Zimmerman.

HIGH HONORS:

Nancy Yavor Bekavac, Farrell Edward Bloch, Kristin Beth Camitta, George Marc Caplan, Francine Jo Cardman, Martha L. Combi, Ellen Daniell, Bruce Thomas Draine, Frederick Lee Feinstein, Alan Herbert Feldman, Robin Kathryn Feuer, Robert Leonard Goodman, Thomas Hilton Hammond, Michael Hattersley, Margaret Rachel Kitzinger, Jane Faith Koertz, Thomas J. McKay, Kathleen Elizabeth Moore, Thomas Alexander O'Donnell, Lindsay Ann Richards, Richard Allen Rinaldi, Kenneth Alan Roberts, Avery Phillips Rome, Peter Carlin Rush, Peter Schattner, Joseph Mark Schoenfeld, Michael Steven Schudson, Charles F. Stoebe, III, Betsy Ruth Weisberger, Barry Michael Wohl, Roger Franklin Wood.

HIGHEST HONORS:

Fredrika C. Alper, Robert Scott Fowler, Mary Elizabeth Kramer Schaps, Ronald Steven Thomas.

DISTINCTION IN COURSE AWARDED BY FACULTY

Marilyn Claire Allman, Laura Enion Blankertz, Lora L. Gorgas, Sarah Jane Graetz, Benjamin Thomas Hafkenschiel, Margaret Anne Kohn, Ronald L. Martinez, Philip Myers, Meredith Ann Shedd, Susan Tripp Snider, Dorothy Crawford Twining, Nancy Hope Wilson, Bambi Batts Young.

ELECTIONS TO HONORARY SOCIETIES

PHI BETA KAPPA:

Marilyn Claire Allman, Fredrika C. Alper, Diane Elizabeth Batts, Nancy Yavor Bekavac, Kristin Beth Camitta, George Marc Caplan, Francine Jo Cardman, Ellen Daniell, Bruce Thomas Draine, Alan Herbert Feldman, Robert Scott Fowler, Lora L. Gorgas, Sarah Jane Graetz, John Bowdoin Greenly, Michael Hattersley, Janet Elspeth Kennedy, Margaret Rachel Kitzinger, Martha S. Lewis, Stephan Gordon Lynn, Ronald L. Martinez, Kathleen Elizabeth Moore, Philip Myers, Thomas Alexander O'Donnell, Frederick René Peiffer, Michael Andrew Quick, Avery Phillips Rome, Mary Elizabeth Kramer Schaps, Peter Schattner, Michael Steven Schudson, Meredith Ann Shedd, Robert Thomas Snow, Ronald Steven Thomas, Betsy Ruth Weisberger, Barry Michael Wohl, Roger Franklin Wood, Peter Max Zimmerman.

SIGMA XI:

Farrell Edward Bloch, George Marc Caplan, Stephen Hale Cook, Ellen Daniell, Bruce Thomas Draine, Barry Howard Feierman, Robert Scott Fowler, Lora Gorgas, Sarah Jane Graetz, John Bowdoin Greenly, Ronald Lee Krall, Stephan Gordon Lynn, John Charles Matter, Philip Myers, Lynne Miriam Oakland, Paul Edward Peelle, Frederick René Peiffer, Juan David Quintero, Mary Elizabeth Kramer Schaps, Peter Schattner, Paul Ferrier Tooby, Andrew George Weinstein, Richard Leo Thomas Wolfson.

SIGMA TAU:

James Robert Buchanan, Stephen Hale Cook, John Charles Matter, Juan David Quintero.

SWARTHMORE COLLEGE FELLOWSHIP AWARDS

The Hannah A. Leedom Fellowship to Catherine S. Bielitz.
The Joshua Lippincott Fellowship to Janet Elspeth Kennedy.
The John Lockwood Memorial Fellowship to Roger Franklin Wood.
The Lucretia Mott Fellowship to Margaret Rachel Kitzinger.

SPECIAL AWARDS

The Ivy Award established by Owen Moon, Jr., '94, is given to the man in the Senior Class who is judged by the Faculty to have shown the highest degree of leadership based upon character and scholarship. For 1969 it has been awarded to John Rogers and Roger Franklin Wood.

The Oak Leaf Award was established by David Dwight Rowlands, '09, and continued in memory of him by Caroline Lukens, '98. It is placed in the hands of the Faculty to be awarded each year to the woman member of the Senior Class who is outstanding for loyalty, scholarship, and service. It has been awarded for 1969 to Nancy Yavor Bekevac.

The McCabe Engineering Award, founded by Thomas B. McCabe, '15, is presented each year to the outstanding engineering student of the Senior Class. It has been awarded for 1969 to John Charles Matter.



dr. cross—a prefatory visit

A new provost, a new dean of women, a new assistant dean of admissions, a new counselor, a new president. All to start in September 1969. Charles Gilbert, Deborah Townsend, William P. Cline, Horace Woodland, Robert Cross. Perhaps they, with AHBAC, CEP, SLC and other changes (many of them attitudinal) will preside over a "new era." Certainly there will be more change. Just where the change will come, beyond present trends, is uncertain. "I'm not arrogant enough to come in saying that I have here in my pocket a series of plans," said Cross. But change there will be.



Edward K. Cratsley
vice-president; acting president



Courtney Craig Smith
President of Swarthmore College, 1953—1969



Joseph P. Shane
vice-president

administration

Susan P. Cobbs
dean



Barbara P. Lange
dean of women



Robert A. Barr, Jr.
dean of men



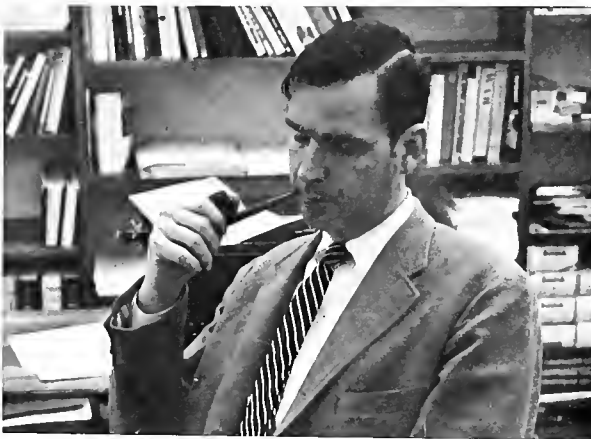
Gilmore Stott
assistant to the president



Peter Van de Kamp

astronomy

Peter Van de Kamp, **Chairman**
Wilhelm Becker
Willem J. Luyten
Sarah Lee Lippincott
John L. Hershey
Barry H. Feerman



Frederick A. Hargadon
dean of admissions



Douglas Thompson



Elizabeth Bennett
Course

Gretchen Delamater
Course

Terry Sue Drayman
Course



John V.P. Fahnstock
Course

Carol V. Gericke
Course



Bonnie Ann Gregory
Honors

Tom Hafkenschiel
Course

Karen F. Johnson
Course

art history

Robert M. Walker, **Chairman**
Hedley H. Rhys
John W. Williams
Timothy K. Kitao
Molly Faries

Hedley H. Rhys





Janet E. Kennedy
Honors



Robert M. Walker



Jeanne H. Moon
Course

Howard Jeffrey Ruda
Honors



Meredith A. Shedd
Course

Barbara C. Skavinsky
Course

Dnrothy Crawford Twining
Course

John W. Williams





Robert K. Enders

Margaret A. Hollyday
Course



Ann Ethelyn Blakely
Course

Allen Dietrich
Course

Lauren Elizabeth Brown
Course

Christine M. Grant
Course

Launce J. Flemister



biology

- Norman A. Meinkoth, **Chairman**
- Robert K. Enders
- Launce J. Flemister
- Luzerne G. Livingston
- Neal A. Weber
- Kenneth A. Rawson
- John B. Jenkins, Jr.
- Robert E. Savage
- Barbara Y. Stewart
- Jean D. Tomeszk





Jane F. Koretz
Honors

Norman A. Meinkoth



Katherine Setlow
Course

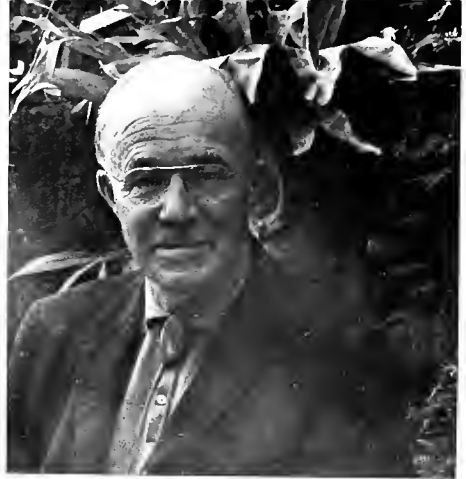
Miriam Friedlander
Botany Course

Joseph C. Boches
Zoology Course



Taylor Cope
Zoology Course

Lora L. Gorgas
Zoology Course



Luzerne G. Livingston



Neal A. Weber



Joanne Luoto
Zoology Course

Stephan G. Lynn
Zoology Honors

Phil Myers
Course



Lynne Miriam Oakland
Zoology Honors

Linda Robinson
Zoology Course



Sally Graetz
Zoology Course

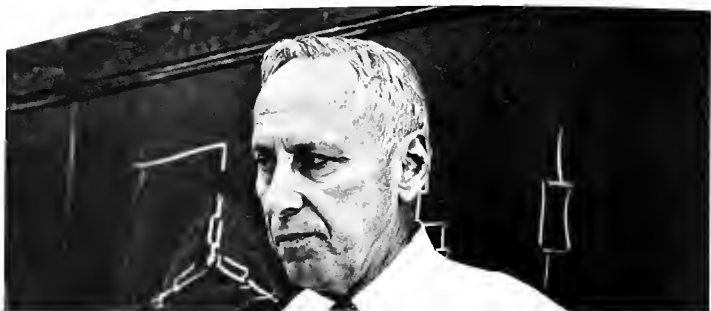
Elizabeth Hawkins
Zoology Course



Felix J. Rogers
Zoology Course



Susan Tripp Snider
Zoology Course



John B. Jenkins, Jr.

Kenneth S. Rawson



Robert E. Savage

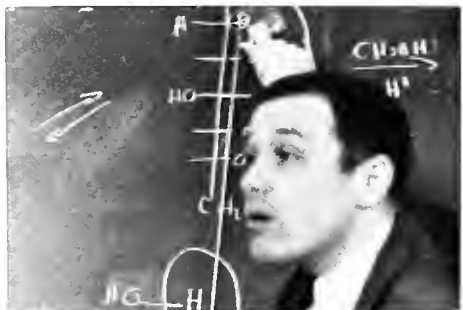


Andrew G. Weinstein
Zoology Course



Steven H. Zimmerman
Zoology Course





Claude E. Wintner



Walter B. Keighton, Jr.



Edward A. Fehnel



Carolyn J. Cymbalak
Course



Ellen Daniell
Honors

chemistry

Walter B. Keighton, Jr., **Chairman**
 Edward A. Fehnel
 Peter T. Thompson
 James H. Hammons
 James R. Hutchinson
 Robert E. Leyon
 Claude E. Wintner



Robert L. Goodman
Honors



William B. Herdle
Honors



James R. Hutchinson



Edna E. Ilyin
Course
Randall W. Larrimore
Course



Lyle Snider
Course
Richard Wasser
Course



Peter T. Thompson



Susan P. Cobbs

Helen F. North



classics

Helen F. North, **Chairman**
Susan P. Cobbs
Martin Ostwald
Thomas N. Mitchell
Gilbert P. Rose
Norris M. Getty



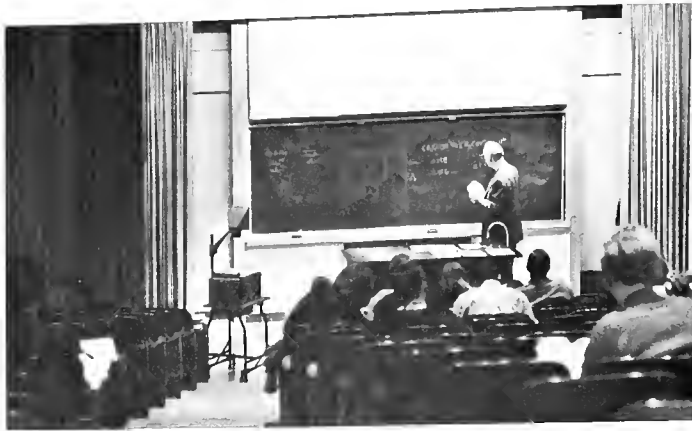
Gilbert P. Rose



Thomas N. Mitchell



Rachel Kitzinger
Honors



economics

Frank C. Pierson, **Chairman**
 Edward K. Cratsley
 Van D. Ooms
 Frederic L. Pryor
 Bernard Saffran
 Lewis R. Gaty
 Marcus Alexis
 Helen M. Hunter
 Anita A. Summers



Laura Enion Blankertz
 Course

David G. Crockett
 Course

Mark W. Dean
 Course





Bernard Saffran

Jonathan K. Ellis
Course

David W. Hilgers
Course

George D. Harrison
Course

Randy J. Holland
Course

Helen M. Hunter





Margaret Ann Judd
Course

Lance G. Leithauser
Course

Leonard Nakamura
Honors

Richard N. Kamen
Course

John F. Lohr
Course

Elizabeth A. Pinkston
Honors

Anita M. Summers





Charles F. Stone
Honors



Roger F. Wood
Honors

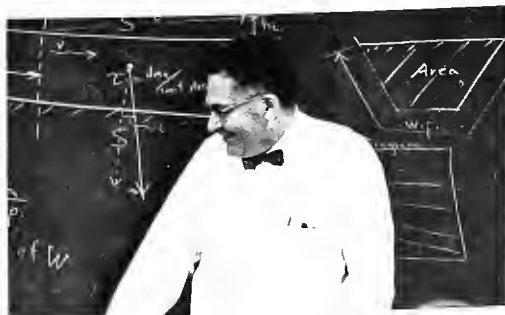


Christopher A. Taylor
Course



John M. Yinger
Honors

Lewis R. Gaty



M. Joseph Willis



Samuel T. Carpenter

engineering

Samuel T. Carpenter, **Chairman**
 John D. McCrumm
 Bernard Morrill
 Carl Barus
 David L. Bowler
 Raymond Doby
 M. Joseph Willis
 G. Stuart Petterson, Jr.
 Victor K. Schutz
 Charles R. Lansberry



John O. McCrumm



Tralance Obuama Addy
 Mechanical Engineering
 Course



James R. Buchanan
 Course



Stephen Cook
Civil Engineering Course

Peter Dikeman
Electrical Engineering
Course

Ellis Dudley, Jr.
Electrical Engineering
Course



Bernard Morrill





G. Stuart Patterson, Jr



Clinton E. Etheridge
Mechanical Engineering
Course



S. William Olson
Electrical Engineering
Course



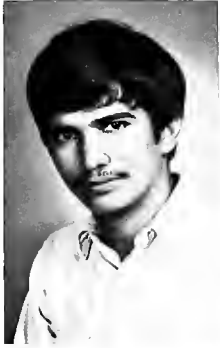
John C. Matter
Course



Paul E. Peelle
Civil Engineering Course



Carl Barus



Roy Wilbur
Civil Engineering Course



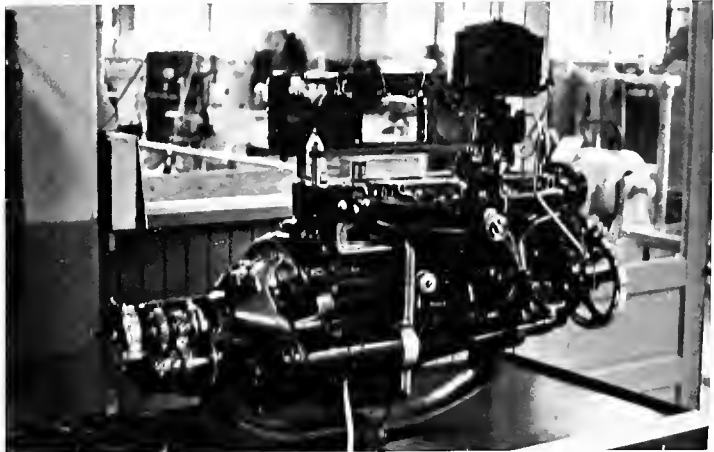
David L. Bowler



Juan D. Quintero
Civil Engineering Course



Michael R. Sollins
Electrical Engineering
Course



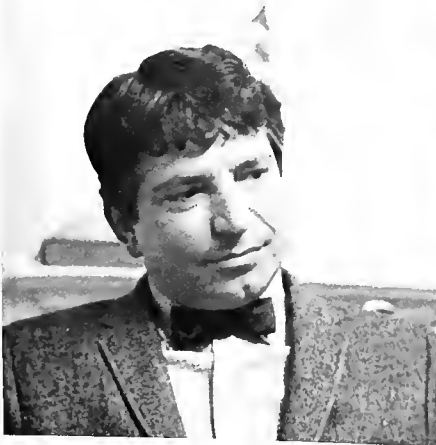


english literature

George D. Becker, Chairman
David Cowden
Alan Friedman
Harold E. Pagliaro
Thomas Artin
Thomas H. Blackburn
Susan B. Snyder
John S. Shackford
Thomas L. Sherman
R. D. Simons
Jean Valentine



Harold E. Pagliaro



Bernard D. Anderson
Honors

Martha Leary Combi
Honors

Nancy Y. Bekavac
Honors

Elizabeth Delano Crawford
Course



Robin Kathryn Feuer
Honors



Fran Hastettler
Course



Michael E. Hattersley
Honors



Heather Jackson
Course





Alan Friedman



Julie West Johnson
Course



Michael Andrew Quick
Honors



Candace A. Putter
Honors



Glenda M. Rauscher
Course

Thomas Sherman





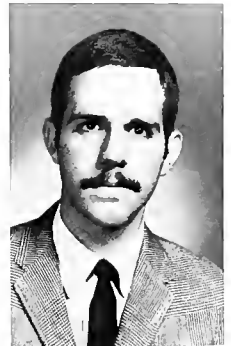
Avery P. Rome
Honors

Steven J. Schostal
Course

Judith J. Shenker
Honors

Camille Smith
Course

Thomas H Blackburn



John S. Shackford

Betsy R. Weisberger
Honors

Virginia A. Willis
Course

Michael Vitiello
Course

Barbara P. Wilson
Course

Paul W. Witkowsky
Honors



Thomas Artin



David D. Wright
Honors



Susan B. Snyder



Harrison M. Wright

history

- Harrison M. Wright, **Chairman**
- Paul H. Beik
- James A. Field, Jr.
- Laurence D. Lafore
- Frederick B. Tolles
- Robert C. Bannister
- George E. McCully
- Bernard S. Smith
- John G. Williamson
- Tsing Yuan
- Peggy K. Korn



John G. Williamson



Frederick B. Tolles



Frederika C. Alper
Honors



Anna Maria Small Anderson
Course

Dave Duncan
Course

Lyon D. Evans, Jr.
Honors

Diane E. Batts
Course

John P. Edgar
Course

Charles Hollister
Course



Laurence D. Lafore



Neil Kostick
Course



Helen I. Lom
Course
Robert David Maxym
Course





George E. McCully



Mary Lou McGregor
Course

Danny Nussbaum
Honors



James K. Ribe
Honors

Richard A. Rinaldi
Honors





Bernard S. Smith



Kenneth A. Roberts
Honors

Robert T. Snow
Honors

Subhashini Sahgal
Course

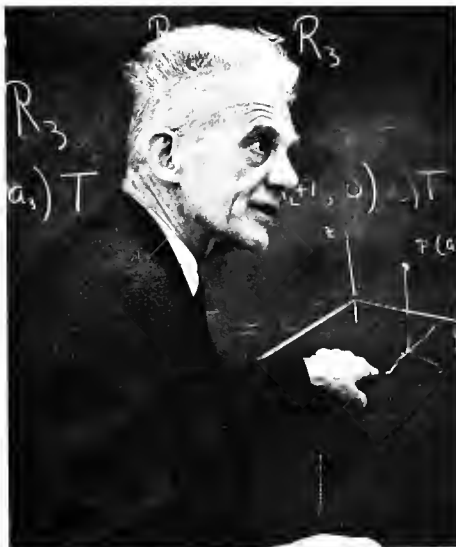
Darwin H. Stepleton
Course

Peter C. Seixas
Honors

David Hutchinson Thoenen
Course

mathematics

Heinrich Brinkmann, **Chairman**
David Rosen
Stevens Heckscher
Roland B. diFranco
Thomas W. Hawkins
Eugene A. Klotz
J. Edward Skeath
James T. Wood



Heinrich Brinkmann



Farrell Edward Bloch
Honors

Harold S. Buchanan
Course



Marilyn Claire Allman
Course

Jean Bell
Course





David Rosen



Ronald Krall
Course



Mary Kramer Schaps
Honors



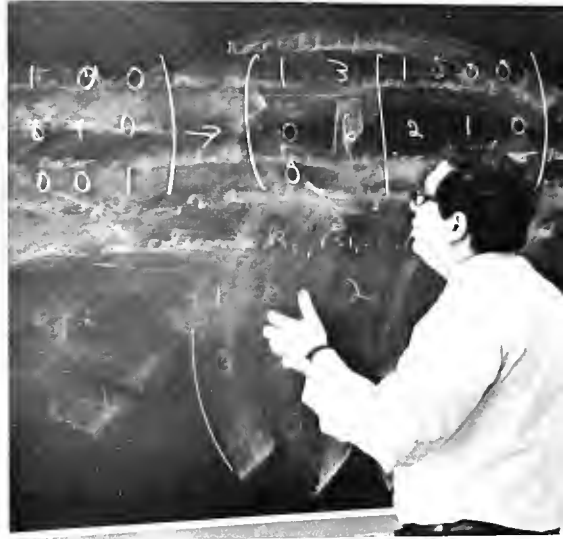
William Miller
Honors

George D. Schmid
Course

Karen W. Rosin
Course

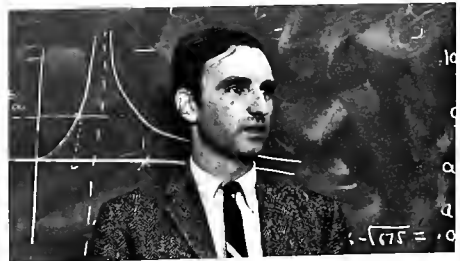
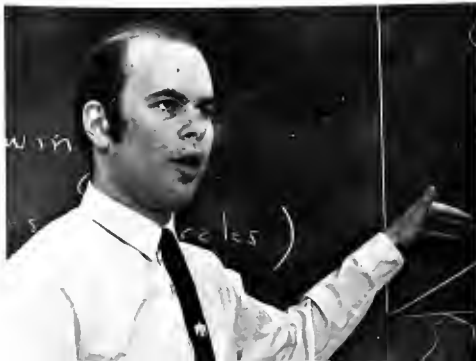
Alfred O. Weller
Honors

Roland B. DiFranco

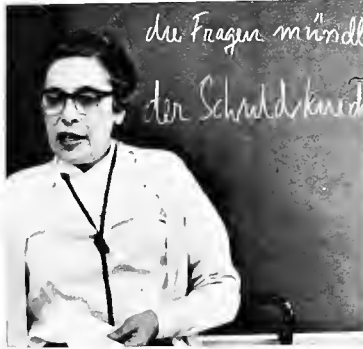


James T Wood

Thomas W. Hawkins



modern languages
and literatures



Hilde D. Cohn



David R. Avila
French Course



George C. Avery



Mary Artymenko
Russian Course

- Francis P. Tafoya, **Chairman** (French)
- Hilde D. Cohn (German)
- Franz H. Mautner (German)
- George C. Avery (German)
- Jean Ashmead Perkins (French)
- George Krugovoy (Russian)
- Philip Metzidakis (Spanish)
- Elisa Asensio (Spanish)
- Thompson Bradley (Russian)
- Robert Roza (French)
- Richard Terdiman (French)
- Simone Voisin Smith (French)
- Ewald E. Haensser (German)
- Robert P. Newton (German)
- Helen P. Shatagin (Russian)
- Anne Teissonniere (French)



Helen P. Shatagin



Jean Ashmead Perkins



George Krugovoy

Kristin Beth Camitta
French Honors

Christine Erb
French Course

Elizabeth Jane Coleman
French Course

Sarah Fox Vaughan
French Course

Francis P. Tafoya

Richard Terdiman



Thompson Bradley



Elisa Asensio



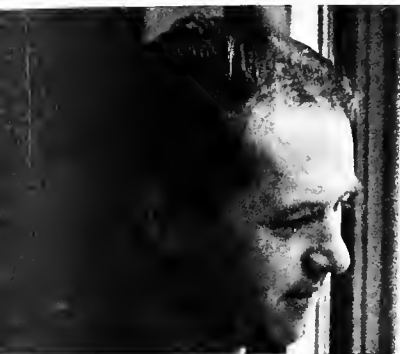
Judith Lynne Lorick
Spanish Course

P. Diane Pennell
German Course

Nancy H. Wilson
French Course



Peter Gram Swing



Claudio Spies



**Deborah Prince
Course**

James D. Freeman



music

Peter Gram Swing, **Chairman**
Claudio Spies
James D. Freeman
Gilbert Kalish
Robert Smart
Paul Zukovskyy

P. Linwood Urban, Jr.



P. Linwood Urban, Jr., Acting Chairman
Monroe C. Beardsley
John M. Moore
Edwin B. Allaire
Daniel Bennett
Patrick Henry, III
Hans Oberdiek
Charles Raff
Richard Schmldenfrei
Uwe Henke
Gilmore Stott

philosophy
and religion



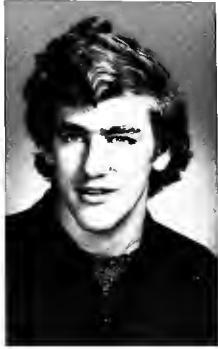
Catherine S. Bielitz
Course



Daniel Bennett

Charles Raff





Francine Cordman
Honors

Donald Mitchell
Course

Robin Smith
Course

Monroe C. Beardsley

Robert J. McKay
Honors

Mary Nolond
Course

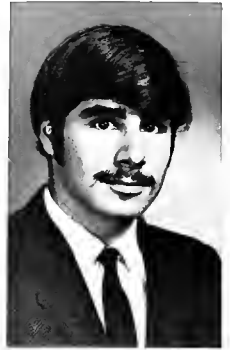
Donald W. Stokes
Course

Richard Schuldenfrei





Hans Oberdiek



Gilmore Stott



Artley A. Swift
Course



Richard L. T. Wolfson
Honors

Anne Yarbrough
Honors



Patrick Henry, III

Mark A. Heald



physics

- Mark A. Heald, **Chairman**
- William C. Elmore
- Olexa-Myron Bilaniuk
- Paul C. Mangelsdorf, Jr.
- Alburt M. Rosenberg
- John R. Boccio
- Cyrus D. Cantrell



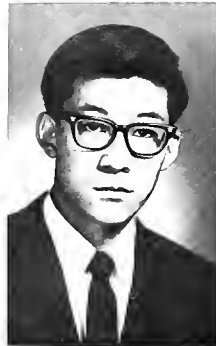
Timothy Barker
Course



George M. Caplan
Honors

Bruce T. Draine
Honors





Theodore Eisenberg
Honors

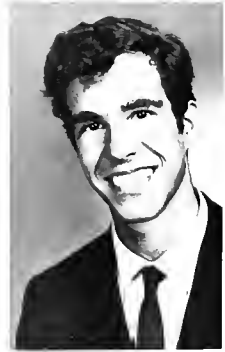
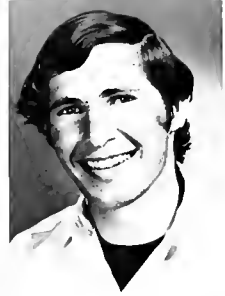
John B. Greenly
Honors

Donald T. Fujihira
Honors

Michael O'Neill
Course



Alburt M. Rosenberg



Lewis R. Pyenson
Honors

Peter Schattner
Honors

Paul F. Tooby
Honors



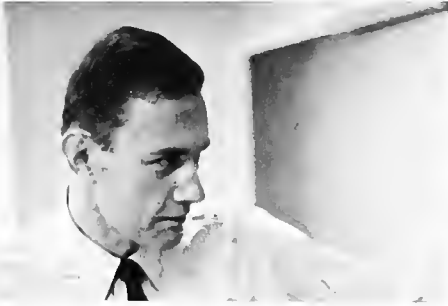
Frederick R. Peiffer
Honors



John R. Boccio

political science and
international relations

J. Roland Pennock, **Chairman**
Charles E. Gilbert
David G. Smith
Raymond F. Hopkins
Robert O. Keohane
Richard W. Mansbach
Paul Lutzker
Frederick A. Hargadon
Nannerl O. Henry



Charles E. Gilbert



Margaret W. Capron
Honors



Raymond F. Hopkins

Janette O. Domingo
Course

Fred Feinstein
Honors

Greg J. Englund
Course



Richard W. Mansbach



J. Roland Pennock



Joan B. Glass
Course

Thomas H. Hammond
Honors

Michael A. Graves
Course

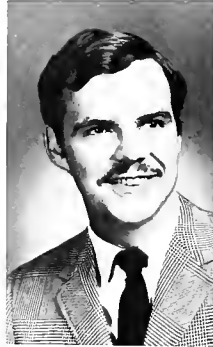
Jeffrey Hart
Honors



David G. Smith



Elizabeth D. Kanwit
Course



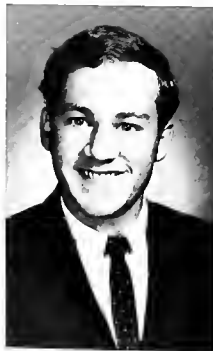
Paul McMahon
Honors



Thomas A. O'Donnell
Honors



Teresa Kennedy
Course



Michael Miller
Honors



Peter Max Zimmerman
Honors



psychology and education

Hans Wallach, **Acting Chairman**
Kenneth J. Gergen, **Chairman**
David Rosenhan
Joseph B. Shane
Sheldon Feldman
Gerald R. Levin
Dean Peabody
Nicholas S. Thompson
Joseph W. Bernheim
Alice K. Brodhead



Katherine Ann Bode
Honors

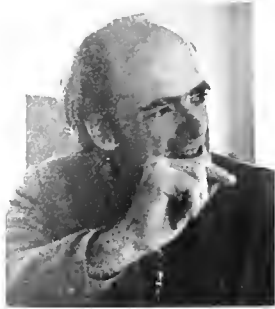


Sherryl D. Browne
Course



David Rosenhan

Hans Wallach



Nicholas S. Thompson



Margaret Hargreaves
Course

Leda A. Johnson
Course

Joan Hart
Course

Linda J. Lee
Course

Nancy C. Horn
Course

James A. Levin
Course



Valentine Deborah Doyle
Course

Michael S. Fields
Course

Sheldon Feldman

Kenneth J. Gergen



Gerald R. Levin



Martha Morris
Course



Deborah Elizabeth Seeley
Course

Harriet O. Nelson
Course

Steven R. Yussen
Honors

Dean Peabody





Leon Bramson, **Chairman**
 Asmarom Legesse
 Robert C. Mitchell
 Steven Piker
 Victor Novick
 Jon Van Til

sociology and
 anthropology

Asmarom Legesse



Susan K. Allen
 Course



Leon Bramson



Vin E. Berg
 Course

Jon Van Til





Belle Brett
Course



Alan H. Feldman
Honors



Diana Forsythe
Course



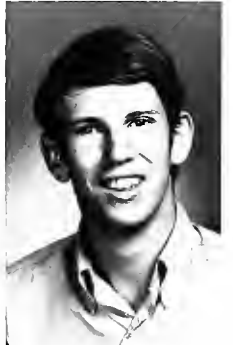
Susan Lyn Brickwood
Honors



Barbara Hayden Fitts
Course



Gretchen F. Foy
Course



Marianne Goldstein
Honors

Laura Lein
Honors

Kathleen E. Moore
Honors

B. Carl Kendall
Course

Donald R. Lyon
Honors

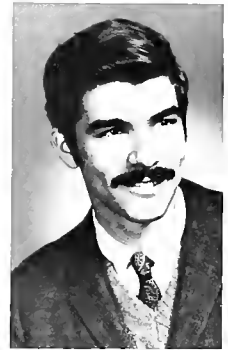
Lindsay Richards
Honors

Margy Kohn
Course

Audrey Melkin
Honors

Peter Carlin
Honors

Robert C. Mitchell



Ellen Schall
Course



Joseph Mark Schoenfeld
Honors



Ronald S. Thomas
Honors

Michael Schudson
Honors

Peter R. Warrington
Course



seniors not photographed

Adrienne V. Asch — philosophy
Nancy Lea Basehore — english
Mary S. Campbell — english
Glen M. Castere — mathematics
Donald L. Coppock — mathematics
Stephen S. Daugert — philosophy honors
Christine A. Fernsler — psychology
Robert Scott Fowler — mathematics honors
Michael L. Glover — political science
Gary Jon Hill — political science honors
Marilyn Hollifield — economics
Nicholas Kazan — english
Lance G. Leithauser — economics
Marguerite Jane Livingston — art history
Garth S. MacDonald — english honors
Ronald L. Martinez — english
John H. McDowell — music
Thomas J. McKay — philosophy honors
Philip Myers — zoology
Karen N. Oliver — english
Warren Phinney — english
Penelope Bellamy Rabe — religion
John W. Rolle — history honors
Valerie R. G. Rosinsky — music
Margarete A. Ross — english
Anthony H. N. Schnellling — history
Karen Malka Spitulnik — religion
Natalie Jean Uhl — psychology honors
Mary E. von Dorster — political science
Mark Vonnegut — religion
Dana U. Wakefield — economics
Frank D. Weisbarth — sociology-anthropology
Barry M. Wohl — psychology honors
George A. Xydis — art history
Bambi Batts Young — biology

KAPPELMEISTER

The touch and go system of
mining words out
of your head
depends neither upon the color
of eyes nor the diamonds
in teeth.

Mostly those little gods
in the brain light up
when you sing the
right pitch; C or higher
is truth; below G is
the devil which is also
truth, but the father won't
buy it, so if you try it, your
hair gets singed.

This stinks, but is not entirely
out of the question. And the
question is:
who teaches who?

— Steve Roens

- EVERETT L. HUNT, *Dean Emeritus and Professor Emeritus of English*,
211 N. Princeton Avenue
B.A., Huron College; M.A., University of Chicago; D.Litt., Huron College.
- HOWARD MALCOLM JENKINS, *Henry C. and J. Archer Turner Professor Emeritus
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B.A. and E.E. Swarthmore College.
- FREDRIC KLEES, *Professor Emeritus of English* 220 South Chester Road
B.A., Bowdoin College.
- OLGA LANG, *Associate Professor Emeritus of Russian*,
352 W. 110th St., New York, N. Y.
Graduate, University of Moscow; Ph.D., Columbia University.
- HAROLD M. MARCH, *Susan W. Lippincott Professor Emeritus of French*,
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B.A., Princeton University; Ph.D., Yale University.
- EDITH PHILIPS, *Susan W. Lippincott Professor Emeritus of French*,
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- ALFRED J. SWAN, *Professor Emeritus of Music*,
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B.A. and M.A., University of Oxford.
- CLAIR WILCOX, *Joseph Wharton Professor Emeritus of Political Economy*,
510 Ogden Avenue
B.S., University of Pennsylvania; M.A., Ohio State University; Ph.D., Uni-
versity of Pennsylvania.
- ELIZABETH COX WRIGHT, *Professor Emeritus of English*,
Rose Valley Road, Moylan, Pa.
B.A., Wellesley College; M.A. and Ph.D., University of Pennsylvania.

PROFESSORS

- EDWIN ALLAIRE, *Visiting Professor of Philosophy* Swarthmore College
B.A., Drew University; M.A. and Ph.D., University of Iowa.
- MONROE C. BEARDSLEY, *Charles and Harriett Cox McDowell Professor of Phi-
losophy* 1916 Delancey Place, Philadelphia, Pa.
B.A. and Ph.D., Yale University.
- GEORGE J. BECKER, *Alexander Griswold Cummins Professor of English*,
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- WILHELM BECKER, *Visiting Professor of Astronomy* (University of Basel)
Swarthmore College
Dr. Phil., University of Berlin.
- †PAUL H. BEIK, *Centennial Professor of History* 4 Whittier Place
B.A., Union College; M.A. and Ph.D., Columbia University.
- HEINRICH BRINKMANN, *Albert L. and Edna Pownall Buffington Professor of
Mathematics* 403 Walnut Lane
B.A., Stanford University; M.A. and Ph.D., Harvard University.
- SAMUEL T. CARPENTER, *Isaiah V. Williamson Professor of Civil and Mechanical
Engineering* 612 Ogden Avenue
B.C.E., C.E. and M.S., Ohio State University.
- HILDE D. COHN, *Professor of German* 302 North Chester Road
Dr. Phil., University of Heidelberg.
- DAVID COWDEN, *Professor of English* 312 Ogden Avenue
B.A., Swarthmore College; M.A. and Ph.D., Harvard University.
- W. C. ELMORE, *Morris L. Clothier Professor of Physics* 525 Walnut Lane
B.S., Lehigh University; Ph.D., Yale University.
- ROBERT K. ENDERS, *Isaac H. Clothier, Jr. Professor of Biology* ... 311 Elm Avenue
B.A. and Ph.D., University of Michigan.
- E. J. FAULKNER, *Professor of Physical Education for Men* ... 235 Dickinson Avenue

† Absent on leave, 1968-69.

COLLEGE LIFE

HOUSING

Swarthmore is primarily a residential college, conducted on the assumption that an important element in education comes from close association of students and instructors. Most students live in dormitories. Many members of the faculty live on or near the campus.

Residence Halls

There are eight dormitories for men: Wharton Hall, named in honor of its donor, Joseph Wharton, at one time President of the Board of Managers, Palmer, Pittenger and Roberts Halls on South Chester Road, two buildings on the former Mary Lyon School property, and two new dormitories, Hallowell and Dana, which were opened in September of 1967.

The women's dormitories include the upper floors in the wings of Parrish Hall; Worth Hall, the gift of William P. Worth, '76, and J. Sharples Worth, ex-'73, as a memorial to their parents; Robinson House; Woolman House; Ashton House; and Willets Hall, largely made possible by a bequest from Phebe Seaman, '19, and named in honor of her mother and aunts.

All freshmen are assigned to rooms by the Deans. Other students choose their rooms in an order determined by lot. Special permission must be obtained to room outside the dormitories.

Students may occupy college rooms during vacations only by special arrangements with the Deans and payment of the required fee. Freshmen, sophomores and juniors are asked to leave college immediately after their last examination in the spring so that their rooms may be used by Commencement visitors.

The insurance program for the College is designed to provide protection for College property and does not include the property of students or others. It is therefore suggested that students and their parents should review their insurance program in order to be sure that coverage is extended to include personal effects while at college.

Dining Hall

All students, both men and women, have their meals in the Philip T. Sharples Dining Hall. The dining hall is ordinarily closed during vacations.

RELIGIOUS LIFE

The religious life of the college is founded on the Quaker principle that the seat of spiritual authority lies in the Inner Light of each individual. The Society of Friends is committed to the belief that religion is best expressed in the quality of everyday living. There are accordingly no compulsory religious exercises, save in so far as the brief devotional



events

a bunch of things that happened

A SLIGHT RESTORATION

Thrace, pull thyself together;
show the taunting Greek his
battle cry is shot to hell.
Then join the scratching throngs
of allmankind in searching
for an itch.

Thrace, tell the Turks to turn
it off, and beat the drum against
the ice and snow of old America
and electricity. Fods, dods, and
old dish pans have overlooked
the *Illiad*, in a dusty niche
behind the shelf.

Thrace, jump out of that book
and start running!

Thessalonica and Samothrace,
weighed down by rocks and earth,
sleep beneath the snow capped knowledge
of America.

Books like knowledge, unlike ice or snow,
cannot be felt beneath the skin.
What ever happened to blood and courage
and Bonaparte?

Philosophized out of style. I guess.

— Steve Roens

freshmen orientation

Strange people all over the place. Advice galore—solicited, or not. Parties, a movie, a picnic, a talent(?) show, faculty desserts. A short separate existence to build group solidarity with which to face the arrival of the others. The beginning.







bagpipes scream—kazoos offer faint echo

Sporting berets reminiscent of the "military-industrial complex," the football team of Wooster college appeared out of the heartland of Ohio to open the Garnet's football season on a sad and prophetic 37 to 0 note. Out-played doesn't seem quite the appropriate word—the breaks, the skill, and most importantly, the points, were all on the wrong side. Quarterback Mike O'Neal's offense sputtered, and Captain Cope's defense was ineffective. Halftime mirrored the game with a brave band of kazoos facing the proud plaid and pipes. A sad event—a miserable day.





the recruiting protest





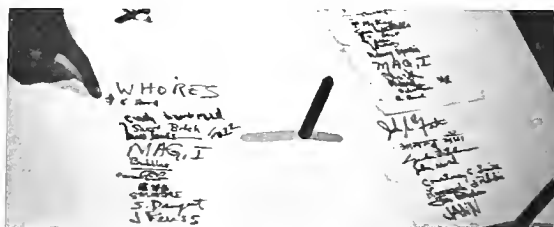
Navy recruiters to be on campus! SPAC mobilized for obstructive tactics with the slogan "THE MILITARY IS INFINITELY MORE IMMORAL THAN A BROTHEL!" Exposure to more moderate student opinion led instead to a rally-vigil-debate outside Parrish. The recruiters hid behind the shield of Defense Department policy.





the recruiters

Noting the toleration of the Navy recruiters by the administration and emboldened by SPAC's cry: "The Military is infinitely more immoral than a brothel!!" recruiters for Alice's Brothel and the Mafia appeared in Sharples. No significant protest developed. Observers close to the scene felt this was due in part to rumors that the recruiters had not asked permission from the College authorities.





booters unite—f & m falls

A history of bad luck and inconsistent play was forgotten for a day against F&M. The soccer machine rose to the occasion to win 6 to 1; that some people blame the score on F&M's own horrible confusion is acknowledged—more likely though, if only for a day, the garnet's sharp passing, crossing, and strong half-backs dominated the game.

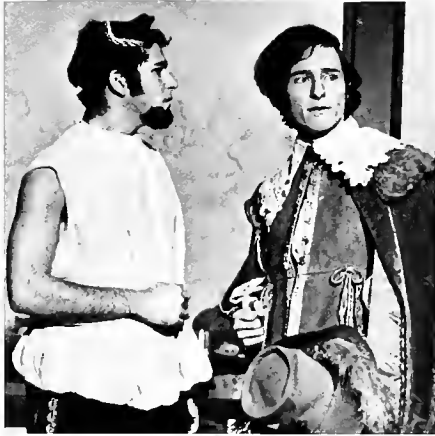




twelfth night

Following **The Knack**, the LTC open house, came casting for **Twelfth Night**, a Shakespearian comedy. The freshmen and "unknowns" who came and were cast. Saralinda Bernstein, Ken Bowman, and others, teamed with Valentine Doyle, John Graney, John Loven, The Borzois, and some spectacular costumes to make the play a rollicking success.







The academics can (and do) get tiring after a while, but life need not be confined to Tarble, or even Philly, as the outing club proved over and over during the year.

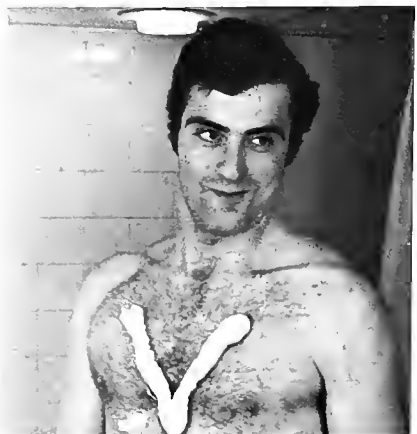


... but not totally confining



most time is spent back in the dorms, however





but eventually, of course, it's back to the libes





Over three hundred thousand books and a thick red rug. Music to study by, if you can take the ear-phones. A usually out of order Xerox machine, individual carrels, automatically regulated temperature and humidity, deep leather chairs, and other creature comforts add to life in the bookish haven-gilded-cage-center-of-life.



Playing basketball for a stock broker who alienates some of his best players is not the easiest thing around — and the Swarthmore record proves it. Now in its fifth consecutive rebuilding season, the hoopers did pull off one big win against Haverford, and it made the Hood Trophy possible. Haverford dumped in a monumental effort; in retaliation, Haverford's coach claims he's been hired **here** for 1969-70.



ballers shut down haverford 81—76





a crisis in confidence, communication, and action



a practical education in reacting to real people





"Merry Christmas!"... non-negotiable demands... effigy burning... admissions office sit-in... announcement reading... faculty reactions... plenary ... small discussions ... proposals ... robert's rules ... faculty meetings ... "new" demands... student power?... class boycott?... hunger strike... approval of most demands... timetable?... dual veto?... president Smith dies... meeting in Clothier ... sit-in ends ... SASS statement... pressure for change goes on



NBC RADIO CITY STUDIOS
RCA BUILDING • NEW YORK

THE GENERAL ELECTRIC COMPANY
PRESENTS **THE G-E COLLEGE BOWL**
ROBERT EARLE, HOST
CURRENT CHAMPION
VERSUS
CASE WESTERN RESERVE

DOORS OPEN
5:25 PM

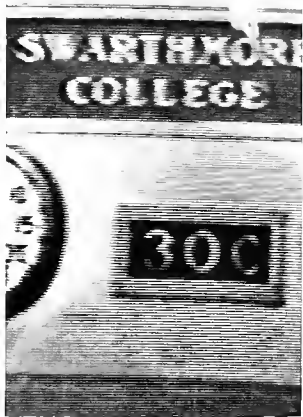
DOORS CLOSE
5:45 PM

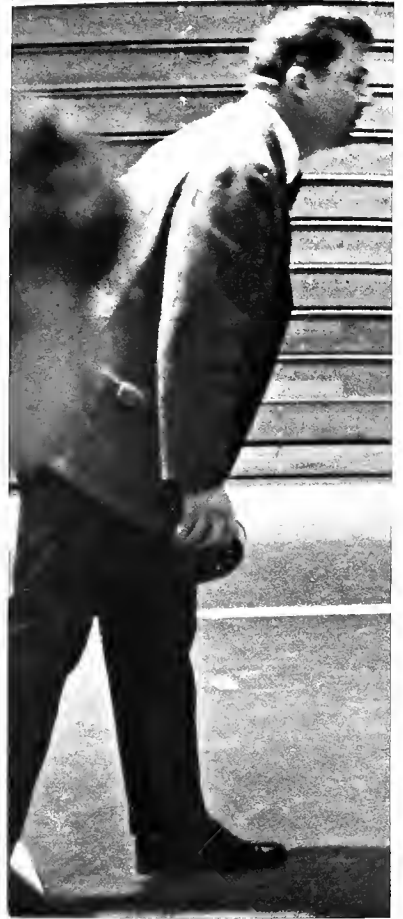
400 people gathered in commons and another 60 at the studios in New York to watch the College Bowl team of Mike Miller, Nancy Bekavac, Mike Hattersley, and Bill Holt clobber Case-Western Reserve for win #5 to retire undefeated (after similarly defeating Colorado College, Augustana, Oklahoma State, and Cornell.) "They were so obnoxious we didn't just want to beat them, we wanted to clobber them." They did, of course.

Keats' nightingale
Wordsworth's cuckoo
Shelley's skylark
Hardy's darkling thrush
Hopkins' windhover
Swiburne's swallow



tv superheroes retire undefeated

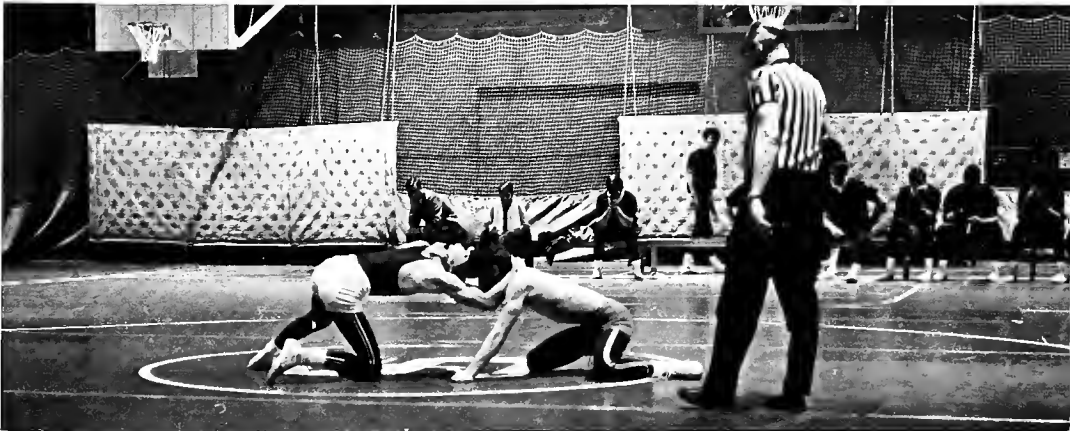






hopkins pins garnet
in final match

Gomer's grapplers came out on the short end of a 16 to 14 score in Baltimore. Captain Danny Nussbaum, Gary Nussbaum, Ike Blakemore, and John Byers won, and Ken Roberts drew. But we had no heavyweight, and a 14-11 lead changed to a 16-14 loss. A rather frustrating way to lose.





Quiet places to study, not so quiet places. Food and music; pool and pinball and ping-pong; color television. Theater or folk music in the Rat; dances on the main floor. The white globe. The Phoenix flies at night.



a funny little building named table





Beckett's **play** and Graney's happening in the Rat; Dutta and Banerjee performing ragas; ballet in clothier—joined later in the year by modern dance and one-act plays. Temporary diversions: evenings of fun and pleasure.

one-nighters



sidetrack caps folk-rock fest



The last night of the folk-rock fest—a festival that had already seen Swarthmore's exciting Phaedra, the magnificent Cat Mother, a folksy and heartwarming Michael Cooney, an icy and confused Michael Lessac who convinced most people to leave early, the Quill, and now the Sidetrack. Sometimes they overreached, sometimes they bored, sometimes they turned you on. When you got tired, you watched the Rosenberg light show. If not, you listened, enjoyed, and maybe even danced in the aisles.





the sharples experience



Ah, the joys of eating in an architectural masterpiece that looks like a ski lodge — if only you can pick which dog to feed, or avoid Katherine when you want to, or locate small dining room #6, or find that particular friend hidden in a corner somewhere ... or scrape together enough peanut butter and jelly to make a meal — and then shut up that blabbermouth at the table. And be out in the 10 minutes you had to spare.



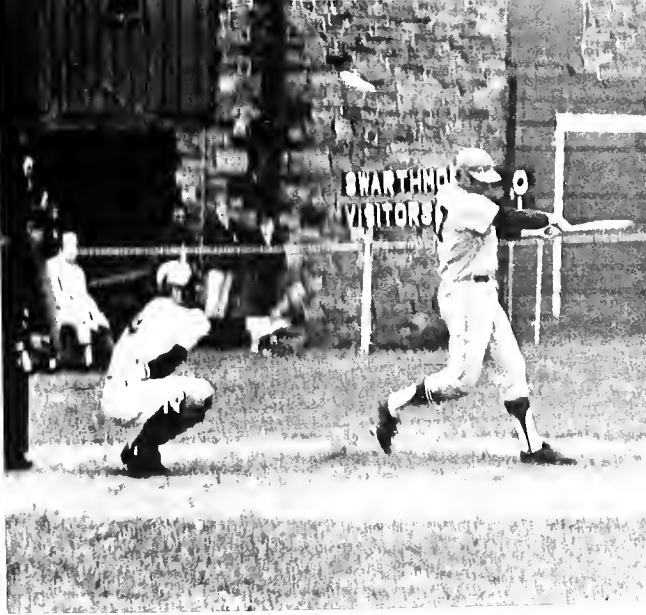
loyola edges garnet stickmen 13 to 11





Two years ago, Swarthmore's lacrosse animals were a nationally ranked team. No more. The team played its guts out against Loyola and lost anyway. Taylor Cope was phenomenal in defeat with six goals. Goalie Dave Rosenbaum and attackman Chad Stone were also impressive, and Buck Buchanan was even observed running. Passing was sound, and the play was hard; unfortunately, Loyola was hitting a bit harder.





The baseball season was mostly a loss, and would have been a total one but for Bruce Draine. Draine pitched every game but two—and completed ten of them—far more often than any major leaguer is called on to work. On this day, he worked against St. Joe's, his third game started in four days, and in a courageous performance went the route as Swarthmore won 3 to 2.



“more guts than any other player”



a world in introspect



Upstairs or downstairs? In the area in front of the fire? When? But when they finally got going, the San Francisco Mime Troup was a delight of visual puns, not to mention the morality play aspect of their act. A pleasant break from the humdrum—a chance for fun and personal thought.





the dizzy gillespie concert







\$4,000 per year



A place to learn, to experience, to inquire, to broaden one self, to grow. It makes no matter whether held in classroom, home, outdoors. If necessary, a place to doze, to skip at 8:30, to avoid to write a paper. A thrill. The heart of the Swarthmore experience.



caucasian chalk circle



The main theatrical production of the second semester was highlighted by imaginative use of the Meeting House, excellent costumes, and a highly conspicuous lack of good acting and excitement, adding up to a critical disaster. As interesting as it was to see Brecht's old drama resurrected for the *n*th time, the play still lacked verve. It was overshadowed by **Glass Menagere**, **Ballgame**, and **Fireplay**, the so-called "little" productions.





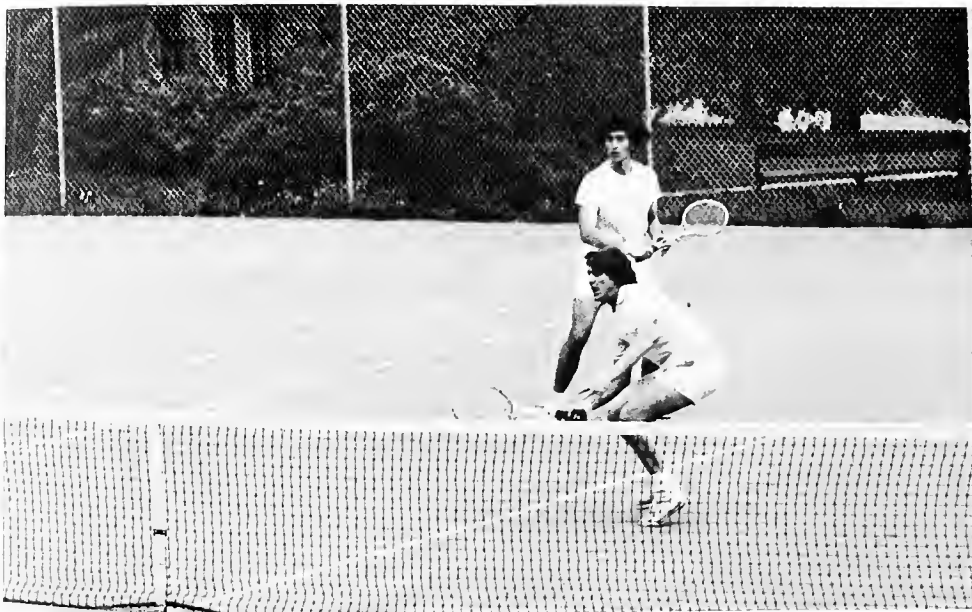
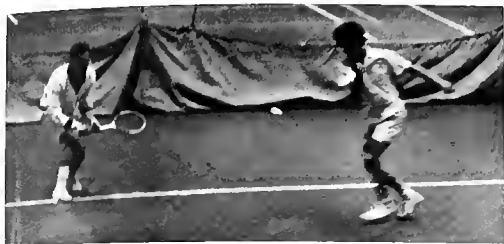
not jocks, but ...

You don't hear much about them, but they exist. No **Phoenix** coverage, and the girls themselves seldom talk about them. Field hockey, swimming, basketball, badminton, volleyball, softball, lacrosse, and more. Most of them are winners (that's another thing that differentiates them from the men.) In their funny looking uniforms, they just seem to go on forever.



s'more's depth aces hopkins





Even though the top player, Andy Weinstein, was out for the year, and Duffy Burns was hobbled with an injury, Coach Faulkner's netmen were able to display their talent consistently. Against Hopkins, three freshmen, Jon Messick, Marshall Levin, and Walt Idol joined Fred Feinstein, Dean Roemmich, and Steve Melov in administering a sound 9 to 0 thrashing, dropping only one set in the entire match.

Winning 14 of 17 events, the Garnet trounced Haverford 92½ to 52½. Despite standout performances by Craig DeSha, John Edgar, John Yinger, and Jim Colvin in the track events, the real victory was won in the field, with John Burton in shot and discus and Dell, Hafkenschel, and Fujihira sweeping the jumping events. This victory, combined with the victory by the baseball team, clinched the Hood trophy.



victory over fords paves way to hood





Stretch, frisbee, swings on the lawn, general mayhem. Variations on all of them; guts frisbee, frolf; letch stretch, chicken stretch. Much easier than practicing for a 'real' sport — more on the spur of the moment, more relaxing. And **much** better than the libe, of course.





for the stay-at-home-sporting-urge





alumni day



Reunion classes 1894, 1899, and so on; progress report; parade; luncheons; discussion groups; concert; tea; dinner; movie. The signs and faces tell the story. And the seniors, meanwhile, were valiantly trying to be elsewhere.

selectively relevant and selectively obscene



Last Collection given by Lawrence Lafore in his last Swarthmore appearance (he goes to Iowa); in fact, the last collection before it goes voluntary. An audience of mixed parents and seniors. A thought to take home and digest: "Our beliefs (of today) will someday appear absurd, but curiosity will be of lasting value."









“to overcome the social and practical disadvantages of a superior education”



**Why, Hello Solun.
I Hadn't Noticed You, Gone.**

My darkness goes with me:
Solun is here, quietly waiting, through time.
Gently, he comes within (old friends, we):
He comes: all illusions are left behind.

"...Unity: you are complete. One..."
(Solun speaks, curing the hopes of day)
"...Through time, darkness wins:
Not stronger, but—through time—darkness stays."

My darkness tells me: the Self is real.
He speaks truly; through days of laughter and of rain
After love and past the wars,
It is the self that stays: the Self remains.

All things transitive, Solun knows, are not real.
And of illusions, my darkness cures me.
Alone at night, weeping at Truth,
I moarn the Self, through days enduring.

Solun is here, within, and has purged me:
It is this emptiness that Solun breeds.
I weep when Solun comes: he brings Oneness.
Into the void, my darkness I weep. I plead,

Calling for day, begging it to deceive me.

Mark Gromko



have also been appointed as advisers for each of the men's varsity athletic teams. They work closely with the team, attending practices and many of the scheduled contests.

Mrs. Gloria Evans is an experienced counselor who is glad to assist students with problems of academic adjustment, study skills and reading proficiency. She also can give aptitude and interest tests on request. Appointments may be made at her office in Parrish Hall.

Each women's dormitory has a head resident. In Parrish and Willets, the head resident is assisted by student residents who are members of the junior or senior class.

A group of upperclass women, under the direction of the Women's Student Government Association, serve as counselors for all freshman women, several counselors being assigned to each hall. There are also student proctors in each of the men's dormitory sections. A group of students assist the Deans with the orientation program conducted during the freshman week.

THE STUDENT COMMUNITY

Student Conduct

The Society of Friends has historically been conservative in social matters, and its influence within the College community is one of the important factors in making Swarthmore what it is. Students who choose Swarthmore as their college should recognize that they are selecting a set of social and academic standards that are intrinsic to the history and point of view of this institution. In general, the life of students is to be governed by good taste and accepted practice rather than by elaborate rules. Certain rules, however, are of sufficient importance to deserve attention here:

1. The men's and women's dormitories are not to be visited by members of the opposite sex except under the following conditions: Visiting is permitted in the public parlors between certain specified hours; open houses on certain afternoons and evenings may be scheduled according to the rules established by the Student Affairs Committee.
2. The possession and use of alcoholic beverages on the campus is forbidden, as is disorderly conduct.
3. The use or possession of firearms or other dangerous weapons is not permitted. Firecrackers or other explosives are prohibited. Tampering with fire alarm or prevention equipment is a serious offense.
4. No undergraduate may maintain an automobile while enrolled at the College without the permission of the Dean of Men. This permission is not extended to freshmen. The administration of this rule is in the hands of a Student-Faculty committee. Day students may use cars for commuting to College, but special arrangements for stickers must be made for campus parking. More detailed information may be had from the Office of the Deans.

COLLEGE CALENDAR

Fall Semester

1968

September 18-21	Freshman placement days
September 20	Meeting of Honors students
September 21	Registration
September 23	Classes and honors seminars begin
October 1	Meeting of the Board of Managers
November 5	Executive Committee of the Board of Managers
November 28-30	Thanksgiving recess
December 3	Annual Meeting of the Board of Managers
December 20	Christmas vacation begins, 6:00 p.m.

1969

January 6	Christmas vacation ends, 8:00 a.m.
January 6-14	Reading period for course students (at the option of the instructor)
January 14	Classes and seminars end
January 15	Meeting of honors students
January 17	Registration for spring semester
January 20	Honors seminars begin for spring semester
January 20	Mid-year examinations begin
January 31	Mid-year examinations end

Spring Semester

February 3	Classes begin
February 4	Executive Committee of the Board of Managers
March 4	Executive Committee of the Board of Managers
March 21	Spring vacation begins, 6:00 p.m.
March 31	Spring vacation ends, 8:00 a.m.
April 1	Meeting of the Board of Managers
May 2	Honors seminars end
May 6	Executive Committee of the Board of Managers
May 5-16	Reading period for course students (at the option of the instructor)
May 12	Written honors examinations begin
May 16	Classes end
May 19	Enrollment in classes for fall semester
May 21	Course examinations begin
May 24	Written honors examinations end
May 29-31	Oral honors examinations
May 31	Course examinations end
June 2-4	Senior comprehensive examinations
June 6	Meeting of the Board of Managers
June 7	Alumni Day
June 8	Baccalaureate Day
June 9	Commencement Day



the official mug file and indices

football 1968



FOOTBALL 1968—front row: David Hilgers (manager), Richard Kamen, James Buchanan, Lew Elverson (coach), second row: Robert McCoach (assistant coach), Theodore Burton, John Gorch, Mike O'Neal, Frank Burns, Roy Shanker, John Loven, William Barton, Dale Hughes, Jay McDowell (assistant coach), third row: Thomas McLaughlin, Kenneth Miller, Allen Douglas, John Gilbert, James Holland, John Burton, Charles

Williams, Richard Beatty, Robert Clark, Nathan Wei, Richard Jester (equipment manager), fourth row: James Lukens (assistant coach), Michael Arraji, Christopher Leinberger, Douglas Weiner, A. William Weber, Scott James, Benjamin Kalkstein, William Prindle, Joe Boches (manager), fifth row: David Kalkstein, William Blakemore, Kenneth Gold, Michael Hucles, Mark Myers.

Swarthmore	Opponent	
0	Wooster (Ohio)	37
21	Dickinson	11
3	Franklin & Marshall	12
0	Ursinus	28
6	Johns Hopkins	55
15	Muhlenberg	34
9	PMC Colleges	22
6	Haverford	17

soccer 1968

Swarthmore	Opponent	
0	Princeton	3
4	Ahumi	3
6	Muhlenberg	1
1	Pennsylvania	6
1	Johns Hopkins	0
4	Lafayette	0
1	Ursinus	3
6	Franklin & Marshall	1
0	Navy	4
1	Lehigh	2
0	Haverford	1

SOCCER 1968—front row: Fred Feinstein, Roger Wood, Ronald Martinez, Donald Stokes, Warren Phinney, John McDowell, Kenneth Roberts, second row: Willis Stetson (coach), Michael Seligman, David Rosenbaum, Jesuorobo Enobakhare,

Charles Price, David Foster, Richard Burns, Frank Wiedemann, Robert Briggs, Douglas Thompson (faculty representative), third row: Charles Spadoni, Manuel Casanova, Robert Chase, Robert Lohr, Mark Gromko.



cross country 1968



Swarthmore **Opponent**

21 Franklin & Marshall	37	CROSS COUNTRY 1968 —front row: Paul Peele, Peter Rush, Thomas Hammond, Roy Wilber, second row: John Yinger, David Kerr, James Colvin, Gregory Englund, third row: Christopher Miller, Giles Kemp, Jon Messick, Charles Tomforde fourth row: John Edgar, George Clapp, Rob N. Stealum, Matthew Coleman (manager), Jonathan Zall.
28 PMC Colleges	29	
22 Drexel	33	
34 Delaware	21	
16 Muhlenberg	46	
15 Johns Hopkins	48	
21 Haverford	34	
M.A.C. Championships—2nd		

swimming 1968-9



SWIMMING 1968-9—left to right: Richard Burns, Ephriam Unidentified, Christopher Leimbarger, Russell Voegtlin, Bradley Leinke, Steven Zimmermen, Charles Grasse, Mark Shullenberger, Colin Barnett, John Goldman, Bentley Jenkins, Gregory Englund, Michael Boni, David Kerr, James McAdoo (coach).

Swarthmore	Opponent
40 Johns Hopkins	53
74 PMC Colleges	27
46 Drexel	49
38 Lafayette	57
53 Gettysburg	42
48 Franklin & Marshall	46
33 Dickinson	61
25 Temple	70
48 Haverford	47
M.A.C. Championships—7th	

basketball 1968



BASKETBALL 1968-9—front row: Richard Keiter, Craig DeSha, William Miller, James Clymer, William Siek. second row: I. D. Hoffstein (coach), Arthur Unlikely. third row:

Arthur Hauptman, Floyd Unknown, Paul Schectman, Frank Burns, Nugyn Tawn, Richard Beppler, Fred Michel, John Matter (manager).

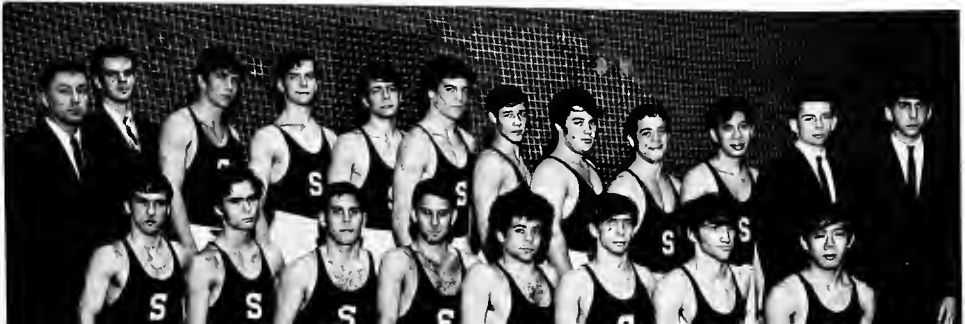
Swarthmore	Opponent	
71	Franklin & Marshall	57
58	Dickinson	71
76	Muhlenberg	101
59	Johns Hopkins	69
63	Ursinus	62
66	PMC Colleges	76
84	Stevens	46
56	Drexel	71
76	Washington	82
67	Pharmacy	73
65	PNC Colleges	88
75	Haverford	91
88	Eastern Baptist	63
87	Moravian	105
63	Ursinus	74
81	Haverford	76

wrestling 1968

Swarthmore	Opponent	
19	Muhlenberg	12
15	Albright	14
2	Delaware	34
26	PMC Colleges	13
3	Lafayette	30
16	Drexel	17
14	Johns Hopkins	16
26	Ursinus	3
6	Haverford	25

M.A.C. Championships—14th

WRESTLING 1968-9—front row: Allan Thomas, James Davis, Gary Nussbaum, Danny Nussbaum, Kenneth Roberts, Bruce Campbell, Alan Robin, Kenneth Oye. second row: Gomer Davies (coach), Doug Weiss (trainer), John Byers, Marshall Hoyle, Fred Leader, Christopher Leinberger, John Montgomery, Kenneth Miller, Charles Marx, Marc Wong, Mark Jones (manager), Robert Cushman (manager).



baseball 1969



Swarthmore	Opponent	
1	Washington	2
3	Delaware	17
6	Johns Hopkins	8
8	Eastern Baptist	10
1	Pennsylvania	6
7	Franklin & Marshall	4
1	PMC Colleges	2
3	Haverford	1
5	Muhlenberg	15
6	LaSalle	7
4	Lehigh	8
2	Moravian	9
3	St. Joseph's	2

BASEBALL 1969—front row: Mark Myers, Robert Chase, Mike O'Neal, Richard Kamen (captain), Bruce Drain, Theodore Burton, Richard Harley, Mark DeWitte. second row: Frank Wright (assistant coach), Charles Spadoni, Robert Galli, Francis Vanni, Geoffrey Greene, Steve Heiser, Dennis

Small, Alan Rosskamm, Dale Larrimore, Richard Cowen, Noble Jones, James Wood (faculty representative), Gomer Davies (coach), missing: Darwin Stapleton, Robert Maxym, Burt Zurer (manager), Frank Easterbrook (head manager).

track 1969



TRACK 1969—front row: Robert McKay, David Wright, John Yinger, John Edgar, Paul Poelle, Thomas Hafkenschiel. second row: James Colvin, Stephen Arbutnot, Peter Tkacheff, Roy Shanker, Craig DeSha, John Burton. third row: Robert Savings, Douglas Komer, Allen Edgar,

Eric Phillips, Giles Kemp, Eric Bressler, Nathan Wei. fourth row: Gary Dell, John Creighton, Benjamin Kalkstein, John Udovich (assistant coach), Christopher Leinberger, Lew Elverson (coach), Arthur Hauptman, James Coates, missing: William Holt (head manager).

Swarthmore	Opponent	
89	Johns Hopkins	56
54	PMC Colleges	91
82½	Haverford	52½
51	Ursinus	94
82	Muhlenberg	63
70	Albright	75
M.A.C. Championships—10th		

lacrosse 1969



Swarthmore	Opponent	Games
8	Franklin & Marshall	6
1	Pennsylvania	14
4	Lafayette	3
2	Delaware	11
1	Washington	16
4	Lehigh	13
3	Stevens	5
5	Drexel	4
2	Dickinson	1
11	Loyola	13

LACROSSE 1969—front row: Brooks Cottman (coach), Taylor Cope, James Buchanan, Douglas Weiner, William Miller, Stephen Hichner (assistant coach), second row: Avery Undercover, Patrick Connell, Alan Jones, Peter Coffin, Ronald

Jones, Richard Wolfe, Kenneth Gold, Mark Hafkenschiel, Robert Lohr, third row: Robert Cushman, James Foltz, William Weber, John Byers, Scott James, Ernest Abbott, James Holland, B. Fritts Golden.

tennis 1969



TENNIS 1969—left to right: David Hough (manager), Lewis Gaty (faculty representative), Walter Idol, Fred Feinstein, Steven Melow, Frank Burns, Ion Messick, Marshall Levin, Dean Roemmich, Ed Faulkner (coach).

Swarthmore	Opponent	Games
1	Army	8
9	Ursinus	0
9	Johns Hopkins	0
9	Muhlenberg	0
9	LaSalle	0
5	Lehigh	4
6	Temple	3
0	Navy	9
8	Dickinson	1
6	Lafayette	3
8	Haverford	1
7	Franklin & Marshall	2
9	West Chester	0
M.A.C. Championship		
3	Bucknell	6

golf 1969



GOLF 1969—left to right: Duncan McLain, Paul Zelnick, Steven Price, Jeffrey Remmel, Paul Prusiner, John Swanson, Willis Stetson (coach).

Swarthmore	Opponent	Games
1	Lehigh	17
11	PMC Colleges	7
3½	Delaware	14½
1½	Pennsylvania	16½
2½	Lafayette	15½
5½	Franklin & Marshall	12½
7	St. Joseph's	11
3½	Drexel	14½
6	LaSalle	12
6½	Haverford	11½

field hockey 1968



FIELD HOCKEY 1968—**front row:** Linda Stanton, Sandra Fornwalt, Barbara Briggs (captain), Margaret Reece, Julia Wenner, Pete Hess, **second row:** Cindy Lewis, Emily Bushnell, Ellen Weissman, Deborah Kirk, Barbara Gibson, Terry Miller, Laura Enton Bankertz, **third row:**

Lissa Schairer, Carol Hartnett, Barbara Hunter, Jim Kuehn, Connie Fleming, Connie Cole, Diana Roose, Kathy Felney (manager), **missing:** Francine Cardman, Anne Craddock, Linda Frommer, Joan Glass, Catherine Goldwater, Kristine Nygaard, Sally Ride, Jean Uhl, Jane Wolverton, Arlene Zaremka.

swimming 1968



SWIMMING 1968—**front row:** Terry McCurdy, Patricia Gillespie, Irngard Flaschka, Sandy Fronwald (captain), Lorna Kohler, **second row:** Nancy Noble, Susan Sztatowski, Melissa Dietz, Kizmin Reeves, Mary Young.

volleyball 1968-69



VOLLEYBALL 1968-69—**front row:** Tina Tolins, Terry McCurdy, Wendy Palmer, Veda Bonnewell, **second row:** Susan Packer, Cathy Good, Mimi Sun, Paula Spilner, Irene Moll, **missing:** Brigitte Bell, Mary Cornish, Ava Harris, Mary Hough, Barbara Jones, Beverly Lyons, Alexandra Poly zopoulos, Donna Richardson, Susan Vivell.

folk dance club 1968-9



FOLK DANCE CLUB 1968-9—**front row:** Geoff Selling, Gail Foster, David Inouye, Bonnie Gregory, Thomas Aldrich, Carol Pixton. **second row:** Irene Moll, Connie Fleming, Michael Greenwald, Tina Tollins, Peter Rush, Ellen Daniel, Bruce Hamilton, Laura Baskerville. **third row:** Heidi Frantz,

Mary Stott, David Gott, Benjamin Kuipers, Seth Tyler, Bruce Smith, Bruce Caster, Guy Yates, Paul Brownsey, Maury Martin, Skip Atkins, Joyce Olum, Anne Martin. **missing:** Diana Forsythe, Lynne Oakland, Kate Hodgson, Margret Hargreaves, Robert Goodman, Robert Snow, Thomas Bates

basketball 1968-9



BASKETBALL 1968-9—**front row:** Debbie Kirk, Sue Schultz, Arlene Zarembka. **second row:** Margie Kohn (co-captain), Joanne Booser, Carol Spalding, Francis Hostetler (co-captain), Emily Bushnell. **third row:** Ilona Szucs, Betty Black, Sandy O'Brien, Veta Bonnewell, Jan Feldman, Jane Wolverton.

badminton 1969



BADMINTON 1969—**front row:** Ethel Truly, Barbara Merrill, Lee Walker, Cindy Lewis, Kris Nygaard, Margaret Reece, Eleanor Kay Hess. **second row:** Betty McGeary, Carol Cumiff, Linda Stanton, Barbara Briggs, Louisa Beck, Melissa Schairer, Cynthia Hayward, Ann Seagrave, Edwin Faulkner. **missing:** Chris Grant, Susan Zimmerman.

lacrosse 1969



LACROSSE 1969—**front row:** Linda Stanton, Laura Enion Blankertz (co-captain), Pat O'Reagan (co-captain), Barbara Gibson. **second row:** Sarah Gregory, Barbara Hunter, Carol Lippincott, Jinx Kuehn, Sandy Fornwalt,

Louisa Beck **third row:** Lynn West, Julia Wenner, Madelon Toll, Barbara Briggs, Vickie Lundquist, Connie Fleming, Connie Cole. **missing:** Chris Johnson, Lee Walker (manager).

softball 1969



SOFTBALL 1969—**front row:** Dorothy Robinson, Katherine Little, Jane Wolverton, Anne Seagrave. **second row:** Mary Edgar, Lynn Eustance, Joanne Greene, Donna Richardson, Paula Spilner. **third row:** Kizmin Reeves, Sandra Reynolds, Colleen Kennedy, Mary Ann Simmons, Irene Moll (coach). **missing:** Joanne Booser, Gretchen Foy, Sue Vivell.

archery 1969



ARCHERY 1969—Holly Robinson, Jane Fraser, Terry Drayman (captain), Helen Miehle. **second row:** Jan Fellman (coach), Margaret Nordstrom, Debbie Seeley, Susilee Hayes, Betty Bird, Ruth Ganister, Linda Valleroy, George Blankenship (manager).



delta upsilon fraternity

fall

Randy Larrimore (president)

spring

William Barton (president)

seniors

Joseph Buches
James Buchanan
Taylor Cope
David Crockett
John Ellis
David Hilgers
Randy Holland
Richard Kamen
Randy Larrimore
Roger Wood
Michael Vitiello

juniors

William Barton
Walter Bond
Frank Burnas
Theodore Burton
Steven Carr
John Corlich
James Kimmel
Bradley Lemke
Gary Moss
Michael O'Neal
William Pichardo
Jeffrey Rimmel

sophomores

Richard Beatty

John Burton
James Clymer
Craig DeSha
Al Douglas
John Goldman
James Holland
Kenneth Jewell
James Stark
John Swanson
Jed Williams
Richard Wolff
Michael Sullivan

freshmen

William Blakemore
Eric Bressler
Mark DeWitte
Kenneth Gold
Arthur Hauptman
Louis Heavenrich
Steven Hesser
Scott James
Benjamin Kalkstein
David Kalkstein
Richard Keiter
Dale Larrimore
John Lubar
Jon Messick

Richard Miceli
John Montgomery
Mark Myers
Webster Newbold
Eric Phillips
Al Rosskamm
Robert Saving
Daniel White



phi sigma kappa fraternity

fall
Charles Stone
(president)
spring
Steven Marion
(president)

seniors
David Duncan
Theodore Eisenberg
Alan Lee
Robert Maxym
Darwin Stapleton
Charles Stone
juniors
Frank Easterbrook
Wilbur Greenhouse
Stephen Marion
Harvey Miller
James Robinson
Allen Shleifer
John Stevens
Thomas Warrington
sophomores
John Beer
Wayne Cawley
Michael Dorlan
John Gilbert
Robert Hardwig
Bruce Hozel
Clyde Jenkins
David Kerr
Steven Kerr
Douglas Komer
Jonathan Lax
Fredrick Leader
Benjamin Lui
John Palmer
William Ryan
William Welch
freshmen
James Coates
William Everett
Alan Jones
Ronald Jones
David Keeley
Ronald Miller
Paul Ness
Stephen Price
William Prindle
Samuel Wilson
John Yarbrough



kappa sigma pi fraternity

fall
Ezekiel Unrevealed (president)
spring
Paul Peelle (president)

Paul Peelle
Mark Dean
Patrick Connell
Robert Cushman
William Dellafar

Guy Yates
Michael Namiki
Russell Frisby
Michael Hucles



tau alpha omicron fraternity

fall

John Lohr (president)

spring

Donald Fujihira
(president)

seniors

Donald Fujihira
John Lohr
Lytle Snider
Peter Zimmerman

juniors

John Bennett
Donte Blair
Tim Gardner
Mark Goldman
Bill Ladd
Rob Lykens
Cory McLean
Paul Zelmick

sophomores

Mark Jones
Scott Minor

freshmen

Dan Abbott
Dan Alexander
Gary Dell
Chris Lemberger
Andy Pike
Jack Satterfield
Bill Sick
Francis Vanni

phi omicron psi fraternity

fall

Steve Cook
(president)

spring

Anand Yang
(president)

seniors

Steve Cook
juniors
Rick Galotta
Al Holmster
Noble Jones
John Loven
Andre Pool
Paul Prusmer
Roy Shanker
Royer Smith
Anand Yang
Burt Zarrac

sophomores

Brian Butler
Robert Clark
Robert Chase
Ray Mullins
Dave Schidlinger
Nathan Wei

freshmen

Dave Bressoud
Wade Porter
Gil Power



student judiciary committee



fall

Diana Roose (co-chairman)
 Allen Dietrich (co-chairman)
 Paul Peehle
 Fran Hostettler
 Ronald Krall
 Sarah Moore

Spring

Paul Peehle (chairman)
 Beverly Lyon
 Martha Davidson
 Peter Salar
 Ronald Krall
 Bruce Campbell

men's judiciary committee



fall

Ronald Krall (chairman)
 B. Fritts Golden
 Lauren Brubaker
 Clinton Etheridge
 Bruce Campbell

spring

Bruce Campbell (chairman)
 Brad Lemke
 Lauren Brubaker
 Clinton Etheridge
 Timothy Gardner

women's judiciary committee



fall

Fran Hostettler
 Sarah Gregory
 Beverly Lyon
 Ann Shepardon
 Beth Sones
 Ava Harris
 Lauren Bernstein

spring

Julia Wenner
 Martha Meier
 Chris Doty
 Martha Davidson
 Sarah Gregory
 Beth Jones
 Ava Harris



the phoenix

fall

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Doug Blair
(managing editor)

Karen Sundquist
(managing editor)

spring

Doug Blair (editor)

Pete Solar
(managing editor)

Dan Taylor
(managing editor)





student council



fall
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 John Braxton
 Michael Hattersley
 Randy Larrimore
 Gerard Mare
 Mary Noland
 Stephanie Cooley
 Carol Pixton
 Lyn Peery

spring
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 Mike Hattersley
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 Kelly Frick
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5. At evening concerts, dramatic performances, and public lectures men will wear coats and ties and women dresses or skirts. At evening meals in the dining room the same standards will apply except that it is recommended that the men wear coats and ties but not required so long as the dress is in other respects consistent with the spirit of these regulations.

6. It is a college policy to discourage premature marriages. Undergraduates who wish to marry and remain at Swarthmore must request permission to do so from the Deans. If two students are married without this permission, one of them must withdraw from the College.

College rules which affect the entire student community are discussed and formulated for the approval of the Administration by the Student Affairs Committee, which is composed of Deans and Faculty members appointed by the President and students elected by the student body. This Committee delegates to student government agencies as much authority in the administration of rules as they responsibly accept.

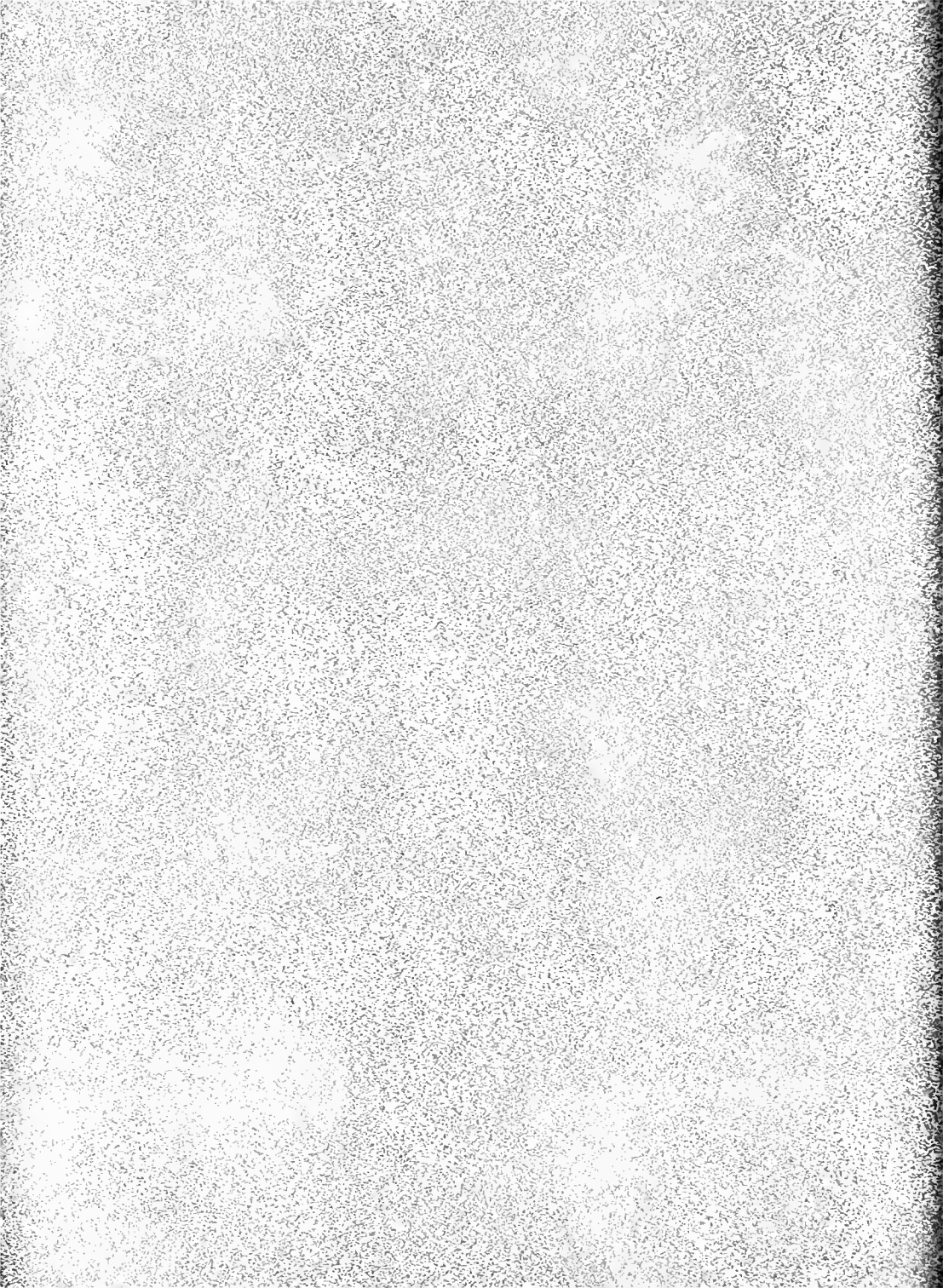
Student Council

The semi-annually elected Student Council represents the entire undergraduate community and is the chief body of student government. Its efforts are directed toward coordination of student activities and the expression of student opinion.

Committees of the Council include the Budget Committee, which regulates distribution of funds to student groups; the Elections Committee, which supervises procedure in campus elections; and the Social Committee, see below. In addition to these, there are several joint Faculty-Student Committees, whose student membership is appointed by the President of the College and the President of Student Council: Collection, Cooper Foundation, Bookstore, Curriculum, Educational Policy, Men's Athletics, Schedule of Classes, Computer, and Library.

Judicial Bodies

Where infractions of college rules have occurred, decisions about responsibility and about penalties are made by elected committees. Four such committees have different jurisdictions. The *Women's Judiciary Committee* is a branch of WSGA and is elected by the women of the student body. It sits in all cases of violations of WSGA rules or of violations by women of general campus regulations except as they fall in the sphere of the Student Judiciary Committee (see below). The *Men's Judiciary Committee* is elected by the male students and sits in all cases of violations of college rules by male students except in the kinds of cases indicated below as coming under the jurisdiction of the Student Judiciary Committee. The *Student Judiciary Committee*, elected by the entire student body, acts on cases involving the car rule, dress rule, on cases involving both men and women, and on others that may require joint action. The *College Judiciary Committee* is composed of student and faculty members and the Deans.



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COLLEGE YEARBOX

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