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How Do You Mean By That?

A look at how we really communicate: verbally, nonverbally, and electronically. Faculty: Barbara Tannenbaum, William Beeman; \$9.00 per person, \$5.00 for members of classes 1971-75; Contact: Kathe Anderson 202 223-0755 after 6:00 pm.

March 2, 9, 16, 23 New York City
Evening Seminar Series

America 1976: Beginning a New Era?

Faculty: Mari Jo Buhle, Hunter Dupree, Charles Neu, Gordon Wood; \$15.00 per person; contact: Anne Bradley 212 581-2707

March 13 New Jersey/Philadelphia, Pa.
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The Individual vs. Society: Americans in Tension

Faculty: David Buchdahl, J. Giles Milhaven; \$10.00 per person, \$6.00 for members of classes 1971-75; contact: Martha Hannon 609 921-2637

March 13 Long Island
Saturday Seminar

Americans in Tension: Preserving the Past or Changing with the Future?

Faculty: Herman Eschenbacher, John Reeder; \$10.00 per person, \$6.00 for members of classes 1971-75; contact: A. Thomas Levin 516 248-1515

March 20 Westchester County/Fairfield County
Saturday Seminar

Untitled; contact Herb Iselin 212 575-4325 or Art Pickard 203 329-8228

March 27 Springfield, Ma./Hartford, Ct.
Saturday Seminar

China: New Perspectives on an Old Puzzle

Faculty: Ying-mao Kau, Lea Williams; \$10.00 per person, \$6.00 for members of classes 1971-75; contact: Jim McGuire 413 596-4762

April 10 Los Angeles
Saturday Seminar

From Earth to Mars: Brown Visits the Red Planet

Faculty: Tim Mutch; at the Jet Propulsion Laboratory; \$10.00 per person; \$6.00 for members of classes 1971-75; contact: Devra Breslow 213 472-6906 after 6:00 pm.

and on the campus...

January 23-25 on the campus
Weekend Seminar

How Do You Mean By That?

A look at how we really communicate: verbally, non-verbally, and electronically. Faculty: Robert Scholes, Barbara Tannenbaum, William Beeman with University of Pennsylvania's Sol Worth; \$40.00 plus options for meals, room; children's program; contact: Sallie K. Riggs 401 863-2785

March 6 Rhode Island
Saturday Seminar

Factories by the Falls

Structure and social effects of early industrialization in Rhode Island. Faculty: Patrick Malone and Gary Kulik, curator of Slater Mill, at Slater Mill; \$12.00 per person; contact: Sallie K. Riggs 401 863-2785

April 3 Rhode Island
Saturday Seminar

Whaling in New England

Faculty: David Parker, Stuart Sherman, and Richard Kugler, Director of the Whaling Museum at the Whaling Museum; \$12.00 per person; contact: Sallie K. Riggs 401 863-2785

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June 27 to July 3 on the campus
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Brown

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In this issue

2 The Weekend That Almost Was

On Friday, November 14, Brown football seemed headed for the big-time. The stadium was sold out in advance for the first time since 1932; television's top collegiate football commentators, Bud Wilkinson and Keith Jackson, were on hand; the undefeated Bruins were moving toward their first Ivy League championship; and the banners at a pep rally in Wriston Quad read, 'Bring on Ohio State.' Then came Saturday . . .

10 "You Can't Divorce Graduate Education From Undergraduate Education"

Any attempt to reduce the number or the scope of Brown's graduate programs will change the over-all nature of a Brown education, according to Graduate School Dean Maurice Glicksman. The end product of such cutting, he says, will be a Brown of much poorer quality. The dean explains his reasoning and answers questions about America's supposed Ph.D. glut and Brown's battle with hard times in this interview with the *BAM*.

16 "Brown Should Concentrate on Undergraduate Programs"

Four student leaders who have concluded a study of Brown's history and its current financial situation believe that the University's drive to become a major research institution in the sixties set the stage for gradual abandonment of curricular reforms at the undergraduate level in times of financial stress. They plead not only for the revitalization of the New Curriculum but also for policies that match educational goals with financial reality.

21 "Trifling Patriots and a Freeborn Pelel"

History Professor Rhett Jones, chairman of Brown's Afro-American studies program, tells us that the first battle for freedom in the New World was not staged at Lexington and Concord. It took place in Santo Domingo in 1522, and it was fought by African-born slaves. Two centuries later, more than 5,000 black men fought for the rebel cause in the American Revolution, but their reward was the glaring inconsistency of liberty with slavery.

29 Off the Wall

To counter the rumor that Brown might be suffering from a communication problem, the *BAM* takes a lighthearted look at the campus's network of signs and messages. The topics covered on the walls of hallowed halls are as old as touch dancing and trips home and as new as communal cooking and "esoteric spiritual paths."

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Cover: A collection of John Forasté photographs depicts the hoopla (page 2) that preceded Brown's football defeat at the hands of Harvard. On the back cover, a Forasté photograph shows one cluster of campus signs (page 29).

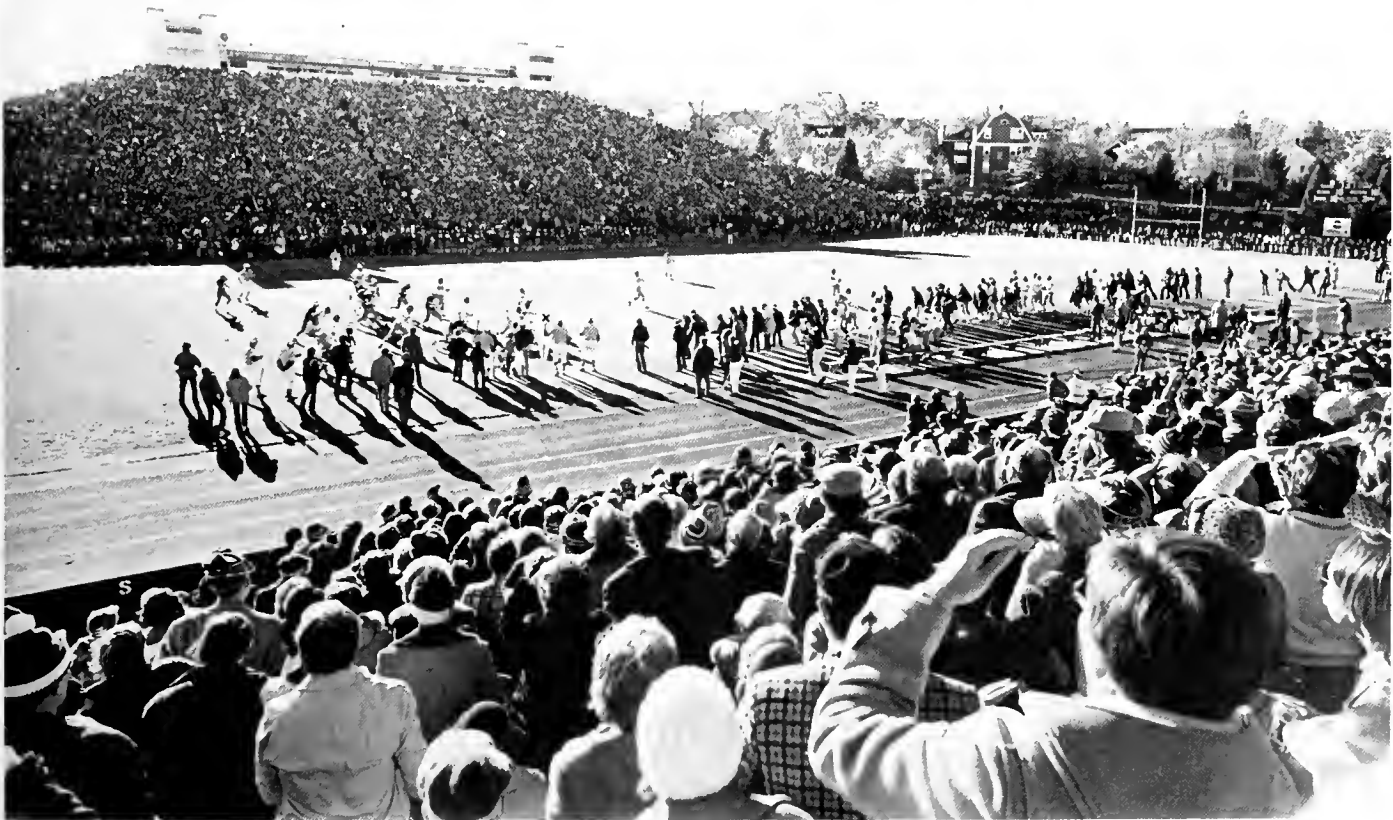


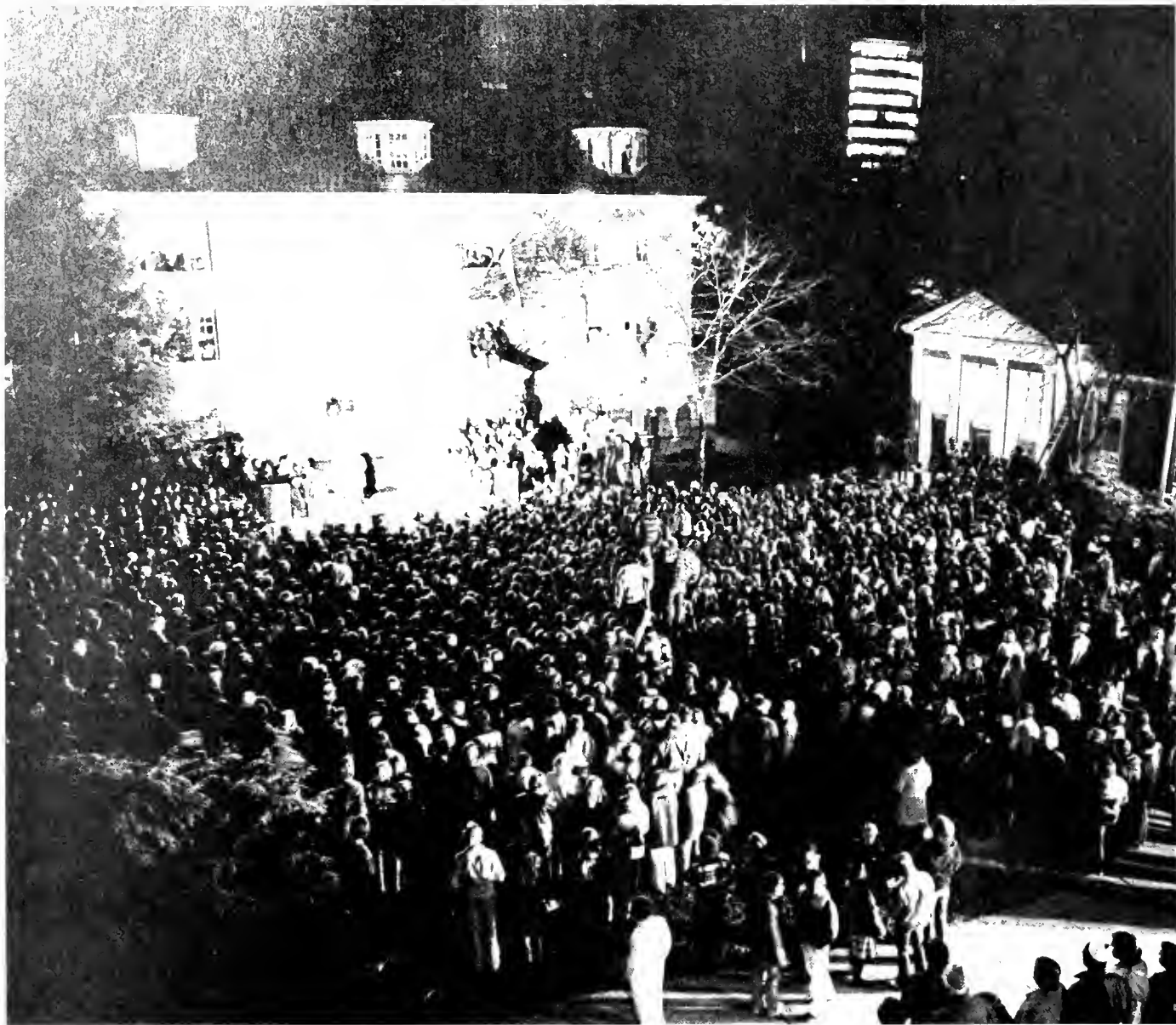
The weekend that almost was

Consider these facts: A football game with the league title at stake. A pep rally on Friday night, attended by 1,500 students. ABC-TV's first team of Keith Jackson and Bud Wilkinson on hand to report the game to waiting millions. A sold-out stadium (below). Alumni coming from long distances (one man who said he had traveled 1,000 miles placed an ad in the student newspaper offering \$100 for four tickets). Two hours before the game, a block-long line of students waiting outside the student entrance to the stadium. Fans tight-lipped during the game (photo, opposite).

Hard as it may be to believe, this happened in the

staid, old, academically pure Ivy League. Even more unlikely, it happened at Brown, which has never won an Ivy title and hadn't had a sellout in advance at Brown Stadium since 1932. Although the pep rally was the second in three years, it's hard to find anyone who can remember when the last one before 1973 occurred. And television wasn't the only medium to discover Brown football. The *Washington Post* sent a writer up to investigate this phenomenon in Providence, and other newspapers gave Brown football more space than it had received in years. It was a once-in-a-generation weekend, marred only by the final score.





Jim Lamplen, the youngest member of the ABC-TV team, interviewed the Brown Bear during the pep rally in Wriston Quad attended by 1,500 enthusiastic students. But lest you think that Brown students have gone overboard on football, consider this: the athletic department received a call during the week from a student requesting directions to Brown Stadium.



Brown alumni accustomed to buying tickets whenever they pleased found it hard to believe there were no tickets available, and telephones rang all week in University offices as late-buyers tried to find a stray ticket or two. For those alumni with tickets, the day turned into a giant tailgate party. Inside the stadium, it was a day for all ages (a young fan makes the acquaintance of the Brown Bear at left, and Claude R. Branch '07 cradles a cup of coffee during a tense moment in the game).





The game was a media happening. When a sports event is being televised, it is controlled by television. The numerous timeouts for commercials made the game a three-hour affair finished almost in darkness. ABC's Bill Fleming introduced the players to the TV audience — and to the stadium crowd. Fleming and Bud Wilkinson (bottom, opposite) reported from the sidelines before the kickoff. During the game, a camera truck moved up and down the track in front of the south stands. One of the men in the ABC control van was Art Thebado '51 (below), head of unit managers for ABC Sports. Long after most of the press box contingent had departed, the New York Times' Gordon White (bottom) was finishing his story.



The hunched figures of Coach Anderson, Assistant Coach Bill Russo, and tight end Ken O'Keefe, photographed late in the game on the sidelines, tell the story: Brown's 45-26 defeat by Harvard ended the Bruin's chances for their first Ivy League title (see page 35).



Under the Elms

Dean Mattfeld named president of Barnard

Since Jacquelyn A. Mattfeld joined the Brown administration in 1971 to become the Ivy League's highest-ranking woman administrator, she has reportedly been offered — and turned down — college presidencies (Swarthmore and Wells), vice-presidencies (the University of Nebraska), and other top executive positions related to higher education (with the Rockefeller Foundation, to name one). On November 13, however, she accepted one of the impressive offers. She will become president of Barnard College on July 1, 1976.

According to a page-one announcement in the *New York Times*, Dean Mattfeld was selected by unanimous vote of the Barnard trustees, who had studied the recommendations brought forward in a wide-ranging presidential search that yielded more than 300 candidates. (Two names appearing on the list of candidates were Jacqueline Onassis and Barbara Walters, the *Times* report said, but these were suggestions "not seriously considered" by the Barnard search committee.) Dean Mattfeld will be the eighth person to head the prestigious women's college since its founding in 1889. Barnard is the last of the so-called sister colleges of Ivy League universities. By a complicated agreement with Columbia, Barnard retains its autonomy as an institution, with a separate faculty and board of trustees, while its students are free to share facilities, classes, and coed living accommodations with Columbia students.

Mrs. Mattfeld came to Brown as associate provost and dean of academic affairs — at that time the highest Ivy post ever held by a woman. After an administrative restructuring in 1974, she was named to the new position of dean of the faculty and academic affairs, which she holds now. An independent thinker and champion of the goals of a liberal education, Dean Mattfeld said when she joined the Brown faculty that she would not be the administration's "token woman." In the ensuing four and a half years, she has made good her pledge. She is currently bearing primary responsibility for determining

how Brown will reduce its faculty to meet financial restrictions.

"Her departure will be a great loss to Brown," said President Donald F. Hornig. "I believe she spends more hours per day on University business than any other top administrator." Foster B. Davis '39, vice chancellor of the Brown Corporation, praised Dean Mattfeld for her ability to handle complex budget problems and said that she had been considered for the Brown presidency.

In an interview on a local television station after her announcement of the Barnard acceptance, however, Dean Mattfeld said that she would not have preferred the Brown presidency. "I think that the conditions at Brown are such that it would not be appropriate for me to be president there," she said. "In any event, I wouldn't have been considered very seriously, (and) I think that it would have been proper that I not be."

News of Dean Mattfeld's new position came as no surprise on campus. Speculation had been widespread after several *Brown Daily Herald* articles indicated that she was the top contender for the Barnard job. A *BDH* story implying that Mrs. Mattfeld would stay on at Brown if promised the position of provost after Merton Stoltz's retirement in 1977, however, served as an embarrassment to the dean of the faculty. She considered such a commitment untenable in light of Brown's changing administration.

In her new position, Mrs. Mattfeld will be faced with some of the same problems she has had to deal with at Brown. Like most small, private, liberal arts colleges, Barnard is facing increased financial difficulties. A deficit of \$32,000 was recorded at the end of the last fiscal year, and the co-chairman of the Barnard search committee, William T. Golden, expressed fears that next year's deficit may approach "several hundred thousand dollars." Other problems will be unique to Barnard — most prominent, that of sorting out the role of a modern women's college located within a major university.

But Dean Mattfeld is excited by the prospects of her first college presidency. "There are so few women's colleges



Dean Mattfeld meets with a student.

left," she said in a recent interview, "and this particular kind of a relationship — between a women's college and a university that has traditionally been a male bastion — presents a challenge: to steer a course wisely and be both supportive of women and mindful of the threat of becoming female chauvinistic. It is a job that seems very, very taxing, but very worth doing."

An accomplished pianist, Dean Mattfeld received her Ph.D. in music history from Yale, after earning a diploma from the Peabody Conservatory of Music and a B.A., magna cum laude, from Goucher College. She will bring seventeen years of experience as an academic administrator to her new post. In addition to her positions at Brown, she has served as a dean at Radcliffe and M.I.T., and as provost, dean of the faculty, and dean of the college at Sarah Lawrence. She will succeed LeRoy O. Breunig, who was appointed interim president of Barnard when Martha Peterson resigned to become president of Beloit College.

Dean Mattfeld's goals as a college president were perhaps expressed last year, when she wrote in an article for *Daedalus*, the journal of the American Academy of Arts and Sciences, that colleges should not try to survive the present financial crisis by "dramatic with-

drawal into elitism and conventional-ity" but should make "accommodation to new social requirements." "We must revitalize liberal education," she concluded, "only because it remains the best means yet found by which scholars, artists, and teachers can contribute to the solution of the critical conditions that threaten to engulf the human race."

S.R.

The class of 1979: Strong career orientation, more political involvement

Can a return to political activism and a growing preoccupation with individual career goals coexist on a college campus? The results of a poll of entering freshmen at Brown seem to indicate that they can.

While 65 percent of Brown's class of 1979 say that recent national events have led them toward more active social or political involvement, more than half (51 percent) are also planning to work toward a specific career while at Brown, rather than pursue a general liberal arts education. In addition, more than 83 percent of the new students expect to go on to graduate and professional schools.

The freshman poll is conducted each year by Brown's News Bureau to assess the prevailing campus attitudes and provide a glimpse into the thinking of the institution's newest residents. This year, a record 83 percent of the freshman class responded to the poll, many taking the time to write in revealing explanations of their answers.

The results of this year's poll bear out trends that were apparent with the three preceding classes — stronger career orientation and rising political consciousness. But the class of '79's responses in each of these areas were more pronounced than in recent years. The leaning toward postgraduate work, for example, was up twelve percentage points from last year's poll, while the concern for social and political issues rose by five percentage points.

In the most provocative section of the informal, five-question survey, freshmen were asked to comment on the concept of the "American Dream" in this Bicentennial year. Perhaps reflecting the somber side of the American mood, a surprising 43 percent of the freshmen said that the "American Dream" no longer held any meaning for

them. The materialistic side of the concept was cited by most of those who explained their answer: "I fear I understand the American Dream all too well," said one student, "wealth and success for yourself, no matter what it costs the next guy." Another freshman wrote, "I never really understood 'The American Dream,' but if it means having two cars, a swimming pool, ulcers, headaches, bills, mortgages, divorces, and general trouble — it's not for me." Other comments included, "There has been no American Dream for blacks in America"; "Big business has conquered all"; "Look at all the Ph.D.'s mowing lawns"; and, "Too often, gains are made only through political connections."

For the 48 percent plurality who still believe the American Dream has validity, however, the nation's strong point is its promise of opportunity: "Using myself as an example," said one student, "I have the opportunity to become a professional person, whereas my father is a mechanic." Another student wrote, "Despite the incredible amount of prejudice, economic repression, and so forth, the United States is still the most 'classless' society I've heard of; it gives its people the most freedom of choice." Others answered with the following: "The American Dream is what pushed me from Texas to Rhode Island to study at Brown"; "Anyone who answers 'yes' (that the American Dream has lost meaning to them) has never lived without freedom"; and, "If the American Dream is lost to me at this stage of life, then I don't belong here."

Like their predecessors in the class of 1978, this year's freshmen have few heroes and heroines. Only a third of the class listed anyone they admired, but, of those listed, a rather interesting change in the top vote-getters had taken place since last year's poll. John F. Kennedy and rock star Jimi Hendrix had led the field of heroes in 1974, but this year's freshmen put Jesus Christ in first place, with Albert Einstein and Ralph Nader tied for second.

S.R.

People and Programs

□ Newport Rogers Professor of Chemistry **Leallyn B. Clapp** has received the American Chemical Society Award in Chemical Education for 1975. Sponsored by the Scientific Apparatus Makers Association, the award is given

annually to those who have contributed most significantly to chemical education over an extended period of years. Professor Clapp has been active in chemical education and in high school and college curriculum reform for the past twenty years, and organized and directed Brown's thirteen National Science Foundation Summer Institutes and three Instructional Improvement Implementation in Science summer projects.

□ Physics Professor **Arthur O. Williams, Jr.**, a member of the faculty since 1942, has been appointed to the Hazard Professorship at Brown. He is the fourth faculty member to occupy this position since it was established in 1869 by Rowland Gibson Hazard and his son, Rowland, members of a prominent manufacturing family in Peacedale, R.I. Professor Williams is an authority on underwater sound propagation and is the author of numerous professional papers on the subject.

□ Dr. **Karlis Adamsons** has been named chairman of the Brown Program in Medicine's department of obstetrics and gynecology and appointed to a five-year term as professor of obstetrics and gynecology at Brown. He has also been named chief of obstetrics and gynecology at Women and Infants Hospital in Providence, which is affiliated with the Brown medical program.

□ History Professor **William G. McLoughlin** has received the James Henley Thornwell Award for his article, "Indian Slaveholders and Presbyterian Missionaries, 1837-1861," published in *Church History* in December 1973. The Thornwell Award is given by the Historical Foundation of the Presbyterian and Reformed Churches for the best article published annually relating to Presbyterian heritage in the South.

□ **William F. Church**, a specialist in French political history and a senior member of the history department, has been named department chairman, replacing Prof. **Bryce Lyon**. Chairman of the department for several years in the 1950s, Church is Munro, Goodwin, Wilkinson Professor of History and is the author, most recently, of *Richelieu and Reason of State* (1972).

□ Prof. **Jonathan D. Lubin** has replaced Prof. **Robert Accola** as chairman of the mathematics department. Professor Lubin served as the department's executive officer from 1972-74.

A conversation with Maurice Glicksman



Chris Maynard

“You can’t divorce undergraduate education from graduate education”

Since he was lured away from industry in 1969 under the aegis of Brown’s “Project Preeminence,” Maurice Glicksman has been settling nicely into the academic hierarchy. The holder of a University Professorship in Engineering, he established himself first as an imaginative teacher and top-flight university research scientist. He created a popular seminar course on engineering principles for non-engineering students, taught a full load of both graduate and undergraduate courses, and continued his National Science Foundation-supported research work on semiconductors (alloyed materials used in making high-powered devices that give off light or energy).

Before long, his leadership abilities were becoming widely recognized, and he was named chairman of the Faculty Policy Group. From there, he was selected by President Hornig for his “firmness, skill, and tact” to take on the deanship of Brown’s Graduate School. That was in July of 1974. Since then, the name of Maurice Glicksman has appeared regularly in connection with some of the University’s most sensitive problems. In April, he was credited by most observers with the successful negotiation of grievances that followed the Third World Coalition’s occupation of University Hall. In addition, he has shouldered, since last fall, part of the responsibility for devising a workable staffing plan that will accomplish major reductions in Brown’s faculty.

From his fourth-floor office in Brown’s modern Graduate Center, Dean Glicksman administers the various academic programs pursued by the University’s 1,400 graduate students. His office decor is a striking mixture of delicate oriental artwork and heavy cigar smoke. The Far Eastern trappings reflect Glicksman’s years as head of the Radio Corporation of America’s Tokyo research laboratories (he was with RCA for fifteen years and headed their General Research Group in Princeton, N.J., after his return from Japan); the ever-present cigar is, perhaps, balm for his long hours and hard decisions.

Known as a thorough and meticulous administrator, Dean Glicksman has been an effective proponent of Brown’s dual role as both an intimate undergraduate college and a major research university. He points with pride to the University’s seventeen nationally ranked graduate programs and says that these enhance, rather than detract from, the spirit of the New Curriculum.

When he was named graduate school dean, Glicksman was praised by Dr. Hornig as a man who would bring to the job “strong qualities of leadership at a time when difficult choices must be made.” The choices have become more difficult since that time, with increasing financial strain. Dean Glicksman talks about some of the problems, choices, and opportunities for graduate education at Brown in the following conversation with Managing Editor Sandra Reeves.

Dean Glicksman, I'm sure that you are familiar with a forthcoming Group Independent Study Project report written by a group of student leaders who have delved into Brown's educational past, present, and future.

I have not read the report, but I am aware that they have been writing it.

In an article on their report written for the BAM (page 16), these students say that graduate education — the "university" component of Brown's university/college approach to education — may be hampering development of the New Curriculum in times of financial stress. They urge that major emphasis be given to undergraduate education, with concentration only on those graduate programs considered to be outstanding. How do you feel about this?

I don't think that Brown, as it is now constituted, can do this. There are several reasons. First of all, you can't divorce undergraduate education from graduate education, just as you can't divorce graduate education from research. They are all intertwined. I think that the unique quality and value of a Brown education lies in the fact that we have developed an unusual closeness between our graduate and undergraduate programs. Also, you must remember that the character of a Brown education is governed by the character of the faculty as well as the student body. Our faculty is highly motivated toward new scholarship and new ways of gaining information — the essence of research and graduate education. Success in this area is a very positive force in undergraduate teaching. Faculty who are involved in teaching undergraduates and who are themselves on the frontiers of scholarship, developing new ideas, can better communicate to the student an understanding of knowledge and of the incentive for gaining new knowledge. This is difficult to communicate, I believe, if the teacher is not in that situation.

The process of going back to being primarily an undergraduate college would, in my opinion, rid the University of the major part of its present faculty. That is something that would not do Brown any good. I don't think that Brown would then move to the status of an excellent "college," either. I think that, in fact, Brown would go through a very grave decline in the overall quality of its education. It would have been a rejection of the notion of teacher involvement in the development of new knowledge. I think that's why you find among the academic leadership of the University a very strong commitment to graduate programs, research, and education. Even in elementary courses, I could not effectively teach what I do without keeping myself in the laboratory and in a continuing process of developing new knowledge. What I taught in Engineering 3 or 4 two years ago was not taught in any undergraduate course fifteen years ago. It's something that has been developed since then. It's unfortunate that this group of students does not recognize this fact. I think their view is narrow and is not in the best interests of Brown.

What about the notion of selectivity?

I support the idea that the graduate work we do should only be of the highest quality. That means that especially in times of financial stringency, but really in any time, we ought to be willing to admit when we have not reached the quality desired and agree to look for other more promising places to put our resources.

Let's backtrack a minute for some history and definitions. What do you consider to be the purpose of graduate training in America today, and has it changed over the years?

I think that the purpose of graduate education is to develop in the student an understanding of new knowledge and an ability to carry out new scholarship for society. This requires the development of a critical faculty and the ability to sharpen judgment about quality — that is, to separate those things which add to "truth" from those things which are irrelevant to or detract from truth. But I don't mean in any way to imply that there are absolutes. We continue to require that the doctor of philosophy degree, which is what I've been talking about, represent the culmination of a program in which the student has shown that he or she has a mastery of the background information of



Chris Maynard

the discipline and knows how to independently develop new knowledge that effectively builds on what comes before and, hopefully, creates new directions.

There are other kinds of graduate education. We have the programs we call master's, and there are more of them being developed at Brown. We also have new programs known as professional master's. These do not have that second component of a dissertation, but they represent a continuation of the educational process beyond the baccalaureate degree. They give the student access to a major part of the knowledge in the discipline.

In addition, we have the doctor of arts, an experimental program at Brown, which at the present time is only being pursued in the area of creative writing. It requires, in addition to the completion of the traditional training in the discipline, the production of an artistic work, rather than a scholarly work. Instead of a

dissertation, the student might produce a series of poems, short stories, plays, or a major novel. That would then be the evidence of creativity that we are asking for in all of our doctorate programs. Doctoral programs should show that the individual has performed a creative act on his own and has added in this way to society's development.

Do you think that graduate education is becoming a necessity?

In many disciplines it is. You'll find, for example in engineering, that many employers will look for a master's degree or will, in fact, support their new employee in a master's-degree program.

We've heard that the sixties began a boom period in graduate education that now threatens many academic disciplines with a gross oversupply of Ph.D.'s. What has the growth rate for graduate programs been nationwide, and what can we expect for the future?

The expectation of most of the graduate deans is that the production of Ph.D.'s will be rather constant, instead of continuing the growth curve of the past. It will probably be somewhere in the neighborhood of 30,000 to 35,000 per year. Everyone will tell you that there was a phenomenal growth period in the sixties. Actually, if you go back to 1872 and plot the production of Ph.D.'s as a function of time, the curve follows an exponential growth averaging 7 percent per year over 100 years. The growth rate was larger in the sixties (11 percent), but that served to correct some falling below the average rate during the fifties. The great input of federal funds for education and research during the sixties provided the impetus to move us back to the rather traditional but large growth rate. The 7 percent average rate should be compared with a United States population growth rate of approximately 1.5 percent over the same period.

One of the interesting things is that future predictions have usually been grossly inaccurate, and so have statements about oversupply. At a meeting of deans I attended recently, Cornell's vice-president, who is a former dean of their graduate school, quoted from a report that sounds a lot like what you hear today: the author was concerned about a gross oversupply of Ph.D.'s; it was inconceivable, he wrote, that there were really that many talented people who should be taking advanced training. The report was done in 1901 by Nicholas Murray Butler, who was later the president of Columbia. He was talking about 300 Ph.D.'s. The same kinds of reports were made in the thirties. There were predictions that there weren't going to be enough jobs for the Ph.D.'s, and that, therefore, it behooved graduate schools to reduce the number of students. In spite of that, however, the number of graduate students increased in the depression thirties, and most of them found positions.

The point is that the person who goes into grad-

uate education today, especially at the Ph.D. level, has to be dedicated to the goals of graduate education. That is, he or she has to be dedicated to adding new knowledge to society. It would be a gross miscalculation if our country, or society in general, tried to restrict that. The restriction would dampen the development of society in the future.

The removal of massive federal support has had a dampening effect on graduate education, has it not?

Yes. The great influx of federal funds that began in the late fifties and continued through the sixties has fallen off, and the result of the falloff has been that the number of graduate students has leveled off. You might ask why it would merely level off, rather than dropping back to the number of students there might have been, had there been no influx of money? I think that part of the answer to that is the phenomenon of rising expectations. It's clear with our own students at Brown. A survey of this year's freshmen [see Under the Elms] indicated that 83 percent of them do not want to end their education at the baccalaureate level.

How bad is the financial situation for graduate schools, and what effect is it having at Brown?

Federal support has not fallen to zero, but it has gone to a very low level. We have, for example, outside fellowship and traineeship support (mostly federal, with some from foundations) that totals about \$300,000 this year. We had predicted that it would go down to \$200,000, or maybe to zero, but it has remained at \$300,000. However, that figure was over a million dollars five or six years ago, so that's a substantial decrease. The Brown graduate school, consequently, is smaller. There are fewer graduate students supported by fellowships, and the costs are higher. The decrease is actually greater than the numbers indicate, because tuition, for example, has risen by 50 percent in the same period.

One of the things that has helped Brown has been the increase in the number of undergraduates that occurred over that period of time. We didn't have a matching increase in the number of faculty, so there has been an increased need for teaching assistants — a means of financial support for graduate students. At the same time, research assistance — funds that can be used for the support of graduate students doing research — has not fallen off, so that has helped us maintain a level of support. But generally, we are down in the total number of graduate students, and we are down in the support of graduate education. The University had put some additional funds in, but in the last several years, it has not been able to do that.



Chris Maynard

“You can’t divorce graduate education from research”

How large is the decrease in the size of the graduate school?

We have had a number of things happen. We had a 15 percent decrease in applications, but not that large a decrease in the number of qualified applicants; so we were able to offer admission to a larger fraction, if not a larger number. The number of new students was down by about 13 percent this year. I’m not sure of the decrease in the total size of the graduate school, but my latest figures indicate that it’s down by about 3 percent. One factor in this, incidentally, is that we suspended bringing in any new Ph.D. students in political science.

What type of graduate student does Brown attract?

It varies greatly from discipline to discipline, of course, but generally I can say that we attract applications from the best students in the country. If you looked at the records of the students who apply, you would find Graduate Record Examination scores in the upper one percent of all those taking the entrance exam.

So we’re competitive with other top graduate schools?

Yes. In graduate education, if two schools with very strong reputations offer admission, the knowledgeable student will go to the school which has the program he wants, the better program of the two, and the faculty he considers to be the best. When we lose students, we lose them to the best schools in the nation, and the losses vary not only from discipline to discipline, but also from year to year. In one year, we might lose students in a certain discipline to Princeton or Yale, and the next year, we might take students from them. It would depend on which part of the discipline the student is interested in.

As far as scholarly reputation, how do our graduate programs stand nationally?

Almost all of our graduate programs are ranked nationally, and by that I mean ranked in the ACE (American Council on Education) rankings done in 1969. They did not rank every discipline in the country, and a number of our departments did not exist when the rankings were done. (For example, anthropology was separated off from sociology after the rankings, and Asian history was set up after the rankings were made.) But for the size of our school, we do extremely well. That sounds boastful, but it is a matter of fact. You can go through the University and point to many areas in which our faculty excel, many things which we do better than anyone else.

Would you care to go out on a limb and name a few of those areas?

The problem in naming names is that you can’t be inclusive. You forget one or two. However, I can say that, according to the ACE rankings, the programs in history, philosophy, solid mechanics (engineering), Spanish, mathematics, applied mathematics, psychology, and English are very distinguished.

You said that fears about the overproduction of Ph.D.’s are exaggerated . . .

No, I don’t want to say that exactly. Indications are that we will soon be producing more Ph.D.’s than will be able to find jobs as either professors in universities or research scientists in industry and government. The fact is, however, that these individuals *can* find jobs; the question is what kind of job. Each individual student has to weigh the opportunities in his particular discipline, and it’s our responsibility as teachers and administrators to make the situation clear to the student. But we should not close the door to any student who wants to do graduate work. That student just may be a person who could change the world. If a student has ambition, ability, desire, and good sense, the University ought to provide a place for him to make a contribution.

Another side of the same question is that we don’t know what our needs will be at a given time. Predictions, as I have said, can be grossly inaccurate. When American engineering groups, for instance, came out with predictions that there would be too many engineering graduates almost three decades ago, the number of engineering students was cut drastically, mostly because students who might have been interested in engineering heard the stories and were scared away. The result was that there was such a severe shortage of engineers in the late fifties and the sixties that many people who became “engineers” had no formal training whatever in engineering.

My friends in the physics fraternity tell me that, as a result of the heavy negative publicity about oversupply in physics, America now has a shortage of Ph.D.’s in some areas of physics. My point is that Ph.D.’s should and will continue to be trained in a number of

different disciplines where there may be a limited number of positions available after graduation. Those graduates who have the ability, who come from the best schools and programs, will have the strongest chances for the positions. Others will decide on alternate careers. I don't think this is a loss for society. I think that the development of that critical facility I spoke of — the ability to distinguish what is important from what is not, and to chart a course for independent learning — is a positive asset for the individual throughout his life.

Do most of Brown's Ph.D.'s find suitable positions after graduation?

We have what I consider to be an enviable record in that area. Of our 145 Ph.D.'s who got their degrees in June, we know of only five who don't have positions. Three others were foreign students who returned to their homelands, and two of the five are women who, for one reason or another, are not looking for jobs. I compared these figures with the figures from Harvard and Princeton — two of our closest competitors — and we seem to be doing as well as or a little better than they.

What we've started to do recently is study something that does concern me in the long run. With the help of the Career Development Office, we're looking at our 1969-70 Ph.D.'s to see what kinds of positions they now hold, what kind of job history they've had, and whether they have settled into what they consider to be a permanent position. We want to see what kind of migration there has been in and out of jobs. A continuing study of that nature is important feedback, I think.

I'd like to go back to finances, if I may. What can be or is being done to increase outside funding?

One way is to increase our research funding, which will support students engaged in research; but this is pretty well restricted to the natural sciences and some of the social sciences. At the federal level, there is some pressure to set up a system of open competition fellowships, similar to the fellowships now given by the National Science Foundation. There would be a small number of these available, probably several thousand a year. I don't know whether it will succeed.

I think that's about all that can be done. The question then becomes the continuing concern on the part of young graduate students of how to finance their own education. We support about two-thirds of our students in one way or another.

Is most of this University support through jobs?

There are research assistantships, teaching assistantships, fellowships, scholarships. We have a new program that we are trying to build up called proctorships. They are positions paid out of work-study funds from the Office of Education, but they are for work

that is academically related. We can, thus, pay a graduate student the maximum amount the government allows, which is \$3.50 an hour. Most of them are able to earn, say, \$2,000 to \$2,500 in the academic year.

It's important to note that practically none of our students are getting what is considered by the government to be the minimum amount of money necessary to live on. The estimate from the Bureau of Labor Statistics is that about \$3,400 is required for a single student to live in this area during the academic year. No fellowship or appointment pays that much.

Are any graduate programs in danger because of financial circumstances?

My concern is for the quality. The important thing is to search what we do, make sure we do the best that we can, and agree that we don't do things that we don't do well. I think that we should do that whether we're rich or poor. The difference is that, when you're rich, you can start new things more easily and see whether they can become the excellent programs of the future.

You've said that graduate education will evolve in the next decade through a combination of tradition and change. What are some of the changes that are taking place at Brown?

One you might call an upgrading of the educational process. There is a continuing demand, as I mentioned earlier, for students to go on after the baccalaureate for advanced training in certain disciplines. A five-year bachelor's/master's degree, which Brown is proposing for many disciplines this year, is very advantageous to these students. As seniors, they already have familiarity with the faculty and with the kinds of things being done at the school. They can easily go on and complete, within the following calendar year, a full master's-degree program, perhaps having taken some of their graduate courses as a senior.

This year we also have to evaluate the doctor of arts program. There have been only three graduates in that program, but all were excellent students. In addition, we brought in two new professional master's programs this year, one in Portuguese and bilingual education, one in computer science. These are for people who are already professionals (teachers, computer specialists), and who may have been out of school for one, two, three years or more. I see the possibility of more such programs. The master's degree is being pulled out of what you might call a period on the shelf. For a long time, institutions like Brown, where most of the graduate students go on to complete a doctorate, considered the master's a pat on the back for people who didn't make it to the Ph.D. degree. I think that, more and more, we are realizing that there are students with very different career orientations and interests who can benefit from a master's program. But I don't see Brown becoming a major master's degree-granting institution.

What is the reduction of the Brown faculty going to mean to the graduate school?

The pressure will be to reduce the number of graduate courses offered. This will adversely affect everybody, but if you have 10 percent fewer faculty, there are only two alternatives: either everyone teaches 10 percent more courses, or we have to cut the number of courses by 10 percent. I think there will be pressure to increase the teaching load in some areas, and that will be responded to. But it also makes good sense to me to take a close look at all the courses given and prune them to a level that fits the programs. There is a level at which a course becomes counterproductive to the student.

Since you are involved in the formation of the faculty staffing plan, could you say something about the problems tenure creates?

Of course, we have a very high percentage of our faculty who are tenured, and this makes it difficult both to cut and to promote faculty in many areas. But I think tenure is important. Clearly, it is a factor in holding faculty. If you don't offer tenure to a faculty member now, he must leave; and if he or she is important to the University, you have to make some very serious decisions. The second thing is that tenure is historically important in insuring academic freedom. Because there are so few tenured positions available now, however, the decision to grant tenure has to be made with a critical eye toward the future strengths of a particular program.

Has the medical program been a financial drain?

I don't think it has. I think, in fact, that it is a growing contribution to the University. Within three years, however, it may have its own financial problems, unless it builds up an endowment to maintain itself. So far, it has been okay because of federal grants and state support. But the medical program's budget will tend toward deficit unless it has substantial income from endowment. In the next several years, their

endowment drive will have to bring in more money than it has so far to keep the program from becoming a financial drain.

What are the biggest problems you face as graduate dean?

Obviously, the financial pressures in the University cause problems. But I'd rather call them challenges. The main challenge is to maintain diversity and increase quality. The other challenge is to maintain our character as a small university — to refuse to slip back into what I say might be a low-quality college, and to remain the very high-quality small university we are today. If we take the approach that the way to achieve fiscal stability is to remove graduate programs, then we'll end up as that low-quality college. In the process, we'll create either a captive, restive faculty, or a much different faculty — one of poorer quality.

Are you optimistic about the future?

Yes, I'm very optimistic, mainly because of the immense dedication of the Brown faculty and the high caliber of both our faculty and students. That is something we have to preserve no matter what the financial strain. We have, under President Hornig and with the strong urging of the Corporation, taken the right steps in terms of facing fiscal difficulties and adjusting to them. What we have to maintain now is our set of goals and values.

In regard to graduate education, I think the present mix is a reasonable one — about a three or four-to-one ratio of undergraduates to graduate students. It works well at other universities. Also, Brown has the major advantage of having an integrated faculty. By that I mean we don't have a separate graduate faculty. All of our faculty teach both graduate and undergraduate students. There is an intimate sharing between graduate concerns and undergraduate courses. That is the meld we call the university/college concept, and I think that Brown carries out the philosophy as well as any institution I know.

Dean Glicksman (far left) joins Dean of the Faculty Jacquelyn Mattfeld and Third World Coalition leaders at the press conference announcing the agreement ending the occupation of University Hall last spring.



John Forasté

“We believe Brown should reallocate its resources and concentrate on the development of outstanding undergraduate programs while maintaining only the strongest graduate programs”

Issues blurred quickly during last spring's campus unrest. What began in March as a simple assertion by students of their right to help determine University priorities became, by the end of April, a tangle of social and educational issues mixed with general misgivings about University leadership. The added complication of a student strike and a building occupation left many observers debating students' tactics, rather than their motivation. And lost in the disruption was a sense of the genuine concern registered by most student protesters over what they feared austerity would bring: a Brown University that was something less than their hopes for it.

One of the forgotten issues, the prime one for a core group of moderate student leaders who formed the Student Coalition, was the educational future of the University – specifically, the fate of the New Curriculum. The following article deals with the concerns of four such students – Cathy tenKate '75, who is now studying abroad on an Arnold

Fellowship, Rick Zall '76, Andrea Levere '77, and Kim Schoenholtz '77. Having all served on the University's Educational Policy Committee, the four formed, prior to the spring protest, a Group Independent Study Project to probe the history and current crisis of higher education in America.

After the events of the spring, they decided to include a thorough review of Brown's educational history and an analysis of the effects of its current financial trouble. They remained on campus through the summer, completed extensive research, interviewed more than fifty Brown educators, and packaged their conclusions in a formal report that was to be presented to the Brown community as the BAM went to press in late December. Even before its publication, the document had been compared by some to the Maxwell-Magaziner Report that launched Brown's curricular reforms in 1969. Even without such far-reaching results, however, the students' work is sure to stimulate a lively campus debate. Here is some of their thinking:

By Andrea Levere '77, Kim Schoenholtz '77, Cathy tenKate '75, and Rick Zall '76

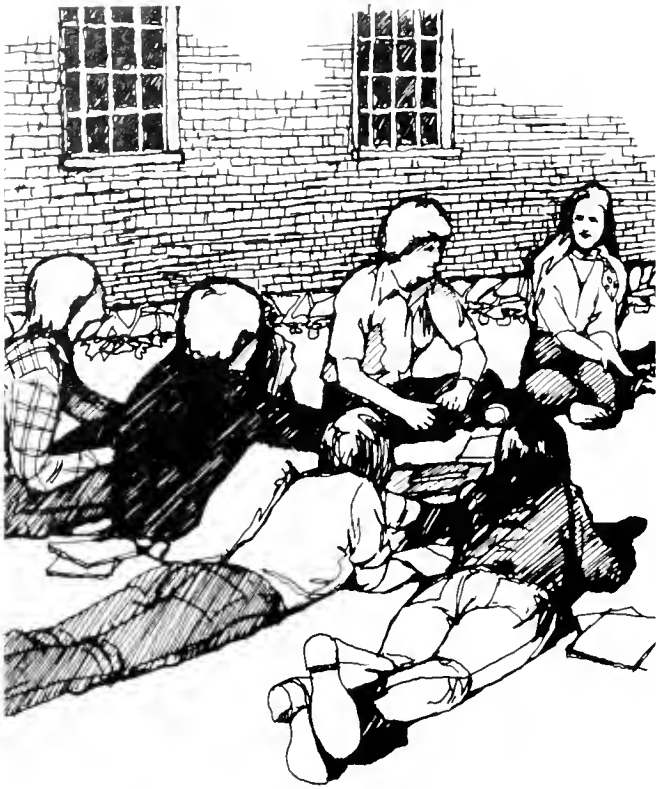
Few people entered Brown with higher expectations, clearer educational goals, or more utopian ideals of what higher education should be than the four of us. After weeding tirelessly through course catalogues and visiting campus after campus, our minds had become fixed upon attending Brown. Acceptances at more conventionally “prestigious” schools did not deter our decisions to go to Brown; we were convinced that this one school, which no one ever seemed to know belonged to the Ivy League, offered the best undergraduate education in the country.

What was it about Brown that created this type of commitment to the worth of the University? And what were the educational goals that we believed could be fulfilled at Brown? We chose to come to Brown because of something that, even six years after its adoption, was still curiously labeled the “New Curriculum.” Admissions literature had painted an educational scenario that promised an undergraduate education of

the quality usually available only at a small college, but within a top research university. This undergraduate education would realize the liberal arts ideal: excellent teaching by top scholars, close student-faculty interaction, and the valuable resources possible only through association with a major university. Even more enticing, especially to people who had only vicariously experienced the educational reforms of the late 1960s, was the fact that the curriculum embodied all the structures of innovation. It lacked any course or distribution requirements, had a special program for the freshman year, provided a satisfactory/no credit option as an alternative to grades, and encouraged independent work.

Thus, we saw Brown as offering a truly distinctive education, one that seemed to grant the unique opportunity to realize the educational goals of innovative and independent learning that had been continually frustrated in high school. We could experiment educa-





tionally and still be “safe” since Brown’s reputation could keep all future options open. These perceptions created our high expectations, ones admittedly helped along by the bloated image of college in general that had been bred into us in high school. A person with any experience with the realities of higher education, after he or she had stopped laughing at our ridiculously naive conceptions, could have saved us much hardship by explaining how college really worked. But for better or for worse, that discovery would be left to ourselves.

Each of us took a different route to learn about Brown and ultimately gain membership on the Educational Policy Committee (EPC) for the year 1974-75. EPC was the vehicle that served to unite us into a group that would choose to deal aggressively with the educational problems at Brown. Cathy tenKate’s experience began four years ago when she became a member of the Freshman Year Committee (as a freshman). This was where she witnessed the many problems plaguing the Modes of Thought program — problems that prevented Brown from offering its freshmen a truly transitional first-year experience. After two years on this committee she moved onto the EPC, where the problems seen in microcosm in the controversy over the freshman year now materialized in the curriculum as a whole.

Rick Zall’s experience began through a different channel. As an undergraduate counselor he saw the effects on individual students of curricular problems that caused conflicts no amount of advice seemed to

solve. This awareness led him to apply for the EPC in his junior year. Kim Schoenholtz and Andrea Levere began confronting these problems early in their freshman years in an ad hoc organization of over 100 freshmen who mobilized to counteract the image, spread by a now infamous *New York Times* article about Brown, that the New Curriculum was dying. Kim became a member of the EPC his freshman year and continued serving last year; Andrea joined the committee her sophomore year.

What were the sobering realizations that the four of us all came to once we began attending Brown? The basic discovery enabling us to understand Brown came when we saw how the New Curriculum represented a contradiction to the underlying priorities and structures of the school. For the past three decades Brown had concentrated all its resources on molding the institution into a major research university. The means of achieving this goal did not coincide with those necessary to implement the New Curriculum, which was a philosophic and structural attempt to reassert the primacy of the undergraduate college. All of a sudden it became clear that the unique marriage between the university and the college at Brown was on the brink of divorce.

Brown’s emphasis on building the university is quite understandable when analyzed in a historical framework. Societal pressures, reinforced by federal funding, made universities the center of educational prestige; Brown would have been foolish to buck the tide. Along with federal research grants, however, came a new type of faculty member. These faculty members thought of themselves as scholars and placed their primary loyalty on research, seeing their role as teachers as a secondary function. The ever-expanding market for these research scholars required that a university grant them considerable autonomy if they hoped to keep them at their institution. As a consequence, academic departments became the locus of power to make educational policy at the University. They uniformly chose to allocate their resources to financially reward the research-oriented activities that

would enhance the national prestige of their departments.

While this story is common to most universities, it has particular significance for the fate of the New Curriculum. In the 1969 meeting of the Brown faculty at which they voted to abolish course and distribution requirements, rejected the institution of a requirement for a minimum amount of Modes of Thought courses per freshman, and altered the concentration and degree requirements to provide maximum flexibility, the faculty abandoned the old rules without devising any new support structures in their place. The New Curriculum became superimposed on the old norms and structures that had directed Brown's drive to become a major research university. Most faculty participation in the New Curriculum went unrewarded since it failed to meet the criteria for rewards in the old system. Thus, the problems of the curriculum that motivated the 1969 reform — over-large course sizes, outdated teaching methods, poor student-faculty interaction, and lack of rewards for teaching — by and large remained. There was no incentive to try to solve them.

What turned these structural contradictions into serious educational problems was the complete absence of any University-wide goals or purposes. No one was asking the fundamental questions of what a Brown education should be or what it should do for a student in 1975. Without even partial answers to these questions, the students and faculty found themselves without any goal or standard by which they could evaluate their individual priorities and activities. This meant that remaining true to the "spirit of the New Curriculum" meant nothing except in a solely individual sense in which a particular person chose to make the ideals of this curriculum his or her educational goals.

The curricular reforms survived as long as the individual faculty member or student willed it. However, as the seventies thrust Brown into a severe financial crisis, circumstance forced a full-scale re-examination of all University activities. As proves typical of all recessionary periods, such an examination prompted retrenchment of those activities least traditional and secure. Predictably, the financial crunch revealed to both students and faculty the fragility and lack of integration of the New Curriculum into University structures.

People without a detailed understanding of historical trends in higher education or the particular past of Brown knew only that for some reason their expectations, ones partially created by Brown's public relations, remained unfulfilled. The frustration and dissatisfaction that resulted go a long way in explaining why the events of the spring catalyzed much more than just disenchantment with the lack of student budgetary input.

On a more practical basis, this lack of goals leaves

students without any ideological ammunition to ward off societal pressures. Without the support of any structures from the University, most students are prone to grab on even tighter to what they already understand. For this reason pre-professionalism is no less widespread at Brown than at more traditional institutions, despite the valiant efforts of the original curriculum reformers to combat specifically this threat to liberal education. The absence of purposes also makes it almost impossible to run an effective counseling program, which theoretically forms the backbone of our current curriculum. Options become so open-ended that direction is almost impossible to give; the student is then deprived of the one source of guidance available to him or her.

A final serious consequence of Brown's situation — the consequence that explains why we are writing this article — is that a body such as the EPC becomes impotent. Lacking a conception of the educational goals of the University and handicapped even further by an organizational structure that permits few opportunities for input by people other than the top administrators and department chairmen, the EPC has neither the means nor the ends by which it can make educational policy. The committee becomes a battleground for the special educational interests of its members: a situation that reflects perfectly its inability to perceive broad institutional goals.

The tremendous frustration and despair we felt as members of EPC convinced us of the severity of Brown's problems. In order to understand fully how Brown came to be in this position, we decided first to study the history of higher education. The second semester of last year we formed a Group Independent Study Project on the subject and culminated it with a detailed study of Brown's development as an institution of higher education. The combination of our knowledge of Brown's history and our deep concern for Brown's future, particularly in light of the events of the spring and the financial crisis, motivated us to spend the summer preparing a document devoted to Brown.

This study outlines the historical development of Brown's curriculum, explains the current problems of Brown in the context of the general crisis in higher education, and puts forth specific curricular and financial proposals we believe will enable Brown to retain its academic excellence and appeal in a future that promises continued financial austerity. By focusing our energies on providing positive solutions to Brown's problems, we hope that we have provided a valuable service to the entire community.

The results of our study suggest that we face two crucial challenges in the decade ahead. The first concerns a revitalization of the curriculum and the second involves attaining financial stability. The last significant attempt at curricular review occurred in 1969 and

culminated in the New Curriculum. As stated earlier, we believe that the goals of the New Curriculum were educationally sound; in fact, we have drawn heavily on the same principles of close student-faculty interaction, interdisciplinary study, and independent and cooperative learning in preparing our own curricular recommendations. Unfortunately, the educational goals and structures of the New Curriculum were only minimally implemented within the University. As a result, we find ourselves confronted with many of the same problems that existed prior to the 1969 reforms — large and impersonal classes, poor student-faculty interaction, increasingly narrow and specialized educational opportunities, and no coherent sense within the University of the purpose of the educational enterprise. We have come to the conclusion that Brown has lost the educational distinctiveness and vision that the New Curriculum attempted to provide and desperately needs a fresh re-evaluation of the curriculum.

The second challenge facing Brown is the balancing of expenditures to match our resource base. Although many attempts have been made in the past to solve our financial difficulties without concentrating on educational programming, such as increasing the size of the student body or reducing the financial aid budget, we believe that the educational and financial problems must be confronted concurrently. The process of expenditure reduction should be an imaginative one incorporating a redefinition of educational goals within the accepted financial exigencies. The most serious pitfall of a retrenchment period, in our opinion, is the neglect of educational programming. As Brown adjusts its operation to meet financial requirements, we must remember that the strength of the institution rests with the outstanding and distinctive educational product we offer highly qualified undergraduates. The retrenchment period can be a constructive one if clear educational aims and priorities guide the fiscal readjustment.

We believe that Brown must seek to improve the level of student-faculty interaction, particularly in the underclass years. The intellectual and personal stimulation of undergraduates can be greatly facilitated through the exchange of ideas between students and faculty. We believe that the intellectual stimulation of underclass students develops a love of learning which leads to independent and creative thinking. It is crucial, we believe, that interaction between students and faculty in manageably small classes become the rule for underclass students at Brown.

In addition, it is our opinion that the undergraduate program should be designed to equip students to confront the complex individual and social problems they will encounter upon leaving Brown. As developments within society change at a swift rate, students must be prepared to analyze a broad range of concerns which rarely fall neatly into disciplinary

categories. The multi-faceted needs of society are increasingly mandating an interdisciplinary approach to intellectual inquiry. In our opinion, Brown must move boldly in this direction, significantly orienting the curriculum toward interdisciplinary study and the incorporation of field work with theoretical analyses of a topic.

We recognize that these broad educational changes can only come about as the result of a redefinition of both the role of the faculty at Brown and the focus of the institution, which would allow a reallocation of time and resources to the concerns we have discussed. Brown would have to dedicate itself to an outstanding and innovative program of *undergraduate* education. A significant proportion of this program would revolve around the interdisciplinary study of themes, topics, and problems which are of critical importance to modern society. A curriculum of this nature would recognize the University's responsibility to confront societal issues and to contribute to their resolution. The faculty would have to participate in this widening of perspective by committing significant amounts of time to the study of broad issues that would often transcend the discipline in which they were trained. In addition, faculty would have to commit substantial amounts of time to the instruction of undergraduates, an activity that would have to be highly rewarded within the University.

Also, we believe that Brown must recognize that its real strength lies in a strong and distinctive undergraduate educational program. The University has historically been an outstanding undergraduate institution with a distinctive tradition of educational experimentation. Although Brown has, in the last decade, sought to build the "university" component of the "university/college," our resource base will no longer allow this development without draining needed resources from undergraduate education. We believe that Brown should reallocate its resources and concentrate on the development of outstanding undergraduate programs while selectively maintaining only the strongest graduate programs.

It is our strong conviction that Brown can play a unique role as a university/college within the spectrum of private institutions of higher learning. But it can do so only if it boldly carves out a distinct place for itself. Our history, resource capabilities, and the current financial realities of higher education all suggest that we focus our attention and energy on undergraduate education. In the words of the Watson Report, "As the cost differential between public and private education continues to widen, only excellent teaching accompanied by individual attention will continue to attract to Brown the select student body which is essential to the University's progress and to its national reputation."



Liberty's Impact:
The World Views 1776

“Trifling Patriots and a Freeborn Pepel”

Revolutionary Ideology and Afro-Americans

Rhett S. Jones

WHILE most Euro-Americans are celebrating the two-hundredth birthday of the United States enthusiastically but commercially — stews containing unidentifiable substances colored red, white, and blue are being ballyhooed as “Liberty Pies,” and cheap plastic ware spangled with even cheaper stars is being sold — a fierce debate rages among Afro-Americans whether they should participate in the celebration. Some feel the birthday invitation should be returned marked “Will not attend.”

Dr. Joseph H. Jackson, president of the National Baptist Convention, U.S.A., urges his fellow blacks to join wholeheartedly in the celebration, but the distinguished black historian Lerone Bennett hotly disagrees and insists that African-Americans ought not to be involved in the celebration because “playing with freedom is America’s original sin, the curse of a country that came into the world hooked on the most dangerous of all drugs, hypocrisy. Since Thomas Jefferson said goodbye to his slaves and went off to Philadelphia to write the Declaration of Independence, playing with freedom has become a national passion in America.”

Marronage and the Rise of Racism

Blacks were the first American revolutionaries. The initial battle for freedom in the New World took place not in British North America in April 1775 but in Spanish Santo Domingo in December 1522, where a number of African-born slaves sought liberty. Yet today even well-read persons are unfamiliar with the term *Maroon* — a fact that tells much about the racist biases of most North American historians. Maroons were slaves who challenged the authority of white colonists, revolted,

ran away, and established separate communities. (For an eighteenth-century depiction of a Maroon, see figure 1.) That blacks should have been the first American rebels should not, for those able to tear themselves away from racist perspectives, prove surprising, because, as the historian Benjamin Quarles has noted, they had not much property to lose, and they had no blood ties to their European oppressors. Moreover, they had been torn from the West African polities to which they owed allegiance and therefore, unlike most Euro-Americans, did not have to agonize over whether their loyalties belonged on this or the further side of the Atlantic. John Stedman, whose *Narrative of a Five Years Expedition against the Revolted Negroes of Surinam* tells much about eighteenth-century Maroon societies, thought that the cruelties inflicted on the slaves (see figure 2) were the primary reason for the phenomenon of *marronage*.

Maroon societies existed throughout the New World and were formally recognized by colonists in Brazil, Colombia, Cuba, Venezuela, Ecuador, Santo Domingo, Mexico, Surinam, and Jamaica. Declares Price, “In a remarkable number of cases throughout the Americas, the whites were forced to bring themselves to sue their former slaves for peace.” (See figure 3, “Old Cudjoe Making Peace.”) In Brazil and Venezuela some historians frankly declare that the Maroon rebellions were the forerunners of their nations’ struggles for independence, but the term *Maroon* remains unknown to most Americans celebrating the Bicentennial.

The black rebels were every bit as determined to fight for their freedom as the North American colonists were, and they used similar strategies. In 1740 one observer of the Jamaican Maroons asked, “Is it not natural to observe how strongly the Love of Liberty prevails in the Breasts of Men, notwithstanding the most wretched of Circumstances? These Runaways en-

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Figure 1. "A Rebel Negro armed and on his guard." From John G. Stedman's *Narrative of a Five Years Expedition against the Revolted Negroes of Surinam* (London, 1796). This depiction of a typical Maroon is based on a sketch made by Stedman, who led troops against the Surinam black rebels from 1772 to 1777. Engraving by Bartolozzi.

duced more for near the Space of a Century, than can be found on Record of any State or People." The tactics of the Maroons of Jamaica, who "had not once ventured a pitched battle, but skulked about the skirts of remote plantations, surprising stragglers and murdering the whites by two or three at a time," also much resembled those of the later North American rebels. Of the guerrilla tactics adopted by Jamaican Maroons in a 1795–96 rebellion General Horace Walpole (commander of the British troops) sadly observed, "There seems to be but little chance of any but a maroon discovering a maroon." When discovered, Maroons were likely to prove dangerous folk indeed. In 1639 six armed men chased one Maroon on St. Kitts into the bush and fired several shots at him, whereupon he turned suddenly and, though armed with but a sword, attacked all six, put them to rout, and managed to wrest a musket from one of his pursuers. By 1734 black ferocity had caused the Jamaican government to write the English crown that "the terror of [the Maroons] spreads itself everywhere." If later Americans have preferred to forget the first American rebels, the patriots who are so much celebrated could not. Says Winthrop Jordan of eighteenth-century Americans, "Nothing would have surprised them more than to learn that later generations spoke knowingly of the contented slave."

In spite of *marronnage* and the participation of thousands of black Americans in the Revolutionary War, victory for the colonists did not mean freedom for black folk. Benjamin Quarles, a senior black historian whose writings command the respect of even the young Afro-American turks, says that "the establishment of American independence did not bring all that many Negroes had hoped for. The idealism of the Declaration of Independence gave way to the conservatism of the Constitutional era."

The conservative reaction coincided with an increase in the profitability of slavery in the South and with a gradual coalescence of racist thought. Elements of the racist ideology that was to dominate the United States in the nineteenth and twentieth centuries had long existed in English thought, but because some Americans insisted on extending the rights of man to black persons, proponents of slavery were forced to organize these elements into a fully developed, logically coherent system of thought. What they had to do was obvious: if all men were created equal, then blacks had to be treated equally, and slavery had to be ended. But if it could be



JOHN CARTER BROWN LIBE

proven that blacks were not men . . . And proven it was, in one of the most remarkable systems of thought in the annals of mankind.

"An inconsistency not to be excused"

Americans since the revolutionary era have largely accepted the idea that blacks are subhuman and degraded, for they have inherited this idea with the rest of their culture. But among the revolutionary generation and the one that succeeded it there was a consciousness — among both black and white — of the terrible things being done to Afro-Americans and to the principles of the American Revolution.

Winthrop Jordan, in his study of early American attitudes toward blacks, says that "slavery mocked the ideals upon which the new republic was founded." And this was recognized by some whites at the time in their opposition to slavery and the slave trade. In 1774 Rhode Islanders restricted the trade, declaring that "those who are desirous of enjoying all the advantages of liberty themselves, should be willing to extend personal liberty

to others." In the same year John Allen, a Baptist minister in Massachusetts, angrily attacked slaveholders who declared themselves determined to win natural rights: "Blush ye pretended votaries for freedom! ye trifling patriots! who are making a vain parade of being advocates for the liberties of mankind" while holding men in chains. The Executive Council of Pennsylvania, if only a shade less idealistic than Allen, was more practical: it urged that the importation of slaves be prohibited because Europeans "are astonished to see a people eager for Liberty holding Negroes in Bondage."

Indeed, as Bernard Bailyn has observed, the contrast between what the Americans sought for themselves and their treatment of blacks "became too glaring to be ignored." There could be no justification for slavery, asserted Richard Wells, a revolutionary pamphleteer of Philadelphia, for it rested simply on "*force and power*." He wondered what arguments in favor of slavery could be advanced "which will not militate against ourselves." And Samuel Hopkins noted in 1776 that blacks had "never forfeited their liberty or given anyone the right to enslave or sell them." Other Americans, too, were unimpressed by clumsy, racist arguments: "I have yet to learn that the color of a man's skin," declared Oliver M. Perry, an American military commander in the War of 1812, "can affect a man's qualifications or usefulness." The colonists were not blind to the inconsistency between liberty and slavery, as can be seen in an early draft of the Declaration of Independence. Among George III's many crimes listed there was that he had "waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating and carrying them into slavery." But — an ominous portent for the future — this clause was stricken from the document signed in Philadelphia.

If blacks had not previously offended George III they now hastened to do so by flocking to the standard of the rebels. Initially the patriot generals were chary of enlisting them: remembering *marronnage*, they disliked the idea of armed slaves, and because they thought they would hold themselves up to ridicule in Europe by using slaves to fight for the liberty of white men. The reluctance of the commanders did not, however, prevent black men — both slave and free — from offering their services.

With an older revolutionary tradition of their own, and having fought for the American cause, Afro-Americans had little patience with attempts to renege on revolutionary rhetoric. In 1777 eight Boston blacks petitioned the General Court to abolish slavery and restore "the nature Right of all men." In 1779 nineteen black folk in Portsmouth, New Hampshire, petitioned for their freedom and urged that "the name of slave may not more be heard in a land gloriously contending for the sweets of freedom." In 1791, Benjamin Banneker, the

noted black astronomer and mathematician who helped plan Washington, D.C., challenged Thomas Jefferson to be "Solicitous, that every Individual of whatsoever rank or distinction, might with you equally enjoy the blessings" of liberty. Between the Revolutionary War and the Civil War, Afro-Americans never ceased to demand their freedoms in the language of the Founding Fathers, but most Euro-Americans never ceased to devise ways to deny blacks basic civil rights while continuing to celebrate the United States as a land of the free. To maintain this hypocrisy they donned first one mask and then another, but Afro-Americans patiently ripped each one away.

Some blacks tired of the game and decided that a revolution within the revolution was necessary to return the nation to its principles and to secure liberty for black women and men. One of the slaves taken in the 1800 slave rebellion led by Gabriel spoke to his white captors in the language of the Revolution, insisting that he

had nothing more to offer than what General Washington would have had to offer, had he been taken by the British and put to trial by them. I have adventured my life in endeavouring to obtain the liberty of my countrymen, and am a willing sacrifice to their cause: and I beg, as a favour, that I may be immediately led to execution. I know that you have predetermined to shed my blood, why then all this mockery of a trial?

David Walker, a free black living in Boston, was particularly adept at using revolutionary rhetoric against early American racists — so much so that he was poisoned by proponents of slavery. Walker said the patriots themselves had written that when a people were confronted with a despotic government,

it is their *right*, it is their *duty*, to throw off such government, and to provide new guards for their future security. Now, Americans! I ask you candidly, was your sufferings under Great Britain, one hundredth part as cruel and tyrannical as you have rendered ours under you?

To emphasize the whites' hypocrisy, those involved in the Nat Turner black rebellion settled on July 4 to strike for their freedom.

The actions of black folk and the tireless efforts of abolitionists of both races caused the reactionary opponents of the Revolution to put aside their masks and settle down to the work of constructing a social order in which white skin was to carry a special privilege. To do so they had consciously to reject certain revolutionary principles and thereby justify — to their own satisfaction and that of the majority of their descendants — the continued enslavement and brutalization of black folk. In 1800 the *Virginia Herald* explained the Gabriel plot:

Liberty and equality have brought the evil upon us. A doctrine which, however, intelligible, and admissible, in a land of freemen, is not only unintelligible and inadmissible, but dangerous and extremely wicked in this country, where every white man is a master, and every black man is a slave.



Blake Sculp^d

A Negro hung alive by the Ribs to a Gallows.

Figure 2. "A Negro hung alive by the Ribs to a Gallows." This illustration from Stedman's Narrative shows the kind of practice that drove blacks to rebellion. Engraving by Blake.

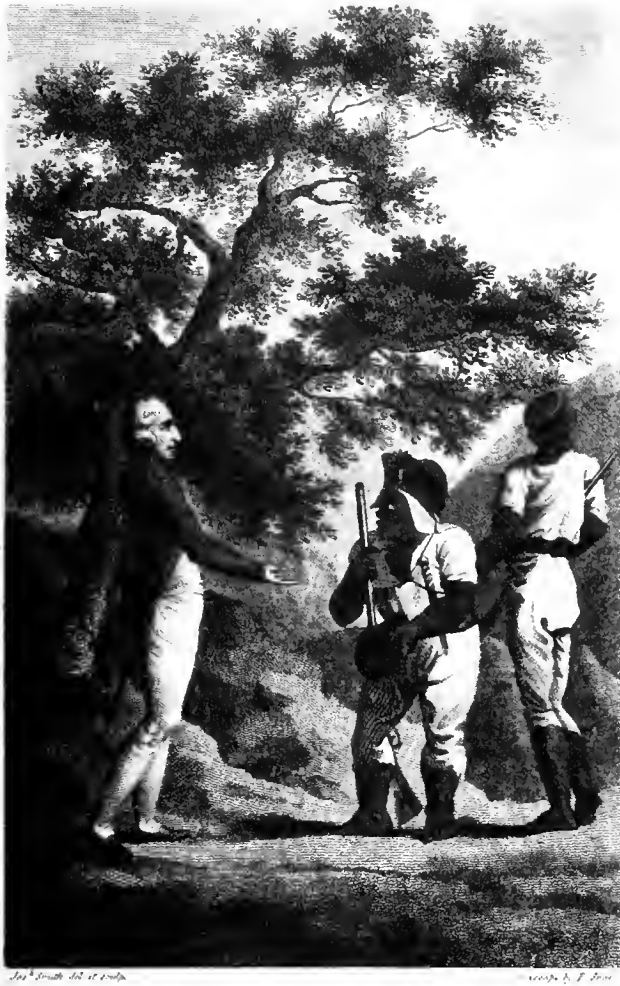


Figure 3. "Old Cudjoe making peace." Cudjoe was long a leader of the Jamaican Maroons. From R. C. Dallas, *History of the Maroons* (London, 1803).

Thomas Robertson spoke even more plainly in a debate in the Virginia legislature when his position limiting the right of slaveholders to manumit their bondsmen was challenged on the grounds of revolutionary ideology: "Tell us not of principles. Those principles have been annihilated by the existence of slavery among us." How far the nation had traveled from these principles and how much it remained haunted by them was made clear by the most able and distinguished spokesman for the slaveholders, Henry Clay. He preferred

the liberty of my own race to that of any other race. The liberty of the descendants of Africa in the United States is incompatible with the safety and liberty of the European descendants. Their slavery forms an exception — an exception resulting from a stern and inexorable necessity — to the general liberty in the United States.

By 1829 the inconsistency had been excused — or at the least explained away on the grounds of race — and a tragic rift was made in the nation's life which was to widen and eventually break the country apart.

"You ain't free if somebody lets you be free"

David Walker would have stood in amazement at the debates of white men over whether black folk should be free. He had written, "Should tyrants take it into their heads to emancipate any of you, remember that your freedom is your natural right." African-Americans were aware of the deterioration of their position while the American government strutted and preened itself on the international stage as the "land of the free." For blacks, the United States was a "hell upon earth," wrote Walker.

Most of his fellows agreed. Venture Smith, an ex-slave, said of his attempts to obtain justice in Connecticut after being cheated by Captain Elisha Hart that in Africa Hart's actions would "have been branded a crime equal to highway robbery. But Captain Hart was a *white gentleman*, and I a *poor African*, therefore it was *all right, and good enough for the black dog*." Blacks were concerned not only for their own rights, but for those of their children, and in 1779 a group of Connecticut slaves petitioned for their liberty, lamenting "the miserable Condition of Our Children, who are training up, and kept in Preparation, for a like State of bondage and Servitude." Free blacks were concerned with the condition of their slave brethren, and a 1797 petition to the United States government reflected "the unconstitutional bondage in which multitudes of our fellows in complexion are held." In 1799, seventy-six free blacks protested the kidnapping of free northern blacks, who were afterwards sold south into slavery. "If the Bill of Rights or the Declaration" is, they wrote, "of any validity, we beseech, that as we are men, we may be admitted to partake of the liberties and unalienable rights therein held forth."

Slaves were equally aware of the rise of racism and of increased black misery. A secret communication among slaves coordinating a two-state revolt was uncovered in March 1810. One bondsman had written another, "for freedom we want and will have, for we have served in this cruel land long enuff." And when informed of a planned rebellion in 1812 one slave declared "they could not rise too soon for her, as she had rather be in hell than where she was." David Walker wrote in 1830, "We, the Blacks or Coloured People, are treated more cruel by the white Christians of America, than devils themselves ever treated a set of men, women, and children on this earth." Nat Turner asked a new recruit for his planned rebellion how he came to be there: "He answered, his life was worth no more than others, and his liberty as dear to him. I asked him if he meant to obtain it? He said he would, or loose his life."

While free blacks in the North petitioned legislators, entered the courts, and published tracts, those in the

South, for whom such actions meant torture or death, sought their liberty in the tradition of the Maroons so common in the region. In 1801 slaves in Virginia were planning a rebellion because, they said, "if the white people were destroyed they would be free." Denmark Vesey calmly observed, "We are free but the white people here won't let us be so, and the only way is to rise up and fight the whites." And David Walker wrote:

They [the whites] know well if we are *men* — and there is a secret monitor in their hearts which tells them we are — they know, I say if we *are* men, and see them treating us in the manner they do, that there can be nothing in our hearts but death alone, for them.

The respected black historian and polemicist, John Henrik Clarke, has argued that there were two distinct freedom movements among blacks in the early part of the nineteenth century, one involving slaves in rebellion, the other free blacks who worked to liberate their enslaved brethren. The results of both activities were increased black solidarity and heightened consciousness of the separate Afro-American identity. And solidarity and consciousness were not limited to the United States, as Pedro Arcaya has observed in his history of the black rebellion in Venezuela in 1795. There slowly developed among the slaves, says Arcaya, the idea that they were the victims of a great injustice and that the color of their skin should be no barrier to the enjoyment of liberty. In Haiti, the liberator Toussaint L'Ouverture charged those who had rebelled against the black government of the island with having "shamed him and the Negro race and endangered the liberty of the blacks." In the Americas the common experience of enslavement and the struggle for freedom had created, in the words of Richard Price, "distinctively Afro-American ways of dealing with life from the very beginning." Most slaves transported to the New World came from West Africa, and — as some anthropologists believe — despite superficial differences between the many ethnic groups in the region, a certain cultural unity characterized the entire area. At home West Africans themselves seemed, like most of humankind, much more disposed to focus on their differences than their similarities; but with the transportation of millions of them to the New World they discovered how much they had in common and began to act on this commonality.

One common effort was *marronnage*: Maroon societies could not have existed had West Africans not already been in agreement on basic matters of family, economy, polity, and religion. The similar beliefs that made possible the organization of Maroon societies and black rebellion also united blacks in other efforts. Quarles observes that blacks sometimes pooled their "own meager funds" so that one of their number might meet court and legal fees in a suit for freedom. As the struggle for black liberty and against racism increased,

Afro-Americans began deliberately to recognize and celebrate their African heritage.

In Newport in 1780 a number of blacks met to establish the African Union Society, which, among other things, was to assist its members in time of distress and help young African-Americans find apprenticeships. In 1787 the Free African Society was founded by Richard Allen and Absalom Jones, who thought blacks should have an organization outside the churches that would crosscut doctrinal differences.

The most important recognition of their African heritage was the unity of free blacks and slaves. Absalom Jones in 1787 wrote on behalf of free blacks, "Yet, while we feel impressed with grateful sensations for the Providential favours we ourselves enjoy, We cannot be insensible to the conditions of our afflicted Brethren," the slaves. Paul Cuffe, a successful black merchant in Massachusetts, observed in 1817 "that the manumission of 1,500,000 slaves depends on the faithfulness of the few who have obtained their freedom." In the same



DESSALINES.

Figure 4. This typical Euro-American interpretation of the Haitian revolt shows Dessalines, one of the leaders, about his bloody work. From the *Vida de J. J. Dessalines, Gefe de los Negros de Santo Domingo* (Mexico, 1806).

year free blacks in Philadelphia resolved: "That we never will separate ourselves voluntarily from the slave population of this country: they are our brethren by the ties of consanguinity, of suffering, and of wrong." Free blacks did more than acknowledge their ties with slaves, create abolitionist societies, and petition federal and state governments. David Walker was free, as was Denmark Vesey, leader of an 1822 South Carolina slave conspiracy, who refused to return to Africa because he wished "to stay and see what he could do for his fellow" blacks. By the 1790s, free blacks had probably been involved as instigators of slave rebellions in British North America for more than a century. One Virginia legislator expected them to "furnish the officers and soldiers around whom the slaves will rally." The struggle for liberty against a rising tide of racism and oppression during the conservative reaction to the Declaration of Independence strengthened ties among a people who already were bound together by their West African heritage and the tradition of *marronnage*. As the eighteenth century drew to a close, African-Americans saw themselves fighting against reactionary forces to preserve the principles of the Revolution, and it is not surprising that feelings of race pride should have resulted. Whites "think because they hold us in their infernal chains of slavery," wrote David Walker, "that we wish to be white or of their color—but they are dreadfully deceived—we wish to be just as it pleased our Creator to have made us."

Black solidarity was further increased, slaveholders thrown into a panic, and the African-American commitment to the rights of man encouraged with the successful Haitian battle for independence. The defeat by black rebels of British, French, and Spanish armies electrified all African-Americans because it represented an exciting fusion of *marronnage* and the ideology of the Revolution. As a result, black revolts broke out throughout the hemisphere. Jefferson feared the Haitian example would inflame the slaves of the United States, and Napoleon regarded Haiti as an outpost of American republicanism and a challenge to his own imperial despotism. Whites on both sides of the Atlantic were frightened by the ferocity with which the Haitian rebels fought, and they tended to exaggerate the atrocities inflicted on white folk, though to be sure, some were so gruesome as to require little embellishment (see figure 4). The Haitians knew only that they fought for freedom. A Haitian rebel declared to her daughter shortly before both were executed, "Be glad you will not be the mother of slaves." Afro-Americans caught between the rising tide of racism and reaction in the United States, and the hostility of powerful European governments to democratic ideals found solace in the successful Haitian revolt, the encouragement of a small band of white abolitionists, the ringing statements of Spanish American revolutionaries (almost all of whom

declared against slavery in a forthright manner that should have shamed the United States but did not), and themselves. Black Americans never abandoned the principles of the Revolution or their determination to win freedom for themselves and their children. In 1774 "a Grate Number of Blackes" affirmed:

We have in common with all other men a naturel right to our freedoms without Being depriv'd of them by our fellow men as we are a freeborn Pepel and have never forfeited this Blessing by aney compact or agreement whatever.

An Unfinished Revolution or a Different Revolution?

Beneath the debate on whether or not Afro-Americans should celebrate the nation's birthday runs the clear, cold thought of an American people who have never fully shared in the freedoms of a nation they helped create and have always fought to defend. Black Americans remain confused, torn between love of country and knowledge of what their country has done to them and to their loved ones. They debate among themselves whether or not they ought to celebrate, and their debates, although charged with emotion, have a certain weary familiarity. Moreover, one can tell that the antagonists have already chosen sides—as well they should, for black Americans have had to come to grips with white American hypocrisy at least once a year on the Fourth of July. In 1852, Frederick Douglass charged in an Independence Day speech that from the perspective of the slave,

your celebration is a sham; your boasted liberty, an unholy license; your national greatness swelling vanity; your sounds of rejoicing are empty and heartless; . . . a thin veil to cover up crimes which would disgrace a nation of savages.

Douglass and other blacks insisted that the Revolution would remain unfinished until Americans dedicated themselves to mending its fatal, racist flaw. W. E. B. DuBois devoted much of his long life to winning for blacks the freedoms whites took for granted, and men like Vernon Jordan and Joseph Jackson pursue the goals of the first Euro-American revolution peacefully.

Some Afro-Americans, however, have rejected this peaceful approach—hallowed by Martin Luther King, who himself was cut down by an assassin—in favor of the older Afro-American tradition of *marronnage*. "Violence," smiled H. Rap Brown, "is as American as apple pie." Eldridge Cleaver, writing about Malcolm X and Huey P. Newton, said:

Malcolm saw all the way to national liberation, and he showed us the rainbow and the golden pot at its end. Inside the golden pot, Malcolm told us, was the tool of liberation. Huey P. Newton, one of the millions of black people who listened to Malcolm, lifted the golden lid off the pot and blindly, trusting Malcolm, stuck his hand inside and grasped the tool. When he withdrew his hand and looked to see what he held, he saw the gun.

Malcolm X, like Martin King, was murdered; Huey Newton, significantly, has chosen to live in various countries which adhere to a different and newer revolutionary philosophy. In the nonwhite nations recently threatened by Henry Kissinger on behalf of all Americans — white and black — revolutionary slogans are couched not in the phrases of 1776, nor even those of 1789, but in those of 1917. The specter that once haunted only Europe now bedevils the entire white world, and many Afro-Americans have resurrected the spirit of *marronnage* to join with the specter in spreading terror. DuBois, after spending a lifetime working within the framework of the American Revolution, despaired in the twilight of his years of its ever being extended to nonwhites. He renounced his American citizenship, joined the Communist party, and took up residence in Ghana.

Still black Americans continue to bicker over whether the first Euro-American revolution — which came more than two centuries after the first Afro-American revolution — is their revolution, and they argue over whether or not they ought to attend a birthday party. But while some black folk quarrel over the meaning of the Bicentennial for African-Americans, others spit on “Liberty Pies” and quietly plot another revolution, this one to be color-blind.

Suggested Readings*

- Aptheker, Herbert. *American Negro Slave Revolts*. New York: International Publishers, 1943. Although a generation old, this Marxist scholar's account of slave rebellions in the United States has yet to be superseded.
- Bastide, Roger. *African Civilisations in the New World*. New York: Harper Torchbooks, 1972. Translated from the 1967 French and at times a bit speculative, it remains the only good analysis in English of the many Afro-American cultures.
- Foner, Laura, and Genovese, Eugene, eds. *Slavery in the New World: A Reader in Comparative History*. Englewood Cliffs, N.J.: Prentice-Hall, 1969. An excellent introduction to important issues in comparative New World black history.
- Herskovits, Melville J. *The Myth of the Negro Past*. Boston: Beacon Press, 1941. Defying the historians and sociologists of his time, the noted anthropologist demonstrated a cultural link between West Africa and black societies in the New World.
- James, C. L. R. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. New York: Vintage Books, 1938. An absorbing socio-cultural study of the black rebellion in Haiti.
- Jordan, Winthrop D. *White over Black: American Attitudes toward the Negro*. Baltimore: Penguin Books, 1968. An award-winning view of the souls of white folk through the early nineteenth century.
- Kaplan, Sidney. *The Black Presence in the Era of the American Revolution, 1770-1800*. Greenwich, Conn.: New York Graphic Society. In appearance and — alas — cost one of those coffee-table art books; but a sound narrative and faultless reproductions make it worth every penny.
- Litwack, Leon F. *North of Slavery: The Negro in the Free States, 1790-1860*. Chicago: Phoenix Books, 1961. A well-written antidote for those who can see pre-twentieth century Afro-Americans only as slaves on a plantation.
- MacLeod, Duncan J. *Slavery, Race and the American Revolution*. New York: Cambridge University Press, 1974. A systematic treatment of the relationship between the Revolution and slavery and of ideological attempts to reconcile the two.
- McManus, Edgar J. *Black Bondage in the North*. Syracuse, N.Y.: Syracuse University Press, 1973. A carefully researched, well-told study of slavery in the North with respect for the black point of view.
- Mellon, Matthew T. *Early American Views on Negro Slavery*. New York: Mentor Books, 1934. The founding fathers as ugly racists; indeed, only Franklin emerges unsullied in this brief study.
- Mullin, Gerald W. *Flight and Rebellion: Slave Resistance in Eighteenth-Century Virginia*. New York: Oxford University Press, 1972. The title tells all; more such studies are needed for the other political units.
- Price, Richard, ed. *Maroon Societies: Rebel Slave Communities in the Americas*. Garden City, N.Y.: Anchor Books, 1973. The basic guide to *marronnage*; the introductory essay and bibliography alone are worth the price of the book.
- Quarles, Benjamin. *The Negro in the American Revolution*. New York: Norton, 1961. A fast-moving account of black participation in the Revolutionary War and the consequences thereof.
- Robinson, Carey. *The Fighting Maroons of Jamaica*. Jamaica: William Collins and Sangster, 1969. A popular, but generally reliable account of the Jamaican Maroons.
- Walker, David. *Walker's Appeal, in Four Articles . . . to the Coloured Citizens of the World*. New York: Hill and Wang, American Century Series, 1830. Walker was murdered for his ability to manipulate the rhetoric of the American Revolution against the oppressors of black folk.
- Wood, Peter H. *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion*. New York: Norton, 1974. An absorbing account of a colony with such a large black population that it seemed “More like a Negro Country.”

*For those careful of (and interested in) matters of historiography, the date given is that of original publication. The publisher given is almost always that of the paperback edition.



Been thinking about careers lately?

Let alumnae and alumni working in your field(s) of interest tell you what it's all about.

Off the wall:

A guide to institutional graffiti

Or, How I learned to stop worrying and start getting my news at Faunce House

By Sandra Reeves

Photographs by John Forasté

Student strikes. Building occupations. Rhetoric. Faculty cuts. Deficits. Budget-trimming. The death of the New Curriculum.

A lot of cold, serious words have been written over the past ten months about life at Brown. This story will contain none of them. This is a story about other words at Brown — words that reveal the hidden life of the University; words that show that, despite the recent charges of poor communication, this is still the campus that gave the world Josiah S. Carberry. This is a story about the handwriting on the wall.

It is perhaps fitting that Brown's English department is pioneering a course in semiotics, the study of signs and symbols (BAM, November 1974). Anyone who has ever walked through Faunce House on a Friday afternoon, or through a dormitory in mid-semester, is aware that the Brown student has mastered the primitive art of signmaking. In clusters of paper that line the corridors and blur the walls, there is written a subtle chronicle of thoughts and opinions, hopes and fears, private joys and

public needs. Each year's occupants of College Hill make their mark. Who knows who reads their hieroglyphics? Big sheets, little sheets, index cards, poster paper, Xeroxed ads, scribbled notes — all held together with masking tape and the support of ritual.

Of course, we'll never know who was the first to pin his message to a blank wall at Brown. But records indicate that the custom has been with us in one form or another for some time. In the early days of this century, for instance, the printed sign was employed regularly as a means for harassing the freshman class. Consider this graceless admonishment to the class of 1910: "Little freshmen, ye who are so green, gawky, timid, silly, and kiddish that your puny bodies are apt to become foully contused by strong men's rough usage, take heed that you follow, to utmost limits, these absolute laws that your masters, the class of 1909, decree." The class of 1916 addressed its posters to "Ye bootlickers of 1917"; the class of 1906 signed themselves "your somewhat elders and infinite betters"; but

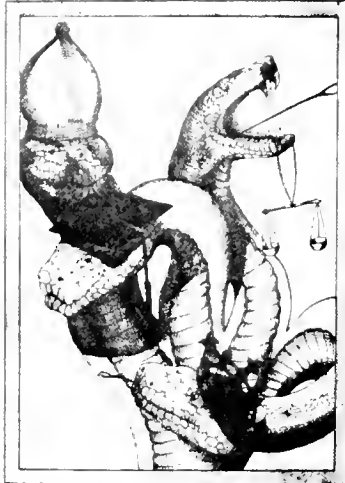
the message was always the same. Freshmen were not to do the following: smoke on campus, walk on the southern side of College Hill, display their preparatory school insignia, or wear straw hats before Memorial Day.

By 1929, of course, the humorous possibilities of campus signs were being brought into full flower. It was then, as all alumni must surely know by now, that Brown's soon-to-be legendary Prof. Josiah S. Carberry was discovered as a hoax in a University bulletin board. That was in the relatively tidy days of official, glass-encased bulletin boards. Today's student would find it difficult to duplicate the Carberry story, mainly because official postings are all but passé. If one looks hard enough, he can find, under the Faunce House arch, a forlorn, barren, and usually deserted glass case bearing the title, "Official Brown University Bulletin Board." But aside from a paltry assortment of announcements from the registrar's office, some course listings from the dean, and an occasional grant or fellowship notice, the board is useless. The real action is

ZEN & ESOTERIC SPIRITUAL PATHS

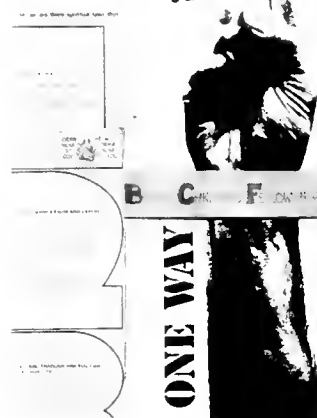
A Lecture Series by RICHARD ROSE
TUES. NOV. 18 8 AM GARDEN-HOLLEY 166

FREE



"THE APPROACH TO TRUTH IS NOT DEALT WITH MANY FACES AND MANY DIRECTIONS. (ET THE APPROACH TO TRUTH INVOLVES THE RECOGNITION OF MANY HYPOCRITICAL FACES AND THE RECOGNITION THAT MENTAL ENSLAVEMENT, THROUGH GOVERNMENTAL, ECCLESIASTICAL, OR EDUCATIONAL TYRANNY, OR FORCE, SPLITS THE DRIVE FOR TRUTH SO THAT IT IS NEARLY IMPOSSIBLE TO ACHIEVE)." ROSE.

"I am the way, and the truth, and the life; no one comes to the Father, but through me" JESUS



below, in the Faunce House basement. If the medium is indeed the message, then it would follow that at Brown, clutter is half of communication.

At periodic intervals over the past several months, the BAM has canvassed the campus-sign underground. We believe that, while it may not be comprehensive or analytical, the network of messages on walls, trees, and lamp-posts does provide a fairly good index to the lifestyles, opinions, problems, activities, and interests on campus. In any event, it is a refreshing alternative to the official memoranda, reports, pronouncements, and rhetoric that usually paint the public picture of this institution. Therefore, in an effort to prove that there is still some intimate communication going on at Brown, and as a gift to those alumni who like to gauge how much things stay the same by changing, we offer the following guide to the campus's internal grapevine, circa 1975.

Politics, poetry, and The Devil in Miss Jones

"Brown is a real 'grind' school," we were told once by a student reporter. "It's tough. People spend most of their free time in the library." Maybe so, but the sign network indicates that there are still some stubborn souls who insist on a well-rounded agenda. Announcements

for a staggering array of extracurricular activities dot the walls. During one particular week in November, for example, students could choose among the following: four campus dances (one semi-formal; one with beer and the Brown Stage Band); a flamenco guitarist; a United Farm Workers film benefit; a marathon of seven Spencer Tracy-Katharine Hepburn films, running from 6 p.m. until 4:05 in the morning; poetry readings by Rhode Island women writers and a Russian dissident poet's son; a folk-music performance at a local watering hole; or lectures on "Is Christianity Philosophically Defensible?" and "The Role of Women in the Ideological Confrontation between Socialism and Capitalism." The list is not inclusive, of course.

For a look at continuing activities, there are always the club notices. If one has a mind to, he can play chess with the Chess Club on Sunday afternoon, meet with the Bridge Club on Wednesday evening, listen to a speaker on "Basically Harmless Fanatics" at the Science Fiction Club on Thursday, and still have time for a \$15 test flight with the Soaring Club before taking off with the Outing Club for some rock climbing over the weekend. If that schedule does not suit his fancy, there is always the Yacht Club, the Flying Club, the Brown University Dolphins (skin and scuba diving), the Karate Club ("Women, are you footed or rooted?"), or the Ballroom Dancing Club.

If the student is more culturally minded, signs will give him plenty of options. There are incessant announcements of plays, recitals, and readings. Or perhaps he would enjoy the walking tour of Providence's historic East Side, beginning at the Maddock Alumni Center. The Rhode Island Philharmonic offers him eight concerts for eight dollars, a bargain surpassed only by its offer of a free subscription if he drives three other concert-goers.

Some students use the walls to plead for companions in their favorite after-class pastimes. Example: "To whom it may concern — I am interested in getting to know a few wayward souls whose extracurricular needs involve the pursuit of bodily demolishing sports such as rugby." Another example: "Mountain musicians — If you wanna form a band, no matter what instrument you play (almost everything adapts to countrified tunes), or if you just wanna listen to Bluegrass with a few beers in your belly, put a note below."

For the politically inclined, there is likely to be a growing rash of presidential work forces. As of November, however, only two candidates had made the walls at Brown. One was Fred Harris ("He's the only Democratic candidate to advocate the redistribution of wealth and power in this country"), whose forces were pushing a "Neighbor's Night for New England" radio session with the former Oklahoma senator. The other was Georgia's ex-Governor

ROOMMATE WANTED:

#60⁰⁰ / MONTH INCLUDING UTILITIES

BEHIND LOUIE'S ON BROOK ST.

ROOMY 3RD FLOOR
3 BED ROOM APT.

COMMUNAL COOKING
831-5219

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Jimmy Carter ("In '76, why not our best?"). His student workers were selling tickets for a benefit rock concert in Providence by the Allman Brothers Band. On the Republican side, no commotion had yet been registered, although one promising turn of events was apparent near the headquarters of the Young Republicans Club. They had taken down a small footnote to history that had graced their wall up until late last spring: "Work for Peace," the sign said, "Nixon does every day."

If culture and politics leave the student cold, there are always booze and sex. Those who heeded the erotic billboard advertising *The Devil in Miss Jones* as first-rate movie fare, however, were treated the next day to the moral indignation of "concerned men and women, through the Sarah Doyle Center." The latter group's typed pronouncement called the film a vehicle that exploits both men and women as sex objects "in the ugliest of ways."

Drinking is publicized not only in ads for off-campus spots, but also for such campus gatherings as the new "No Exit II" hideaway in the basement of Olney House, where pinball machines and popcorn are provided. There are also departmental sherry hours and other group gatherings. Occasionally, there is an extravaganza, such as "The Third Annual Drunken Doubles" competition. This little ritual is billed as "a spot of fun and frolic on an autumn weekend. Anyone can play," the sign

reads, "tennis ability is not a prerequisite. Mixed doubles only (naturally)."

Wanted: a serious cellist and a cat who eats donuts

The needs of students, as signified by their pleadings on the wall, fall into four general categories, in the following descending order: rides, commodities and services, lost pets, and apartment mates.

For every event-oriented sign on campus, there are at least a dozen notes asking to be taken away from campus. One wonders who stays around to attend the club meetings and drink fests. Most of the travel notes are nondescript; they all seem to be written on white note paper, and they scream forth like a railroad conductor with names of longed-for cities far away: Washington, Cincinnati, Wilmington, Philly, Atlanta, Baltimore. Once in a while, someone will try to put a Madison Avenue touch to his work for a little extra attention ("EMILY WOULD LIKE TO BE PICKED UP and taken to Cleveland for Turkey Day"); but for the most part, students just leave their name and number on tear-off strips and wait to be called by a driver who needs to share expenses. Last year, one student added a new wrinkle to the rides scene, offering to fly anyone to Baltimore or surrounding cities whenever they wished for half of

his expenses. He flew a small plane home every weekend.

Apartment hunting can sometimes be enlightening around a college campus. Although most of the ads for roommates give some indication of the sex preferred, not all do, by any means. Some leave it entirely open to the applicant's discretion, as in the following: "Grad students, two male, two female, looking for someone to share our warm, comfortable, large, inexpensive house twelve minutes from campus." The group has "a television, a baby grand piano, a nice backyard, and a washing machine," they go on to say, and they're looking for someone "interested in friendly living with fairly serious students who like to have fun." Quite a deal at \$55 a month. Another graduate student group is seeking "a diverse graduate student to share roomy house, frisky kitten, and esoteric periodicals." Most of the apartments advertised are "large and spacious"; all of them are "sunny"; some are really a prize. Take this ad, for example: "Two female students looking for a third roommate for spacious, sunny apartment on Hope Street. You are urged to apply immediately. Must be before noon on Thursday."

When students need some commodity or service, they are apt to become melodramatic in their advertising prose. The appeal to kindheartedness is obvious, and the amount of suffering implied is likely to go up according to

LET US REMEMBER, THAT WHEN SCHOOL IS OVER, WE MUST GO OUT INTO AN ADULT WORLD, WHERE, STARTING WITH GRADUATION, WE WILL FIND MOST AFFAIRS, WEDDINGS ETC. FEATURE THIS TYPE OF DANCING.

PHY'S ED. HAS WEEKLY CLASSES, IN WHICH YOU LEARN THE BASIC STEPS. ITS NOT EASY, BUT IT TEACHES HOW TO DANCE, ONLY PRACTICE CAN MAKE A DANCER, WE DONT SAY YOU'LL BE ANOTHER FRED ASTAIR, BUT YOU WON'T BE ON THE SIDELINES EITHER, IT'S A THRILL WHEN YOU GO HOME ON VACATIONS AND SURPRISE YOUR PARENTS, WHEN YOU CAN DO THEIR THING.

HOW DIS GUSTING(-!

SO WE SAY, IT CAN BE FUN!! TRY IT YOU'LL LIKE IT, (AND

how strong the perceived need is. A surprising number of Brown students consider themselves desperate, as in the cryptic "I desperately need a ride to Long Island," or the more practical "I desperately need a refrigerator." Many of the pleadings have to do with musical needs. Some poor, haunted soul is looking for "a serious and talented cello player who has time to create intelligent music." And, if the image of an un-serious cellist leaves one scratching his head, consider the solicitation of a hip male or female bass player needed for a "psycho-pop rock and roll band." One student has found herself burdened with a soprano flute she cannot play; she would like lessons. "I can pay \$2-\$3 an hour," she writes. "That's all."

Students are perhaps most articulate, however, when they are soliciting help in finding a lost pet. When animals are in the picture, detail and emotion flow. The owners of Omar, an eight-week-old Shepherd-like puppy with small ears and white paws, are almost inconsolable. "Please, please, please," they write. "We miss him very much." Someone missing his yellow cat with "strange eyes" is also suffering. But the most comprehensive description of a lost animal has to come from the owner of Prudence, a cat. The description: "She comes when you call 'Prude' or the usual 'Here, Kitty, Kitty.' She is gray, and she eats donuts."

The new entrepreneurs

Like the classified section of a daily newspaper, Faunce House bulges with commodities for sale or rent. If one doesn't want to read through the maze to find his heart's desire, there is even a handy rack with Sears credit-card applications. But if one does want to wade through the paper, look what he can find: a piano for \$100; a phone lock with five keys for \$3; one metal enameling kiln, "a sacrifice" at \$20 or best offer; a twenty-five-inch color television with "excellent color and great picture" for only \$125; a gas clothes dryer, also in "excellent condition" for \$85; an organ, "without monkey or grinder" for \$750; and a double bed that is "roomy and comfortable" for \$20. There is more.

Many of the best buys come under the bland heading, "stuff for sale." But some students have caught on to advertising gimmicks. An oven, for example, is advertised as "the real thing, in traditional white and electricity, with four burners on top (one gets super hot). A used item. \$20." Another advertises his Ford Econoline van as "born and raised on Martha's Vineyard."

If the want-ads or credit with Sears won't get the student what he wants, perhaps he can try Eric. Eric can "get it for you wholesale." Stereos, calculators, vacuum cleaners, appliances, clock radios, the works. How? It's a simple matter of overhead, as Eric explains in

his note: "My father owns a department store in New York City." After a student has lived four years with Eric's appliances, he might want to call on Jeff, who headlines his homemade ads, "Truckin'." Jeff will haul or cart anything movable for a reasonable fee.

Students looking for professional typing will find that rates vary. Most charge 60 cents for a single-spaced page and 50 cents for double-spaced. It goes down to 30 or 40 cents a page, however, and up to as much as 85 cents a page, which is what one "B.A. in English" is advertising. There is also a wide range of musical lessons proffered, from piano and guitar to mandolin. And book-binding lessons are available for \$60. Records and books are fairly frequent items on the Faunce House market, with a student usually selling out his stock in a comprehensive listing with phone number.

Students are urged to spend their holidays abroad, with such sloganeering as Christmas in Paris (\$340) and Ski Canada Christmas (\$155). And, to pay for such luxuries, a few work offerings appear from time to time. Two prime ones are the annual apple-picking announcements (guaranteed wages were up to \$2.21 per hour in the fall, plus 35 cents per bushel) and a notice posted in the economics department offering "unlimited profits to aggressive college student to sell fast food snacks." Tutorials are, of course, perennial.

TODAY IS FAST DAY

Punch-in at Ivy Room 3:30-5:00 7:15-7:45

The trouble, Dr. Hornig, is . . .

There is a well-heralded return to activism on campus, and the signs reflect it. At the time of this writing, for instance, students were preparing to attend an open forum with President Donald F. Hornig that was advertised by its student organizers as a chance "to give him hell." Signs decrying the possible results of Brown's financial remedies are becoming more numerous as budget decisions near. Meanwhile, there are other causes that students support almost as vociferously.

One of the most dramatic changes one notices about the sign clusters this year is the increase in women-related speeches, forums, studies, and group activities. The Sarah Doyle Women's Center, opened this fall, has apparently had a significant impact on campus programming. Not only are there regular Friday afternoon forums and monthly lectures on topics of interest to women, there are also periodic special meetings held to discuss various concerns of the women on campus. In addition, signs indicate that Group Independent Study courses on women and the number of women campus speakers are on the rise. As perhaps one by-product of this upsurge, a recent notice hung in Faunce House announced to the campus the organizational meeting of the Brown

Men's Liberation Group.

And students are still concerned with the environment, as the various signs for glass recycling, SAVE (Students Actively Volunteering for Ecology), and Fast Days on campus will attest. They also appear to be concerned with the surrounding community. Notices for the Brown Community Outreach program (formerly Brown Youth Guidance) tell of more than seventeen volunteer social programs that Brown students give their time to. These range from hospital and day-care center work to Big Brothers of Rhode Island, Volunteers in Probation (for juvenile delinquents), and a program invitingly titled Adopt-a-Grandparent. "It's a chance to work on a one-to-one basis with someone less fortunate than you," the posters promise.

By far the most frequently cited concern in the student sign network, however, is the New Curriculum. This is especially true this year, as students begin to perceive the threat to programs that comes with tight money. Workshops run by students on how to utilize the New Curriculum have begun to be highlighted on the Faunce House walls, including two recent night sessions on "How to Do GISPs (Group Independent Study Projects)," and a series of late-night meetings on "Bringing New Life to the Old Curriculum." In addition, the evidence of student involvement in the more innovative curricular features is everywhere. There are signs asking contact with students interested

in joining these proposed GISPs: "An Interdisciplinary Study of Old Age," "The Woman as Writer," and "Kazantzakis." There is also a listing of next semester's Modes of Thought courses, with an attachment that shows that more than half of them were already filled in mid-November. For the curious, the MOT courses with the greatest student interest were the following: Continental Drift and the Evolution of Continents; Literary Frauds: Their Fabrication and Detection; American Military Thought; American Civilization and the American Indian; The Artist and Society; Literature and the Russian Revolution; The Novelist's Vision and the Burden of the Past; and Imagining the Real: Reportage in the Sixties and Seventies, which probes, among other things, the so-called New Journalism.

Zen and the art of mind maintenance

Students must either be searching or be seen as searchers. One of the astounding things about a walk through the sign underworld is the high percentage of notices that deal with religion, mysticism, and the search for greater self-awareness. On the religious side, there are the Brown Christian Fellowship, a group (national) called Operation Spikenard, and various other church-related or communal groups offering deeper religious perception. Even



Edgar Cayce, the psychic, is represented with his "A Search for God Study Group."

In a somewhat different approach to peace of mind, students are assaulted with messages from various Eastern sects. In addition to transcendental meditation, the techniques espoused include Hatha yoga (in Rogers Hall, "please bring mat and wear loose clothes"), Zen (at the Providence Zen Center or with the Pyramid Zen Society, "The Ultimate Observer is One"), Sim Gum Do (breathing meditation, mind-body development, and self-defense), and plain old hypnosis (a sure cure for poor study habits, overeating, and smoking; and no, the hypnotist cannot control you).

Actually, the commercial mind-expanding outfits provide some of the liveliest reading around campus, if one's taste turns to pure, unadulterated verbiage. Eckankar, a group out of Menlo Park, California, which is on the "path of total awareness," bills its program as "an ancient process whereby the individual is able to transcend the physical state and soar to heights of blissful states as described in all the sacred literature of man." All of this for only a "nominal fee." The Zen and Christian Mysticism Studies Group, which meets each Monday night in Wayland lounge, urges the student to know himself, and proclaims, "You are a robot; your name is legion . . . The pain you suffer is inflicted by your own

claws and teeth . . . Your concept of heaven is ridiculous, your hopes of Hell are masochistic."

Perhaps the best commentary on such para-religious fervor is provided by one astute reader who footnoted a message from the Maharishi Mahesh Yogi, whose poster promotes the Students International Meditation Society. "The world is as you are. Develop unbounded awareness and the universe will be yours," the Maharishi said. "And your dough will be mine," the student added.

Either in jest or in protest to the aforementioned notices, one student announced last spring a new non-denominational group on campus — SOG, the Society of the Godless. The avowed purpose of the SOG was the defeat of fundamentalism. Its main target was a local minister who uses his pulpit of the airwaves to denounce "everything from women's rights to ecology." The society's remedy was simple: "Throw him to the lions."

A footnote

Someone is reading all the signs on campus. As the year progresses, scribbled reactions to posted messages begin to appear with greater frequency. The comment may read "Gaah-rbage!," as one student chose to write on a mysticism ad, or it may be a little more subtle.

For instance, the Ballroom Dancing Club's solicitation for new members includes a long, handwritten discourse on how touch dancing is back in vogue and students should know how to slow dance properly for all those affairs "in the adult world" that will require it. At the end, the enthusiastic ballroom dancer has written the following: "It's a thrill when you go home on vacations and startle your parents when you can do their thing." An anonymous reader's reaction: "How disgusting!"

Jokesters multiply as summer approaches. Last spring, one student had carefully written the expected weekend temperatures and the water temperature for the beaches. Under an enticing lead, she invited fellow students to write in their names for a trip to Newport. Twelve students had written their names and numbers before they read the bottom line: "Now, call up the other people on the list and have a ball. It's too cold for me!"

But the cleverest student sign does not really qualify for this story. It is off-campus, and it is not attached to a wall. Nonetheless, it deserves mention for ingenuity, if nothing else. Behind Thayer Street there is a student apartment with two window shades decorated in block letters. If one shade is drawn, the passer-by sees "I'm"; if the other shade is drawn, it shows the word "free." If both shades are drawn simultaneously, the coast is clear. Happy reading.

The teams: a roundup

It was a case of close-but-no-cigar for Coach John Anderson's **football** team this fall. Advertised last summer as a legitimate Ivy League contender, the team lived up to its press clippings, built a half-game lead with only two games remaining, and then saw it all come tumbling down when Harvard came to town with a razzle-dazzle attack (it included elements of the old double-wing formation) and upset the Bears, 45-26.

This set the stage for a dramatic finish. If Brown defeated Columbia, which was probable, and if Harvard and Yale tied in "The Game" at the Bowl, which was at least possible, then there would be a three-way tie for the Ivy League lead. Brown did its part, beating the Lions, 48-13, with a 35-point second-half explosion. In New Haven, things looked promising. It was 7-7 at the half, 7-7 in the third period, and 7-7 with thirty-three seconds left when junior Mike Lynch curved a 25-yard field goal just inside the left goal post for a 10-7 Harvard victory.

So, after 2,840 minutes of Ivy League action this season, the title was decided in the final thirty-three seconds of the last game of the season. It would be difficult to improve on that script.

Despite losing the Ivy title, Anderson's team did gain a measure of satisfaction from the season. The second-place finish was the best by a Brown team since the league was formed in 1956, the victory over Columbia was Brown's 400th since the sport was introduced in 1878, and a hatful of records were broken.

A few of these records are worth mentioning. José Violante (*BAM*, November) was the most destructive of Anderson's record-breakers. By the end of the season he owned every field goal and extra-point record on the books except the one for most field goals in one game (five) set by Tyler Chase '73. Violante's 12 points against Columbia (two field goals and six extra points) enabled him to become Brown's all-time leading scorer (with 137 points) for men who played three varsity seasons and break the Ivy kick-scoring record of

Princeton's Charlie Gogolak with 124 career points.

Bob Farnham, the junior split end from Andover, Mass., led the nation in pass receiving, based on average receptions per game. He also set Brown records for receptions game (14) and season (56) and for yards gained season (704). Farnham also had Ivy marks for catches in one game (14) and season (47).

Co-Capt. Kevin Slattery set a new Brown season rushing record with 704 yards, and senior quarterback Bob Bateman established a Brown season record with 1,428 yards passing, a figure that placed him in the top ten nationally.

Anderson put an exciting team on the field this fall, one that averaged almost thirty points per game. The team did have one weakness — its pass defense. Holy Cross used the pass almost exclusively in beating the Bears, 21-20; Princeton relied entirely on the pass in cutting into Brown's 17-0 halftime lead and almost catching Anderson's team at the wire; and Harvard went to the air for most of its yardage in the decisive game of the season. Still, the Bears had come a long way during the last three seasons under Anderson.

"I wasn't satisfied with what happened this year," Anderson says. "I'll never be satisfied until we win it all in the league. But we are a contender now and we'll be a contender every year. The next step is to win the Ivy League title."

Each year that Anderson has been at Brown he's upped his victory count by one. It was 4-3-1 in 1973, 5-4 a year ago, and now 6-2-1, which is Brown's best record since 1954 among the eight Ivy League colleges. Someone suggested to Coach Anderson that if this rate of improvement continues, Brown can look forward to seven victories in 1976. "I'll settle for that on one condition," Anderson said. "That all seven victories are in the league!"

The **soccer** team also was involved in a fight for the Ivy League crown. Here, too, the championship wasn't determined until the last week of the season. But in soccer, the ball took the right bounce for Brown.

After the first few games, Coach

Cliff Stevenson was saying that maybe — just maybe — this might be his best team. The Bruins certainly looked the part when they met an undefeated and highly impressive Army team on the plains of West Point and demolished the Cadets, 6-0. Then, in rapid succession, the Bears were shocked by Princeton and unbeaten Cornell, both by 2-1.

At this point, Brown trailed the Big Red by two games with only two Ivy contests remaining. The Bruins bounced back and beat Harvard the next week, 6-1, while Dartmouth surprised Cornell. Now Brown had to beat Columbia and Cornell had to lose to Penn at Franklin Field for the Ivy title to end in a two-way tie. Brown did handle Columbia, 6-3, on the last week of the season while Penn rolled over Cornell, 3-1. For Stevenson, this was the fourth consecutive year his teams have either won or shared the Ivy title.

Brown was seeded second in New England at the close of the season and was matched against Bridgeport in the opening round of the NCAA regional tournament. The Bruins won this one, 3-2, and next faced a UConn team that was seeded number one in New England and which, a year ago in the rain and snow at Storrs, had knocked the Bears out of the playoffs with a 4-3 triple overtime victory. Stevenson felt that on a dry field his team could handle UConn, which had tied Brown, 2-2, earlier in the year on a hotly disputed penalty kick late in the game.

"We depend on ball control and the short-passing game," Stevenson said. "To be at our best we need a dry field." The day before the game the first snow of the season fell on Rhode Island and on Storrs, Conn.

Despite the poor field conditions, the Bears defeated UConn, 2-1, in a game that went through ninety minutes of regulation play and four fifteen-minute, sudden-death overtimes before it was decided on penalty kicks.

Senior sweeper-back, Steve Ralbovsky, an All-American choice in 1974, was brilliant for the Bruins, as was goalie Dave Flaschen. Under a new NCAA rule, when a game ends in a tie after four sudden-death overtime periods, the teams settle the issue with five penalty shots per side. Co-Capt.

Tom Walsh, Steve Milone, and Fred Perreira scored on Brown's first three shots while Flaschen was blocking three of UConn's four attempts.

Having won the New England title, Brown then captured the Eastern crown by blanking Cornell, 3-0, at Aldrich-Dexter Field. The Bruins opposed San Francisco (19-1-2) in the opening round of the Nationals at Edwardsville, Ill., and took the tourney favorites into three overtime periods before losing, 2-1. The next day, the Dons won it all by blanking Southern Illinois while Brown won the consolation game over Howard University of Washington, D.C., 2-0, on goals by Peter Von Beek and Tom Jenkins. For Coach Stevenson and Brown, it had been a very good year.

The **women's field hockey** team also had an especially fine season, ending 6-2-1. Coached by Dale Philippi, in her first season as a regular member of the Brown staff, the team learned a new system, adapted quickly, and managed to defeat two of the strongest clubs on its schedule, UConn, 3-0, and Southern Connecticut, 2-1.

In a pre-season poll of the **hockey** coaches of the East, Brown's well-balanced team was rated one of the powers for the 1975-76 season. Last winter's team was exciting. This year's club has the potential to be more than that. The Bruins are a definite Ivy contender and could end by battling Cornell, Boston University, and Harvard

for Eastern honors.

The offense will be paced by two of the most effective offensive skaters in Brown's history, Co-Capt. Bill Gilligan and Bob McIntosh, both juniors. Playing the center positions on different lines, Gilligan had 42 points a year ago and McIntosh 40.

Junior Kevin McCabe won the starting position in the goal last winter and showed the talent that makes Coach Dick Toomey predict greatness for him. McCabe was sensational against Boston University a year ago, turning away 56 shots.

Fourteen members of last year's squad are returning and will be joined by a stellar sophomore group that includes high-scoring center Paul Stevenson, son of the Brown soccer coach. For the first time, freshmen are eligible for varsity competition in hockey and Toomey has five first-year men who made the squad that opened the season with a 2-1 exhibition victory over Merrimack. One of the brightest freshmen prospects is Jim Bennett, youngest brother of Curt Bennett '70, a Bruin All-American and currently the leading scorer on the Atlanta Flames.

After losing to Boston College, 5-4, in the opener, the Bears won sensational back-to-back, 7-2 decisions over Cornell and Colgate.

On the **basketball** front, Coach Gerry Alaimo is rebuilding a team decimated by the graduation of Capt. Phil

Brown, Eddie Morris, Lloyd Desvigne, Vaughn Clark, Jim Busam, and Jay Regan, six men who helped Brown post three consecutive winning seasons.

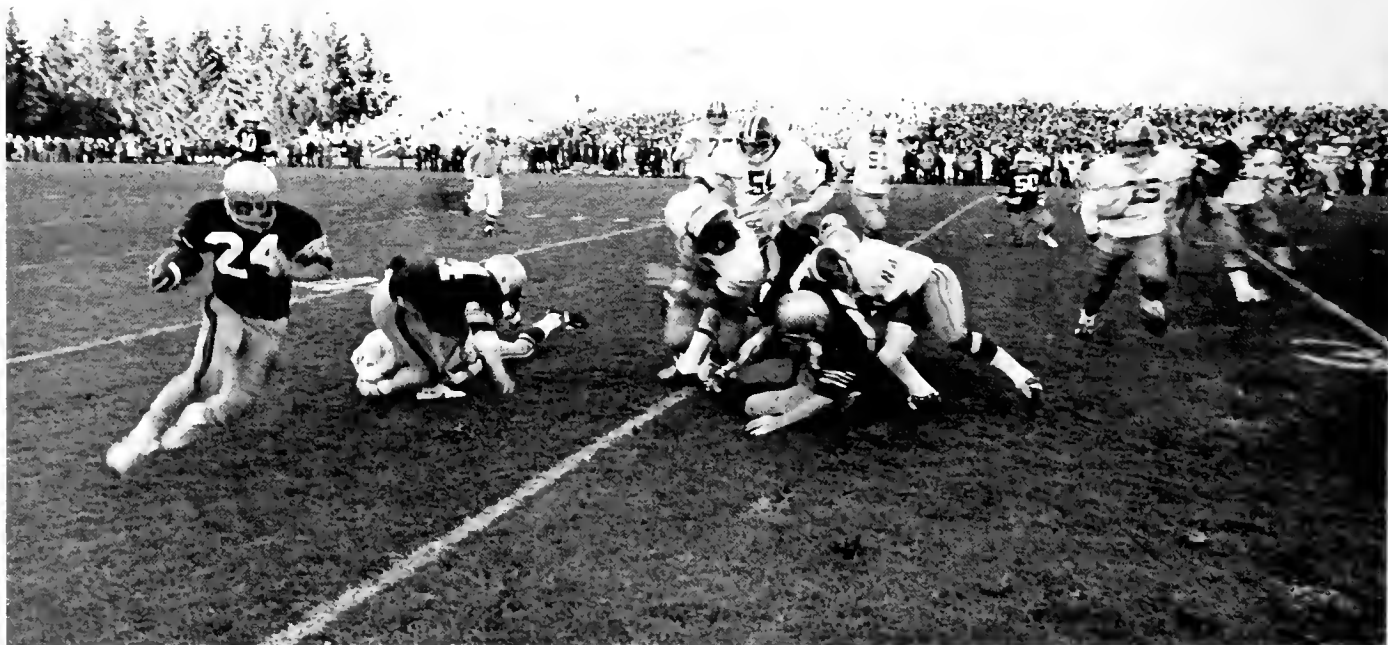
"We're going to miss those seniors around here," Alaimo says. "Phil Brown is going to be especially tough to replace. How do you replace one of the University's greatest stars?"

In an effort to shore up the back court, Alaimo moved Brian Saunders from the front line to a spot at guard, where he teamed well with Tom Farrell in the opener. Saunders had 30 points and Farrell 15 in the team's decisive exhibition victory over Arcadia University of Canada.

Brown had no established stars on the front line as the year began. But there was good size and an exceptionally good team attitude. "This team will be different," Alaimo adds. "We won't be able on talent alone to put the ball up and hope it falls in. We'll have to work for the good shots on offense and play the ball all over the court on defense. I think this may be the best defensive club we've had here in some time. Who knows, our fans this year may even start chanting 'Defense, defense' when the other team has the ball."

When Coach Ed Reed was asked how he expected his **swimming** team to do this winter, the answer was quick: "No question about it, this is going to be the best swimming team Brown has ever had."

Kevin Slattery (24), who set a Brown season rushing record, was the Bruins' main offensive threat against Harvard.



Any college coach who makes a statement like that is allowed a qualifier or two. Reed wanted none. "Look," he said, "last winter we broke fourteen of the seventeen records on the Brown books and we won the New England. Almost everyone from that squad is back. I wouldn't be surprised if we completely rewrite the Brown record book before spring comes."

Coach Reed was cautious in one area only. Brown enters the Eastern League this year and will be competing against the Ivies plus Army and Navy. Because of this much tougher schedule, the Bears may not post an impressive record. But the ingredients are there for an exciting season, which will be topped off by the Nationals being held at Brown's pool in March.

In its first meet, Brown defeated Yale for the first time in history, 77-36.

When Carol Kleinfelder took over as coach of the **women's basketball** team this season, she made the mistake of asking what her first assignment was. "Improve on last year's record," a colleague told her. That may be a tough assignment even though all of last year's players are back, including the exciting Sara Deidrick. The team was 16-4 a year ago, but its biggest obstacle to a better season is the growing intensity of competition among the women's basketball teams in this area.

A highlight of the season will be a trip in February to the University of Chicago, where Brown and MIT will represent the East in the annual Invitational Tournament.

The **women's hockey** team, otherwise known as the Pandas, had early-season problems, but they were problems Coach Steve Shea '73 could live with. Too many applicants (thirty-five) showed up for the team. Shea and Capt. Martha Schmitt solved the situation by hastily putting together a JV schedule. At the conclusion of the season, the first annual Ivy League Hockey Tournament will be held at Meehan Auditorium.

Coach Lynda Calkins predicts great things for the **women's swimming** team, which is headed this year by Capt. Patti Maguire. Last winter's All-American diver, Noel Keefer, is the swimmer Coach Calkins is building around.

Something new has been added to the women's program this winter — a varsity **squash** program. Coach Karen Melucci and Capt. Pam Najera will have



Brown's cheerleaders had plenty to cheer about this fall.

their team on the road for most of the season despite the presence of the eight new courts in the pool building. "It wasn't faulty scheduling," Associate Director of Athletics Arlene Gorton explains. "Back when we were making out the schedule, no one thought the contractors would finish on time."

Scoreboard

(November 9 to December 11)

Football (6-2-1)

Harvard 45, Brown 26
Brown 58, Columbia 13
2nd in Ivy League

Soccer (12-3-2)

Brown 5, URI 1
Brown 6, Harvard 1
Brown 3, Bridgeport 2 (NCAA)
Brown 6, Columbia 3
Brown 2, UConn 1 (ot. NCAA)
Brown 3, Cornell 0 (NCAA)
San Francisco 2, Brown 1 (ot. NCAA)
Brown 2, Howard University 0 (NCAA)
2nd in nation

Hockey (3-1)

Boston College 5, Brown 4
Brown 7, Cornell 2
Brown 7, Colgate 2
Brown 10, Yale 2

Women's Hockey (0-1)

Cornell 5, Brown 4

Basketball (1-2)

Providence 71, Brown 51
URI 73, Brown 57
Brown 62, Yale 60

Women's Basketball (3-2)

Providence 61, Brown 56
Brown 79, Barnard 27
Brown 63, Cornell 46
Princeton 53, Brown 41
Brown 71, Boston College 48

Swimming (1-0)

Brown 77, Yale 36

Women's Swimming (1-2)

Boston University 75, Brown 55
Yale 82, Brown 49
Brown 58, Wheaton 55

Track (1-1)

Boston College 65, Brown 52
Brown 78, Boston University 40

Wrestling (0-2)

Amherst 43, Brown 6
Lowell Tech 41, Brown 12

In Brief . . .

Members of the fall sports teams did well in the post-season honors department. Bob Farnham, the junior split end from Andover, Mass., ended as the number one pass receiver in the country and was named to the Eastern College Athletic Conference All-East team.

The Coaches All-Ivy team included four Bruins — Farnham, center Mike Prairie, defensive middle guard Phil Bartlett, and kicking specialist Jose Violante. For Violante it marked the third straight year he has been picked for the first team.

Offensive tackle Mark Detore and punter Mike Dodson were named to the second team, while the honorable mention list included quarterback Bob Bateman, halfback Kevin Slattery, defensive end Scott Nelson, defensive tackle Paul Koza, and linebacker Paul Serrano.

Brown dominated the All-Ivy soccer team, placing four men on the top unit. The group includes inside left Fred Perreira, left wing Mark Griffith, halfback Tom Walsh, and sweeper back Steve Rabovsky. The second team included freshman sensation Peter Van Beek, the team's leading scorer at inside right.

Football coach John Anderson was interviewed for the head coaching job at the University of Virginia early in December but rejected the offer, stating that the objective he had set for himself at Brown (the Ivy League title) hadn't yet been achieved.

John Forastie

The Classes

written by Jay Barry

05 George B. Bullock, Johnsonville, S.C., attended his 70th reunion last June as the sole representative of the class of '05. He writes, "A local newspaper, the *Observer of Hemingway, S.C.*, found out about the trip and wrote it up together with a picture. . . . This picture caught me at the Van Wickle Gates in the act of saluting to show my affection and honor for the University. On one side of me is my son, T. Brenton Bullock '38, and on the other side my nephew, Earl B. Nichols '43. The salute was a spur-of-the-moment gesture — a heartfelt tribute." George has lived in Johnsonville since his retirement in 1967.

12 Edgar G. Buzzell and his wife, Virginia, celebrated their 60th wedding anniversary on Oct. 22. The official celebration of the event was somewhat drawn out, but pleasantly so. More than 200 friends and neighbors showed up at the old family farm on Delavan Lake, Wisc., for a Saturday afternoon pumpkin party. Sunday morning, after church services, more friends wished them well at a coffee hour. That afternoon, their two sons gave an open house, with many more friends in attendance. Then, when the Buzzells returned home to Whitewater, Wisc., later in the week, they found a coffee hour turned into a reception, with more than 150 residents there to greet them.

14 Marguerite Appleton has been appointed by Providence Mayor Vincent Cianci to a committee of three that will be writing a history of Providence, based on the town records, for the Bicentennial.

15 Cecil M. P. Cross, Consul General (Ret.), has been awarded the Euclides da Cunha medal by the Brazilian government.

Marjorie Farnum Morrison is the author of a story in the November issue of *Yankee* magazine. Marjorie lives in Uxbridge, Mass.

Class agent Byron West has received a special Brown Fund award for 1975 for highest participation in the men's classes between 1915 and 1974. He received the George T. Metcalf sterling bowl.

16 Father George J. Cairns, pastor emeritus of St. Mary's Parish in Royal Oak, Mich., has celebrated his 50th jubilee in the priesthood of the Detroit Archdiocese. Father Cairns received a doctorate from Catholic University and has done postgraduate study at the University of London and the University of Michigan.

20 Class agent Ernest A. Jenckes has received a Brown Fund award for the highest number of percentage points over the class goal in the men's classes between 1915 and 1974 during the 1974-75 campaign.

22 William E. Ryon, Jr., and his wife celebrated their golden wedding anniversary in Winter Haven, Fla., last June. An open house was held at the home of their son, Dr. Alden B. Ryon.

24 Clarence C. Chaffee was inducted into the Brown Athletic Hall of Fame in November. He has won fifteen national tennis titles in the 70-and-over category in the last four years.

25 Class agents Ruth F. Thomson and Marjorie Walker Greene have been honored by the Brown Fund for the greatest increase in participation, 21 percent, of all the women's classes and for highest percentage of giving in all classes between 1917 and 1974 for the 1974-75 year.

27 George E. Parker retired in 1969 as sales manager, special accounts, for the group department of Equitable Life Assurance Society in New York. He lives in East Marion, L.I., N.Y., where he spends his time yachting, fishing, and gardening.

Bernard Segal retired in 1970 as chief pharmacist and laboratory technician at Miriam Hospital in Providence. He continues to write a weekly column for the *Rhode Island Jewish Herald*.

Dr. Orland Smith is retired in Esmond, R.I., where he runs a billing service. He recently underwent a knee operation for an injury that occurred in the Brown-Colgate football game in 1926.

Robert A. Stoehr, Jr., Cincinnati, Ohio, expects to retire at the end of this year (1975) as chairman of the board and treasurer of the Cincinnati Floor Co., Inc., and the Cincinnati Floor Manufacturing Co. He was recently remarried (his first wife died five years ago). His son, Robert A. Stoehr III '55, is executive vice-president of the company, and his nephew, James H. Stoehr, Jr. '51, is president.

Ralph Taylor, Wenham, Mass., retired in 1974 after eight years as a member of the English department at North Shore Community College. Between 1932 and 1974 he served in various administrative and faculty posts at twenty different schools across the country. He and his wife have two children and two grandchildren.

Bud Thiess retired in 1965 and is living in Dunedin, Fla. Bud, who just turned 72, writes that he is "very much alive, active, and well."

29 George M. Schlegel was elected mayor of Douglas, Ga., last June.

30 Hal Bauer of Atlanta is a consulting engineer for the city of Douglas, Ga.

On May 28, Frederick Crescitelli, professor of biology at the University of California at Los Angeles, was awarded an honorary doctor of medicine degree by the University of Linköping in Sweden.

32 Ernest Reiss is president and director of Kenmore Industries of Boston and treasurer and director of Railite Industries, S.A.

33 Edmund Gilmartin of Warwick, R.I., has been inducted into the Providence Gridiron Club's Hall of Fame. The former Bruin halfback worked many years as a football official.

Harry Goldstein, Rhode Island commissioner of public safety from 1965 to 1973 and a former Providence city solicitor, has joined the Rhode Island Attorney General's office as a special assistant. He is a 1934 graduate of Duke University Law School.

Katherine Hazard, class agent since graduation, has retired from her teaching job at Park View Junior High School in Cranston, R.I.

Gladys Burt Jordan has a new grandson, Arthur, born to the wife of her son, Burt. When Burt was graduated from the University of Maryland Dental School, he received his doctoral hood from his father, also a Maryland dental school graduate. Gladys is connected with the World Wide Travel Agency of the AAA of Rhode Island and lives at 18A Great Ave., Narragansett, R.I. 02882.

35 Dorothy Currier Bourdon has received a 1974-75 Brown Fund award for leading her class to eleven percentage points above the class goal and seventeen percentage points ahead of the 1973-74 mark.

William J. Karaban, captain of the 1934 football team, was inducted into the Brown Athletic Hall of Fame on Nov. 14. Among those on hand for the induction were two of Bill's former teammates, Henry Hart and Mickey O'Reilly '36.

Benjamin I. Shulman, chairman of the board of the Bank of Miami Beach, has been elected to the board of directors of both Temple Emanu-El of Miami Beach and the Greater Miami Hebrew Academy. The Harvard Law School graduate is practicing law in Miami Beach.

36 Dr. Wesley N. Haines is in his twelfth year as president of Franklin College in Indiana.

37 Thomas J. Watson, Jr., chairman of the executive committee of IBM, received honorary degrees last June from both Harvard and Yale. The citation from Yale seemed especially timely. It read: "When too many corporate leaders were digging in their heels against the winds of change, you sought to apply the energy of private enterprise to the solution of public problems. When automation threatened massive readjustments, you headed a commission which opened the door to bold concepts of guaranteed minimum income. When urban blight began to erode our

inner cities, you sponsored private redevelopment of Bedford-Stuyvesant. Throughout these public efforts, you continued to lead the most successful and innovative corporate enterprise in the world. The technology you developed has revolutionized thought and organization in both public and private affairs. Yale is happy to confer upon you the degree of Doctor of Laws."

38 Fred T. Allen, chairman of the board and president of Pitney Bowes, Stamford, Conn., has been elected chairman of the board of the Stamford Area Commerce and Industry Association.

Dr. Charles B. Round, chief of surgery at Kent County Memorial Hospital, Warwick, R.I., is serving as secretary of the Rhode Island Medical Society.

40 H. Ralph Messenger has been elected vice-president of the Puritan Life Insurance Co., Providence, where he is responsible for its life, health, and group underwriting operations.

Robert B. Perry is president of Westington Trust Co., Westerly, R.I. The Perry family's association with the bank goes back to 1805.

Dr. Melvin Swartz, psychology professor at Pace University in New York, has received the 1975 Kenan Trust Outstanding Teacher Award, with the selection made by his colleagues. At Pace, Dr. Swartz has served as director of the Challenge to Excellence honors program. He is a volunteer psychologist in the East Ramapo School District. His advance degrees are from Columbia and New York University.

41 Harold D. Greenwald has been with the outpatient services department at Monmouth (N.J.) Medical Center for the past six years, having come from the textile field, where he had extensive experience in management coordination. He's been named to the board of trustees of the National Council on Alcoholism of Central New Jersey.

Ruth Harris Wolf has received a special award for leadership of the Brown Fund as national co-chairman from 1973 to 1975.

43 Howard Braverman, a Springfield, Ill., attorney, is general counsel and associate director of the Illinois State Bar Association.

44 Werner Klemmer has been elected a trustee of St. Joseph's Hospital in Paterson, N.J. President of Franklin Bank in Paterson, Klemmer is a former councilman in the borough of Paramus and has served on the Bergen County Board of Taxation. He's also a director of the Paterson Boys Club and of the Chamber of Commerce.

Prof. Ralph L. Kolodny, chairman of the social work practices department of Boston University's School of Social Work, has published a new book entitled *Peer-Oriented Group Work for the Physically Handicapped Child*. Professor Kolodny, who has been at Boston University since 1966, has been active in the Boston Children's Service Association for fourteen years.

Dr. William Spears has been professor of psychology at Skidmore College since 1966. He is a specialist in child psychology.

45 Priscilla Wilson Bernd is president of Cine Service Laboratories, Inc., in Watertown, Mass.

Mary Foster Cadbury is a mathematics teacher at the Oakwood School in Poughkeepsie, N.Y.

Ethel Langworthy Devine and Albert Chase were married May 16. Ethel is acting program supervisor of welfare operations in Manchester, Conn. Her daughter Sharon graduated from Boston University Law School; her daughter Jo is co-director of a private nursery school in Washington, D.C.; and her daughter Nan recently graduated from high school.

Ruth Keily Dugas, Fort Lauderdale, Fla., retired in June after twenty-five years of teaching. She had served since 1963 as reading consultant for Title I programs in Providence and Cranston.

Kenneth Lindsay, Jr., has been named advertising and promotion manager of Iowa Manufacturing Co., a subsidiary of Raytheon Co. Working from company headquarters in Cedar Rapids, Iowa, he will have responsibilities in the areas of advertising, promotional activities such as trade shows, sales training seminars for distributors, public relations, and publications. In 1971, Ken received a B.A. degree in psychology, with advertising and marketing emphasis, from the University of Iowa and for a while headed his own consulting firm.

Barbara Littlefield Matthews and John Doyle were married in 1973. She is a secretary at J. Henry Coleman, Inc., in Cumberland, R.I. Barbara has twin sons, Gary and Stephen Matthews.

Leon S. Mann has been named president of the wholly owned subsidiary in Montreal of Hasbro Industries, Inc.

Richard B. Pretat, vice-president and treasurer of Woods & Pretat Appliance Co. of Providence, has been elected a trustee of People's Savings Bank, Providence.

Dr. Bernard L. Willett, a surgeon at Lynn (Mass.) Hospital, has received the first annual Physician Award, given for outstanding contributions both to the hospital and the community.

46 Walter DiPrete of DiPrete Realty, Cranston, R.I., has been elected treasurer of the Providence Board of Realtors.

47 Joseph A. Brian, president of Brian Supply Co. and a Brown trustee, announced in November that Norton Fluid Power, Inc., of Woburn, Mass., of which he is a principal shareholder, has purchased all the assets of Knox, Inc., of South Walpole, Mass., the state's largest distributor of hydraulic and pneumatic components and fluid power systems.

48 Dr. David Rubin (A.M.) left this fall for Nepal, India, where he will be spending a year in research and study of the Hindu language and translation of literary works of that country. He is on leave from the department of literature

at Sarah Lawrence College.

Dr. Stephen N. Wiener, coordinator of radiology at Mt. Sinai Hospital, Cleveland, has been awarded the Goodman Memorial Award, given annually for outstanding contributions to patient care, teaching young physicians, and research. Dr. Wiener is head of the hospital's nuclear medicine section and assistant clinical professor of radiology at Case Western Reserve.

49 Emil H. Berges is vice-president of sales with the Abbott Ball Co., West Hartford, Conn.

Arthur W. Tower has been named manager of corporate accounts of Container Corporation of America's shipping container corporate sales division in Carol Stream, Ill. He has been with the firm since graduation, most recently as general manager of the Philadelphia shipping container plant.

50 Dr. Frank G. DeLuca has been named chairman of the Health Care Guidelines Committee of the Rhode Island Professional Standards Review Organization, Inc. Frank is surgeon in charge of the division of pediatric surgery at Rhode Island Hospital, Women and Infants Hospital of Rhode Island, and Boston Floating Hospital.

51 Dr. Paul Nadler is a member of the faculty of the Stonier School of Banking at Rutgers University. He also is a columnist for the *American Banker* and a regular contributor to *The Bankers Magazine* and the *RMA Journal of Bank Lending*. The author of two recent books, *Commercial Banking in the Economy* and *Paul Nadler Writes About Banking*, Dr. Nadler is the originator of the monthly Bankers Magazine executive seminar series of tape cassettes. His doctorate is from New York University.

Sefton Stallard, president and chief executive officer of Jersey Mortgage Co., was one of three men named to the board of directors of Junior Achievement of Union County, N.J. A fellow Brown alumnus, Walter Molineux, Jr. '53, was also selected.

52 Ralph R. Crosby, Jr., is a managing partner in the Virginia offices of Cooper and Lybrand, a certified public accounting firm. He is president of Junior Achievement of Richmond, Inc., and chairman of the education task force of the Metropolitan Richmond Chamber of Commerce.

Roland F. Dunn has been named director of procurement for the Midrex Corp., Charlotte, N.C. For the past twenty-one years he had been with Pullman, Inc., in various procurement assignments in the U.S., Canada, Mexico, and Argentina.

Hilary Masters is serving as visiting writer-in-residence at Drake University for the 1975-76 academic year. He has written three novels, *The Common Pasture*, *An American Marriage*, which was selected by the Book-of-the-Month Club, and *Palace of Strangers*. His photography has been featured in numerous group and one-man

shows. He and his wife, Polly, are parents of three children: Joellen, 19, a sophomore at Mount Holyoke; Catherine, 17, a freshman at Grinnell College; and John, 10, a fifth-grader.

Robert J. Wheeler has been elected a first vice-president of White, Weld & Co. of Boston, members of the New York Stock Exchange.

53 Alfred E. Darby, Jr., is director of child and adolescent services at Corrigan Mental Health Center, Fall River, Mass.

Curtis F. Kruger has been named group vice-president, North American operations, with Masoneilan International, Inc., a leading manufacturer of process control equipment for the process industry.

Dr. Robert J. McKenna, associate professor of politics at Salve Regina College, Newport, R.I., has been on the faculty since 1965 and in 1973 became director of college and community relations. He was

the first president of the faculty senate in 1969-70 and in 1970 was named an Outstanding Educator of America. He also is a Democratic state senator, representing Newport's District 50. His master's is from Catholic University of America.

Walter Molineux, Jr., area commercial manager with New Jersey Bell Telephone Co., is one of three men named to the board of directors of Junior Achievement of Union County, N.J. Named also was a fellow Brown alumnus, Sefton Stallard '51.

54 Margaret Nahabit has been named Realtor of the Year in Rhode Island. She has been the only woman president of the Providence Board of Realtors.

State Sen. Louis H. Pastore, Jr., Providence, has announced that he will run in 1976 for the U.S. House seat held by Rhode Island Congressman Edward P. Beard.

Caleb R. Woodhouse is chairman of the history department at St. Mark's School, Southborough, Mass.

55 Nancy Stevens Carlson has been awarded a special memento from the Brown Fund for long years of effective head class agent service and for achieving a 1975 figure seventeen percentage points above 1974.

Edmund A. Neal, Jr., has been named executive vice-president of Russell Harrington Cutlery, Inc., Southbridge, Mass. He is responsible for plant and production as well as marketing and sales. Neal joined the firm in 1974 after having been an executive with Nicholson File Co. in East Providence.

56 Walter Westcote is a pension trust officer with Dollar Savings & Trust Co., Youngstown, Ohio.

57 Richard C. Crews has been named assistant vice-president of the William C. Brown Co., publishers in Dubuque, Iowa. He joined the company in 1967 as an editor and became executive

For Mary Lee Fletcher, Christian Dior

Mary Lee Fletcher '51 was just finishing high school when Christian Dior introduced his famous "New Look" in 1947. Four years later, while giving the class history at her Pembroke graduation, she recalls making a wisecrack about how her classmates looked as freshmen in Dior's long winter coats. "I said we all thought we were so stylish wearing the 'New Look,' when we actually looked like the Prussian army in retreat." Now, nearly twenty-five years later, Mary Lee Fletcher is vice-president of Christian Dior-New York, and, she says, Dior has become a way of life for her. "There's hardly a minute when I'm not thinking about some aspect of this vast realm of things," she says, sweeping the air with one arm.

Elegantly dressed in a lavender suede skirt and matching coat, Mary Lee Fletcher reigns like a queen over the flurry of activity in Christian Dior-New York's 7th Avenue headquarters. While the garment district traffic buzzes outside her window, punctuated by the sound of impatient horns, Mary Lee's assistants pop in and out of her office with prepared materials — Dior press kits, the history of the House of Dior, an updated résumé — seconds after Mary Lee has requested them. A huge mirror hangs behind her desk, reflecting the decor of the spacious office: soft lighting, subdued gray carpeting, chrome and black leather chairs, and glass tables strewn with display boards from Dior's latest advertising campaign.

As vice-president of the firm, reporting directly to the worldwide president of Christian Dior, Jacques Rouet, Mary Lee is in charge of Dior's licensee program for the United States and Canada. Twenty-five companies are licensed to produce or import merchandise from France under the Dior label. They include, among others, Bulova



Mary Lee Fletcher in her office: Her schedule is "never, never dull."

for Dior watches, C. F. Hathaway for Dior shirts and ties, Charles Jourdan for women's shoes, Wamsutta Mills for Dior sheets, and Hart, Schaffner & Marx for Dior menswear.

"A large portion of my job is involved with the protection of the Dior image," she says, "from quality and distribution of the merchandise to sales promotion and national advertising." By building up a strong, almost personal relationship with each of Dior's licensees, Mary Lee has achieved what she proudly calls a "family unity" among these very diverse companies. Proof of her success is that she was able to persuade all twenty-one U.S. licensees to take part in a national advertising campaign, launched in the November issue of *Vogue*, in addition

to their own advertising. "I believe this is one of the first efforts of its kind in the history of licensing," she says.

The Dior vice-president is one of those people who seem to have been successful right from the start. President of her freshman class and editor-in-chief of the Pembroke yearbook, Mary Lee had always planned on having a career, although she wasn't sure in what direction she wanted to go. She tried out several fields during her early postgraduate years, serving as an operations officer for the CIA, an executive trainee at Gimbel's department store in New York City, and head researcher for television's "The Mr. Citizen Show."

In 1955, Shepherd Mead (who subse-

editor in 1973, a position he still holds and in which he directs the publishing program for the college division of WCB.

William M. Denny, Jr., and his wife, Gay, are parents of their third child, Linda Ann, born Aug. 12. Ellen is 8 and Nancy is 5. The Dennys live in West Chester, Pa. After twelve years with Pennwalt Corp., Philadelphia, Doc has formed his own financial management firm with offices in Paoli, Pa.

Warren W. Williams has been appointed director of corporate communications of Pfizer, Inc., New York City. He joined the firm in 1970 as assistant to the regional manager for Southern Africa and, a year later, was named country manager in Vietnam. For the past twelve months he had served as assistant to the president of Pfizer-Taito Co., Ltd., Tokyo, Japan.

58 Dr. *Richard C. Gardner* has moved his orthopedic surgical practice from Framingham, Mass., to Fort Myers,

Fla., where he has had a large professional complex constructed.

John Willenbecher, New York City, had a major four-gallery exhibition of his works recently at the Everson Museum of Art in Syracuse. A graduate of the Institute of Fine Arts and New York University, his work has been shown at the Richard Feigen Gallery and the A.M. Sachs Gallery in New York.

David J. Wilson is vice-president and treasurer of Fairmount Foundry, Cranston, R.I.

59 *Jack Ballard*, who has been in the real estate business almost five years, has formed a new company, Village Realty of Winter Park, Fla.

Dr. Philip J. DiSaia, along with two associates, is the author of *Synopsis of Gynecologic Oncology*, published by John Wiley & Sons (344 pp., \$19.50). His M. D. is from Tufts School of Medicine. He lives in Los Angeles.

way of life

quently wrote *How to Succeed in Business Without Really Trying*) hired her to work with him in the television production department at Benton & Bowles, a New York advertising agency. From that point on, her career climbed steadily upward. She soon moved on to the agency's creative department, working on such big-name accounts as General Foods and Procter & Gamble. In 1963, she became creative director of the Alberto-Culver Company in Chicago, where she coordinated the firm's various advertising agencies from the corporate end. She returned to Manhattan in 1967 as vice-president of the Christian Dior Perfumes Corporation, taking charge of all advertising and publicity in the United States. The difference between the Dior Perfumes Corporation and Alberto-Culver is essentially "class versus mass," she says, for while Alberto-Culver products are available at all supermarkets and pharmacies, Dior products are sold in only the best department stores. She became vice-president of Christian Dior-New York in 1971. Entirely separate from the Dior Perfumes Corporation, Christian Dior-New York was established in 1949 for the creation and distribution of top-quality, ready-to-wear designs for the American market.

Separated from Mary Lee's office by two glass doors is a former showroom decorated with lavish crystal chandeliers and Louis XVI furniture to match the original showroom at Maison Christian Dior in Paris. There have been some changes since "Mr. Dior" (as he is respectfully called by everyone) opened the New York firm. All the fashion shows are held in Paris now, instead of in both cities, and Christian Dior-New York has recently stopped producing ready-to-wear clothes modified specifically for American clientele.

One reason, says Mary Lee, is that "the fashion miles between Paris and New York are getting shorter all the time. The stores in the United States all want the French sizing now," she says. "They like the look and they want the made-in-France label." Sales in this country have nearly tripled over the past few years, due in part to the increased acceptance of French-designed merchandise, she explains. The Dior licensees who are selling the most are those who are either importing their goods directly from France or taking their styling direction from Marc Bohan, Dior's artistic director, in Paris. An outstanding example of the new trend is the Dior Rose pattern for bed linens (manufactured by Wamsutta Mills), which has become the largest selling fashion sheet in the history of the industry.

As this reporter prepared to leave Mary Lee's office, a representative from Host Pajamas, one of the licensees handling Dior nightwear and robes, was arriving for a meeting. He spoke of Dior's vice-president respectfully, almost reverently, calling her cooperative, helpful, and fair. "And she has very high standards," he added. "That's refreshing to see these days."

What does Mary Lee do when she isn't working? "Oh," she sighs, pretending to collapse on her desk, "I just try to relax." Her family owns a house in the country on Long Island, where she takes it easy on the weekends. "I live in blue jeans, not in anything Dior," she laughs. But she isn't complaining about her hectic schedule. On the contrary, she's enjoying herself. "It's exciting. Dior is the biggest fashion house in the world," she says, "so it's never, never dull."

K.S.

Peter A. Mackie received his doctorate in counselor education from Boston University last May. He and his wife have announced the adoption of a daughter, Elizabeth, born May 19. The Mackies live in Lexington, Mass.

60 *Anne Jones Compton* is a business practices advisor in IBM's DP Product Group. She lives in Hartsdale, N.Y., and is a member of the board of governors of the Westchester Brown Club, as well as a member of the board of trustees of Ottawa University in Ottawa, Kans.

Thomas J. Dunleavy has been appointed corporate director of marketing by the Risdon Manufacturing Co., Thomaston, Conn. With the firm for three years, he had been general manager of the cosmetic container division before his recent promotion.

Judith Eaton Galea is staff physician at the University of Pittsburgh Student Health Services. She continues her interest in women's health issues through lectures, outreach to students, and by working part-time at Planned Parenthood. Her husband, Bob, is a full-time doctoral student in clinical psychology at Duquesne University.

Peter Kallas has been named assistant vice-president of the commercial division of New England Merchants National Bank, Boston.

Will Mackenzie will be seen from time to time this year on television's "Bob Newhart Show," where he will appear as the new husband of Carol, the receptionist. Will, his wife, Patsy, and their son, Andrew, are living at 4111 Stone Canyon Ave., Sherman Oaks, Calif. 91403.

Edward B. Perlberg is assistant manager of Neuberger & Berman, 120 Broadway, New York City.

61 Maj. *Jack D. Fisher*, USAF, is test and deployment officer for the Iranian Air Defense Radar System, out of Hanscom AFB, Mass.

Carl G. Lauro (M.A.T.) is serving as acting superintendent of schools in Providence. A teacher in the system since 1953, he has been deputy superintendent since last December.

Robert F. Lowe, Jr., is an investment banker and vice-president of Paine, Webber, Jackson & Curtis of New York City. He majored in administration and finance at New York University Graduate School of Business.

Gerald D. Rosen, a partner in the Boston law firm of Richmond, Rosen and Kagan, has received a master's degree in business administration from Harvard, a juris doctor degree from Boston University, and a master of law's degree in federal taxation, also from BU.

Charles Royce is president of The Pennsylvania Mutual Fund, Inc., New York City. He had worked previously as an analyst at Chase Manhattan Bank and Blair & Co. His M.B.A. is from Columbia.

Robert Seder of Worcester, Mass., has been elected a member of the board of directors of the First Safety Fund National Bank and the Safety Fund Corporation. The graduate of New York University School of Law is chairman of the Worcester

Human Rights Commission, chairman of the board of trustees of Shepard Knapp School, and president of the Legal Aid Society of Worcester. He was the 1972 winner of the Worcester Junior Chamber of Commerce Outstanding Young Leader Award.

Fred E. Tracy is with Vickers Petroleum Corp., Wichita, Kans., as manager of crude supply and transportation.

Eric Varley (Ph.D.), a professor at the Center for the Application of Mathematics at Lehigh University, has been appointed to the editorial board of the *Society for Industrial and Applied Mathematics Review*. He has been a member of the Lehigh faculty since 1967. His B.S. and M.S. degrees are from the University of Manchester, England.

62 *Herbert B. Farnum III* is serving as president of the Providence Board of Realtors. He is with G. L. and H. J. Gross, Inc.

G. Sanford Gladding has been named IBM's marketing manager for its retail store systems on the West Coast. He and his wife, Barbara, and their children, Sanford, 8, Jennifer, 6, and John, 1, have moved to 36 Squire Ct., Alamo, Calif.

Charles Grigg, an artist with his M.F.A. from Cornell, is residing and working in Kingston, Mass. He has taught at Simmons College, the Larry Rivers Painting Workshop at Southampton College, and the John Burroughs School in St. Louis.

Dr. Allen M. Parkman is assistant professor of economics at New College, Sarasota, Fla. His master's and Ph.D. are from the University of California at Los Angeles, with both degrees in international relations and economics.

63 *Richard M. Bernstein*, a third-year law student at the University of Pennsylvania, and Mary Christine Wilson were married July 19 in Cincinnati. Mary, a 1972 Wellesley graduate, earned a master's from Michigan in 1973 and is on the public relations staff of Fox Chase Cancer Research Institute of Philadelphia. Richard's mother is *Pauline Berger '36*.

The Rev. *Jeffrey C. Wilson* has assumed duties as pastor of St. John United Church of Christ in Evans City, Pa. He and his wife, Barbara, have three children, Jonathan, 12, Andrew, 7, and Sarah, 2. Rev. Wilson was graduated from Yale Divinity School in 1973.

64 *Mark S. Hoffman*, Dedham, Mass., has been reappointed chairman of the committee on bar economics of the Massachusetts Bar Association. He is a graduate of Boston University Law School and is a member of the Walpole, Mass., law firm of Hoffman and Hoffman.

66 *Stuart J. Aaronson* has received a Brown Fund award for 1975 for steering his class to the highest men's participation in the years from 1929 to 1974 and for his personal gift of thirteen evenings at Brown phonothons.

Dr. W. Lee Adair, Jr., is assistant professor of biochemistry in the College of Medicine at the University of South Florida.

Ethan J. Cantor has been elected vice-president and legislative advocate of the Colorado Family Support Council. He is a graduate of the University of Denver Law School.

Dr. Charles E. Clark (Ph.D.), a specialist in colonial American history, is an associate professor at the University of New Hampshire. A newspaperman turned historian, Clark received his B.A. in history and government at Bates in 1951 and his M.S. at Columbia University School of Journalism a year later.

Laura J. Corwin is an attorney with the firm of Wender, Murase & White, 350 Park Ave., New York City.

Dr. William Droms received his doctorate in business administration last May from George Washington University. He's now assistant professor of finance in the School of Business Administration at Georgetown University.

Dr. David L. Griscom (Ph.D.), a research physicist in the solid state division of the Naval Research Laboratory, Washington, D.C., has received the Washington Academy of Sciences' 1974 Scientific Award in Physical Sciences. He was a research associate in the physics department at Brown in 1966-67.

Capt. Samuel O. Lane, USAF, has assumed command of the 1883rd Communications Squadron at Kincheloe AFB, Mich. He is a member of the Air Force Communications Service.

H. Stanley Rebert has been County Public Defender in York, Pa., since 1971. He received his J.D. in 1970 from Boston University Law School.

Elizabeth Charles Suvar, who received her law degree from Temple in 1974, is an attorney in the Office of the Public Defender in Providence.

Melinda J. Tucker is a student at the University of California Medical Center in San Francisco.

67 *Dr. James T. Barts*, a chemical physicist and systems analyst, is a staff member of the Institute for Defense Analyses, Arlington, Va.

Ronald O. Klein and his wife, Sheryl, are the parents of their first child, a daughter, Karen Tobey, born Aug. 28. Ron is an actuary employed by Puritan Life Insurance Co. in Providence.

George Krouse, a graduate of Duke Law School, is associated with the law firm of Simpson, Thatcher and Bartlett in New York City. He served for four years with the U.S. Air Force as a member of the Judge Advocate Corps.

Frank C. Langworth has joined Philip Morris U.S.A. as sales promotion manager in New York City. He had been with Hercules Chemical Co.

Dr. David McDermott (Sc.M., '69 Ph.D.) is general manager of Phelps Steel in Schenectady, N.Y.

Dr. Urs S. Rutishauser is assistant professor at The Rockefeller University in New York City.

68 *John Costa* is an attorney with the Boston law firm of Cohn, Riemer & Pollack.

Richard "Chip" Filak and his wife, Kay, have moved from New York City to San Francisco, where Chip has joined the financial planning staff at the Data Systems Division of Hewlett-Packard. The division manufactures and markets minicomputers. Kay is an equity placement coordinator for the Ite Corporation's computer leasing group.

Shelley N. Fidler has received a Brown Fund award for 1975 for achieving results that were ten percentage points above the class goal and eighteen percentage points better than last year.

Steven R. Hatfield has been "home-steading" in Wolcott, Vt., with his wife, Jane, and their two children, Seth and Molly, for the past two years. Steven and Jane make their living doing carpentry and painting, raising organic vegetables, and making maple syrup.

Emily Paynter has been awarded a master of science in education degree from Jackson State University, Jackson, Miss.

Durand L. Pope received his M.A. from Case Western Reserve in July 1974 and is now a Ph.D. candidate in theater and drama at Indiana University.

David H. Viall is in the pension and retirement division of the Peabody-Galion Co., Galion, Ohio, and is taking courses toward his master's degree at Ohio University.

69 *J. Richard Chambers* has been elected senior vice-president of the Nashville City Bank and Trust Co. He served as chairman of the 1975 Music City Pro-Celebrity Golf Tournament.

Stephanie Crutcher and David Sanford Deutsch were married on June 14 in Arlington, Va. David is a TV director with WETA-TV, the public television station in Washington, D.C. Stephanie was with WETA for several years but now is working at the Kennedy Center for the Performing Arts on an exhibition on the history of the performing arts in America. She has been selecting photographs, posters, and other memorabilia to be used in the show, which will be at the center for a year in honor of the Bicentennial. Their new address: 320 9th St. S.E., Washington, D.C. 20003.

Roger S. Dewey, USN, and his wife, *Helen Wolfe Dewey* ('70), are the parents of their first child, Margaret Ellen Dewey, born Sept. 13. They live in Orange Park, Fla.

Peter C. Hainer is a Ph.D. candidate in anthropology at Brandeis. He's also a part-time instructor of anthropology at Curry College, Milton, Mass.

The BAM erroneously reported in the July/August issue that *Judith Leiderman Kaufman* is an assistant professor of computer science at the University of Colorado. Judy is in fact assistant librarian in the Music Library at the State University of New York at Buffalo, and is a member of a woodwind quintet that plays at university and local concerts. Her husband, *Peter*, is a Ph.D. candidate in the history of architecture and urban design at Cornell.

Bruce M. Lloyd has resigned as assistant vice-president for commercial lending of the First National Bank of Washington, D.C., to work toward an M.B.A. at the Wharton Graduate School of Finance at the University of Pennsylvania. His address in Philadelphia is 322 South 43rd St.

Dr. John J. Seater received his Ph.D. degree in economics last June from Brown. He's employed as an economist in the research department of the Federal Reserve Bank of Philadelphia. His wife is Susan Harris Seater (see '71).

Dr. Alexander B. Smith, who earned his

doctorate in 1973 from Johns Hopkins, is employed by the South Carolina Department of Health and Environmental Control's division of epidemiology.

70 Richard B. Blazar and Carol Nordbeck were married May 31 in Waban, Mass., and are living in Washington, D.C., where Richard is a second-year law student at American University.

George L. Chimento is an attorney with the Providence law firm of Adler, Pollack & Sheehan, Inc.

Helen Wolfe Dewey and Lt. Roger S.

Dewey, USN ('69), are the parents of their first child, Margaret Ellen Dewey, born Sept. 13. They live in Orange Park, Fla.

Dr. Alan M. Levine ('70 A.M.) has concluded a year's stay in Denver and is a resident in orthopedic surgery at Yale-New Haven Hospital. He earned his M.D. at Yale in 1974.

Chris Sweek Love has been named assistant director of alumni relations at Brown. She will be in charge of coordinating reunion activities for the coming year. She received her master's degree in library science from the University of North

Bob and Diane King's "happy place" on the Cape

Located just off elm-shaded Route 6A in West Brewster, Massachusetts, is one of the Cape's premiere attractions — Sealand of Cape Cod. And, located up to his neck in "leaves and other garbage" while fixing a drain pipe in a pool was George "Bob" King '52, co-owner of the establishment, when this reporter arrived at Sealand.

"I knew when I left the lumber business that there would be days like this," King said. Maybe so, but Bob King isn't complaining about the venture that he and his wife, Diane Douglas King '56, embarked on a decade ago. The Kings had long held an interest in marine life, and in 1962 they decided to do something about it.

"We spent about four years just getting ready to run this aquarium," Diane says. "We had no formal credits in this field, just an interest — and enthusiasm. To build up our knowledge of marine life and the problems that go with maintaining fish exhibits, we spent time at the Woods Hole Oceanographic Institute here on the Cape and traveled as far as Florida."

Fronting on the scenic marshes of Brewster, Sealand has four main attractions — the dolphin pool, a series of outdoor animal and fish displays, an indoor museum of underwater creatures, and a gift shop and picnic area. Much of the design and landscape work was handled personally by Bob King.

"The biggest thing Brown did for me was to give me a liberal education, even though I was opposed to the philosophy at the time," says Bob. "I wanted something more practical. But for a generalist, the liberal arts are the only thing. I've found that trained designers are often rigid in their philosophy. They go right down the straight line. We tried to do a little more than that when we were designing Sealand."

The Kings say that the dolphins are really the main attraction at Sealand. There are three in residence at the present time — Stormy, Sarge, and Spray, the latter an eleven-foot, 600-pounder who "admits to" being at least twenty-three years old. The dolphins are big hams and love to show off — chasing balls, jumping ten to fourteen feet



The Kings and Spray: "The lumber business was never like this."

out of the water to lift a cigarette from someone's mouth, and slapping the water with their tails to show displeasure when things don't go just right. Stormy and Sarge are particularly adept at playing basketball, "dribbling" a rubber ball the length of the pool and flipping it through a basket located about four feet above the water.

"Dolphins are tremendously warm and intelligent animals," Diane King says. "They are so willing to play, so hungry for interaction." Only since World War II, she adds, has there been much scientific study of the dolphin. "Now we know that there are sixty-four kinds of dolphins, that they live to be about forty-five, and that they are troubled with the same diseases that afflict humans. Even a nine-year-old could train them," Diane notes.

Sealand, which is open all year, is much more than a series of aquatic shows, however. In the off-season, the Kings lecture to an average of 1,500 children. "We do a full show," says Bob, "and then we sit down with the children in small groups and talk

with them about the marine animals and the fishes they have seen. We always ask them why it's important that we save our marshes. We want the youngsters to be entertained, but we also want them to think — to relate what they have seen to the world around them."

When they opened Sealand a decade ago, the Kings did just about everything around the place by themselves. Now they lighten the load by hiring eight or ten young people each summer. With the extra time, Diane has opened Belle of the Cape, an advertising agency in Dennis, Massachusetts. Some things haven't changed over the years, though: Sealand is always immaculately clean, with a staff that is pleasant and accommodating to all visitors.

"By tradition, this has been a happy place," Bob says. "As a result we get customers who come back year after year. This summer, in fact, several of the young people who visited us the year we opened returned — with their children. I told Diane that there may have been a message for us in that."

John Forasté

Carolina at Chapel Hill in 1974 and was a librarian there for one year. Her husband, John, received his Ph.D. in English there in 1975. The Loves now live at the Portsmouth (R.I.) Abbey School, where John teaches English.

Gary Peacock, who was graduated from Windsor University School of Law, Windsor, Ont., in 1974, has completed the requisite year of clerkship with the Toronto firm of Smith, Lyons, Torrance, Stevenson & Mayer and is attending the bar admission course in Toronto for admission to the Ontario bar. He and his wife, Nancy Goulet Peacock (see '71), are living in Toronto.

Dr. Yvonne L. Sandstrom (Ph.D.) has published a book of her translations of the poetry of the Swedish writer, Lars Gustafson (Copper Beech Press, Providence, 1975). Last summer, Yvonne was awarded a grant to do research on Gustafson in Sweden for a book she is writing for Twayne Publishers. Yvonne is an associate professor at Southeastern Massachusetts University, where she has been teaching since 1969. Her two daughters, Arneli and Helena, are in college at Trinity and URI, respectively.

William K. Wallace is owner of The Cheese Co. at 3893 24th St., San Francisco.

71 Robert D. Friedel is a pre-doctoral fellow at the Smithsonian's Museum of National History and Technology in Washington, D.C.

A. Edward Friedman is a Ph.D. candidate at the University of Chicago.

Richard D. Hinds is general manager with Zodiac Distributing Co., Houston, Texas.

John House is community coordinator with Corrections Clearinghouse in Everett, Wash.

Nick Lampshire has resigned as a lending and marketing officer with Chase Manhattan Bank, New York City, and has moved to 930 W. Hallam St., Aspen, Colo.

Nancy Goulet Peacock is a senior programmer analyst with The Royal Insurance Group, Canada's largest general insurer, at the company's home office in Toronto. She and her husband, Gary (see '70), live in Toronto.

Susan Harris Seater and her husband, John (see '69), are living in Haverford, Pa. She's continuing her doctoral work in biology at Brown but has laboratory space at the University of Pennsylvania and commutes from time to time to Providence.

Henry W. Stoll has received an associate in science degree from the Physician's Assistant Program of the College of Allied Health Professions of Hahnemann Medical College and Hospital in Philadelphia.

Dr. Eugene Y. Su is an intern in internal medicine at the University of Rochester, where he received his M.D. last May.

72 Joan Katz Betesh has graduated with honors from the University of Pennsylvania Law School and is working as a judicial clerk in Philadelphia.

Richard S. Boskey is a graduate student in history at the University of Virginia.

Stephen A. Glassman received his master's in architecture from Yale in June and is self-employed in Baltimore.

Edwin C. Holmer is a student at Boston University Law School.

Eric Nadel is handling the radio play-by-play for the Oklahoma Blazers of the Central Hockey League, after having been with the Muskegon Mohawks in Muskegon, Mich., for the past three years. Eric will also handle publicity for the Oklahoma team, as he did in Michigan.

Donald L. Stanford and Jane Polselli were married on April 19 at Manning Chapel. Don is an associate engineer with the Raytheon Co., Portsmouth, R.I., and Jane is director of operations at the Howard Building in downtown Providence.

73 Harold Cropp took part in summer stock last July and August, appearing in Agatha Christie's *The Mousetrap* in the role of Christopher Wren, an eccentric young architect. Living in Fremont, Calif., recently, he has appeared with the Santa Clara Players, the San José Theater Guild, and the Actor's Repertory Theater.

Cynthia Anne Field received an M.Ed. in special education last summer from Georgia State University. She's now teaching children with learning disabilities in Augusta, Ga.

Joel Goldstein, who has received his master of arts degree in clinical psychology from the University of Cincinnati, is continuing work there for his Ph.D. He's been appointed to the staff of the University of Cincinnati Counseling Service.

Steven E. Hagenau is service manager with Hubert Brooks Dodge, Inc., Tampa, Fla.

John R. Jacobson finished the M.B.A. program at the Graduate School of Management at UCLA last March with a concentration in accounting and finance. He's working in Los Angeles as a staff accountant in the Century City office of the accounting firm of Cooper & Lybrand.

Robert A. Pollard, a graduate student in American history at the University of North Carolina, is also a teaching assistant this term.

Martin J. Taylor (M.A.T.) is employed by the West Haven (Conn.) public schools.

74 John Blum and Emily Nixon were married in Sudbury, Mass., last April. Michael Carroll was the best man. Emily is working for the library system at MIT, while John is a graduate student in material science there.

John T. Burgess, Jr., is a member of the technical staff of the Business Information System of Bell Telephone Laboratories in New Jersey. His new address: 290 River Rd. #M3, Piscataway, N.J.

Michael J. Cirullo is an administrative analyst in the department of finance at City Hall in Hartford, Conn.

Linda Feldman, who received her M.L.S. from Simmons School of Library Science, has moved to Chester, N.H., where she is director of the library at White Pines College, a private two-year institution specializing in social work.

Delbert H. Field has enrolled in the M.A. program in archaeology at the University of Calgary in Calgary, Alberta. He's specializing in Mesoamerican linguistics and religion.

Steven Fowler is a first-year student at Tufts Medical School, where he is president of his class.

Hal Holbrook is a second-year student at the Medical College of Georgia in Augusta.

John D. Hollyday is in Nepal with the Peace Corps, where he is training for a rural suspension-bridge construction program.

Jamie Kiernan entered Harvard Business School this fall.

David W. Loeb is enrolled at American Graduate School of International Management, Glendale, Ariz.

Scott Lubeck is enrolled in the graduate program of the Institute of Latin American Studies at the University of Texas. He's also associate producer of "Latin American Review," a nationally broadcast radio program in English of Latin American news and commentary.

Richard H. Molke, Jr., is a bond broker with Weedon & Co. in New York City.

Thomas K. Tatemichi is attending Cornell University Medical College.

Elliot F. Whipple (Sc.M.), who received his M.B.A. from the University of Pennsylvania's Wharton School of Finance, is a senior product specialist with Texas Instruments in Attleboro, Mass.

Marcia Whitehead is a graduate student and teaching assistant in the department of Germanic languages at the University of Texas.

Curt Zingaro is an assistant buyer with Strawbridge & Clothier, a Philadelphia department store.

75 David W. Baldwin, a 1971 graduate of St. Paul's School, Concord, N.H., has returned there as assistant director of admissions.

Dennis Ciccarillo is a law student at the University of Connecticut.

Susan Eichen is a member of the Yale University Art Library staff.

Dave Given, a three-year starter on the Brown hockey team, is playing this season for the Charlotte, N.C., team in the Southern League.

Joseph Guido is a seminarian at St. Stephens Priory, Dover, Mass.

David Jarmul left in September for a trip around the world. Included on his junket will be a hike to the base camp of Mount Everest, a visit to a Bombay meditation school, and an exploration of the Nile. He reports that "hopefully" he will return next spring.

David Krimm is assistant director with the American Associates of Ben Gurion University of the Negev at 342 Madison Ave., New York City. His home address in Manhattan is 148 West 88th St.

Helen A. Link and N. Winthrop Robinson were married July 25 and are residing at 1012-D McAlway Rd., Charlotte, N.C.

Stephen Lovas, Jr., has joined Alacom, a division of RCA Global Communications in Anchorage, Alaska, where he is serving as an accountant.

Vincent R. Sghiatti is a student at Penn State's Milton S. Hershey College of Medicine.

Laura M. Smith is a medical student at

the University of Pennsylvania.

Stuart H. Sobel is a first-year student at the University of Miami School of Law.

Dave Stevenson is playing this season for Cape Cod in the North American Hockey League, which is just a step below the American Hockey League.

Bonnie L. Zeigler is attending graduate school at the University of Wisconsin, where her address is 6 Sherman Terr., Apt. 6, Madison, Wisc. 53704.

Deaths

Ernest Clinton Baker '02, Warwick, R.I., a former gold and silver refiner; Sept. 7. Theta Delta Chi. Survivors include his wife, Eunice Gilson Baker, 922 Narragansett Pkwy., Warwick; and a son, *James* '50.

Mark Mohler '11, '12 A.M., Saratoga Springs, N.Y., professor emeritus of political science at Skidmore College; Sept. 22. Mr. Mohler received a B.D. from Newton Theological Institute in 1916 and an A.M. in history from Harvard in 1925. He was ordained by the Rhode Island Baptist Council in 1916 and served for several years as minister of Central Baptist Church in Jamestown, R.I. Professor Mohler joined the political science faculty at Skidmore in 1927, did a great deal to build up the department, served as its chairman for a number of years, and retired in 1954. Survivors include his wife, Beulah Knowles Mohler, 21 Madison Ave., Saratoga Springs; daughters Margaret and Anne; and a son, John Adam.

George Arthur Dubois '18, Cranston, R.I., former product designer with Hammel-Dahl Division of General Controls in Warwick, R.I.; Sept. 23. During World War II, Mr. Dubois worked at Walsh-Kaiser Shipyard designing machine tools used in building ships. Lambda Chi Alpha. Survivors include his wife, Gertrude Curtis Dubois, 31 Villa Ave., Cranston; and two sons, Frederick and Raymond.

William Miller Fay '18, Buffalo, N.Y., retired attorney with the Buffalo firm of Phillips, Mahoney, Lythe, Yorkey & Letchworth and former president of his class; Aug. 26. A Phi Beta Kappa graduate, Mr. Fay earned his LL.B. from Harvard in 1922. He was a past president of the Buffalo Brown Club. Mr. Fay served overseas with the Army during World War I. Phi Kappa Psi. He is survived by his brother, *Floyd Fay* '18, 2350 6th Ave., Apt. 4-I, San Diego, Calif. 92101.

Col. Delbert Orison Fuller (USA, Ret.) '20, Lighthouse Point, Fla., former superintendent of schools in Tarrytown, N.Y., and chairman of the committee that erected the World War I Memorial Gate on the Lower Campus in 1920; Aug. 23. Mr. Fuller earned a master's in education at Columbia in 1933 and completed work toward his Ph.D. at New York University. He came to North Tarrytown in 1935 as superintendent of schools

and later held the same position in the consolidated Tarrytown system. Mr. Fuller served in both World Wars, gaining an officer's commission in the field artillery in 1917 when he saw action at Verdun and the Meuse-Argonne. As a lieutenant-colonel during World War II, he became the first Allied Forces Governor of Nuremberg, Germany. Alpha Delta Phi. Survivors include his wife, Eleanor Rauch Fuller, 2050 N.E. 39th St., Apt. 303 N, Lighthouse Point; sons *Delbert, Jr.* '47 and *Robert* '48; and a daughter, Marilyn.

Charles Anthony Nuttall '20, York, Pa., for many years a salesman for Tropical Paint Co., Cleveland; Sept. 14. Phi Gamma Delta. Survivors are not known.

John Coffey Oram '20, Lehigh Acres, Fla., retired vice-president of Associated Merchandising Corp., New York City; July 29. Before joining Associated in 1946, Mr. Oram had been with Russell W. Allen, Inc., of New York, where he planned and carried out research on five national merchandising accounts. He was an Army veteran of World War I. Phi Kappa. Survivors include his wife, Rita, 908 East Bougainvillea Rd., Lehigh Acres; sons John, Peter, and George; and daughters Phyllis and Barbara.

Linden LaRue Perrine '20, New York City, an architect who was director and founder of Founders Research Center in New York City; Oct. 7. During World War I, Mr. Perrine was awarded the Italian War Cross for heroism in the battle of Vittorio Veneto. Survivors are not known.

John Harrison McCraw '22, Stamford, Conn., production control coordinator for edible products with Lever Brothers Co. of New York City for twenty-eight years prior to his retirement in 1964; Oct. 22. Theta Delta Chi. Survivors include his wife, Helen Somers McCraw, 140 Hoyt St., Apt. 5 G, Stamford; and a daughter, *Elizabeth McCraw Hodnett* '53.

Millard Thayer Gaskill '23, Hopedale, Mass., former department supervisor with the Draper Corp., manufacturers of textile machinery in Hopedale; April 10. Alpha Sigma Phi. Survivors are not known.

Philip Albro Welch '23, Warwick, R.I., retired engineer with BIF Industries; Sept. 20. Mr. Welch earned a bachelor of science degree from MIT in 1925 and had been employed by BIF Industries twenty-six years prior to his retirement in 1968. He was a trustee and treasurer of Plymouth Union Congregational Church, Providence. His father was the late Dr. *Stephen A. Welch* 1879. Survivors include his wife, Harriet Linden Welch, 18 Shippen Ave., Warwick; and a brother, *George T. Welch* '19.

Leonard Victor Vollbracht '25, St. Johns, Mich., former engineer with the Michigan State Highway Department; Sept. 11. Mr. Vollbracht also had been a district representative with Goodyear Tire & Rubber Co. Phi Delta Theta. Survivors include his wife, Margaret Lewis Vollbracht, 102 S. Oakland, St. Johns; a daughter, Elizabeth; and a son, Robert.

Roy Francis Nelson '27, Houston, Texas, a chemist with Texaco, Inc., for forty-three years, who retired in 1970 as assistant to the manager in the research and technical department; Sept. 19. During his career with Texaco, Mr. Nelson was awarded twenty-five U.S. patents and several foreign patents, primarily in the field of grease and lubricants. Survivors include his wife, Louise Stoudenmire Nelson, 103 Faust Ln., Houston; a daughter, Frances; and two sons, Alan and Richard.

Anthony Vincent O'Malley '27, Newton Highlands, Mass., retired head construction engineer for the Metropolitan District Commission, Boston; Oct. 12. Mr. O'Malley devoted forty-five years to state service, beginning in 1926 when he was assistant engineer with Metro Water Supply System. During the 1930s he was one of the engineers assigned to the Quabbin Dam and Reservoir and its tunnel system supplying water to metropolitan Boston and surrounding cities and towns. He had been head construction engineer for Metropolitan from 1951 until his retirement in 1972. Lambda Chi Alpha. Survivors include his wife, Regina Rogers O'Malley, 1047 Walnut St., Newton Highlands; six sons, Anthony, James, William, Terrence, Joseph, and Thomas; a daughter, Regina; and a brother, *Philip T. O'Malley* '36.

James Edward Smith '27, Lynchburg, Va., who retired in 1969 after eleven years as executive director of United Givers Fund of Lynchburg; Oct. 19. Mr. Smith attended the New York School of Social Work and during World War II held a position with the New York War Fund. He also served as executive director of the United Fund of High Point, S.C. Survivors include his wife, Dorothy, 1906 McGuffey Ln., Lynchburg; and a son, Richard.

Earle Frederick Carlsten '28, Cranston, R.I., teacher in the Providence schools for thirty-three years; Oct. 27. Mr. Carlsten received his bachelor's degree in education and his master's degree from Columbia. He taught physical education at Roger Williams and Nathan Bishop Junior High Schools. Survivors include his wife, Margaret Sanborn Carlsten, 138 Albert Ave., Cranston; a daughter, Marcia; and four sons, Bruce, George, Roger, and Russell.

Howard Clenric Cahoon '30, Harwich, Mass., former selectman and Barnstable County District Court officer; Aug. 28. Mr. Cahoon served as selectman in Harwich from 1938 to 1954, was a member of the school committee for twelve years, and served as deputy sheriff for twenty-five years. Phi Gamma Delta. Survivors include a son, Howard, Jr.; and a daughter, Cherrell.

James Hadley Foster '31, Rome, N.Y., production supervisor at Revere's Rome Manufacturing Company Division prior to his retirement in 1968; Sept. 11. During World War II, Mr. Foster served with the cavalry. There are no immediate survivors.

Ernest Granger Hapgood, Jr. '31, Pocasset, Mass., former sales management executive with Placco, Inc., Brooklyn; Aug. 17. A third

generation alumnus, Mr. Hapgood's father was Ernest G. Hapgood '01, and his grandfather was Ephraim Hapgood 1874. Mr. Hapgood served for six years as secretary of Zeta Psi Fraternity of North America at its headquarters in New York City. Survivors include a sister and two brothers, including Richard K. Hapgood '34, Route #3, Box 19, Marble Falls, Texas.

Janet Eldridge Leonard '35, Taunton, Mass., former school teacher; Feb. 26. Survivors include her husband, Gilman W. Leonard, 23 Maple St., Taunton.

Robert Louis Pierson '36, Santa Rosa, Calif., retired vice-president of the Bank of America; Oct. 6. Mr. Pierson was a regional manager for IBM in Bridgeport, Conn., and for many years was involved in the sale of

Brooke Anderson believed in the brotherhood of man

During his days as a member of the U.S. Ambulance Service attached to the French Army during World War I, K. Brooke Anderson spent months helping men who were shell-shocked, gassed, and, in some cases, left without their limbs. The experience left him disillusioned with war and with man's inhumanity to man, a philosophy that would affect the activities of this soft-spoken, gentle man over the next fifty-six years of his life.

In 1934, after Congress had voted the Adjusted Compensation bill for World War I veterans, Mr. Anderson wrote to Frank T. Hines, director of the U.S. Veterans Bureau, rejecting the certificate number assigned him and, with it, a bonus of \$1,399. "I have come to the conclusion," he wrote, "that war is the most stupid and brutal method that man has created for settling international or internal differences. It is brought on by a few and participated in by the majority, who have had no part in its creation. I am convinced that this great country possesses the necessary intelligence and leadership to settle by peaceful means any disagreement which may arise between it and any other nation — provided it can find the will to sacrifice some of its sovereignty and more of its naive nationalism for the sake of securing peace in the world."

Thirty-seven years after he wrote that letter, Brooke Anderson was still disturbed that this country wasn't using its greatness to secure peace. In 1971, at the age of 78, he joined 2,000 demonstrators in Newport, R.I., to protest President Nixon's Vietnam policies.

Executive secretary of the Brown University Christian Association from 1928 until his retirement in 1957, Mr. Anderson died October 18 at Newton-Wellesley Hospital in Newton Lower Falls, Mass. He was 83, had been in failing health for several years, and recently had been living in Dover, Mass., with his daughter and son-in-law, Mr. and Mrs. Carroll A. Huntington, Jr.

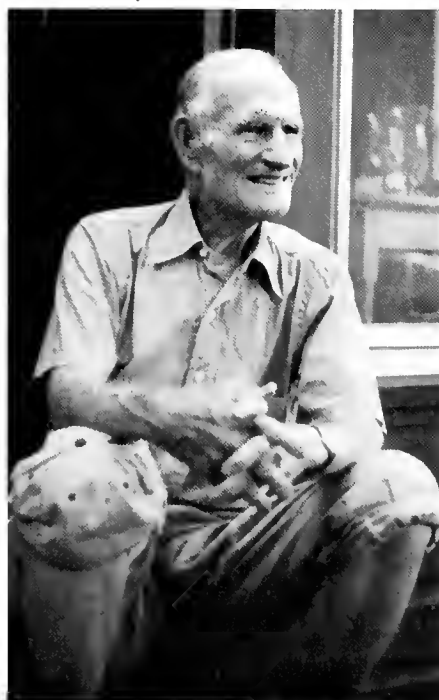
The growing-up years for Brooke Anderson were spent in Goochland County, Va., where he was born in 1892. As a boy, young Brooke's only "hang-up," as he called it, was accepting the Yankees. The first time he read the story of Lee's surrender to Grant he broke into tears and rushed from the room. When he was 11, he and a Northern

boy of about the same age were together on a fishing trip and camped out several days with the local Indians. "That," says his daughter, Rebecca Huntington, "was when he discovered that all Yankees didn't have horns."

Mr. Anderson was graduated from the University of Richmond in Virginia in 1916, did some graduate work at Cornell, and then joined the French Army Ambulance Service for two years. He was awarded the Silver Star. When the war ended, Mr. Anderson joined the YMCA to work with prisoners in France. Still with the YMCA, he traveled in 1919 to Syria, Palestine, and Egypt, where he helped to rescue many Armenians who had been driven into the desert to die by the Turks. He made arrangements for people in the United States to adopt the Armenians, which at that time was the only way they could gain entry to this country.

Returning to the U.S. in 1921, he entered Yale Divinity School. Upon graduation he refused to be ordained in any one faith, saying that he wanted to work for all young

Brooke Anderson — relaxing during his retirement years.



people. After four years at the University of Virginia, where he headed the first college YMCA in the country, K. Brooke Anderson came to Brown as executive secretary of its Christian Association.

With two exceptions, Mr. Anderson spent the next twenty-nine years helping Brown students in a variety of ways. He did take a leave of absence in February 1947 to join the staff of the National World Youth Fund, which raised money to continue the work of the YMCA in Europe and Asia, and in December 1949 he took a five-month leave to work with Palestine refugees in the Middle East.

Counseling was Mr. Anderson's basic assignment at Brown. He gave the term the broadest possible interpretation. He set up special programs to help foreign students, established the University's first integrated blood bank, and touched in some way just about every person at the University.

K. Brooke Anderson's deep concern for other human beings was illustrated in 1941, just after Pearl Harbor. Brown's only Japanese student was in the infirmary, seriously ill. He was also a very lonely and confused person in those days immediately after the outbreak of war. Mr. Anderson persuaded a Chinese graduate student to go with him to the infirmary. "You are a Chinese and an Oriental, and that man, in my opinion, needs to see another Oriental," Mr. Anderson told his friend.

Though demurring at first, the Chinese student, Eugene Shu, finally consented. When the two reached the bedside, the Japanese student opened his eyes, puzzled. "Matsumoto," Mr. Anderson said, "I have brought a friend to meet you." The Japanese student sat up and bowed from the waist. The Chinese student responded with a similar bow. Brooke Anderson had put to a test the doctrine of the brotherhood of man — to which he devoted his life.

Survivors include the daughter with whom he lived, Rebecca Anderson Huntington '54, Claybrooke Road, Dover, Mass.; and another daughter, Palmer Anderson Neff '49, 2514 Clairemont Drive, Apt. #10, San Diego, Calif.

J.B.

business services and automated equipment. For thirteen years prior to his retirement because of illness in 1971, Mr. Pierson had been associated with Bank of America in San Francisco as sales manager and then as vice-president. Phi Gamma Delta. Survivors include his wife, Patricia Warren Pierson, 2119 Fremont Dr., Santa Rosa; two sons and a daughter.

Russell Floyd William Smith '37, White Plains, N.Y., dean of New York University's School of Continuing Education; Aug. 29. Dean Smith earned his M.A. in English philology at Harvard in 1940. For five years he taught German, French, Spanish, Portuguese, Latin, Greek, and advanced courses in American and English literature at Catawba College. While at Cleveland College of Western Reserve University from 1946 to 1953, he helped set up a basic program of liberal arts education for adults. He also taught at the University of Chicago, where he was assistant dean of its University College. Professor Smith moved to New York University in 1965 as associate dean of the Division of General Education. He was the author of numerous short stories and magazine articles and wrote two books used as college texts. Dean Smith was a past president of the International Society for General Semantics and a former associate editor of *Etc.* magazine. Beta Theta Pi. Survivors include his wife, Mary Lee, 9 Bursley Pl., White Plains; daughters Karen and Margaret; and a son, Jared.

Edmund Henry Longfellow '39, Knoxville, Tenn., chief engineer with Jim Harbin Associates, Knoxville; Aug. 25. A civil and structural engineer, Mr. Longfellow had worked with various companies in the Knoxville area. He served with the U.S. Army for three years during World War II. Phi Delta Theta. Survivors include his wife, Mary Orr Longfellow, 1716 Donningham Dr., Knoxville; and three daughters, Anne, Joan, and Mary.

William James O'Brien '39, Central Falls, R.I., former cabinetmaker; Sept. 24. Mr. O'Brien was an Army veteran of World War II. Alpha Tau Omega. There are no known survivors.

Abraham Axelrod '43, Providence, retired president of Axelrod Music, Inc., Providence; Sept. 26. Born in 1887 in Philadelphia, Mr. Axelrod was a musician, music store owner, and botanist. He entered Brown at the age of 52 as a special student in botany. Survivors include two sons, Walter '40, and Paul; and two daughters, Evelyn and Belle.

William Springer Richardson '45, Dania, Fla., director of the Physical Oceanographic Laboratory and professor of oceanography at Nova University, Fort Lauderdale, Fla.; early in January when the research vessel *Gulf Stream* was lost at sea off the coast of Maine. After earning his Ph.D. from Harvard in 1950, Dr. Richardson was a senior fellow at the Mellon Institute, was associated with Woods Hole Oceanographic Institute from 1953 to 1963, and then held the position of associate professor of oceanography at the University of Miami for three years. He

joined the new Nova University in 1966. A sea-going oceanographer, Dr. Richardson was the first to make direct, quantitative measurements of total mass transport in the open sea with the use of free-fall instruments and precision navigation. He was the first to develop and utilize the airborne radiation thermometer for oceanographic measurements. Just recently, Dr. Richardson developed a means of measuring ocean currents on the high seas by dropping current probes containing dye packs released at specifically timed intervals. Dr. Richardson designed and put into operation the first internally recording current meter using a Savonius rotor and a direction vane. His basic design is the backbone for all modern moored current measuring systems. During his career, Dr. Richardson published twenty-five papers in scientific journals, had completed two plays, and was working on a third play and a book at the time of his death. In 1973 he received the Marine Technology Society Award for Ocean Science and Engineering sponsored by Lockheed Aircraft Corp. Ironically, Mr. Richardson narrowly escaped death at sea in 1945 while an ensign in the Navy. His ship, the USS *Franklin*, became an inferno when hit by Japanese dive bombers. Survivors include his wife, Ruth Pangburn Richardson, 1786 S.E. 15th St., Fort Lauderdale; sons James and David; and daughters Janet and Kathy.

Jose Medeiros Silva, Jr. '50, Fall River, Mass., principal of the Fall River Middle School and a past president of the Fall River Brown Club; Sept. 3. After earning his master's at Bridgewater State Teachers College, Mr. Silva taught mathematics and social studies at Diman Vocational High and Durfee High, both in Fall River, between 1950 and 1960. He was vice-principal of Henry Lord Junior High for a decade before being named principal of the Middle School in 1970. Mr. Silva was one of fifteen persons named by Caspar W. Weinberger, former Secretary of Health, Education and Welfare, to serve on the Advisory Committee on the Education of Bilingual Children. He served with the Army in Germany in World War II. Survivors include his wife, Mary Downey Silva, 43 Merritt St.; sons Robert, Joseph, and Douglas; daughters Candyce and Pamela; and a sister, Irma Silva Mello '56.

Barry Noel Shanahan '51, Pittsburgh, Pa., former director of Shanahan Transfer & Storage Co., Pittsburgh; Aug. 26. Delta Kappa Epsilon. There are no known survivors.

Richard Charles Jordan '57, Ramsey, N.J., a principal in the Newark architectural firm of Corbett, Thornberg, Stechow and Jordan; Oct. 6. A 1961 graduate of the Columbia University School of Architecture, Mr. Jordan was director of the Architects League of Northern New Jersey. Surviving are his wife, Anne Raso Jordan, 11 Alida Pl., Ramsey; a son, Richard; and four daughters, Dominique, Christi-Anne, Marci-Anne, and Sabrina.

Laurence Foster, Jr. '61, Norristown, Pa., psychiatric aide at Norristown State Hospital; Aug. 22. Mr. Foster also was a volunteer

with the Mental Health Retardation Center in Norristown. Survivors include his sister, Yvonne Plato Southerland, 908 Montgomery St., Brooklyn, N.Y.

Dr. Mac V. Edds, Jr., Newton Center, Mass., the man who helped speed the development of Brown's medical school and a member of the faculty from 1947 to 1972; Nov. 29 of a heart attack. Dr. Edds served as director of medicine for Brown's Division of Biological and Medical Sciences and was chairman of the biology department from 1960 to 1963. He left Brown when he was named dean of the faculty of natural sciences and mathematics at the University of Massachusetts. In January of this year, he became executive director of the neurosciences research program and professor of neurobiology in the Department of Nutrition and Food Science at MIT. Two weeks before his death, Dr. Edds led a conference at MIT of world leaders in the formulation of new principles in developmental plasticity and nervous system regeneration. Dr. Edds received his bachelor's and master's degrees from Amherst in 1938 and 1940, respectively, and received his Ph.D. from Yale in 1943. Coming to Brown as an assistant professor of biology in 1947, he was named associate professor in 1951 and professor five years later. In addition to serving as chairman of the biology department for three years he was chairman of the division of medical science for a two-year term. When talk of a medical school first began on the campus in 1965, Dr. Edds gave his full support to the concept and devoted countless hours to its implementation. Perhaps more than any other man, Dr. Edds was responsible for bringing the plans along to the point where Brown's medical school was a probability rather than a possibility. Recalling Dr. Edds's general contributions to Brown, Dr. Elizabeth Leduc, dean of the division of biological and medical sciences, said: "He was a distinguished investigator in neurology, the growth of nerve fibers, and embryology in general. And he was one of our finest teachers. Not only did he teach the students, but he also taught the younger faculty members how they could be better teachers themselves." Dr. Edds became a respected member of the Rhode Island community, serving with the Division of Hearing and Speech Services; the Advisory Council on Heart Disease, Cancer, and Stroke; and the Rhode Island Health Facilities Planning Council. He is survived by his wife, Louise, Newton Center, Mass.; a son, Kenneth; and daughters Carol and Nancy.

Carrying the Mail

The next president

Editor: The events of the past year at Brown cause the alumni, faculty, students, and friends to ponder deeply how Brown can become "whole" again. Slipping on the banana peeling once should be sufficient.

I think the *BAM* could be helpful if it printed articles by our trustees and the Presidential Search Committee about the process, criteria, etc., as to how previous Brown presidents were selected and that which is currently being used.

It seems to me that looking at "the track record" of a prospect is quite good. Coach John Anderson of our winning football team was selected in this manner.

In addition to a good record, I think our next president at Brown should possess an excellent communication ability with an interest to participate in the daily life of our campus activities. For too long our presidents have isolated themselves in University Hall. Many students never see their president except during College Week and Commencement.

EDWARD M. LEMAR '54
New York City

Unjust to blame Mr. Hornig

Editor: It seems to me very unjust to blame Dr. Hornig for the present difficulties facing Brown. My belief is that blame (if any) should be placed on the governing body; however, it must be evident that no body of men could anticipate the recession we have passed through or the board would not have contracted for the enormous outlay in new construction and the necessary outlay for the staff to govern them.

To be sure, any organization like Brown does not want to stay dormant but to always go forward and it just happened that they were confronted with problems that neither they nor anyone could foresee.

However, let us all be just and not blame our illustrious president but give him credit for doing an outstanding job and let us all extend to Dr. Hornig our sincere appreciation of his indefatigable labor for the advancement of our beloved Brown.

JAMES C. CARMACK '21
East Providence, R.I.

"Lack of understanding"

Editor: In reading the October issue, I read President Hornig's address regarding his decision to resign as president.

This article refers to the campus difficulties of last spring. At the time of our

budgetary problems I took exception to President Hornig's approach to the problem and in particular to his refusal to be realistic in his answer to the minority demands.

The speech reported in this issue again shows, in my opinion, his lack of understanding of the problem. He is telling students he will make every effort to increase the solicitation of applications from qualified minorities. Further, he speaks of bringing the students into an active position of working on the fiscal problems facing the University.

I think we should be clearly telling undergraduates that we do not consider that they be involved in running the financial affairs of the University. This is for two basic reasons: first, such complicated matters will detract from their studies and efforts as students; and second, because they just aren't qualified at this stage to be of help in solving our problem.

JAMES C. WHITE '32
Minneapolis, Minn.

"Astounding and beautiful"

Editor: Just a short note to say how wonderful I thought the May/June issue was. . . . The absence of racism was astounding and beautiful. It was astounding because I remember the way things were when I was on campus. I think there was one — maybe two — black women in our entire Pembroke class of 250. I can also remember our professor of history defending segregated housing on the basis of "constitutional property rights" and I don't remember any student challenging his remarks.

Thank you so much for helping us to understand the student position.

ANN ROGERS PHILLIPOTT '60
Brooklyn, N.Y.

Charles Churchwell

Editor: I want to briefly offer another perspective to the story concerning Mr. Charles Churchwell in the October issue of *BAM*. The facts concerning the recent labor negotiations are these:

SEIU never at any time insisted on running the library. The major concern was and is that union members be protected from arbitrary, capricious, or repeated changes in jobs. (Brown's attorney insisted from the beginning that it was the University's right to change job descriptions on a day-to-day basis, if it so desired.)

The agreement finally reached allows the University to continue running the library. However, changes which cannot be

agreed to by both parties, and which union members feel may be discriminatory or unfair, will be submitted to binding arbitration. As this was exactly what union members wanted, there was no need to strike over this issue.

Over the summer extensive time was spent in negotiating job descriptions. As a result of these negotiations, both parties agreed to submit *seven* job descriptions to binding arbitration. The right to submit these disagreements to an outside party (and others during the life of the contract) was the union's demand. . . .

JAMES BUNN '72
Providence

The writer is chief union steward in the library.
— Editor

"The biggest beast"

Editor: I wish to commend you and your staff for an especially informative and timely issue (October). There is however, one small correction that I, as a docent at the Museum of Natural History (for seven and one half years) should like to make. The elephant beside which Dr. Mello is pictured weighed twelve tons (not eight) when alive, and at the time of a Smithsonian Institution press release dated October 24, 1966, it was described as "the biggest beast of them all."

JEANNINE CLARK (parent)
Washington, D.C.

Linking students and alumni

Editor: I am happy to hear about Julie Liddicoet's efforts to link students and alumni [*BAM*, October].

Although a formalized structure may have appeared after I left Brown, the original idea for student support came in 1969, as the Campaign for the Seventies was beginning. Howard Peskoe and Dave Bloom formed the Student Development Council, and a fund-raising drive of undergraduates, the first effort undertaken at Brown, began.

From the beginning in fund raising, George Billings, Barbara Schneider, and I formed the first Student Alumni Relations Council, providing speakers for alumni gatherings, ancillary efforts, and running the first Senior Survey.

STEVE ROTHSTEIN '72
New York City

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