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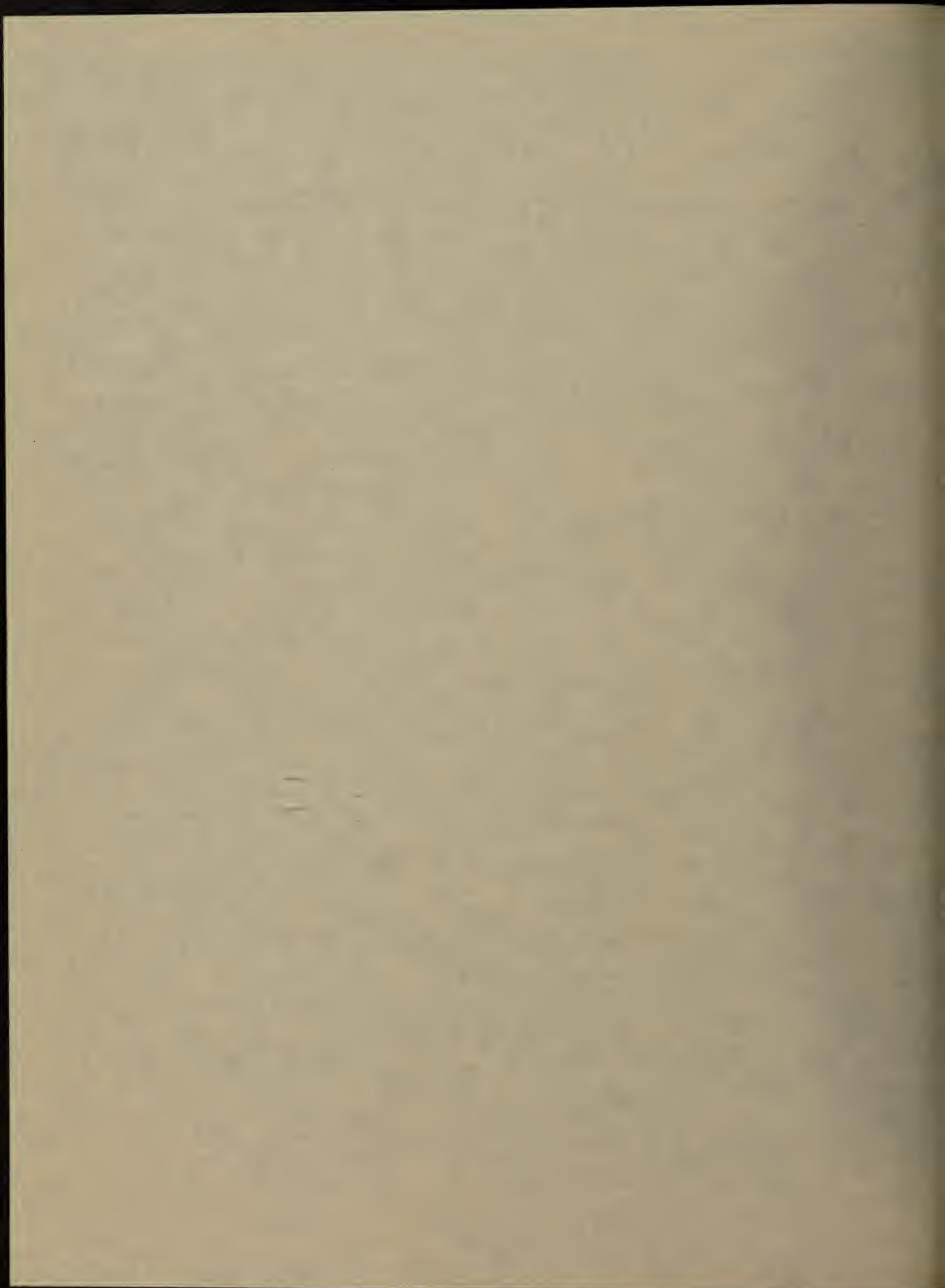




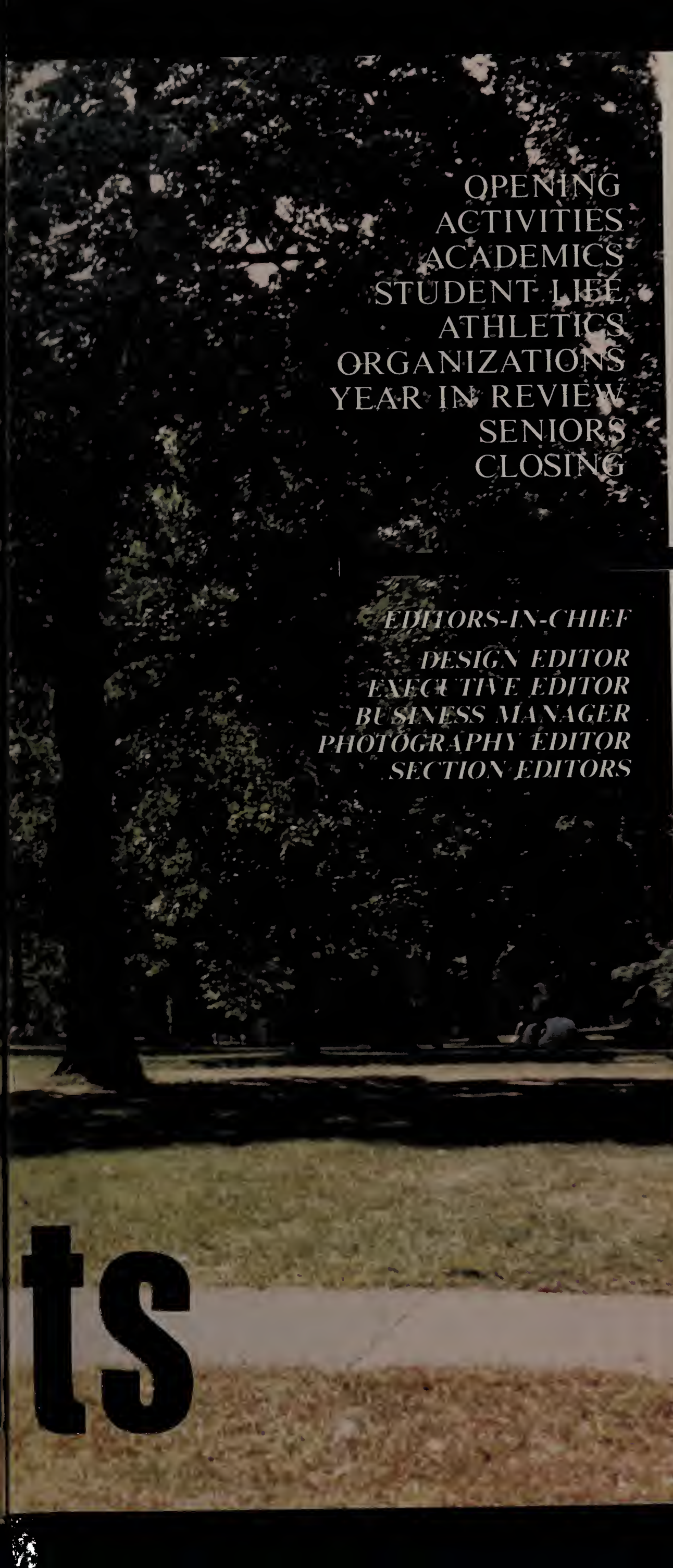
Photo S. Winograd

1985 Jumbo Yearbook

Tufts University
Medford, Massachusetts
Volume 60



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BY STACY MASON

Four years ago, the Tufts University freshman class matriculated, and each anticipated the future of their college experience. At the same time, America was embarking on a new decade and wondering what the 1980's would represent. The decade unfolded and it became clear that the eighties would affect certain changes throughout the nation and at Tufts as well. Yet there were certain other facets of campus life which could not be uprooted as easily.



Photo S. Wilner



Photo S. Winograd

College



In The Eighties



Photo R. Beck

Emerging at the forefront of American political change in the 1980's was the conservative trend which pervaded the country as a new Republican administration was elected. This wave of more traditional values and policies reached Medford quickly and the radicalism characteristic of college campuses in the 1970's faded. A chapter of ROTC reopened on campus, the first time since the 1960's; and a right-wing newspaper, *The Primary Source*, was published on

campus. Yet the liberal students on campus were not going to let this conservatism dominate. Instead, they fought back with *The Meridian*, a liberal newspaper, and a society based on liberal politics, the Tufts Democrats. And perhaps most importantly, the Tufts student body did not let this swing toward tradition suppress our rights to the freedom of speech and protest. When Peter Dreier was denied tenure, apparently on the basis of his fervent belief in social justice, students launched a three-day protest which received nation-wide attention. And when the highly controversial CIA came to Tufts for recruitment purposes, they were greeted with a group of angry students crying out against CIA actions in Central America.

The 1980's also represented the height of the nuclear arms race. Both superpowers continued to build and deploy nuclear weaponry with little to no negotiation on the issue of a freeze. Tufts' opinion was generally split: conservative students defended the current arms build-up while liberals clamored for the dismantling of nuclear weaponry. Yet both factions agreed that Tufts was not an appropriate site for the presence of nuclear arms. With the active support of President Mayer, Tufts was proudly declared a nuclear-free zone. The new politics infiltrated our campus, but they could only go so far.



Photo R. Beck

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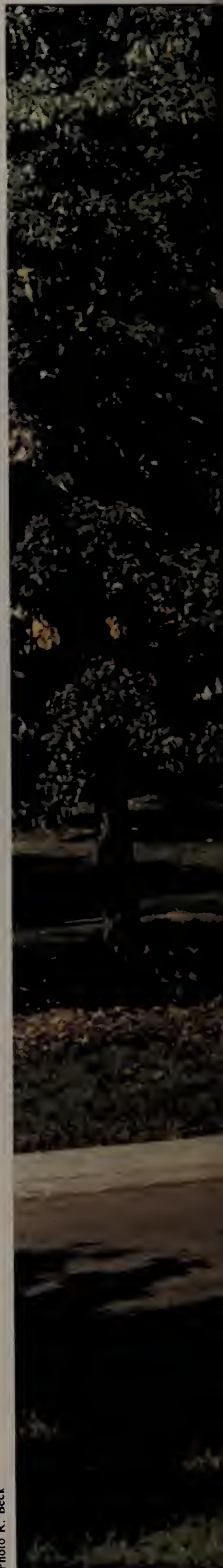






Photo R. Beck



Photo S. Winograd

The 1980's also marked a sharp increase in the cost of a college education, and Tufts became one of the most expensive schools in the country. As a result, it became more difficult for middle income families to afford private colleges like Tufts, and a larger percentage of students were products of more privileged backgrounds. Even so, Tufts continued to provide as much financial aid as possible, enabling students from all backgrounds to enjoy the excellent education Tufts offers. In the same light, concerned students founded H.U.G. to attack this problem of the affordability of Tufts. Helping Undergraduates held events and activities designed to raise money for bright, ambitious students who would not be able to meet the Tufts tuition demands on their own. Through these efforts, Tufts actively fought the burden placed on all costly private universities to avoid a homogeneous student body.

The economy also affected Tufts as private endowments and contributions increased. Through these financial efforts, Tufts was finally able to enjoy a campus center — pub, snack bar, office space, and lounges included. The University also began work on the Arts Complex.

Photo S. Wilner



Photo S. Wilner



Photo S. Winograd

additions to the Medford campus held a great deal of significance for they continued to foster the on-campus activities and events which complemented academic life at Tufts.

A careful study of economic developments in the 1980's is not complete without noting the effects of the computer age. Throughout our country, the role of computers grew in importance and prevalence, and this new phenomenon reached the Tufts administration. Instead of waiting in long, tiresome lines in Cousens Gym to register, we were assigned to appointments with the computer who efficiently scheduled our course requests. Rather than learning to type on typewriters, classes were conducted on personal computers so that students would be prepared for the imminent presence of computers in all aspects of life. Throughout the country, there were charges that the rise of the computer had replaced interpersonal contact. While this may be true elsewhere, computers at Tufts did not prompt the sacrifice of the intimate relationships between administration, faculty, and students which is the backbone of Tufts University.

Photo R. Beck





Photo R. Beck



Accompanied by America's conservative political fever came a shift toward more traditional social values. But that did not keep Tufts from continuing its traditional inclination to end a strenuous week of academia with a weekend that began on Thursday night. Be it fraternity parties or Eaton parties, the Hong Kong or the Jumbo, we never stopped having fun. Even when they outlawed Happy Hour in the Hub, we kept it up. When the administration revamped the Social Policy and became stricter with campus regulations, we still managed to party. Somehow Tufts successfully struck a balance between competitive academics and an active social life. In short, we worked hard but we partied hard. If the conservative trend of the 1980's has not changed that yet, it never will.

The 1970's was often called the decade of the "me" generation. This emphasis on individual appearance, achievement and the quest for superiority carried into the eighties and nurtured the competitive spirit characteristic of college students. It often seemed as though we were overly obsessed with looking out for Number One. However, at Tufts we did not allow our self-interest deny us the friendships and comradery which are an integral part of campus life. Without these friends, all the success possible would have meant nothing, no matter how special we thought we were. And the pain of failure was softened by peers who cared.

The fashion industry also underwent a revolution during the eighties and what better place was this illustrated than on campus? The latter half of the seventies was renowned as a time when students were dressing in predictable, "collegiate" gear. Preppie was in. In the eighties, however, "funky" took over where preppie left off. Students were once garbed in similar styles, but in the early eighties anything went. These fashion trends suggested that despite the shift toward tradition, individuality was still an inherent institution within our society and our campus embodied this spirit.



Photo R. Beck

Photo S. Wilner



No one can argue that the 1980's did not take on a face of its own. The country changed drastically and instead of staying behind, Tufts changed with it. We rejected any negative influence and eagerly welcomed positive impact. The 1980's glorified the role of modern-day college students who have a responsibility to participate in all aspects of campus life. Gone are the days when students submitted to decisions and policies determined at the administrative level. Instead, we took action on problems and issues we found important. In doing so, we grew when we could have shrunk, we improved when we could have digressed, we united when we could have been separated.

When the nature of the national mood changes as sharply as it did in the 1980's it is of



Photo R. Beck

great value to assess how these changes were translated on campus. If the first half of the eighties left such noticeable changes, it will be interesting to follow the path of the latter half of the decade. And beyond that, what will the 1990's mean to America, to students, and to Tufts? One thing is certain: if the 1980's did not successfully uproot Tufts University, no other era in the future will be able to shake the foundations upon which this school is built. ■



Photo R. Beck





activities





Photo S. Wilner

Convocation/Matriculation

september, 1984

by Steven Wilner

Every September, without fail, some 1100 students are matriculated by Tufts University. Whether behind the President's house or at Cousens Gym due to inclement weather, Convocation/Matriculation exercises must go on.

The day begins when freshmen move into their dorms. Once "settled," they are called to the "great lawn" for a splendid feast prepared by dining services. The picnic is a time for freshmen to meet fellow classmates and for parents to investigate that which goes along with their investment in education, namely their children's friends-to-be.

After lunch, all spectators are invited to be seated while the freshmen prepare to become official Tufts students. President Mayer then welcomes all to Tufts, while forewarning the anxious freshmen that not everyone will get A's, or even B's. Most of us are familiar with the "accomplishment roll call" by now, but if you are not, it goes something like this—"357 of you were editors of your high school yearbooks, 256 of you were varsity lettermen, etc . . ."

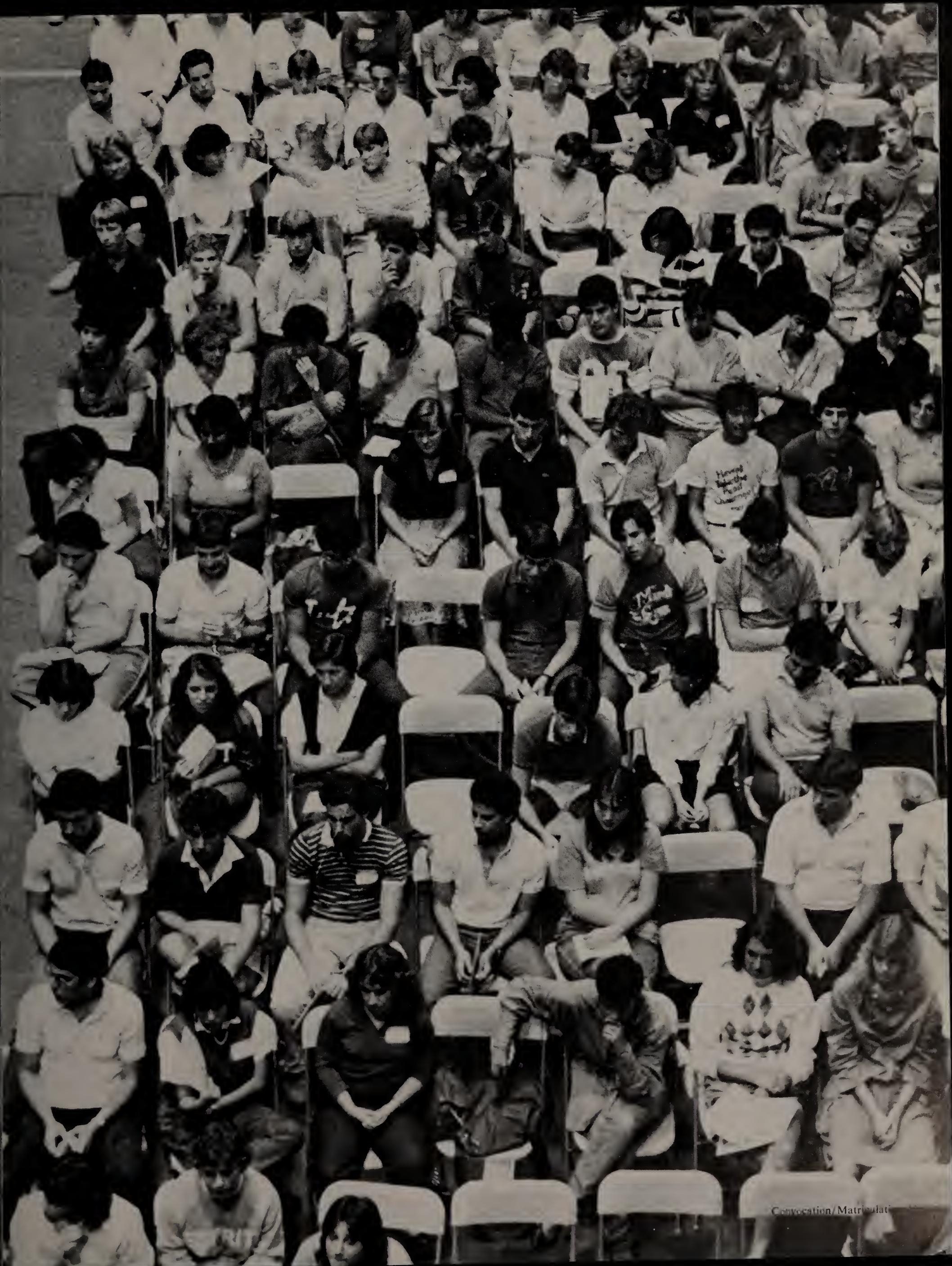
Many scoff at Convocation/Matriculation exercises, but few realize that it is the last time they will be called together as a class until grad-

uation . . . □

Right: The freshman class assembles for matriculation exercises. Above: Getting to know each other for the first time. Below: Convocation is traditionally held on the President's lawn.



Photo S. Wilner



Convocation/Matriculation



Photo R. Beck

Parents' Weekend

October, 1984

by Randi Simowitz

Is it a holiday? Not really. A convention? Nah. A reunion? Nope. Then why are there so many people on campus? It's Parents' Weekend!

Parents' Weekend, held from October 12-14, gave a special group of people an opportunity to observe the Tufts campus. From Friday evening through Sunday afternoon, there was a full agenda planned for parents and students alike. Highlights this year included various seminars on topics ranging from coping with stress to dealing with world hunger to financing a college education; a luncheon with President Jean Mayer; and a New England clambake.

But that was not all. Do you think any smart Tufts student would allow his parents to come all the way to Medford without experiencing nearby Boston and Harvard Square? All those great restaurants . . . and nice stores . . . and ice cream parlours . . . What trip to Tufts would be complete without at least one stop at Steve's?

Lastly, on Parents' Weekend, the wise student had Mom and Dad bring up anything (and everything) that he "forgot" in September, or, put another way, that he could not quite fit in the overstuffed U-Haul. All in all, the weekend was enjoyable (as well as profitable) for both parents and students. □

Far Right: Parents enjoy a luncheon with Jean Mayer. Above: Parents drink side by side with their children. Below: Parents get the grand tour of Tufts, even a taste of Hodgdon's finest.



Photo R. Beck

Photo P. Lord





Photo R. B.

Halloween

october, 1984

by Rick Purdy

It's 11:00 p.m. on the night of October 31 — do you know where your ghosts, goblins, martians, boxers, monsters and other things that go bump in the night are?? If you are at Tufts the chances are pretty good that they can be found gathered together, showing themselves off and dancing away All Hallows Eve. The annual West Hall Halloween Party once again seemed to be the place on campus to see and be seen. It is probably the most popular all-campus event next to Spring Fling festivities and the Homecoming Day football game. Perhaps the most appropriate building on campus to house a party of this nature (or supernatural), West Hall with its eerie towers and facade was the focal point of the evening.

Not to be outdone or forgotten, Carpenter House and Eaton Lounge also sponsored successful get-togethers. The costumes were imaginative and creative, both scary and humorous, in the finest Tufts tradition.

Halloween at Tufts — when else can you assume an alternate identity, mingle with creatures of the other sexes, dance the night away, and not have to worry about being recognized the next day. □

Right: As tourists or coneheads, students take time out from midterm study to enjoy Halloween. Above: Boy meets girl at one of many Halloween parties. Below: Ghostbusters invade West Hall for Halloween.



Photo D. Thornton

Photos D. Thornton

Photo A. Levenson





Homecoming

october, 1984

by Randi Simowitz

Lots of spirit, lots of people, lots of football, lots of liquor (shhh!) and not too much studying are all characteristics of Homecoming Weekend. Held October 19-21, 1984, Homecoming Weekend was a favorite of students and alumni alike. There was a pep rally on Friday evening complete with fireworks, cheerleaders and Tufts' own marching band. On Saturday, the big event took place—the football game, known more for its party-like atmosphere than its victories on the playing field. Another highlight was the Homecoming Parade just prior to the game, featuring homemade floats, an appearance by Jumbo the Elephant and this year's Homecoming King Mike Broderick and Queen Jennifer Sparrow.

After the festivities Saturday, if one had any energy left, there were parties and more parties. Fraternities and Sororities welcomed back their alumni as other Tufts grads and undergrads reunited. But the fun was not over yet. On Sunday afternoon there was a big get-together at Nils Yngve Wessell (that's the library to you and me). After all, it was the middle of mid-terms.



Right: Excited Jumbos root for their team. Above Top: The winning float on exhibit. Above: Ready for action, the players head for the field.





Tree Lighting Ceremony

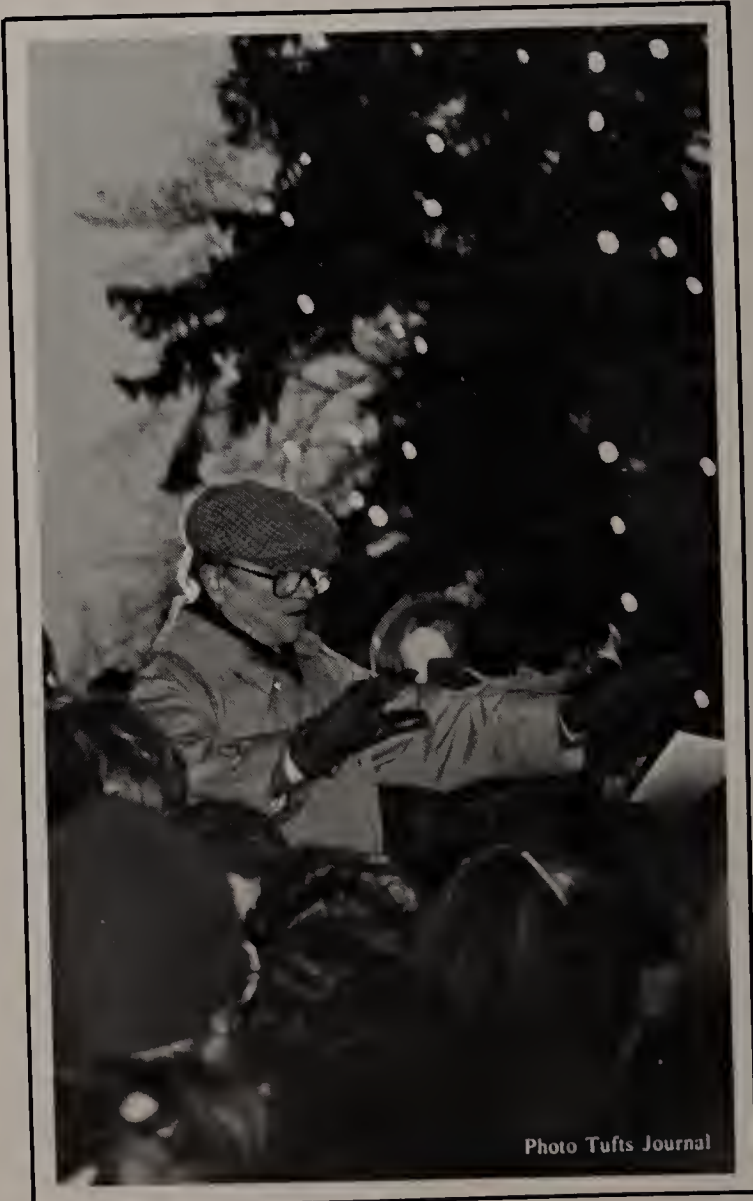
december, 1984

Tufts Journal

Carolers ushered in the holiday spirit on December 6, 1984 with an old fashioned sing-along and Christmas tree-lighting. As has become the tradition, more than 100 members of the Tufts community, students and faculty alike, gathered in the chilly evening air to welcome the holiday season. Many who had attended previous ceremonies were present in anticipation of the "warm" feeling which this intimate gathering exudes. First-timers present did not know what to expect, except songs, hot cider and cookies in Goddard Chapel following the ceremony.

Amongst the songs that were heard were traditional Christmas and Channukah melodies and the tunes of the African feast of Kwanza, while a small brass band added a fitting musical accompaniment. At dusk, after Tufts' musical groups displayed their talent in Goddard Chapel, a pine tree which stands unnoticed in the rear of Ballou Hall most of the year became host to a sparkling array of colored lights. As the sky darkened and the sun settled in a red streak on the horizon, there could be no doubt that the spirit of joy and peace on earth had come to Tufts. □

Far Right: Carolers usher in the holiday spirit with sounds of the season. Above: Students light up the Hill with song. Right: Frank Colcord leads the carolers with the spirit of joy.





Tree Lighting Ceremony 2

TUFTS UNIVERSITY

Elizabeth Van Huysen Mayer
Campus Center

Convocation

FEBRUARY 1, 1985

Campus Center Opening

february, 1985

by Steven Wilner

After three decades of anticipation, planning and fundraising by students, faculty, administration, parents and friends, the Elizabeth Van Huysen Mayer Campus Center officially opened on February 1, 1985. Planned as the focal point of social life for the Medford Campus, the facility was named in honor of President Jean Mayer's wife who has been actively associated with students since coming to Tufts in 1976.

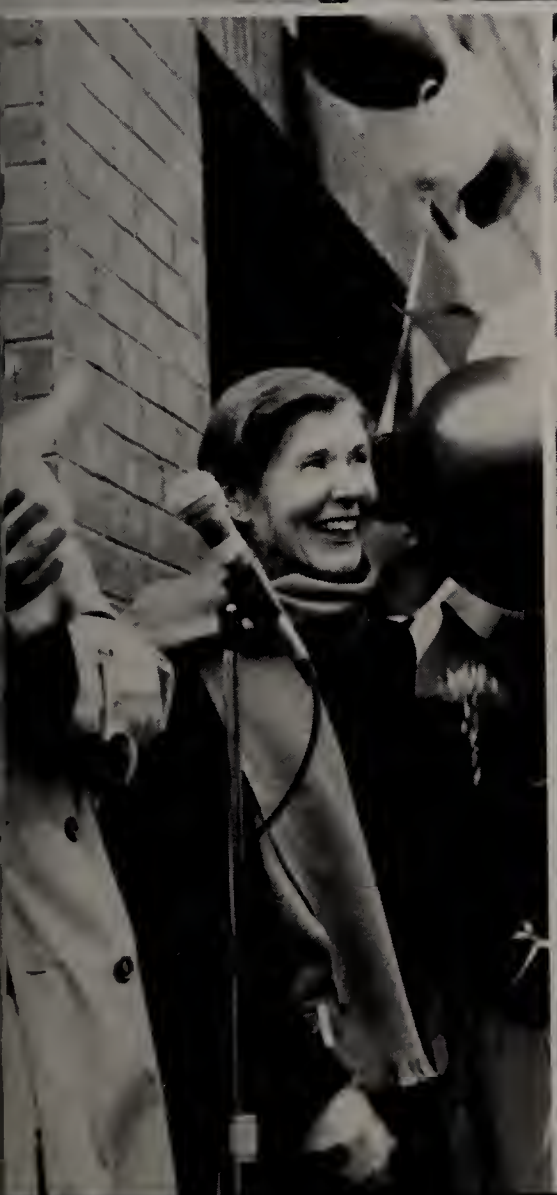
The center opened with the awarding of honorary degrees to author John Updike, sculptor Louise Nevelson, sociologist David Riesman and the Reverend Carl Scovel of King's Chapel in Boston. Also present at the degree convocation were Student Senate Presidents from the preceding seven years. Following short speeches by Dean Frank Colcord, President Jean Mayer

and Senate President John Fulginiti, the entire group moved to the new campus center for the ribbon-cutting ceremony.

Amidst wet snow and hundreds of brown and blue balloons, Mrs. Elizabeth Van Huysen Mayer cut the ribbon, thus opening Tufts' new "social center." To mark the long-awaited occasion, refreshments were served while all present were entertained by a live Jazz band.

With the opening of the Campus Center, Tufts now has a pleasant and suitable place in which people can congregate. According to Dean Colcord, "This is only the beginning!" ▣

Right Above: Mrs. Mayer initiates the opening ceremony for the center built in her honor. Right Below: Honor speakers are greeted, while students and faculty members assemble for the conferring of honorary degrees.





SPRING FLING

april, 1985

by Randi Simowitz

You wake up to the sound of birds chirping and music blaring. You throw on a pair of shorts, a Tufts tie and your shades. Once outside, you follow the sound. Soon you are standing in Jean Mayer's backyard, praying to the sun god with 4000 other members of the Tufts tribe. Is it a new cult? Nah, it's Spring Fling!

On the Saturday before finals, spring is officially welcomed to Tufts. Students throw aside their books and worries and party, summer style. Beach blankets and newly-acquired tans cover the Pres' lawn. But of course, there are no bottles, cans or coolers allowed (wink, wink) and you must be twenty to consume any alcoholic beverages (giggle, giggle).

And then there's the music. Now, let's not make a big commotion, music is music and to the crowd at this gala, anything will do! Whether dancing to Reggae or Pop, there are a lot of happy people present.

After the event, there is a barbeque for those who thought ahead, or for most, a three hour nap. After all, dancing all day *is* tiring! □

Far Right: Two seniors enjoying the outdoor concert at Spring Fling. Above: Jumbo always tries to get a piece of the action. Right: Typical provisions for a festive spring day.







Kids' Day

april, 1985

by Steven Wilner

Contrary to popular belief, tradition has not been forsaken at Tufts University. Homecoming, matriculation and commencement are all examples of that. Kids' Day, though more recent, has also come to be a tradition at Tufts. It is a day when several hundred twenty and twenty-one year olds are able to shamelessly act like seven year olds.

On Kids' Day, the campus is literally invaded with youngsters from the surrounding communities of Somerville and Medford. Tufts is transformed from a college campus into a many-acred playland. It is the "job" of the Leonard Carmichael Society to make all the arrangements: ordering everything from carnival rides to portable bathrooms. In fact, when Kids' Day finally arrives in April, it is the result of a semester and a half of frantic calling, planning and praying by the officers of the Leonard Carmichael Society.

Amongst the activities which the children enjoy on the infamous Kids' Day are ferris wheel rides, merry-go-rounds and air bubble rides. The festivities do not end with the rides. No, the children, armed with dimes and quarters, purge themselves with cotton candy, hot dogs, soda and ice cream. Perhaps the best feature of Kids' Day for the children is the multitude of activities which are planned for them. The day would

not be complete without the games, prizes, helium balloons, and hay rides.

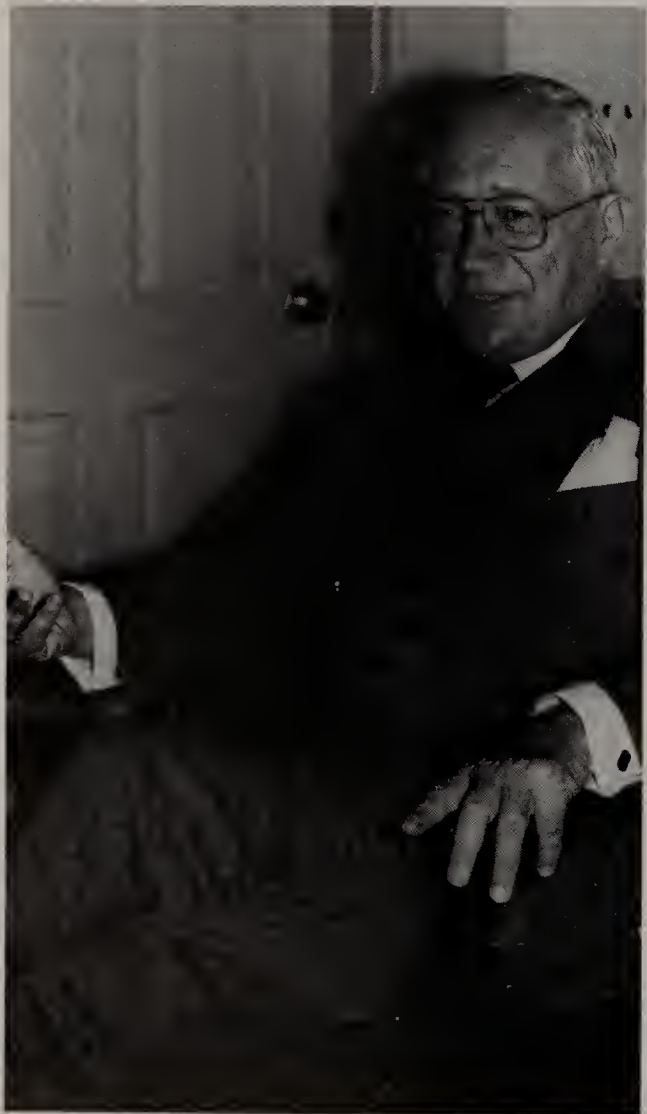
Right: Clowning around on Kids' Day was not exclusively for kids. Above: The Kids' Day tradition continues for the pleasure of local children and students alike. Below: The ferris wheel provided high-flying enjoyment.





academica





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Photo R. Beck



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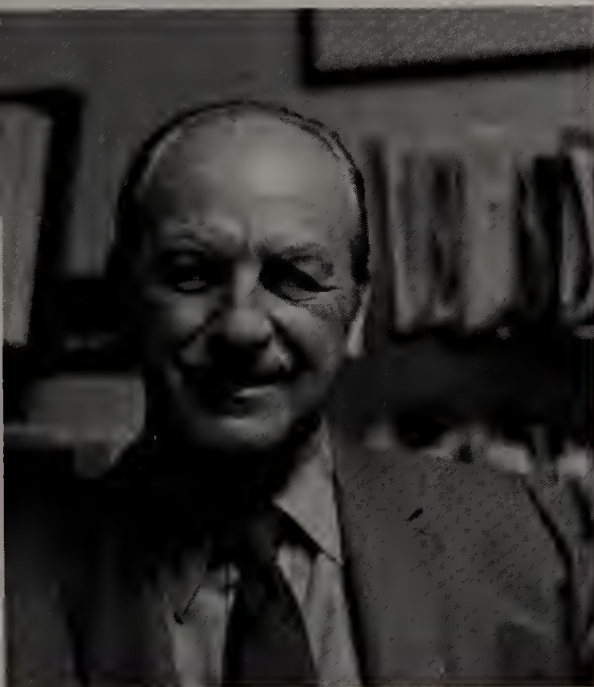


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Academic Vice President
Provost*

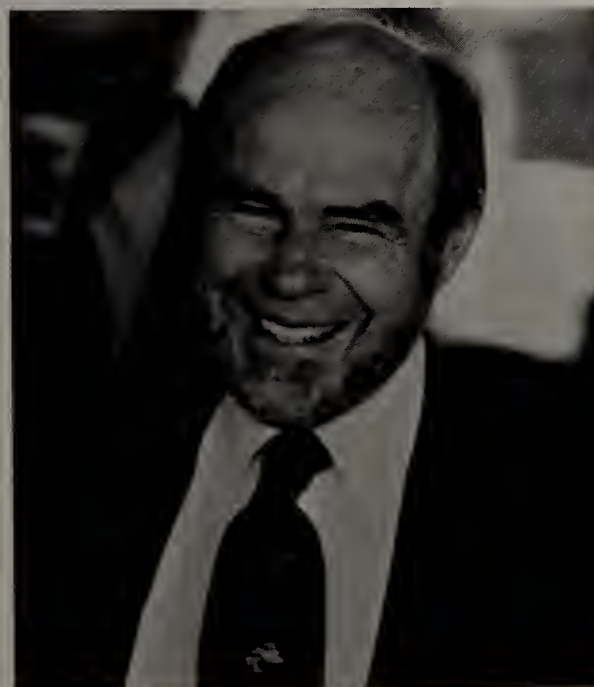


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Dean of Administration

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Administration

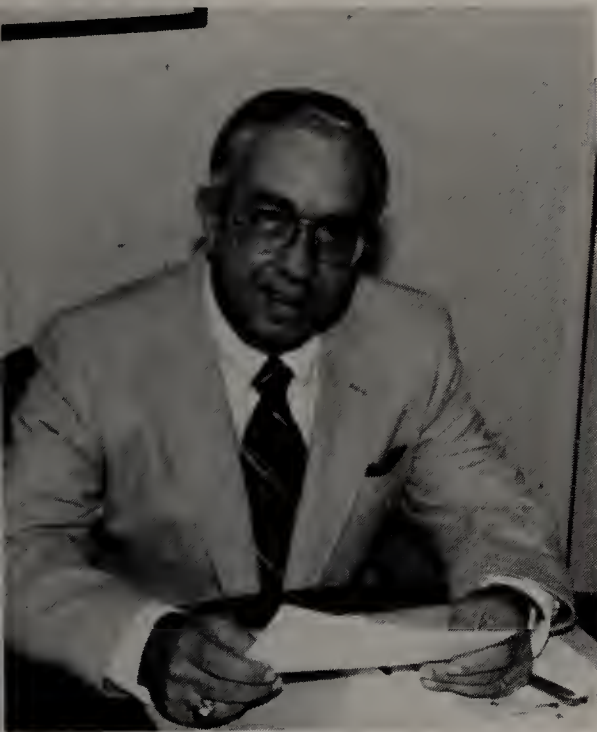


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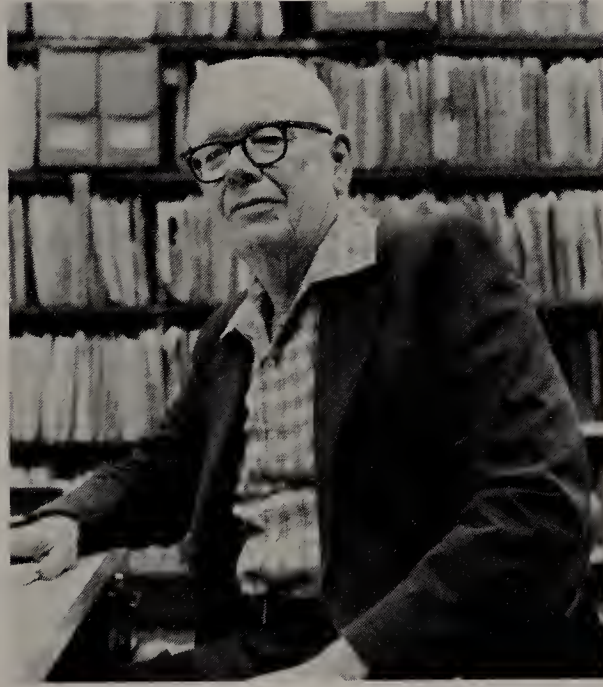


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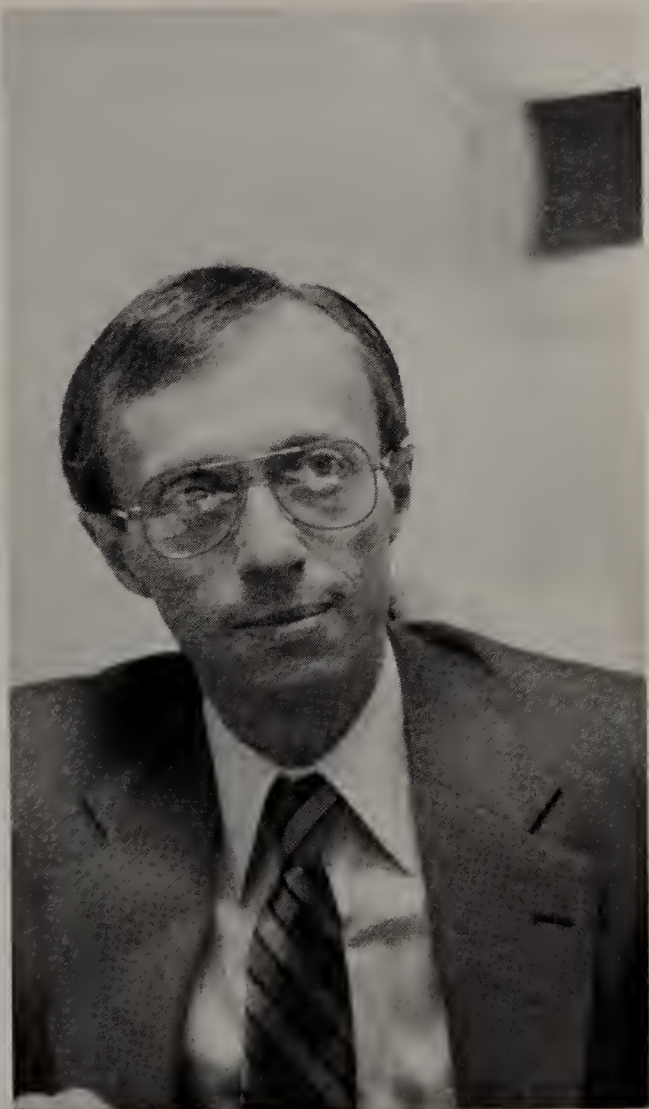


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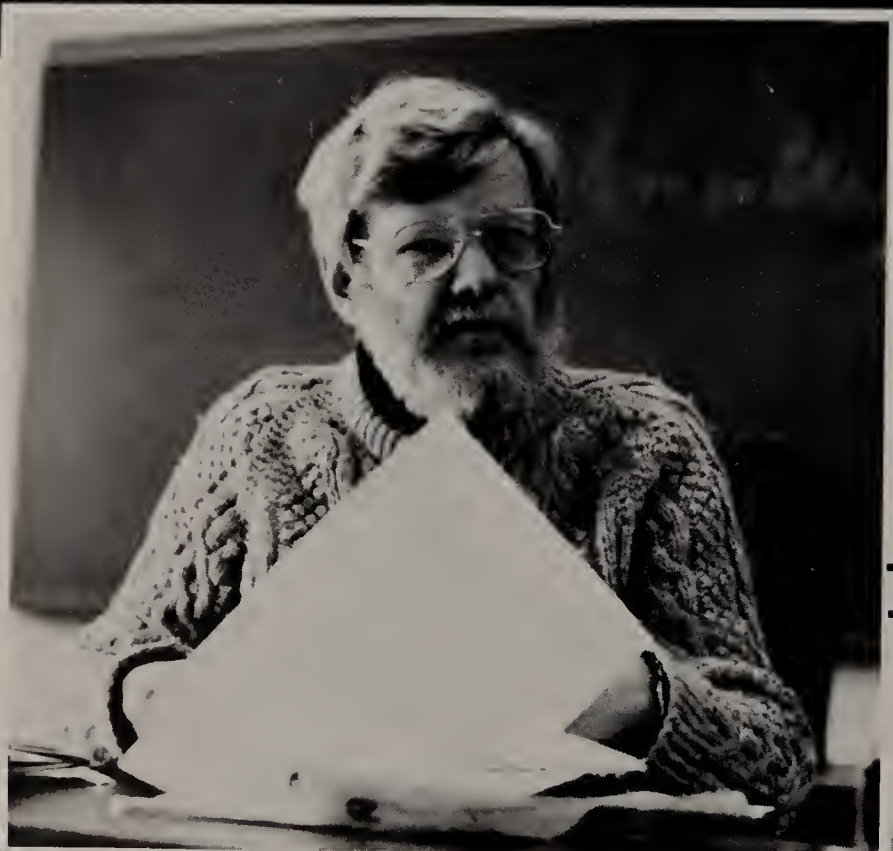


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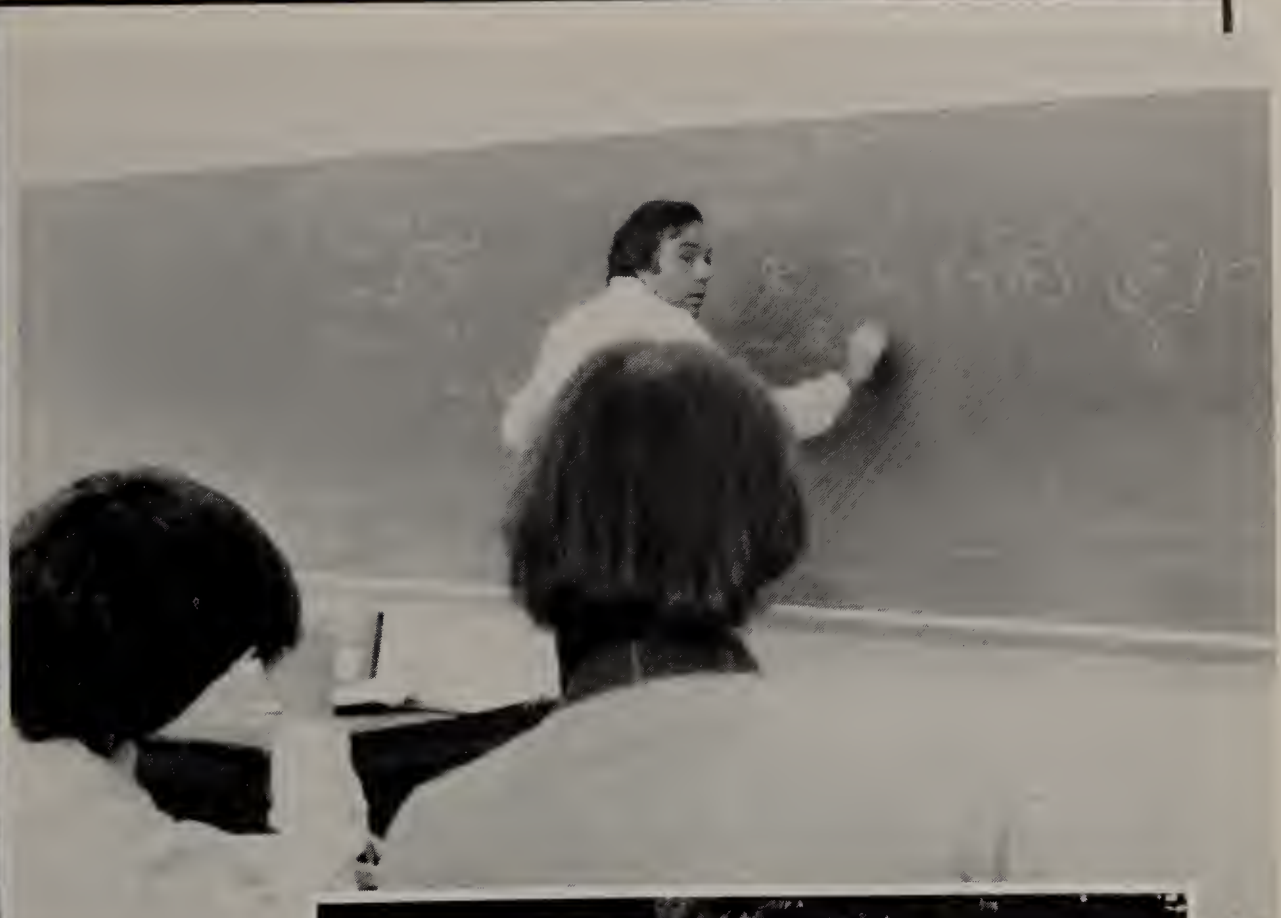


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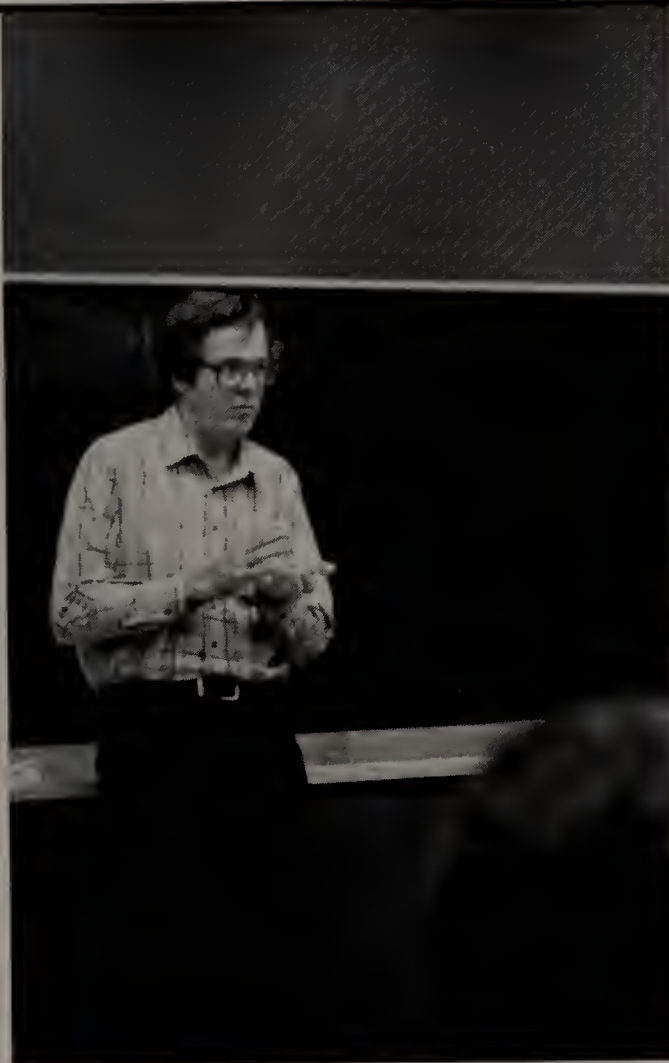
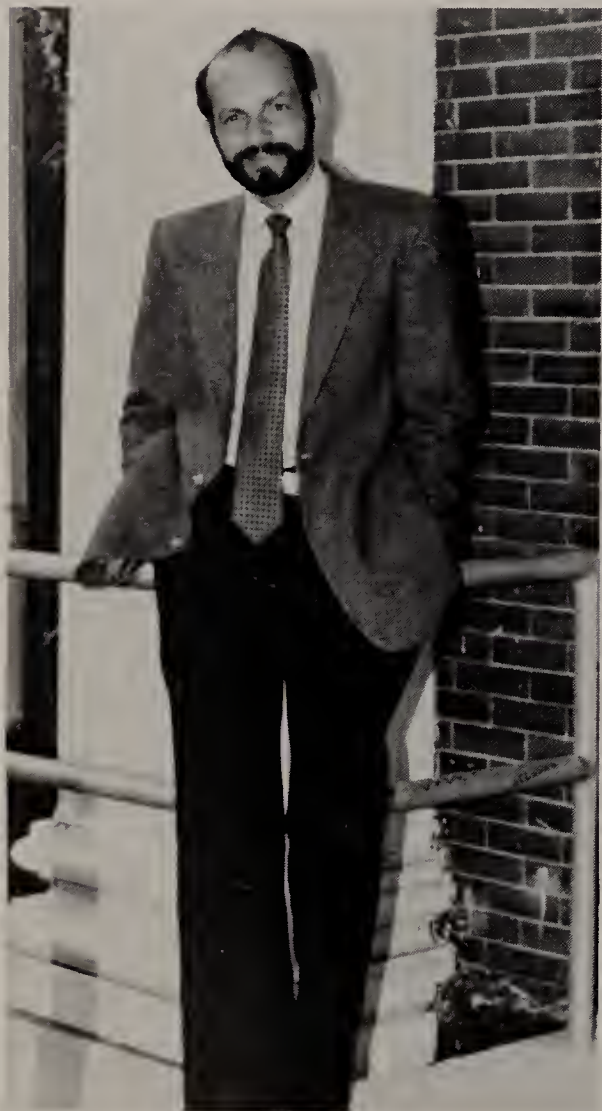


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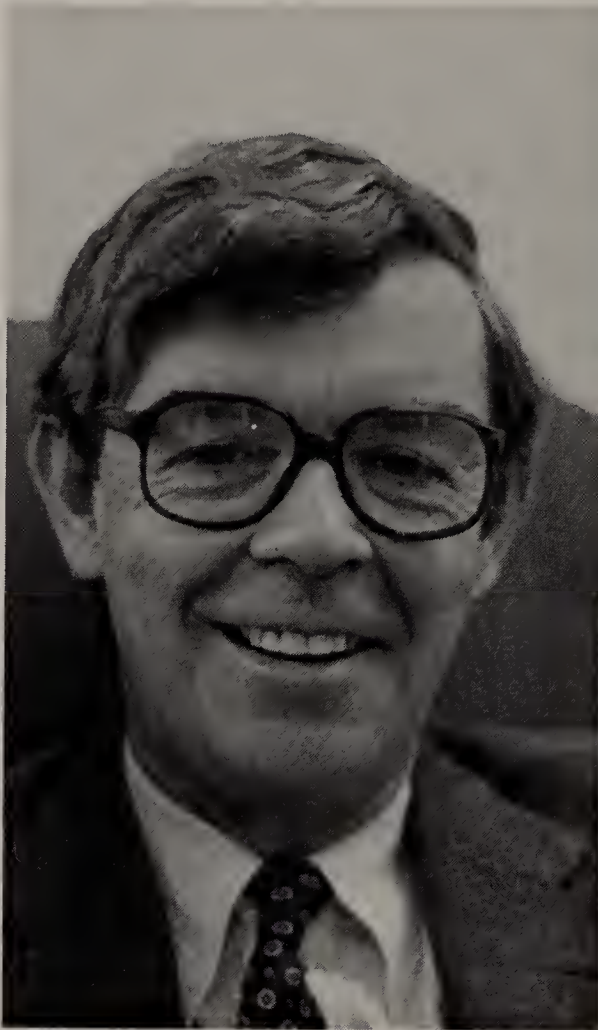
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Administration



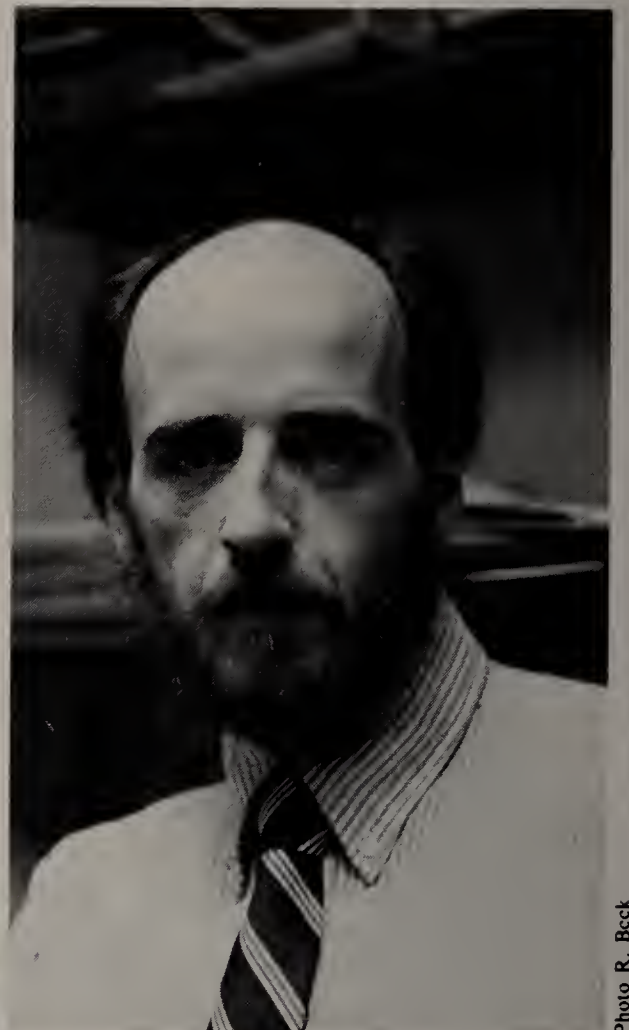
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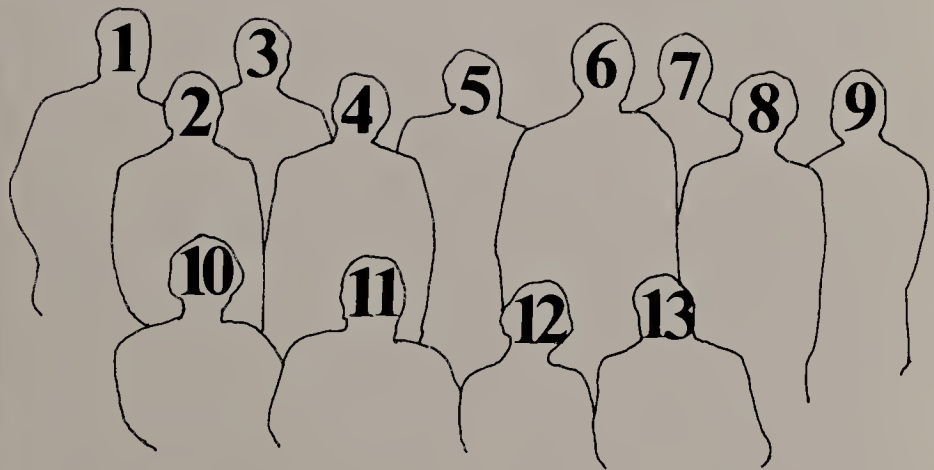
Trustees



File Photo



File Photo



(1) Thomas O'Brien, (2) Jacob Lewiton, (3) Jim Stern, (4) Jean Mayer (President), (5) Allan Callow (Chairman), (6) Harvey Brooks (7) William Meserve, (8) Ione Vargus, (9) Nelson Gifford, (10) Ursula Marvin, (11) John Baronian, (12) Roslyn Berenberg, (13) Ira Stepanian.

Biology

On beyond ameoba

by John Martyniuk

It was the middle of the first lecture. Some people were taking notes which I considered curious. I was talking about Plato and Aristotle, the beginnings of scientific and western thought. In a sense it was a "throwaway" lecture, you know, the opening day intro. In another sense, the subject was something very important to me. Relatively few people understand the basic philosophical tenets of our society. Fewer still care to consider

how these fundamental approaches to reality have and continue to influence our culture. Well anyway, I bet a lot of people were expecting to see something like an introductory slide show . . . weird, incredibly ugly toads and the like. The kind of "gee-whiz" biology you see on television. But here I was, talking about some guy who died 2500 years ago and how he felt about the world. And some people were taking notes. I wondered if they were remotely interested or just thought I was going to test them on this stuff. And I wondered if there was a more subtle, general impact. I wanted to develop not so much enthusiasm, but an intensity. This philosophy, this biology stuff, this is important. It's important to me and it's important to you. And I didn't want them to feel it was coming out of a book, I wanted them to feel it was coming from me . . .

Biology 3 is touted as an introductory course for non-majors. However, rather than spotlight particularly interesting aspects of biology in a survey fashion, the course is notably comprehensive. Emphasis is not only placed on biological principles, but also on relationships between concepts stressing the interdependency of various biological disciplines. Since many of the stu-

dents have a limited scientific background, the course attempts to build upon itself, moving from the fundamental level of the atom to the complexity of eco-systems. With the comprehensive nature of the course material in mind, the class is limited to a relatively few number of people with staff priorities structured to encourage individual or small group instruction and assistance outside of lectures.

As instructor for Biology 3, I would naturally hope to be able to impart some knowledge of biology to my students. However, my teaching goals have a foundation that extend beyond this simple teacher-student relationship. Rather than antagonists, I see humans as part of the environment, each one influencing the other. I try to give my students a bridge *per se*, the biological mechanisms and principles that entwine humans with the environment. Through an understanding of this relationship, I hope to confer a certain awareness and respect of the reflexive nature of environmental and human quality whether it be in downtown Boston or upstate New Hampshire. And perhaps a few of my students will extend this knowledge beyond the lecture, taking it into all walks of life.



Photo S. Wilner



Photo P. Ostberg



(1) Ross Feldberg, (2) George Ellmore, (3) Eli Siegel, (4) Norman Hecht, (5) June Aprille (Chair.), (6) Nicole Morel, (7) Susan Ernst, (8) Ed Hodson, (9) Nancy Milburn, (10) Harry Bernheim, (11) Norton Nickerson, (12) Jan Pechenik, (13) Mei Ho, (14) Saul Slapikoff.

A look at personal matter

by Robert Stolow

Organic chemistry links us to the chemistry of carbon compounds. Molecules containing the element carbon include the molecules of molecular biology, the molecules of life, the molecules of each of us. But where did the carbon atoms in us originate?

Astronomers theorize that the matter in our solar system condensed from clouds of gas and dust about five billion years ago. The dust was the remains of earlier generations of massive stars that were born when huge clouds of hydrogen gas condensed and warmed until the fusion of hydrogen nuclei to helium nuclei was ignited. Late in their lives these stars composed of hydrogen plus helium became hot enough to fuse the helium nuclei to form carbon. They then formed heavier elements and exploded, casting into space clouds of gas and dust. Such clouds are the nurseries where later generations of stars are

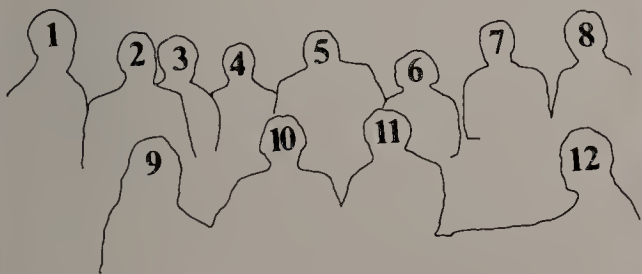
born. The carbon atoms in our solar system and in us originated inside stars that exploded as nova or supernova five to fifteen billion years ago. Here on earth, carbon compounds formed conglomerates that self-replicate and have evolved into consciousness. Certain conscious carbon compound conglomerates can comprehend carbon chemistry.

Chemistry 53-54 deals with structures, reactions, and syntheses of carbon compounds. The first three laboratory experiences are with separation of compounds by chromatography, identification of structural features by infrared spectroscopy and isolation of compounds from natural sources. The first three weeks of lectures explore structure in three dimensions, ideas about the step-by-step process by which a reactant is transformed into a product, and an approach toward analysis of alternative synthetic pathways. Development of problem-solving skills is a major objective of the course. Appreciation of the interplay between theory and experiment (the need to discard ideas that are ruled out by solid experimental facts) is a goal of the course.

Students may not fully appreciate their 15 billion year heritage. However, in organic chemistry, a student can begin to seek an understanding of self at the molecular level. The quest for understanding might even become a life's work.



Photo S. Wilner



(1) Barry Corden, (2) Robert Stolow, (3) Johnathan Kenny, (4) Karl Illinger, (5) Grant Urry, (6) Mary Jane Shultz, (7) Alexander Kaczarczyk, (8) Stephen Baxter, (9) Maureen Doucette, (10) Keith Horn, (11) Albert Robbat, (12) Vlasios Goergia.



Photo R. Beck

Child Study

On the move

by Roberta Pasternack,
M.Ed.

Many people ask what Creative Movement is and what value it holds. The basic definition of creative movement is learning to move your body in ways that feel good. One works with the elements of time, space, and energy, to develop awareness, control and freedom. The medium of creative movement is special by nature because there are no wrong or right ways to move. It is allowing one's creative potential to emerge in a safe, non-judgmental environment. This course provides students with an opportunity to break from their set patterns of movement, reduce stress, experiment with new ways of moving, and create dances which are reflective of their inner beings. It also allows students to become aware of the nonverbal messages they convey and how these messages affect communication. One student states, "Roberta knowingly and firmly guides the individual to an awareness of bodily expression, leading to an integration of the body and mind." (E. Chodos) I believe this inte-

gration within the self is an essential component for working with people and for living a fuller, more healthful life.

The atmosphere in which all of this can occur is one where people feel safe, empowered, and trusting in themselves, the group, and the process. A graduate student expressed, "I work to create an atmosphere in which one feels the willingness to confront strong and powerful feelings that lie within the psyche by safeguarding the integrity of the group process and the dignity of the human spirit." I have continuously learned that by conveying acceptance for the individual and speaking her language, she is willing to take risks and reach beyond what she thought was possible.

Each student can develop both personally and professionally at their own rate. "Creative movement has come to mean so much more to me than physically moving. It is awareness, opening your mind, using your voice, exploring, taking chances, feeling good, using materials in new ways, becoming whole." (E. Alter) I invite students to allow their inner children to emerge, expressing their innate spontaneity and playfulness. This becomes part of the bridge for working with children as a teacher, therapist or parent.

Students learn the value of movement from a developmental perspective. They understand the application of creative movement to each area of development, how it capitalizes on what children do naturally and how it can support existing curriculum. In addition they practice this with children as they are learning it themselves.

At the beginning of each semester, I quote one of my teachers, Barbara Mettler, who stated "Dance is Life." One student's response was that "at the beginning of the course I assumed it was a biased perspective, and by the end I realized the truth in this and the impact of this course on my whole life." (S. Sheehan) Elisa Alter, graduating child study major, had the following as her final journal entry: "It has honestly been the best thing in a long time. I know that the things I've discovered will stay with me forever. It's things like this — experiences that help me grow and improve my life — that make all the hard work and pressure in college worthwhile."

I would like to thank the Child Study Department for their constant support and wisdom in having this course as part of the curriculum, and the students for making this course as rich as it is.



(1) Matilde Holzman, (2) Katherine Paget, (3) Maryanne Wolf, (4) Nancy Rambusch, (5) Janet Zeller, (6) Sylvia Feinburg, (7) Ellen Horvitz, (8) William Fowler, (9) Charna Levine, (10) Fred Rothbaum, (11) Evelyn Pitcher, (12) David Feldman, (13) Donald Wertieb, (14) Kathleen Camara-Ryan.



Photo R. Beck

Some serious joking around

by John Zarker

Classics 55, Greek and Roman Comedies, is an entry level course for students with little or no experience in Greek and Roman literatures. What people laugh at has remained amazingly unchanged through the ages. Aristophanes, Menander, Plautus, and Terence are the originals from which Joe Miller wrote his "Joke Book." All the varied types of humor can be found in them, from the openly obscene, double entendre, situation comedy, puns, slapstick, comic repetitions, genial observations on life.

In this course the student can and does learn not only about the content and structure of drama but especially of the importance of the comedies as drama, doing and acting. So often the reader of Greek and Roman plays considers them only as documents, written to be read. But in fact, they were performed before live audiences which did not hesitate to show emotions of approval and disapproval. An essential part of Classics 55 is the student skit or creative presentation. These student

comic projects range from enactments of scenes from the Greek and Roman plays themselves to performances of original dramas based on the originals, to traditional term papers on the nature of the theatre, the comic, costumes, dance, and ancient music. In most of the students' undergraduate career, it is each student for himself or herself. In Classics 55, the students are encouraged to write and perform together. Cooperation and mutual effort are required in many aspects of life after school. Why not learn such cooperation while in college? Further, much of the students' undergraduate study is spent listening to others pontificate. By performing comic projects, students learn by doing and thence actively participate in their own education.

Comedy is a window through which Greek and Roman civilization can be viewed. The students, in studying the comedies, learn about the historical, sociological, artistic, and religious contexts in which the plays were written, performed and seen. Some knowledge of the Peloponnesian War, Athenian imperialism, Greek and Roman art and architecture, the topography of Athens and Rome, the literary and cultural domination of Rome by Greece, and the politics of Athens and Rome are all

integral elements in a knowledge of Greek and Roman comedy.

Finally, in this serious world, there must be something about which to smile if not openly laugh. Almost all of us are serious, worried, concerned, as will we might be considering the state of the world and the nuclear threat of destruction. Yet other civilizations were under threats to their destruction, similar in nature if not in magnitude. Yet they found solace and sanity in laughter. Norman Cousins discovered the healing power of comedy and laughter when faced with debilitating disease. Why shouldn't we heal at least a few of our psychological stresses and strains? Why shouldn't we find some humor and healing and perhaps even some sanity in the comedies of Greece and Rome?

Since much of Greek comedy has tragic undertones because of the political, intellectual, and military situation in Athens, Aristophanes provides a suitable quotation to end this essay; further, in many ways it sums up my own philosophy in teaching. The chorus is praying to Demeter:

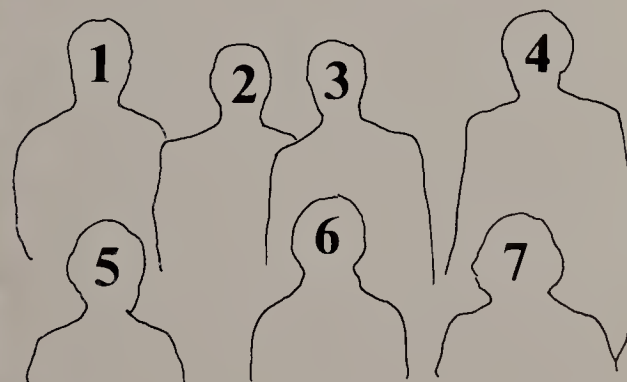
Help me to say what will
make them grin.

Help me to say what will
make them think.

R. Lattimore, Aristophanes, *Frogs*.



Photo R. Beck



(1) Steven Hirsch, (2) Peter Reid, (3) Thomas Corcoran, (4) John Zarker, (5) Miriam Balmuth, (6) Joanne Phillips, (7) Regina Merzlak.

Drama

Beginning acting is . . .

by Stacy Klein

Intensely creative physical and mental work
stretching the mind and body and soul

exploration of the world through one-self and others
working alone
working with a group
bonding with others
trusting oneself
trusting others
hard work
challenging

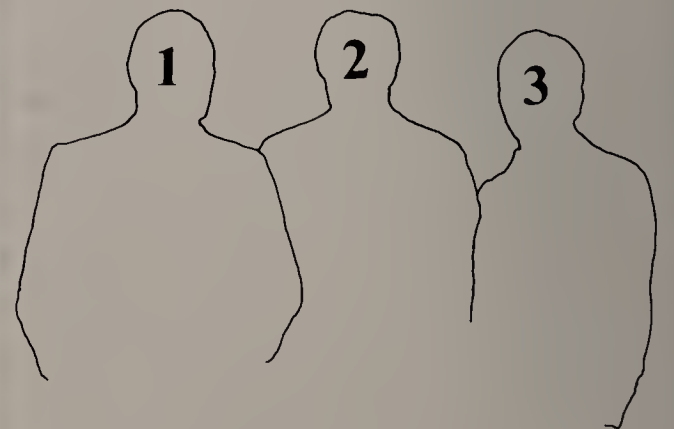
fun
relaxation and vitality
taking risks
exploring emotions
searching in the depths of your being
playing games
going to theatre
reading and reacting to theories of acting
a search for a meaningful definition of culture
finding forms
breaking forms
spontaneity
improvisation
developing scenes
message
accepting the need to give and take criticism
developing means of self-criticism
opening up
sharing
shedding your mask
imagination
believing that a principle of art is that there is no Right and no Wrong
believing that what you have to offer is important
believing in yourself
believing in your group
facing Truth
Singing the Song of Darkness and of Joy



Photo R. Beck



Photo R. Beck



(1) Lawrence Senelick, (2) Kalman Burnim, (3) Vincent Murphy.

Corporate finance

by Peter Fortune

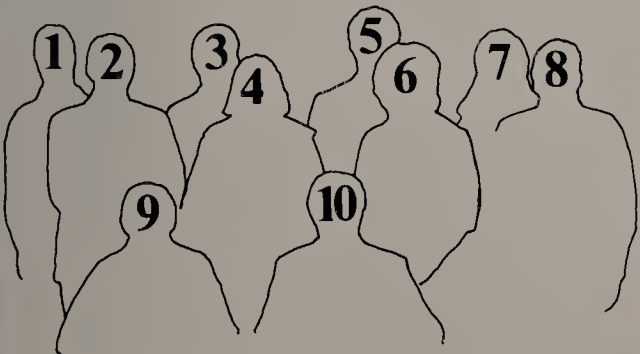
Economics is a discipline whose *raison d'être* is the existence of scarcity. It seems ironic that the economics department at Tufts is one where students can get a first-hand experience with shortages—too many students chasing too few seats in courses. In the Fall 1984 semester, with total enrollments of 1451 undergraduates, the department offered 24 courses for undergraduates, with an average class of over 60 students. If one eliminates the courses designed for generalists (Principles of Economics and Accounting) the average class size drops to a still-high 38.

Why does such a large proportion of undergraduates at Tufts want to take economics courses? The answer lies in the pervasive influence of economics in our lives—nobody can escape the “getting and spending” which takes up so much of the modern citizen’s energies and time. But each of us comes to economics courses with different expectations. For some, economics is a fascinating “science” which purports to explain such diverse phenomenon as

the real price of wheat, the price of foreign currencies, the peaks and troughs of employment and the experience of general price inflation. Those who become very infected with the desire to explain these things and to “tie all together” are in danger of becoming professional economists.

The interest in the economics of finance is primarily a symptom of the highly industrialized, financially sophisticated economy in which we live. While there is still considerable debate about whether trade and production cause, or are caused by, financial events, there is no doubt that financial markets play an important part in both the performance of the international economy and, perhaps more important, to the undergraduate in the employment opportunities for Tufts graduates. Graduating economics majors tend to be attracted to positions in financial institutions, jobs in businesses where a background in finance is useful, or to graduate schools of law or business administration (or both). The attraction to finance has been so strong that there has been an outcry in the business community that there are too many MBAs trained in finance, and too few in less exotic areas of business activities like production and marketing.

The economics department announces that it is not a substitute for a business school, and it backs this up by requiring that students learn economic theory, which is often far removed from business management and statistics, which is far removed from “how to present numbers.” Much to the surprise of some students, the Corporate Finance course draws heavily from both theory and statistics to shed light on financial decisions made by large corporations, and on how those decision impact financial markets. Part of the popularity of this course might be that it is simultaneously both prospective—in that it addresses the student’s future career plans—and retrospective—in that it uses the microeconomic theory, statistics and math that students are told they need to know but sometimes never quite see why.



(1) Len Dendunnen, (2) Robert Yarbrough, (3) David Dapice, (4) Michelle McAlpin, (5) Paul Christensen, (6) Drusilla Brown (7) Ann Helwege, (8) David Garman, (9) Frank Holzman, (10) Daniel Ounjian (Chair.).



Photo P. Ostberg

School and society

by Stephen Winter

There is a time-honored American myth that education should be above politics. Somehow, only the children's welfare should determine what goes on in school, and children's welfare, of course, is evident. Nothing could be further from reality.

If politics is the process by which individuals convey their needs, interests and desires to public officials, and seek to make those officials act in ways the individuals feel proper, then schools cannot be — of course they are not — non-political. The only way in which that statement might be true is that community politics, as directed toward schools, is not Democratic or Republican. There is no shortage of interests expressed, and generally no shortage of difference of opinions about the proper course of action by the public officials — school boards — or their hired hands: teachers, principals, school superintendents.

Children spend a great deal of time in school. Parents want to be sure that this time is well-spent and are not likely

to leave the decision of whether it contributes to their children's welfare to some anonymous "they." They want to have a voice in it.

Then there is the second myth, this one probably closer to reality, that leads parents to intervene and not leave decisions to the benevolent "they." Schools help children toward a better life, and what parent doesn't want a better life for his or her child?

Of course, there are more "practical" reasons. School decisions, and the cost of schools, are to a large extent decided locally. Unlike the cost of the Missile or the salary of a general, the cost of a school building or the salary of a teacher can be influenced locally. The frustration with uncontrolled high costs in Washington, over which the voter seems to have little control, is turned to intervention in local matters, and schools which use nearly half of the local budget are easy targets.

Of course, there is the other side of that. With half of the local budget to spend, schools are often the largest employer in the community. That means jobs. Another reason for local voters to be interested.

For the last few years, these issues, which are the heart of Education 1, School and Society, were far from the

concerns of all but a few Tufts students. Teaching jobs (an expression of individual interest and desires!) were scarce. That has turned around. A teacher shortage exists now in nearly every field, at least in some part of the nation, and the shortage is likely to grow to mammoth proportions within a few years. Until now, absence of jobs drove undergraduates away. Will they return?

Already, the Department of Education has seen increased student interest. Enrollment has increased by about 50%. While that still is only a handful, it is probably significant. Teaching does not pay well — especially if one can't find a job — but it is a lot more fun than most other kinds of work. With word of jobs leaking out, we expect students will turn our way again.

Through the programs in education, students become certified to teach in most academic areas. Our graduate programs prepare guidance counselors and school psychologists. The education department has gone through a few lean years, yet the future looks much more attractive. Education seems to be "in" again.



Photo R. Beck



(1) C. Burleigh Wellington, (2) Stephen Winter (Chair.), (3) Jan Bloom, (4) Kay Farnam, (5) Richard Herring, (6) June Hartel, (7) A. Lucille Palubinskas, (8) Robert Shapiro.

No accounting for cost

by Anil Saigal

In the Production Engineering and Cost Accounting course, the relation of cost accounting to production is clearly brought out. The student engineer has a major interest in production for various reasons:

- a) A large part of the cost of his/her college education comes from endowment.
- b) The student has invested his/her money in some business.
- c) The insurance company has the premiums invested in some place.
- d) A pension plan will have the money invested.

The productivity and the growth of productivity in a country are two major variables which affect inflation rates, the standard of living, employment, political and economic power, and even national security. The growth of U.S. productivity has been steadily declining since 1969. A recent survey by the American Institute of Industrial Engineers indicated that to keep the U.S. productivity from losing further ground, management attitudes and abilities topped the list of changes re-

quired with changes in worker attitudes and abilities second. Other factors for bringing improvement in productivity according to the poll were plant investment, new technology and use of computers. Personal recognition was given by the survey as the best means of encouraging people to improve performance. Money and promotion were listed next.

This course emphasises the accounting principles upon which the cost system of an industrial plant is based. It deals with the various productivity measurement approaches used at the company level. It is the aim of this

course to provide the students with a better understanding of the fundamental principles relating the cost accounting to the productivity and production at the industrial level. This will be helpful in tracing the economic performance of the country, changes in manpower utilization and assessing the performance of individual companies against that of their particular industry.



Photos R. Bonarrigo



Photo R. Beck



(1) Mark Kachanov, (2) Anil Saigal, (3) Lloyd Trefethen, (4) Robert Greif (Chair.), (5) Majid Molki, (6) Kenneth Astill, (7) Behrouz Abedian, (8) Benjamin Perlman.

Chemical Engineering

Designer reactors

by Luan Nghiem

Ask a layman for a definition of a chemical engineer and the response might be "someone who makes a great deal of money in the petroleum field." Ask a professional the same question and the answer could



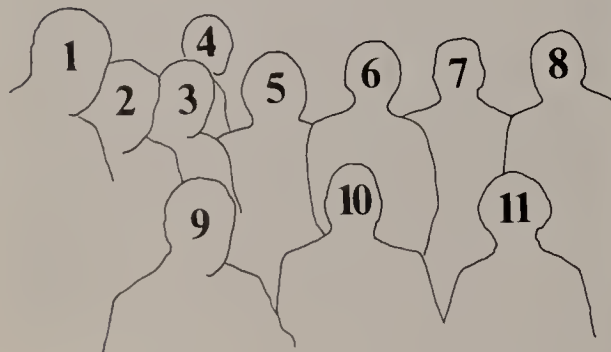
Photo S. Wilner

be "a group of people who talk about chemistry when they are with engineers, about engineering when they are with chemists, and about the opposite sex when they are among themselves." The reason for the great confusion surrounding this branch of engineering, the branch applying optimum chemical and physical processes to industrial uses, is the infamiliarity with the curriculum involved. For most people, including beginning engineers, the abstract world of immeasurable quantities termed entropy and free energy seems to come straight out of the Twilight Zone. Thus for most people, a majority of chemical engineering classes are simply too complex to understand, too full of abstraction to be meaningful. An exception to that situation is the course of Reactor Design.

Like many other courses, CHE 102 does involve a great deal of abstraction; it cannot be avoided in a class involving thermodynamics. However, instead of fostering the idea of studying abstraction for the sake of abstraction, Professor Stoukides develops an environment where the learning of the old and new theories is explained in terms of physical interpretations. Through the practical concepts of reactor designing, the course encourages the development of

a methodical way of thinking. The abstract ideas from the background of thermodynamics, chemistry and math are integrated and channeled into the process of solving practical problems involving optimum processes. By linking the unfamiliar world of industrial products, Professor Stoukides hopes to instill in the students a greater understanding of the art of chemical engineering.

The favorable opinion of past graduates indicates that CHE 102 is a good building block in the education of a chemical engineer. This information is not too surprising considering how closely the course parallels the profession. The essential requirements for the course and the profession include a good grasp of thermodynamics, math and chemistry. Success in both relies on the ability to think logically in solving and optimizing processes. Perhaps this parallel is the reason why the course is so fitting for seniors. For these young engineers, the confidence and success gained in the class may one day translate into the confidence and success shown in their work.



(1) Gregory Botsaris, (2) Ludwig Luft, (3) Michael Stoukides, (4) William Page, (5) Jerry Meldon, (6) Nak-Ho Sung, (7) Martin Sussman, (8) John Ghublikian, (9) Kenneth Van Wormer, (10) Stanley Charm, (11) Min Duan Tu.



Photo R. Beck

Surveying Tufts

by Ted Yueh

As one of the few courses that provides students with a chance to apply concepts learned in the classroom to the real world, Engineering Measurements is one of the most unique engineering classes offered at Tufts. The class, offered by the civil engineering department in the fall semester, seeks only to provide the students with basic surveying skills but more importantly with the knowledge of how to evaluate and interpret data, rather than blindly accepting it.

Because CE 10 is an introductory civil engineering course, Professor Mattson stresses real world applications to his students in order to demonstrate the wide variety of sub-specialities available in the profession. Civil engineers are often responsible for a variety of infrastructural applications ranging from the construction of subways and bridges to environmental problems such as water treatment and hazardous waste treatment. Reflecting the diversity of civil engineering, the class itself appeals to a variety of non-engineering majors,

such as geologists and archeologists which often apply similar measurement techniques in their own fields. An important part of the course is the labs, with an outdoor location, which not only prove to be challenging, but also

summer outdoors than in the stuffy classrooms. However, serious work does occur on the hillside through the hands-on experience. Students learn to appreciate the level of effort required to obtain accurate data and how easily it is

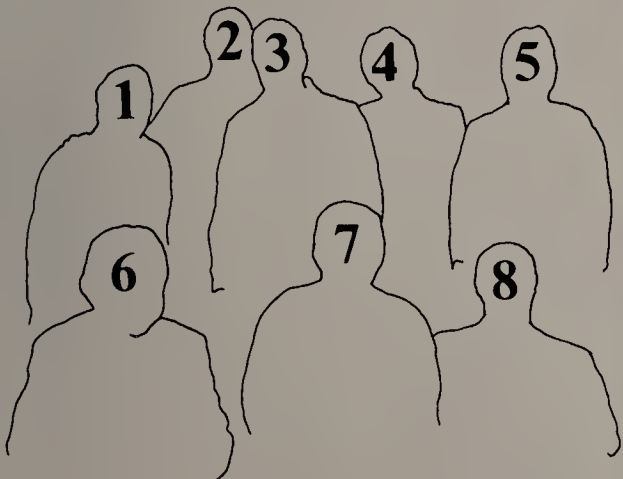


Photo S. Wilner

provide a change of pace for the student.

The labs, which are held on the slopes of memorial stairs, are often seen by many envious passers-by who would much rather enjoy the last vestiges of

to obtain incorrect measurements. The work is tedious, sometimes requiring great patience to obtain successful results, but then perhaps patience in dealing with problems is what civil engineering is all about.



(1) Joseph Kauschinger, (2) N. Bruce Hanes, (3) Smuel Sutcliffe, (4) Wayne Chudyk, (5) Claire Mahan, (6) Kentaro Tsumi, (7) Linfield Brown, (8) Lewis Edgers.



Photo R. Beck

Electrical Engineering

Wired

by Arthur L. Pike

For many years there was a two course sequence called ES 3 and ES 4. In every fall semester, the material of ES 3 presented ideas about electric circuits as an introduction to electrical engineering. In



Photo R. Beck

every spring semester, ES 4 presented ideas about introductory electronics, especially with applications in analog amplification, like that found in high-fidelity circuits or instrumentation amplifiers.

However, the EE Department was aware that engineers needed to know more about digital electronics and logic circuits than they did about analog amplification. In the Spring of 1979, the content of ES 4 was changed significantly to reflect these new needs. This introductory offering in electronics was restructured to focus on binary numbering, Boolean algebra, logic chips, combinational logic circuits and sequential logic circuits. New laboratory equipment was purchased, and an entirely different course appeared to students who enrolled in ES 4 in 1979.

One of the building blocks of simple logic circuits is the encapsulated electronic chip, a small digital electronic circuit mounted in a standardized package. The usual package is about an inch long, made of hard black plastic, rather thin, and with fourteen sharp metal leads protruding, seven leads on each side. These leads are bent downward, intended for insertion by automatic machinery into printed-circuit boards that make up larger digital ap-

paratus. When a student works with a collection of these packages, each package with its fourteen "feet," the assemblage justifies the familiar name "bugs." ES 4 is a course about bugs.

In the laboratory, ES 4 students work with a "breadboard," a box carrying a plastic board in which there is a large number of tiny electric sockets, onto which the fourteen feet of a bug can be pressed, sometimes successfully. Power and test signal connections can be made into these same tiny sockets, allowing students to construct reasonably elaborate circuits in a short time. Of course, there are accidents: a bug doesn't insert easily into its fourteen sockets, a little too much force is applied, and the bug flies onto the floor, often as dead as any other real bug.

Near the end of the spring semester, ES 4 students construct one small "slice" of a more elaborate computer circuit. With all the bug positions filled on the "breadboard," a large number of wires is needed for connecting all the sockets in the appropriate ways. Toward the end of the afternoon, the wires that have strung over and under each other make the lab look like an advanced course in basket weaving. And then there is the case of one wire left out . . . Which one?



(1) John Barry, (2) Arthur Pike, (3) Clarence John, (4) Fred Giusti (Lab Supervisor), (5) Denis W. Ferment, (6) Ronald Goldner, (7) Edward Maskaleko (Chair.), (8) Art Uhler.



Photo P. Ostberg

Terminal challenge

by W.J. Crochetiere

Computers are no longer looked upon as machines that can merely manipulate large numbers at very high speed. Rather, they are becoming used more and more commonly as information processing aids for people involved in creative activities. The word processor has revolutionized the field of journalism; the use of the computer in engineering has also radically changed the way engineers design bridges, spaceships and electronic circuits.

In response to this remarkable development in the use of computers to assist the creative person, the Department of Engineering Design offers a number of courses to give Tufts students an introduction to the "state of the art" in Computer Aided Design (CAD). These courses were strengthened two years ago with the dedication of the Computer Aided Design Laboratory, and more recently by the addition of three new VAX computers to the campus computer resources. No longer do students need to slave over a drawing board, or perform tedious calcula-

tions to arrive at the optimal design. Instead they are beginning to learn how to try out a large number of alternative designs on the computer. Placing the burden of performing routine opera-

tions on the computer has provided the design engineer with the opportunity to exercise his or her creativity in a new and unprecedented manner. We hope you are ready for the challenge.



Photo M. Solomon



Photo R. Beck



(1) William Crochetiere (Chair.), (2) James O'Leary, (3) John Kreifeldt, (4) Henry Poydar.

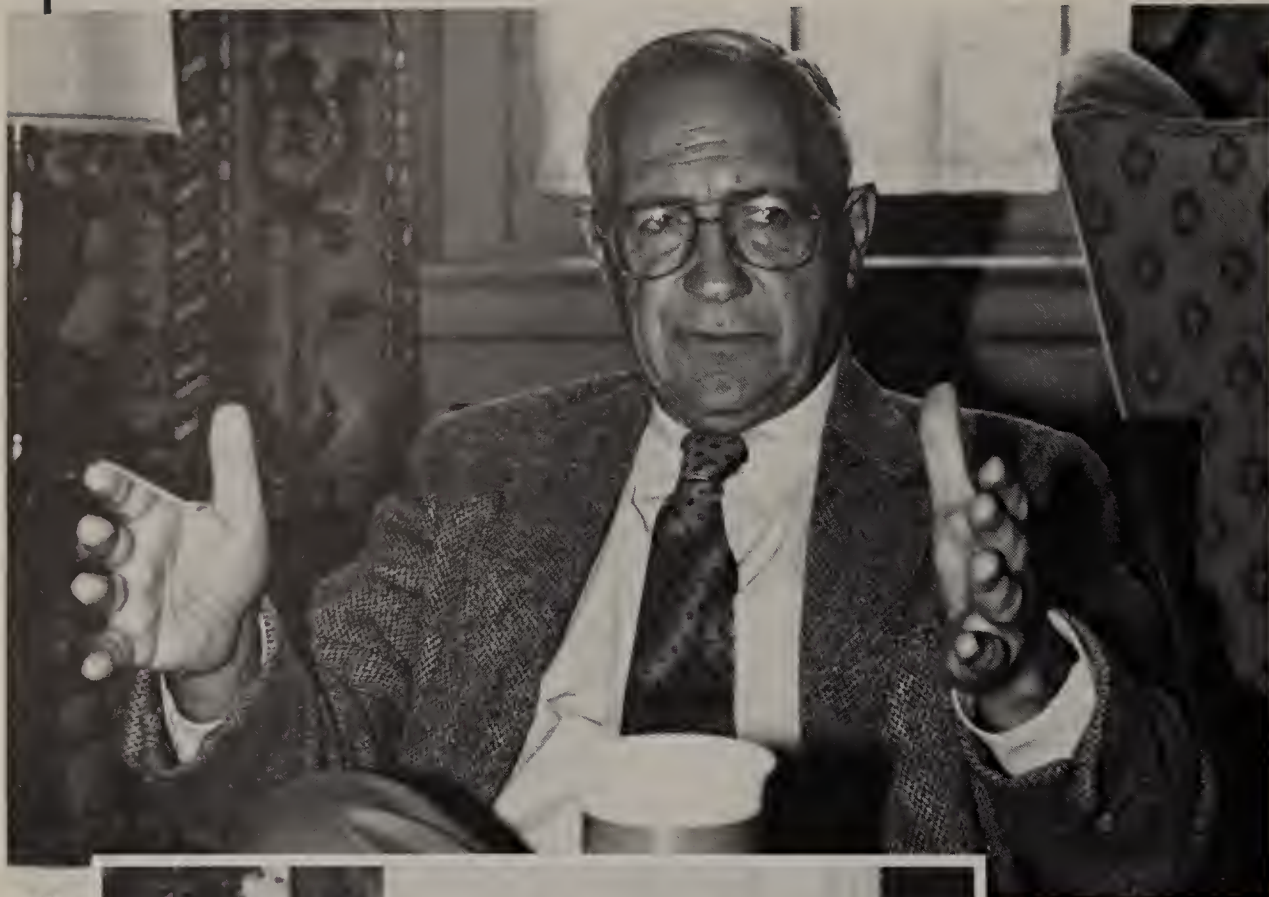


Photo P. Ostberg



Photo Varden Studios



Photo E. Karsch



Photo S. Wilner



Photo R. Beck

Happy 21st!

Ex-College Bulletin

The Experimental College has come a long way since its inception in 1964 when three courses, taught by Tufts faculty members, enrolled in a combined total of nineteen students. At present, including Explorations - a unique academic and advising program for entering freshmen - there are about 110 undergraduate elective courses for more than 1500 Tufts students.

In 1979, an evaluation committee from outside the University was empowered to review the activities for the Experimental College. Their report supported "with extreme enthusiasm" the role which the College played in the academic life of the university. On the strength of the committee's recommendation, the faculty and trustees granted the Experimental College permanent status.

The purpose of the Experimental College as stated in its charter is to "emphasize Tufts University's commitment to undergraduate education and to aid in maintaining the vitality of the University programs." The College will

serve "to initiate and test new educational ideas and programs, and also to develop and house programs or courses which cross departmental lines or do not fit well within any of the Arts and Sciences departments." Within this context, the role of instructor has been extended beyond regular Tufts faculty to include graduate students, staff, undergraduates, and, in large measure, those in the greater Boston community who have some special expertise to share. Student participation has grown to include membership on our governing Board and on course-selection review committees. Moreover, program and course evaluation is conducted jointly by students, faculty and staff.

Many Experimental College courses and programs have been incorporated into the regular University curriculum. These include courses in American sign language, photography, Chinese, Hebrew, ethnomusicology, jazz, and international news, as well as the Combined Degree Program, which is now a permanent part of the Graduate School, and the Dance Program.

The Experimental College not only provides for cooperative efforts among students, faculty, and staff at Tufts but also, in the words of the 1979 evaluation committee, for "new, mutually

beneficial relationships between Tufts, its alumni, and its surrounding communities." It is the goal of the Experimental College to continue to bring together people from many spheres, both within and outside the University, thereby producing a richer and more varied educational experience for students and teachers alike.

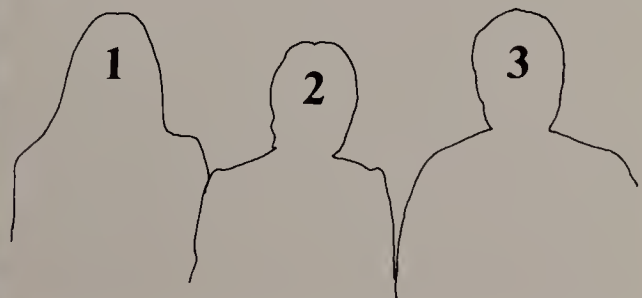
Creative and Experiential Approaches to Dream Interpretation:

This course is designed for individuals who have an interest in learning and applying expressive techniques to discover and understand the value of their dreams. Through working experientially with dream images, we may explore our inner selves. Looking at the arts in combination with humanistic therapies, psychoanalysis, and parapsychology, we are able to gain an understanding of basic psychological concepts *vis-a-vis* dreams. Utilizing various methodologies of dream interpretation creates an atmosphere to foster the potential for personal growth.

This course requires a willingness to share, learn, be creative, participate, and take risks. Other requirements include keeping a dream journal, suggested and required readings, research, and getting a good night's sleep.



Photo R. Beck



(1) Debbie Cacciola, (2) Robyn Gittleman, (3) Howard Wolf.

Help for non-geologists

by James D. Hume

One of the greatest satisfactions a man or woman can have is to complete a worthwhile job well, and geology provides many such opportunities that are both challenging and fascinating. Some involve basic research, some are important to the health or economy of humans, some relate to other disciplines and offer possibilities of interesting collaboration, some are practical, others theoretical. At times, the geologist may be trying to unravel the mysteries of the past, to determine what happened in Boston or some other area a thousand or billion years ago. Knowledge gained in this way may be used to predict where and when some future earthquake, landslide or volcano may strike or may be used to predict future climate changes and their effect on agriculture. At other times we may be looking for new resources such as ground water, metals, or fossil fuels. In fact, everything used by modern man that is not grown is found by geologists. Even some of the products used as fertilizers are found by members of our profession. We also

help determine where we can build our structures safely, economically and in balance with nature.

As an added bonus, we work outdoors with natural processes and usually have to travel to the various places we study. I suspect this is a very important aspect to most of us. We all feel we are members of a highly needed but small, sometimes intimate profession.

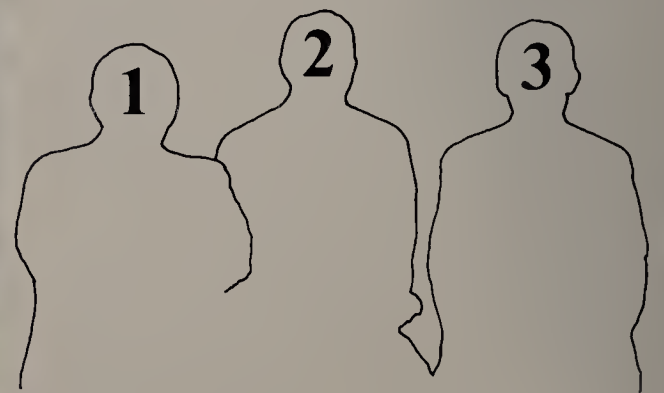
While some of the statements above may explain partially why students choose to become professional geologists, it does not explain why undergraduates should find geology interesting. Basically, I think that every person should have some idea of how the world in which we live operates. Typically students study what they think of as the human aspects of this subject, that is, disciplines such as history or economics. They forget that we are all parts of a natural system. We are affected by climate, storms, earthquakes, etc., and have to learn to live with these changes. A knowledge of geology is essential to that understanding. What baffles me sometimes is why all students do not take geology. I think they need the knowledge and most do not know what they are missing.

We attempt to help the general liberal arts undergraduates understand

how the world works via our two introductory courses, Physical Geology and Environmental Geology. Physical Geology is taught in the fall when the weather permits us to spend over half our laboratory time on field trips. The course is built around developing and understanding 600 million years of Boston's history. We visit the critical outcrops in the area to determine the origin of the rocks and their relation in time to other rocks. We especially consider the importance of geologic time, study earthquakes and volcanoes, and build an understanding of how the movement of the earth's crustal plates builds mountains, especially the Appalachian Mountains of which Boston is part. During the spring semester we teach Environmental Geology, a course which builds an understanding of how rivers, glaciers, ground water, waves, wind and "landslides" operate and how they affect humans. Hopefully students learn how modern peoples' actions are influenced by these processes and how we can best live with a surface that is constantly, although sometimes slowly, changing. This course follows what we call Physical Geology, but does not require it as a prerequisite. It includes the last million or so years' history of New England.



Photo P. Ostberg



(1) James Hume, (2) Robert Reuss, (3) Charles Stearns.

No apology necessary

by Linda Bamber

There is no trick to teaching Shakespeare. The students in English 67 and 68 -- many of them sophomores, many of them non-majors -- appropriate him very quickly as their own. This relieves the instructor of the need to "put over" the material. Shakespeare's plays are so juicy and funny and sexy, so full of characters to love and hate, of stirring speeches and big emotions, that they put themselves over. Some teaching situations make me feel like a Fuller brush salesperson talking to reluctant homeowners; teaching Shakespeare makes me feel part of a 400 year-old popular culture.

One advantage of this pleasant state of affairs is that I don't feel obliged to apologize for what I don't like in Shakespeare. He doesn't need my apologies. *The Merchant of Venice*, I can say without embarrassment, is anti-semitic; *The Taming of the Shrew* is sexist. Nobody's perfect. But these plays are so complete that we seem to see in them the pathology of a whole culture, not of a single man. If Shakespeare is capable of these fallings-off, who isn't? And yet



Photo M. Solomon

we shouldn't accept our cultural inheritance wholly uncritically; otherwise we perpetuate its shortcomings.

Students are often curious about the responses of Shakespeare's audience. What did they make of Falstaff, someone always asks. The implication is that we unshockable moderns can handle a character who would buy his life at the

price of honor, but the Elizabethans must have been thrown for a loop. The Elizabethans, I tell my classes, adored Falstaff. They loved the way he affronted our official values just as much as we do. It's a pleasure to bring the news that people four hundred years ago were very different from us but also very much the same.



(1) Rudolf Storch, (2) Clyde Taylor, (3) Linda Bamber, (4) Alan Lebowitz, (5) Harriet Spiegel, (6) John Fyler, (7) Elizabeth Ammons, (8) Jeff Titon, (9) G. Robert Stange, (10) Sylvan Barnet, (11) David Cavitch, (12) John Perry.



Photo R. Beck

Eros and Agape

by Ivan Galantic

It is useful, and in fact necessary, to keep in mind that, especially in the field of the humanities, one is throughout one's life simultaneously both teacher and student--both educating and being educated. Such is eminently the situation on a college campus, but whereas the instructors know this, the students often times do not. Young people come to seek knowledge and to acquire an education. The first goal they achieve through the sciences, and the second by studying the arts (or, as they are usually called, the humanities). We ask the scientist *what* he knows and the humanist *whom* he knows. Though the two sets as disciplines are overlapping, they also clearly represent distinct ways of assessing reality--and ultimately two different modes with communicating with it--the one based primarily on analytical reasoning, the other on intuition.

Not the intellect, but only an intuition can penetrate the essence of a human experience. The educators of an earlier period expressed this process by these few words--*cor ad cor loquitur*,

heart to heart speaks. Intellect can tell us everything objective there is to know, say, about a train; yet we shall not understand its working, shall not experience its essence, until we enter into it and ride it; until we, in other words, know it from within. The same notion and process of "entering into" applies to, say, a cathedral, a Rembrandt, or a *Hamlet*.

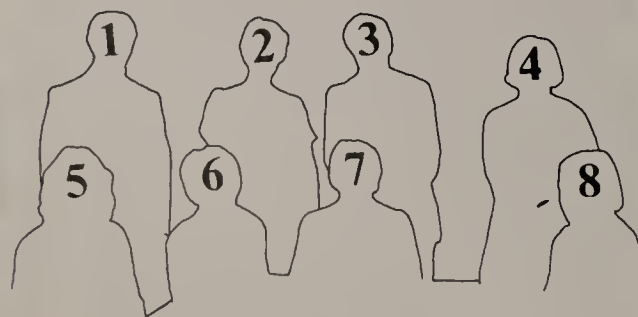
If my students only knew, I often think with a deep sense of humility and respect, how gifted some of them are--how many, indeed, are more able than I am to have an aesthetic experience when together we are looking at a masterpiece. Who is most able to penetrate the sensation the artist has expressed, i.e. the content of the work of art? It is the person endowed with the strongest desire for communication and gifted with the deepest calling. That gift, which is really the fruit of loving, generates the life-giving desire for communication, or sharing.

I know of no better explanation of this situation--one in which I find myself every time I face an audience of eager students--than that which Leone Ebreo (an Italian humanist of Portuguese and Jewish origin--1460-1523) offered in his beautiful book on *Love and Desire*. This writer adopted the an-

cient division of love into *eros*, i.e. desire or longing (the student's appetite for spiritual experience) and *agape*, i.e. the love of giving or generating (the artist's god-like desire for expression).

With this in mind I can imagine the ideal classroom situation in the following way: when after all the necessary preliminaries of the intellectual kind are mastered, I see the final act of the historian as making himself or herself into a tool or bridge between the work of art and the student, but as much as possible effacing himself in the process (like an actor-interpreter on the stage, but unlike a tenor who awaits applause for personal virtuosity) so that the student may freely and independently accomplish this most delicate, most personal, act of communication: letting his or her *eros* reach toward the artist's *agape*.

Was I ever successful in this sort of educational enterprise? I don't know except that I was obedient to the action of love--quite in the mode of Leone Ebreo, and his humanist colleagues. Nobody can know the ways of *eros* and *agape*, but ready we must always be for the action of love.



(1) Bruce Darling, (2) Mary Crawford, (3) Ivan Galantic, (4) Madeline Caviness, (5) Pamela Allara, (6) Barbara White, (7) Margaret Henderson Floyd (Chair.), (8) Cynthia Zaitzevsky.



Photo P. Ostberg

A universal language

by William J. King

All art/music may be divided into two parts -- that which came before and that which came after Beethoven. The pivotal nature of Beethoven's music is implicit in his middle and late compositions whereby he is the culmination of all music before him, and he foreshadows the romantic tendencies that followed him. Whereas the abstract instrumental music of the Baroque was primarily architectural, Beethoven provides us with the new dramatic style with its emotional content, but never losing his sense of the supporting pillar of classicism. Since Beethoven's position is such a commanding one in the history of art music, composers and students have recognized this preeminence and have looked upon his music as archetypical. If a student wishes to study excellent models of music, Beethoven's is the logical choice because his compositions are not just visually correct, but have much more to say to the auditor than is apparent on the written page.

Beethoven spoke of universal lan-

guage--a language understood by all people regardless of national or racial boundaries and his music is loved by the knowledgeable musician and the uninitiated music lover alike. His appeal is widespread over the entire world because his language is at once fundamental, profound, sophisticated, beautiful, direct, dramatic, humorous, violent, and lyrical. He touches all moods (sometimes within one composition) because that was the nature of the man and his understanding of the materials he worked with. If one were to single out one composer to be the immortal one for all time, that choice might well be Beethoven, just as it might well be Rembrandt in art and Shakespeare in literature.

If the course The Music of Beethoven is popular, we must first look to the subject matter and conclude that with such outstanding material the student can hardly fail to be enthusiastic. The student is given a syllabus including score, books, and records to acquaint himself with all the categories of Beethoven's style periods. An excellent laboratory and library is at the disposal of the student whereby he can listen to the finest recordings of Beethoven's works with the essential scores and books in hand.

The class sessions treat the material in a variety of ways -- lecture, discussion, demonstration, question, answer, and analysis. All these approaches to the subject matter provide variety that is essential to maintain interest and enthusiasm. Furthermore, the student is given the necessary aids such as scores and outlines to follow the music presented over the sound system. A wholly different dimension from this "canned" music is the live performance of Beethoven's piano, vocal and chamber music whereby the presentation can be highly entertaining as well as educational. In this manner, the music comes alive in ways that cannot be achieved through mere recordings. Classrooms are fairly sterile environments and may not always be conducive to gracious listening, but on most occasions with live performances, the classes are held in Alumnae Lounge where the equipment (Steinway grand pianos) and the surroundings provide an atmosphere conducive to a receptive mood. One needs an ambience where there can be a unity of the senses to set the mood for the art of Beethoven.



Photo R. Beck



(1) Jeff Titon, (2) Daniel Abbott, (3) William King, (4) Nina Barwell, (5) Mary Lee Cirella, (6) Mark DeVoto, (7) Lewis Porter, (8) T.J. Anderson, (9) Robert Goepfert.

German/Russian

Guilt through the ages

by Sol Gittleman

I have been teaching this subject since 1971, and it still never gets boring. There is also a great personal connection for me to the

material, because I am very intimately connected to the world of East European Jewry. Where else would you get the opportunity to teach about your parents and grandparents every year? When I teach about Tevye and Golde, or Gimpel and Elke, or the *shlemihls* and *shlimazels* spilling soup on themselves and others, I can't help but think about my

own family.

But, then it is also an intellectual experience for me to connect my world to the world of my students. They face forward, towards goals, careers, ambitions, MCATS, LSATS, job interviews. I teach about a world of ghosts because I want the students to look backwards also, to remember where they came from, where their families came from, to remember that we are *all* the descendants of outcasts, frightened and hungry people who came to this country as someone else's excess baggage. This is not just a course of study for Jews; this description of our antecedents includes everyone in the class, whether white or black, Jew or Gentile, native American or descendant of immigrants.

Finally, I like to think that the study of this subject can make you a better, more thoughtful, less selfish human being. The East European Jewish experience provides for all people an opportunity to look at stereotypes, prejudice, at the kind of easy and quick dehumanization you hear students make about each other. I hate that, and if I can do anything to make my students aware of what prejudice means and how destructive it is, I will continue to teach about Yiddish Culture.

WISSELI LIBRARY



Photo Varden Studios



Photo R. Beck



(1) Yih-jian Tai, (2) Berit Harenburg, (3) Ursula McCune, (4) Charles Nelson, (5) Ronald Salter, (6) Lisa Bahrawy, (7) Gloria Ascher, (8) Daniel Brown, (9) Christiane Romero, (10) Li-Li Ch'en, (11) David Sloane, (12) Vida Johnson.

Mid-East interest

by Kevin Schack

History in the Middle East Since World War I has become one of the most popular history courses at Tufts. It is taught by Professor Leila Fawaz and Vali Nasr, her Teaching Assistant. Its popularity is particularly impressive since it has only been offered since the fall of 1978.

The course assumes no prerequisites. Its basic themes are those concerning the political and social backgrounds of the Middle East. It begins with the struggle for national independence of the Middle Eastern countries from colonial rule, and proceeds to the unity of a nation. It then follows the growth of a country: its evolution, its relations with its neighbors and its economical development.

The students in the course range from freshmen to seniors; most are interested in either international relations, economics or history. Vali comments that many students initially used to take the course because of the importance of the political events in the Middle East such as the Iranian Revolution,

the Lebanese War and the Israeli War. Students now take the course not only for these reasons, but largely because of the recommendations they have received from their peers who have already taken it.

There is no doubt that these recommendations are founded largely upon the superb teaching of Ms. Fawaz, whose credits include the Lillian Liebner Award for Teaching of 1982. She is known to put extensive work into her preparation of class lectures and has found that, although it is not an upperlevel course, the students are willing to work notably hard in return. Fawaz has found that the students tend to find their limits and have a sense of pride in completing the course.

The goals of Ms. Fawaz go beyond simply learning about Middle Eastern countries. She strives to give the students a sense of comparison between the countries of the Middle East and any other which the students may study. A goal which both she and Vali feel is of particular importance is to help the students separate themselves from their prejudices and political views in order that they may learn more through studying unbiased facts and through listening to other viewpoints.

They stress that it is important to keep a distance from the subject as open-mindedness is particularly essential in international relations.

The students' response to this apolitical angle of the course is negative at first, as many of them expect to have heated political discussions during which they can voice their opinions. Eventually, though, they become very satisfied with the tone of the course because they learn a great deal more than they had originally expected. While some students become interested in studying the Middle East after taking the course, many students return after a summer break to comment on how amazed they are to be able to so fully understand and follow current events in regions all around the world.



Photo R. Bonarrigo



Photo R. Beck



(1) John Brook, (2) Howard Malchow, (3) Daniel Mulholland (Chair.), (4) Virginia Drachman, (5) George Marcopoulos, (6) Leila Fawaz, (7) Peter Winn, (8) Lorraine Gesick, (9) David Lundberg, (10) Howard Solomon, (11) Martin Sherwin, (12) Steven Marrone, (13) Gerald Gill.

Mathematics

Food for thought

by Kevin Schack

A good course because the concepts were so different than any other math course I've

ever taken."

"Of all three calculus courses at Tufts, it's definitely the most difficult."

"It was incredibly challenging."

These comments depict the general feeling students have towards Calculus 13. Most students emphasize the difficulty of the material. It consists of "...

double and triple integrations, divergencies, convergencies, and several types of series." These terms do indeed represent concepts which are as difficult as they may imply. "It is more abstract than other calculus courses . . . Whereas the other calculus classes entailed a lot of memorization of formulas, this course dealt with more ideas and thought-demanding problems."

Because of the high level of difficulty, "it is not something you take for the fun of it." Most of the students enrolled are engineers or are majoring in another area such as math or physics and all are, therefore, required to take the course.

Despite the apprehension associated with this class, all who take it do not do poorly. One student remarked, "If you can figure out the homework, you'll do a decent job . . ." Yet he went on to say, ". . . it is hard to motivate yourself to do the homework because it hardly effects your grade."

To summarize, in the words of one philosophical math student, "It is all theoretical."



Photo R. Beck



(1) Igor Najfeld, (2) N. Venkataraman, (3) Martin Guterman, (4) Marjorie Hahn, (5) Ziggy Nitecki, (6) Rick Miranda, (7) Todd Quinto, (8) Steven Schwartz, (9) Robert Anderson, (10) F. Sheppard Holt, (11) Tad Akiba, (12) John Erbland, (13) Anton Schick, (14) Richard Weiss.



Photo R. Beck

Feel good about yourself

by Rocky Carzo

The Physical Education department is comprised of four different components, each providing opportunities which serve a specific need/interest of our student body.

The instructional program is designed for those people who are interested in learning skills in lifetime sports, i.e. tennis, golf, swimming, squash, etc. Our Recreational/Intramural component is designed to provide opportunities for students to recreate either informally or formally (Intramurals) while our intercollegiate program provides an extramural formal competitive environment. The Club Sport program is less formal, providing opportunities for those unable to or uninterested in participating in the formal intercollegiate program.

At the present time, our Physical Education department offers a great variety of courses designed to meet student needs and interests. These (skills) courses are designed to be taught at the introductory level to encourage students of all abilities to enroll. Our

hope is that students will recognize the need to develop some movement type of recreational skills to enjoy throughout their lives. Because these courses are all movement and skill oriented, the learning efficiency will improve if the student has a reasonably good fitness

your personal tolerance for achieving your fitness goals. The ability to work hard and the establishing of a physiological conditioning base is essential to skill acquisition.

Once you have achieved a reasonable level of fitness, you will feel better about



Photo R. Beck

level. For this reason, I personally encourage all students to take a general fitness course before progressing to a specific skill course.

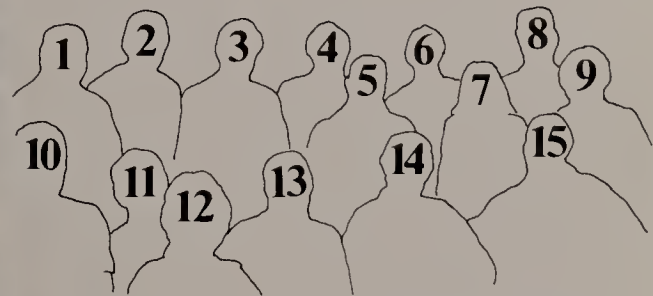
In a general fitness course you should learn more about your body functions and mechanics as well as

about yourself. This attitude carried over into a skill class will also enhance your ability to learn quickly.

In conclusion . . . Don't think or talk about moving, get up and *do it!* Your life depends upon it and that's your responsibility.



Photo R. Beck



(1) Jeff Cica, (2) Ken Legler, (3) Carl Christianson, (4) John Casey, (5) Don Megerle, (6) Bob Sheldon, (7) Nancy Jannarone, (8) Mike Tabscott, (9) Phylis Byrn, (10) Mark Doughtie, (11) Nita Lambhorgini, (12) Janet Silva, (13) Branwen Smith-King, (14) Jim Watson, (15) Ed Gaudiano.

Fear of the unknown

by Jack Tessman

It has long been my impression that many people who are unfamiliar with the sciences are in awe of the subject and somewhat afraid of it -- even scared. The fear comes, in part, from the conviction that they are unable to understand science, particularly physics, and that science is perhaps not worth understanding because they would not appreciate or enjoy it, and that science is responsible for too many bad things anyway. Part of the fear is a fear of the unknown -- much as we often fear peoples whose ways are unknown to us. For some, the distaste comes from the conviction that physics is a "cold" subject, without soul, without the aesthetic beauty and exhilaration of the arts.

My intent in offering Physics for Humanists has been to remove some of the mystery so that familiarity might lift some of the fear, that understanding may also bring appreciation, that an additional way of perceiving the world may add to our enjoyment of it. I do not believe this can be accomplished by

studying *about* physics, but only by getting a bit of the feel of physics by studying the subject itself, with the emphasis upon the fundamental principles rather than the detailed mathematical unfolding.

The content of the course has varied over the years. I often add what catches my fancy, drop what has begun to bore me, or I consider what is going on in the world. When the nuclear accident occurred at Three Mile Island -- the failure of the cooling system and the consequent overheating of the nuclear reactor core and the escape of radioactive materials -- there was a great deal of tension in the country. The newspaper reporters, including most of the science reporters, didn't really understand what was happening and were saying many things that didn't make sense. I interrupted whatever we were then doing in class, gave a quick introduction to the nuclear physics of reactors, and then we tried to figure out, in real time, from the official statements and the newspaper reports, what might really be happening. We did pretty well. I think it was a good educational experience. As a follow up, in the couple of years that followed, part of the course was devoted to learning about nuclear physics so that we could understand something

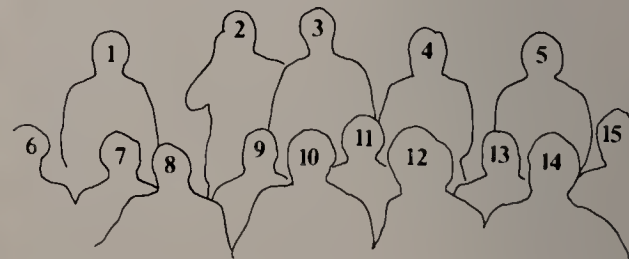
about nuclear reactors and nuclear bombs, two areas of vital concern in the world about us.

As far as my teaching style is concerned, I think I have been inspired by the eminent and lively physicist and teacher, Richard Feynman. Some years ago, Feynman, Nobel laureate and professor of physics at the California Institute of Technology, taught the first two years of physics to the Cal Tech students, and his lectures were published almost verbatim. From Feynman and his lectures, I believe I received the permission that I had been seeking: to hang loose in class, to let my students witness my own enthusiasm and excitement for the subject and my enjoyment of it. And to Feynman's example, I have added my own inclination to throw in, in what I hope has been a reasonable way, many of the free associations that come to mind spontaneously while lecturing, and reveal to the students that their professor is also a real person and not an automaton.

It has been a great pleasure to me to hear from many students afterwards that they had never thought they would be able either to understand or to enjoy physics and that they had discovered they were able to do both.



Photo R. Beck



(1) Leon Gunther, (2) Robert Guertin, (3) David Weaver, (4) Richard Milburn, (5) William Oliver, (6) Robert Willson, (7) Kathryn McCarthy, (8) Jack Schneps, (9) Allan Cormack, (10) Jack Tessman, (11) Kenneth Lang, (12) Gary Goldstein, (13) Asoka Ratnam, (14) Ronald Thornton, (15) Lawrence Ford.

You should take PS 31

by Richard C. Eichenberg

If course, all teachers like to think that their classes are crucial, but I think there is special reason to argue that every student should take the basic course in international relations. The most obvious is the important part it plays in a liberal arts education: you are here to expand the boundaries of thought, imagination and action, and there is no better way to do that than by exploring problems from a *global* perspective. You should also develop the twin talents of curiosity and critical thinking, and the course in international relations provides the perfect laboratory for the task. We take for granted in American politics that our actions as individuals and communities have an important impact on our own lives and the lives of others. Yet we often forget that our actions and policies are necessitated by world events and that our actions (and inaction) affect the lives and livelihoods in other parts of the world. How are our actions felt in the rest of the world? Can we do things better? In what sense are we part of a 'global community'? How

can that community be governed?

The course in international relations is designed to foster this type of thinking, and we do it in two ways. First, you will learn the basic *factual material* that is necessary for an understanding of world events, including the historical

ing critically about major problems in international politics. Under what conditions have war and peace prevailed? What is the underlying cause of the arms race, and how can it be controlled? Is there any way to solve the problem of Third World debt, and who will pay for

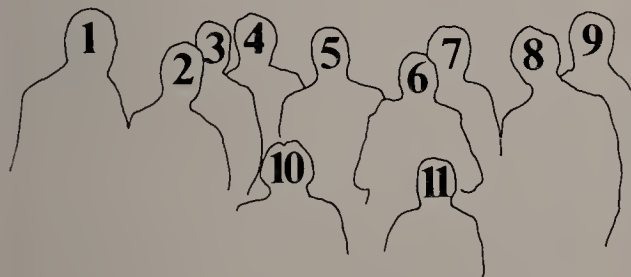


Photo R. Beck

origins of the global political and economic systems. Thus, you can expect to learn about historical patterns in conflict (and peace!) and to master the most important concepts and problems in contemporary international politics. Second, we will ask you to begin think-

the solution?

It is difficult to answer such questions. But you should learn to try. About one-half of each class at Tufts has taken PS 31. We look forward to seeing the other half.



(1) James Elliott, (2) Donald Klein, (3) John Powell, (4) Robert Elias, (5) John Gibson, (6) Graham Wootton, (7) Kent Portney, (8) Tony Smith, (9) John Field, (10) Marilyn Glater, (11) Lily Gardner Feldman.



Photo R. Beck

Relax

by Walter Swap

I have been teaching Psych 1 for about twelve years at Tufts. Over the years the enrollment has steadily increased until it is now one of the larger classes on campus. To what do I attribute this popularity? I think the resurgent interest in psychology is due in large measure to the complexity of society in which we find ourselves embedded. High technology, high divorce rates, use of drugs, and the continuing scramble for intimacy all combine to disorient students. As a result, many seek some measure of self and other-understanding to fix them-



Photo R. Beck

selves within this context. I find that an increasing number of students in Psych 1 come from the Engineering School, further evidence that the strong desire for understanding human behavior is not limited to those in the liberal arts. I'm not saying that this is the only annual need to move the class from my beloved Barnum 8 to larger but less desirable accommodations.

My own teaching style might be characterized as "nervous" or "enthusiastic," depending on how charitable you might wish to be. Although I've taught the course many times, I'm continually switching texts, changing or updating lectures, so that when I start to speak I'm not always sure what's going to come out. Once I get going, however, accompanied by a lot of pacing around, I tend to relax -- or at least I think I am relaxed until the end of the class when I realize that I really have been quite anxious. Fortunately, I have always been able to translate that nervous energy into an animated lecture style that students seem to like--which is fortunate, since I don't think I could change it if I wanted to.

The fact of the matter is that I really am enthusiastic about psychology, both as a professional field and as an important area of study in the liberal arts

curriculum. Although I warn students the first day of class not to feel that successful completion of Psych 1 entitles them to psychoanalyze their roommates, I do feel that a little knowledge about psychology contributes to a greater understanding of one's place in the stream of behavior, just as some knowledge of history helps fix one within a historical-temporal matrix.

My general philosophy of teaching psychology at the beginning level is not to provide encyclopedic coverage of the entire field (an impossible job at any rate in a 14-week semester), but rather to stimulate the desire to learn more at a more advanced level. Hence, I am left to the text, but tend to pick special topics that I can deal with in more detail. I often give an entire lecture on split-brain research and what it tells us about the nature of consciousness; or on one type of behavioral therapy and how it helps us understand general principles of learning; or on the song of the male European Chaffinch and how this may give us some perspective on the importance of learning and innate factors in our own lives. My choice of topics reflects both my own interests and my own style of teaching; it is gratifying that these seem to coincide with students' own interests and preferences.



Photo S. Wilner



(1) Richard Herring, (2) Philip Sampson, (3) Barbra Fehr, (4) Walter Swap (Chair.), (5) Joseph DeBold, (6) A. Lucille Palubinskas, (7) Emily Bushnell, (8) David Swinney, (9) Joshua Bacon, (10) Robin Kanarek, (11) David Harder, (12) Martin Zelin, (13) Richard Chchile, (14) Zella Luria.

How to read a film

by *Jeanne C. Dillon*

Italian Film is a fake title--so very sorry to deceive you. I would like to be able to teach Tufts Jumbos more about Italian culture and Italian politico-social realities, but I have to begin with the basics. So let's retile the course and rip it from the cool grip of Italian Film's textbook title, *How to Read a Film*. That says it all, in short, guys 'n gals, pals 'n players. Film critics have borrowed extensively from the traditional tools of analyzing poetry and prose -- you don't study Shakespeare just to learn about the angst and ecstasies of love. And so with film -- we shouldn't see (so passive!) film as a two-hour narrative escape from reality or from art.

Italian 075 should change your life. Is that too fat? OK--it should change how you watch films, whether cropped on the tube or in the dark arena of communality at the local Sack or Somerville Theatre. The grads of Italian 075 learn a skill that they carry on outside the Blue 'n Brown classroom, après Tufts. They know how to interpret, and so enjoy, what is *in* the many

shots that go to make a film experience and what is not explicitly stated in the film, but only suggested. This miraculous transformation takes place due to multiple maniacs. The informal atmosphere promotes dialogue in class (after I quack for the first two - three weeks); the students study nine A+ art flix and one F- unit in order to hone their descriptive critical capabilities; and the class puts together a collective reading on each film based on individual studies of minuscule units (e.g. someone actually concentrates on how lamps are manipulated in a film). The wonder-bar spin-off of this type of approach is that

I have fun in class since each year brings new (whether to the students or to me) interpretations of the filmic texts.

I know I'm lucky. Historically, you Jumboettes have not been forced to study film, so you think it's just so much Popcorn 001. Italian 075 is not that thing. When Film Form 001 is forced upon your kids on an obligatory basis in high school (junior city? grammar skool?--yes!), then I'll be able to treat you to experiences that will rival those of love. Love of art is love, too.



Photo S. Wilner



Photo R. Beck



(1) Juan Alonso, (2) Alan Clayton, (3) Gerard Montbertrand, (4) Madeline Fletcher, (5) Teresa Howe, (6) Jeanne Dillon, (7) Seymour Simches, (8) Georgette Pradal.

Sociology/Anthropology

The mind's sociology

The Tufts Review

Of the nine students who responded to the survey, two were juniors, four were seniors, and three were graduate students. While five had taken four or more sociology courses previously, four had never taken any. Three students defined the course load for Sociology and Mental Health as reasonable, while six termed it as heavy but, as one respondent put it, "worth it." Class sessions were largely considered above average

to excellent, and the students commented that Professor Bellin encouraged imaginative and original thinking both in class discussions and in papers and exams.

Professor Bellin received excellent ratings for his responsiveness to questions, his ability to foster continued interest in the subject, and in his accessibility and helpfulness outside class. Professor Bellin's overall evaluation by the students was excellent and students mentioned specifically his "openness" and "enthusiasm." Also cited was Professor Bellin's ability to "adapt the class to student interests" and his choice of guest speakers.

Negative comments for Sociology 180 were few, but one student did state that the guest speakers raised "uncomfortable issues." In addition, one student remarked that there was a great deal of reading, although the students rated the reading material as above average to excellent and very interesting.

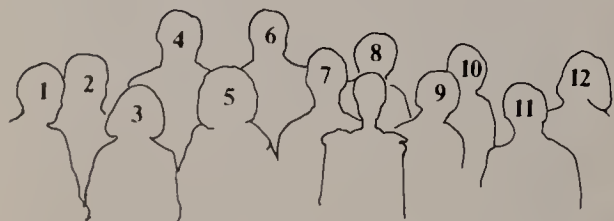
Overall, the course was rated above average to excellent and an overwhelming majority of the respondents said they would definitely recommend both the course and the instructor to their friends although as one student wrote, "only to those who would take it seriously and desire to devote the time."

"Sociological perspectives on mental health and mental disorders. The following issues are considered in an historic and cross cultural context: causes, prevention, treatment of and changing societal response to mental disorder; help-seeking behavior; patient and post-patient experience; changes in mental health occupations and professions; organization and ideologies of various treatment settings."

Tufts University Bulletin



Photo P. Ostberg



(1) Barbara Tedlock, (2) Sy Bellin, (3) Maureen Devito, (4) Tim Knab, (5) Miriam Gohren, (6) John Conklin, (7) Judith Strauch, (8) Paul Joseph, (9) Leila Sussmann, (10) Jim Ennis, (11) Peg McCarthy, (12) Rosemary Taylor.



Photo R. Beck

Older than Socrates

by Hugo Adam Bedau

Philosophy is older than Socrates, and philosophy in New England was well established, even apart from the philosophical theology of Jonathan Edwards, when Tufts was founded in the 1850's. But Tufts' philosophy dates only from around the Great Depression. Greatly depressing though its belated arrival on our campus may be, it is gratifying to be able to say that today it is well entrenched. Where fifty years ago we had but one philosopher, today there are seven of us full time and usually one or two more part time. Our teaching and research spreads across the entire range of the history of western philosophy, its major figures and its perennial problems. Those who seek Light from the Far East, I concede, must look elsewhere.

My efforts, as well as those of several of my departmental colleagues, have been channelled in the direction of trying to make philosophy--its analytical and argumentative, as well as its creative and synoptic powers--relevant to the work of the entire university and to

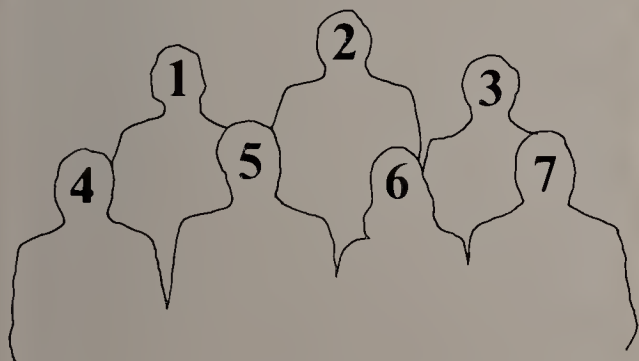
the larger society outside. These efforts take two forms. Some of us have tied our teaching and thinking fairly closely to the march of empirical science and technology, both learning from and teaching to its practitioners. Others, including myself, have tried to interpret and evaluate various social, legal, political, and moral issues and policies characteristic of our age and culture. The extent of our success in these efforts seems to depend on where you stand.

What we have to offer will not often open young eyes to gloriously wider horizons or tempting possibilities in the world of experience--on any given day, poets and novelists do that better than philosophers. We certainly can't claim to equip you directly for a career, much a job, or even to assure your heightened enjoyment of the career you eventually choose -- philosophy is both too abstract and too demanding for that. William James, America's most celebrated philosopher, once said that philosophy is nothing but a peculiarly persistent attempt to think clearly (and he should have gone on to say) about those problems and perplexities that cannot be solved by computation, by experiment, or by consulting external authorities or inner feelings. These problems may not be to everyone's tastes or talents, and

many do not realize what they are, why they matter, or how one might make some progress toward solving them. Count yourself lucky if you are among the select few who do!



Photo S. Wilner



(1) Helen Cartwright, (2) Norman Daniels, (3) Jacob Adler, (4) George Smith, (5) Daniel Dennett, (6) Carol Rovane, (7) Hugo Bedau (Chair.).



Photo R. Beck



Photo S. Wilner



Photo S. Winograd



Photo S. Wilner



Photo S. Wilner

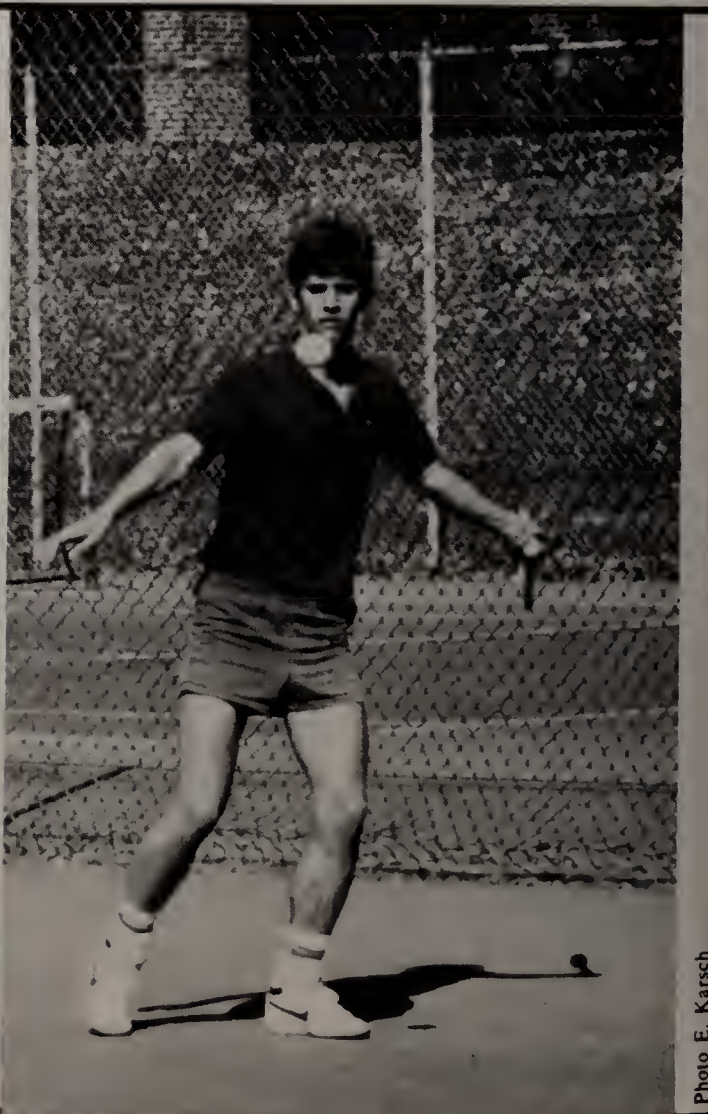


Photo E. Karsch



Photo R. Beck



Photo P. Ostberg



Photo E. Karsch



Photo S. Wilner



Photo R. Beck

Boston School of Occupational Therapy

Cadaver case

by Elizabeth Racette

One thing that every occupational therapy student will be able to count on during their stay at Tufts is the experience of Dr. William F. McNary's year long course in Gross and Neuroanatomy. Every Monday, Tuesday and Wednesday night the tradition, now in its seventh year, contin-



Photo P. Ostberg

ues. Sophomore OT's, junior transfers, and a few lucky biology students all pile into an old yellow school bus and head for the "combat zone" and of course, Tufts Medical School.

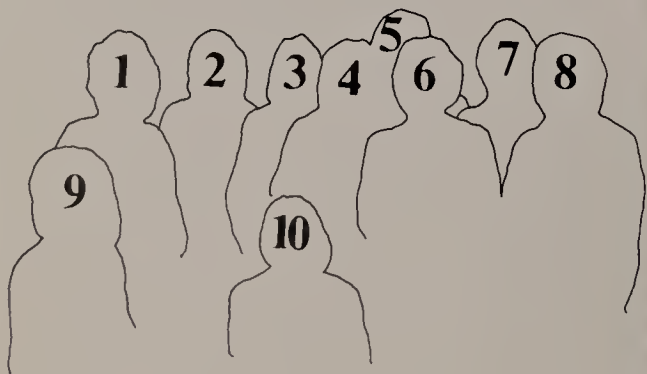
For most OT students Dr. McNary's class becomes more to them than just another requirement--it is in essence, their first taste of the scientific reality which founds their profession. From day one, it is stressed that the course is not just a course, and the material covered is almost never to be memorized, never to be learned just for the sake of a quiz. "I want you to visualize it, see it in your mind's eye and be able to feel it on your body . . . and your neighbor's!" Dr. Mac always says. He wants us to understand this body which is the basis of our work and our well being.

Of course, each class is informed that by the end of the year they will know 5000 new terms; they will be able to visualize and understand the function of 400 muscles, 205 bones, and all the cranial, spinal and many peripheral nerves; they will have dissected the human brain and a calve's heart, studied the nervous system, complete with tracts and reflex arcs and disease mechanisms; and especially will have had the privilege and honor of observing the dissection of a human cadaver.

Cumulative weekly quizzes are also par for the course . . . cumulative back to day one, that is--even on a quiz given the last day of class in May.

The lectures are intense and given just as those of any first year medical school anatomy class would be given. But, after breaking all the tips on your colored pencils and scribbling out all the Latin derivations, there is a time for laughter and "palpating" your neighbor's deltoid or serratus anterior or trapezius--a time to just sit back and know that this is where you should be--this is where the training for being a true health professional really begins . . .

Above and beyond all of this though, beyond anatomy, beyond the classroom, each anatomy student is allowed the experience of learning from a man who truly cared, a man who teaches care by being it for his students. Dr. McNary, Associate Dean of Boston University School of Medicine, for seventeen years now has given himself to the OT students as their resource, their comfort, and their support. And on the last day, after the last piece of "cadaver cake" has been eaten and the last drop of wine been drunk, he promises with all sincerity that he will always be their teacher, and that can never change.



(1) Sharon Schwartzberg, (2) Nancy Wall, (3) Olga Baloueff, (4) Kathleen Schwartz, (5) Helen Smith, (6) Terry Litterst, (7) Elizabeth Brett, (8) Maureen Fleming, (9) Bonnie Lerner, (10) Margot Howe.



Photo R. Beck

Who should study religion?

by Dr. Howard Hunter

At Freshman Orientation this year, a representative from the Computer Science Center addressed the new students with two rhetorical questions in computer catechism: "Who should study computers?" he asked. "Absolutely everyone," he responded. "Why should we study computers?" "In order to live effectively in today's society." When my turn came to speak, I asked, "Who should study religion? Absolutely everyone. Why? In order to live effectively in today's society -- and tomorrow's as well!"

In our society of high-velocity change, we shall see religion in both personal and institutional senses subjected to intense pressures. Some individuals will interpret authentic religion to be the providing of a haven, a moment for the self, an escape from the turbulence. Others will insist upon religion's prophetic role as a discernor of trends and a shaper of the direction that a culture and its technology take. Still others will recognize that both the conservative and the radically critical perspectives are proper and indispensable

expressions of true religion.

I cannot doubt that the future will see the gullible being gulled, the sanctimonious being arrogant and condescending, the puritans fixating on a spotlighted fault, the prophets disturbed, the complacent asleep and the professors discussing the whole scene endlessly. Some institutions of religion will hold fast to whatever message they celebrate as offering salvation; others will fashion themselves into forms not yet conceived.

But the change of which I write will erode the unanalyzed certainties of the believer and the disbeliever alike. It will force individuals to make explicit commitments. In this regard, our future is perhaps the brightest. Values we live by will continue to be threatened and will need defense if we deem them worth saving.

Just as our conventional beliefs and practices will be subjected to a ceaseless withering scrutiny in the future—those having to do with the home, the family, the church and temple, for example, so too will the ideologies of skepticism be scrutinized, the metaphysics of nihilism, the dogmatism of despair and the absolutes of the relativists. Our fast-moving society questions what it means to be a man, what it

means to be a woman, what it means to be an authentic human being. Ours is a culture ripe for growth of genuine religion. Thinking of such a culture whose future has arrived and is with us now is exciting.

Our future, more than the futures of generations preceding us, can be determined by our choices. If we lack the will to analyze our actual values, to criticize our conventions, to articulate our commitments and to give form and actuality to our finest dreams, we shall be the future's slaves and we shall deserve our fate.



Photo R. Beck

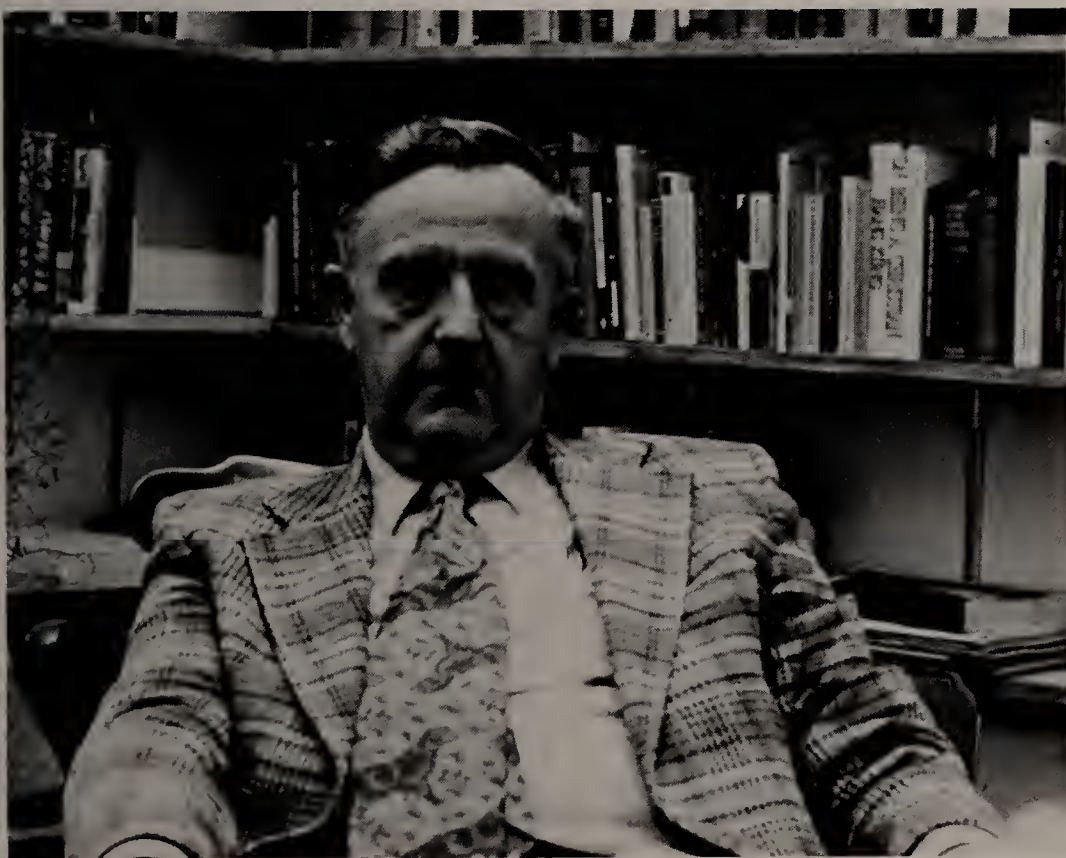


Photo R. Beck



Photo R. Beck

Left: Robert Miller. Right: Howard Hunter.

Dining Services

Where's the beef?

by Kevin Schack

It most surely can be found at one of Tufts' dining halls. This is true due to the incredibly

extensive menus. At breakfast, several varieties of eggs, breads and fruit juices are served. A plethora of cereals is available to those who can figure out how to manipulate the containers. At lunch, one has a choice of cold-cut sandwiches, tuna and chicken salad,

and pizza and burgers at Hodgdon.

Dinner provides perhaps the largest variety of meals as there are often several variations of a theme. There are the holiday specials, such as Thanksgiving dinner where 1001 types of bread are devoured. Ethnic meals, such as Italian night and Oktoberfest, and a weekly steak night at Hodgdon are amongst the delicacies which are offered to the students at Tufts.

If all of this is not enough to make the students of Tufts happy, then the extra touches, such as study snacks and pancake night during exam weeks, are. Another pleasant treat is the friendliness of the dining hall staff. All of these extra cordialities make the finding of the beef a mere icing on the cake.



Photo P. Ostberg



Photo R. Beck



(1) Dotty McMannis, (2) Jim Gagnon, (3) John Fischer, (4) Betty Linehan, (5) Terry Hanley, (6) Ellie Amato, (7) Connie Drauske, (8) Mary Ricardy, (9) Conney Silveri, (10) Luise Derico, (11) Jeannie Mettegan, (12) Harriot McKenzie, (13) Joanne Frederico.

Buildings and Grounds/Police

Dormbusters

by Kevin Schack

Is your bed too soft? Your light broken? Your head not on? Your lock not working? Who

are you going to call? Buildings and Grounds! Not only do they take care of almost anything that needs repair in the dorms and other facilities, but they also keep the campus looking beautiful. They keep the grass freshly cut, the leaves promptly raked, and the snow

neatly shoveled. If you find anything that looks nice on the campus, they did it. Along with the B&G staff, students also seek employment with Buildings and Grounds in order to keep their school looking nice. The whole crew is greatly appreciated by all.



Photo S. Winograd



Photo R. Beck

Tufts' finest

by Thomas Calautti

The Department protects the rights of all persons within its jurisdiction to be secure in

their possessions and to be free from criminal attack. The Department serves the people of Tufts University by performing the law enforcement functions in a professional manner. The Campus

Police Officer's role is to enforce the law in an impartial manner recognizing both the statutory and judicial limitations of police authority and the constitutional rights of all persons.



Photo S. Winograd



Photo S. Wilner

stude





Looking Back To The Beginning . . .

by Suzanne Seiden

Freshmen orientation 1984 had special meaning for the class of 1985. It was the "first of the lasts." Our senior year rituals began as we nostalgically watched the freshmen arrive on campus. This past orientation was the last one that we would see and participate in at Tufts.

As I walked around the quad and watched the chaos, I finally realized that I was a senior. I did not feel like a senior when I finished my finals at the end of junior year, and I did not even feel like a senior when the class of 1984 was graduated. I finally felt like a senior on the first day of orientation. While I was happy not to have to start fresh at Tufts and excited about being a senior, I was jealous of the incoming class. They had four college years



Photo Tufts Archives

ahead of them and I had only one.

The time has gone too quickly. After spending more than three years at Tufts, I can still vividly remember my own arrival to freshmen orientation. I will never forget my apprehension over meeting my roommate, starting classes, and developing new friendships. Clammy hands and a stomach filled with butterflies were common to most of us during our first week at college. Freshman anxieties were an important and necessary part of our Tufts experience.

I remember arriving on campus after getting lost in Medford several times. At the time, I did not realize that I was being initiated into Tufts tradition. As always, the first day of orientation was the hottest day of the summer for moving trunks and suitcases up dormitory stairs. The bumper-to-bumper crush of cars was similar to experiencing rush hour traffic on the expressway. The trunks, typewriter, stereos, plants, and milk crates were part of the freshman requirements for our dorm rooms. Arriving at the room after our roommates had already chosen what we considered to be the best bed, desk, and closet was par for the course. The never ending lines at the bank and the hardware store oriented us to four years of waiting—for books, reg-

Office of the
Arts and Sci

Dear Pre

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TUFTS

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academic
advising



TUFTS UNIVERSITY

August 16, 1984

Registered Student:

have been enjoying your summer break. (C
 ncelled classes, expanding classes, by
 the like render it impossible for us t
 . We will, however, have an accurate p
 packet when you return for the Fall te

- II. FRESHMAN EXPLORATIONS...NEW HORIZONS
 A CHANCE TO
- Be Advised and Learn in a Small-Group Setting
 - Have Fun Both In and Out of Class
 - Get a Full Course Credit

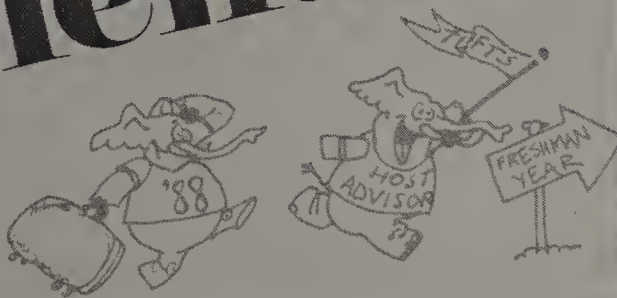
Last year more than 600
 man class were

the following inst...

UNIVERSITY

Orientation Calendar

SEPTEMBER 27 —
 OCTOBER 12



GRADING PETITION
 WEEKS FROM FIRST DAY OF CLASSES

FIRST

I.D.#

COURSE

Tufts University	MEDFORD, MASSACHUSETTS	PROGRAM
COURSE TITLE AND NUMBER		
MAKE ALL CHANGES TO THIS PROGRAM BY 09/17/84	PLANETS AND STARS	AST 0
	CONTINUITY AMER LIT	ENG 0
	19TH C BRIT NOVEL	ENG 1
	SEXUALITY AND LIT	ENG 2
	SPECIAL TOPICS AMER	HST 1

important decisions to make



Photo S. Wilner

istration, and food.

While I remember my freshman anxieties, I also remember feeling that the Tufts campus was not only beautiful, but a friendly place as well. Meeting my exploration leaders and finding out that I had dinner plans with thirteen other people loosened some of the knots in my stomach. Having lunch on the President's lawn with classmates who looked as nervous as I, and with other parents as anxious as mine, was a nice welcome to Tufts. After tearful good-byes, many of us sent our parents to try oreo ice cream at Steve's in Davis Square. My RA guaranteed that it would lift my mother and father's spirits. After all, we all now know that orientation was much rougher for our parents than it was for us.

Amid the confusion of the day; the climbing up and down four flights of stairs, the long lines, and my roommate losing her key, I still felt as though I was home when my parents left. I was not losing my family, but gaining another family, the Tufts Family. As a senior, I feel even more comfortable with my Jumbo family. We all have a lot to look forward to when we graduate, but its nice to look at the past. It might even be nice to be a freshman and go through orientation all over again!! ☐

Classroom Comfort

by Doug Bernheim

Tours for prospective students should always show Cabot Auditorium as *the* example of a Tufts classroom. The name of the building alone sounds promising: "The Cabot Intercultural Center." Cabot is made up of high ceilings, huge walls with windows and an array of international flags. Well-dressed and impressive-looking people can almost always be seen in the lobby, chatting about American foreign policy and the future of the world, or enjoying wine and hors d'oeuvres at one of the Fletcher School's seemingly frequent cocktail parties.

On the second floor is the auditorium where many undergraduate classes are held. The seats inside were built in ideal lecture-room style, with each row of seats

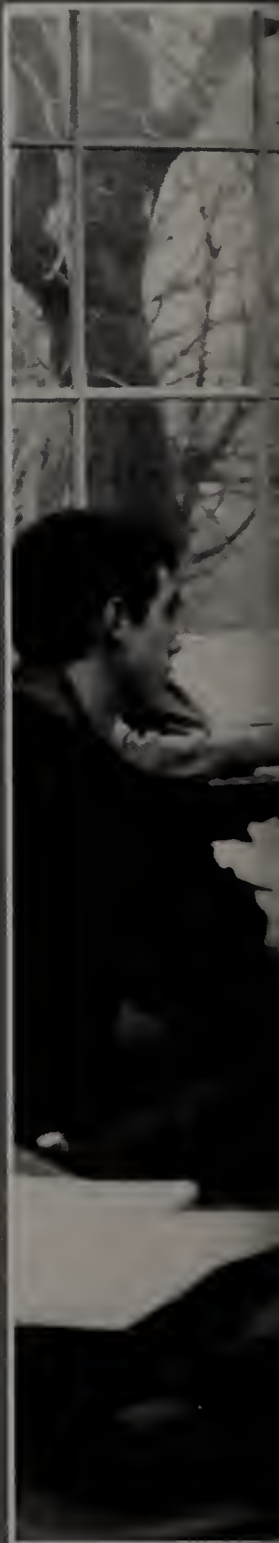
higher than the row in front of it so that everyone can see. While in Cabot, bored and hungry students can always sneak out and grab a bite at the coffee, juice and candy machines downstairs. Unprepared students can cram in some last minute studying in Fletcher Library located two floors down, while uncomfortable students have their choice of at least five bathrooms in which to, er, become more comfortable.

Unfortunately, the typical Tufts classroom in no way resembles Cabot. Professors' favorite classrooms are the small box-like structures without windows located in Eaton Hall. The excessive heat and lack of air forces students to perspire during class throughout all seasons. Classrooms in Braker, East or Pearson more often than not are overcrowded; too many uncomfortable desks are stuffed into each room so that students are practically sitting on top of one another. The classroom in the basement of Paige Hall is no different— that is, if one can figure out how to get to the basement of Paige Hall.

Yet there are some advantages to the average Tufts classroom. Cabot Auditorium is so comfortable that one must struggle to stay awake, while in other classrooms



Photo S. Wilner



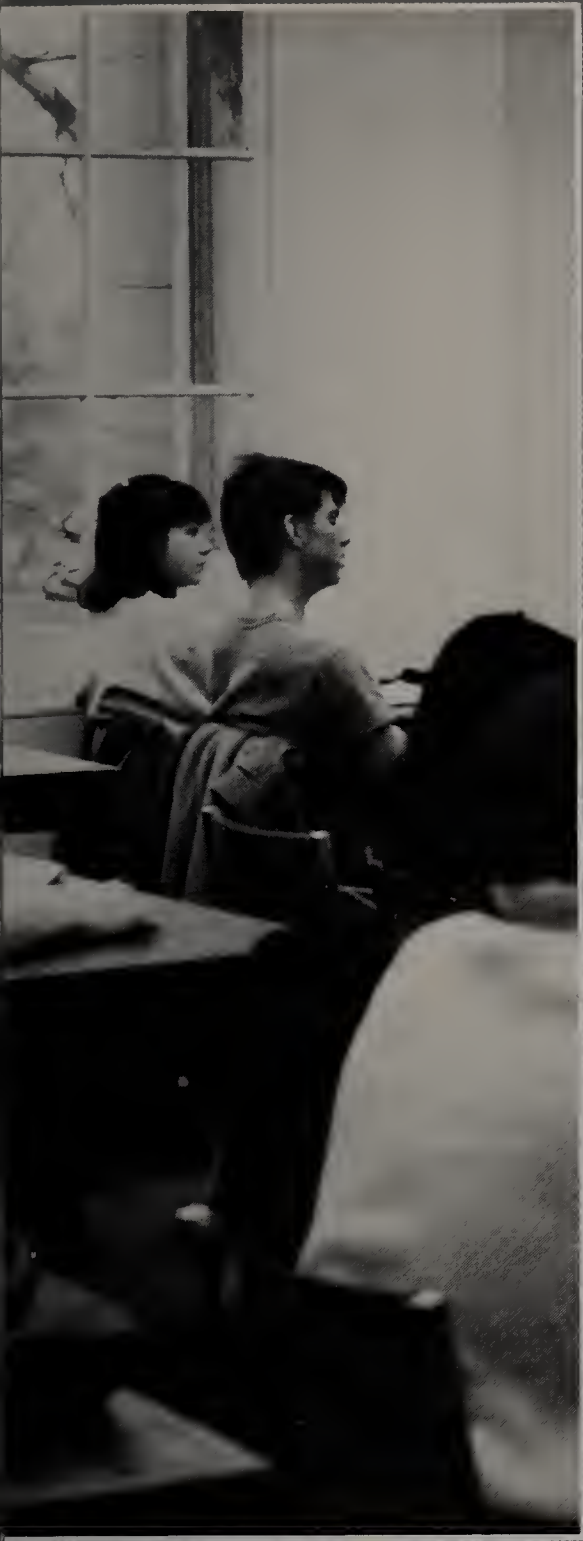


Photo S. Evans



Photo S. Wilner

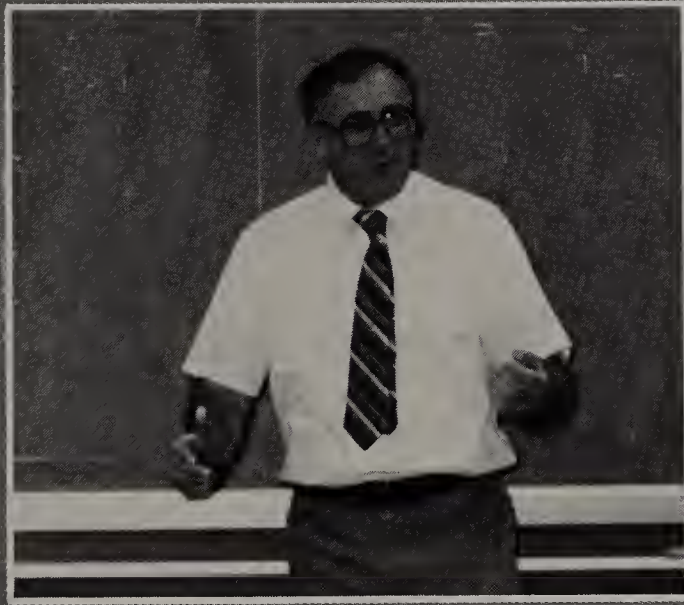


Photo J. Rosner

it is too uncomfortable to fall asleep. In Cabot, there are a lot of diversions; in the others, however, once one has finished the *Daily* crossword puzzle, there's nothing left to do but pay attention to the professor.

For almost \$15,000 a year, most Tufts students realize that "paying attention" is what they should be doing. Therefore, it is not the actual classroom that is of the utmost importance, but what is learned inside that classroom.



Photo R. Beck



Photo R. Beck

To Date Or Not To Date

by Gary Feuerman

What is the most maligned aspect of the social life at Tufts? Among the several possibilities, dating is the front-runner for this dubious honor. The alleged lack of dating transcends logic: there is a 1:1 ratio of males to females, there are plenty of diverse and interesting people in both gender categories, and Tufts is located on the edge of a dynamic city.

What is the problem? Men and women at schools such as Lehigh (5:1 male/female) and Vassar (6:1 female/male) would give almost anything for a 1:1 ratio. Does the anxiety-producing, career-oriented college scene of the eighties suppress the desire to be with the opposite sex? The anxiety excuse is passe. Students of both sexes still need an outlet for fun.

A major cause of the Tufts dating dilemma stems from faulty communication between the sexes. It often seems as if males and females alike speak different languages. Males want to date. Females want to date. Why don't they? The reason may be attributed to a disease called Fearus Re-

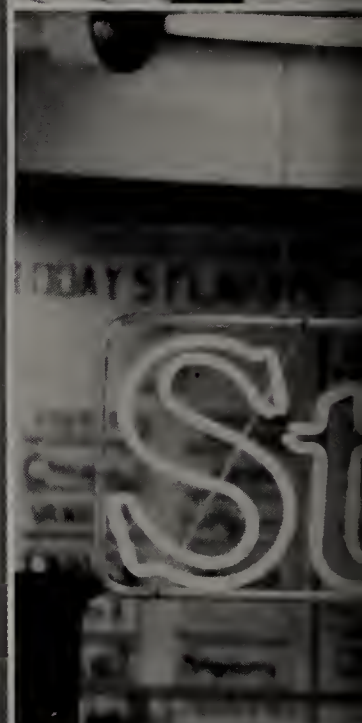
jectus (fear of rejection) which severely limits the amount of dating in afflicted areas. Major outbreaks have recently been reported in the Medford/Somerville area.

Another contributing factor to the Tufts dating scene is the "small school effect." Seeming to be a major cause of the spread of news, the Tufts "grapevine" tends to inhibit dating, for it is known to be detrimental to reputations. A date should be fun, not the cause for "The People's Court." It is a fact that those brave souls who have attempted to date have been successful. Innoculations for Fearus Rejectus are available at Health Services and the "grapevine" has been exposed as less harmful than once feared.

Dating is the alternative. Harvard Square, Faneuil Hall and Boston are the answers to the dater's dream. It doesn't take long for favorite date spots to establish themselves; students on their first dates are often found ending an evening at Steve's or Joey's. Basically, it doesn't matter what you do, as long as you do something. □



Photo S. Russell



ARVARD
SQUARE D

the
coop

STOPHER'S

EVER'S



Photo S. Evans

David's
Cookies
featuring
M&M'S
CREAM

PIZZERIA
UNO
IKE SEWELL'S
ORIGINAL CHICAGO PIZZERIA
DOWNSTAIRS
SUNFLOWER CAFE
WINE & SPIRITS



Photo S. Evans



Photo S. Evans

Tufts Favorites

by Sharon Winograd
Survey by Lainey Gurwitz and Kim Winston

1. Food in the Dining Hall: **Pizza** can be found every day for lunch in Hodgdon and the Campus Center and as a special treat in the other dining areas.

2. Dorms: The two uphill dorms of **Wren** and **Houston** are known for their respective cinderblock and red brick rooms.

3. Seasons: The popular times of the year are **Fall** and **Winter**, probably because of the beauty of New England in the cooler weather.

4. Places to Study: Not only is the **Reserve Room** in Wessell Library helpful for the grades but also for the social life. **Dorms** and **apartments** are better for the grades, worse for the social life.

5. Parties: While **private parties** run the gamut of types, lengths and hours, the **Pub** is famous for Tuesday evenings of upperclassmen and music and Thursday evenings of all classes dancing.

6. Tufts Weekends: Both **Homecoming** and **Spring Fling** are times full of parties, full of reunions with returning alumni, and full of Tufts spirit and fun.

7. Pastimes: **Eating, sleeping,** and **pinball** are relaxing ways to enjoy free time. □

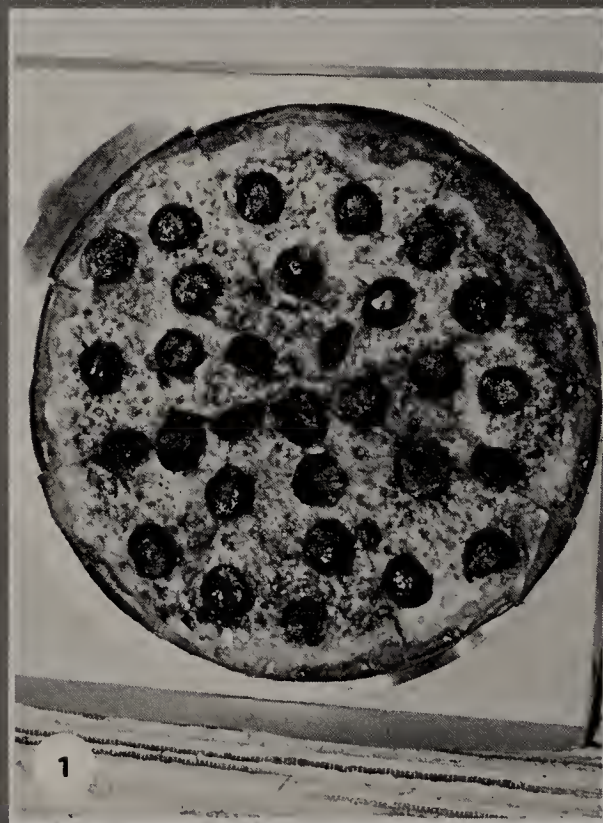


Photo K. McGagh



Photo K. Beck



Photo R. Bonarrigo



4

Photo S. Wilner / M. Forman



Photo R. Beck



Photo M. Forman



Photo K. Haller

Photo S. Wilner



6

Photo Varden Studios



Photo M. Forman

Photo S. Russel



Photo S. Russel



7

Photo J. Peartman

Tufts Favorites, Too

by Sharon Winograd
Survey by Lainey Gurwitz and Kim Winston

1 Rock Stars: This year **Bruce Springsteen**, **Michael Jackson**, and **Lionel Richie**, three old favorites, resurfaced.

2 Ice Cream Flavors: While the traditional favorites of **Vanilla** and **Chocolate** never go out of style, **Oreo** is quickly becoming a household word.

3 Female Singers: Having gained the spotlight years ago with the Supremes, **Diana Ross** is still making waves as a solo act; **Madonna** on the other hand, strolled onto the scene this year and seems destined to stay.

4 Comedian: Although only as old as the average college student, **Eddie Murphy** has already become a king of comedy.

5 Sports: **Football**, **Basketball** and **Lacrosse** always draw large audiences, faithful to the team win or lose.

6 Professor: Not only an effective administrator for the University, Provost **Sol Gittleman** is also a popular professor whose classes are consistent favorites.

7 Favorite Advertisement: Seen as "provocative but honest," **Calvin Klein** ads have been both aesthetic for the viewer and profitable for the designer. □



1

Photo Annie Leibovitz

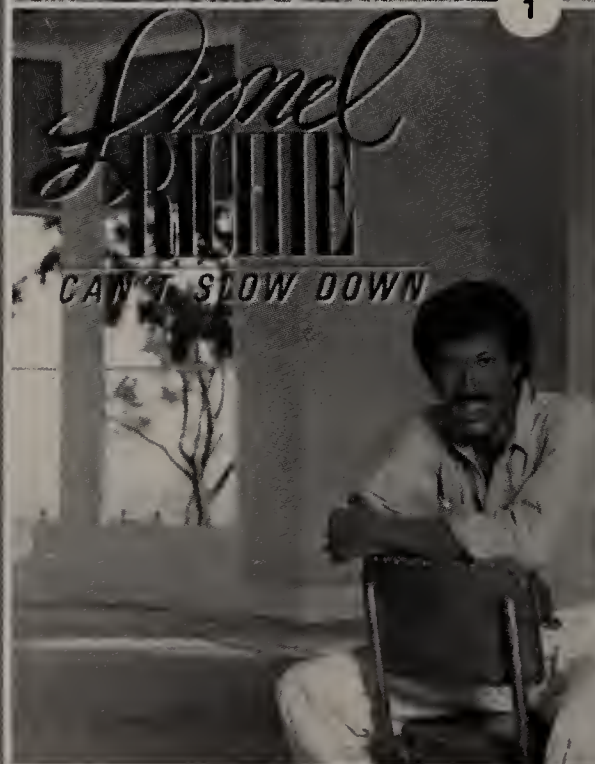
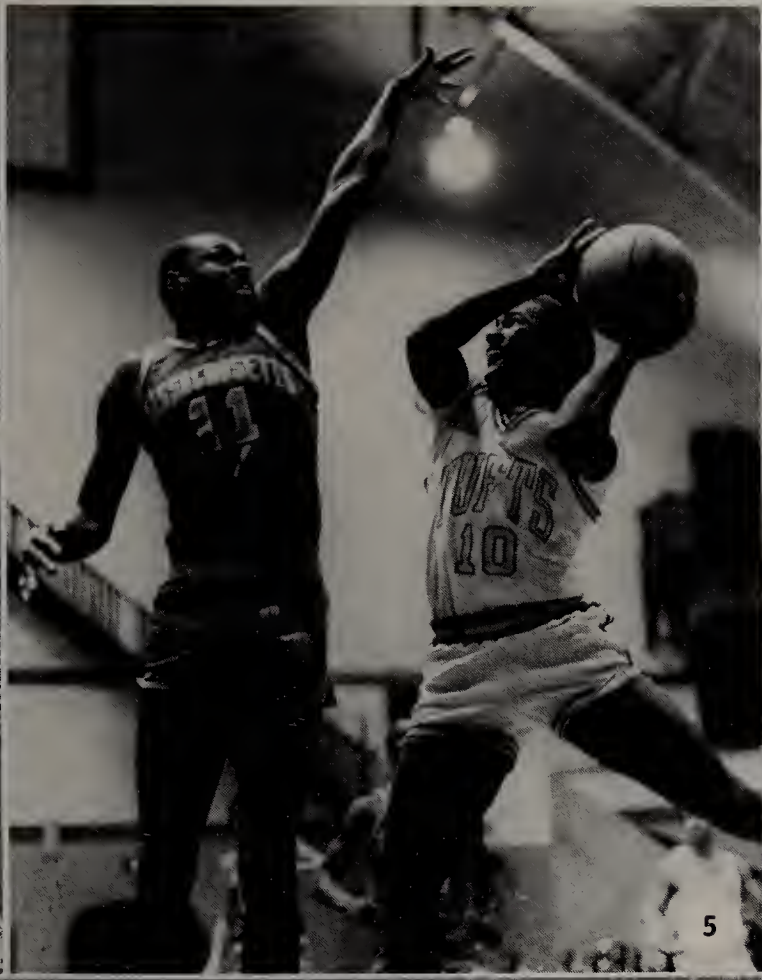


Photo Warner Bros.

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KIES[®]



Photo K. McGagh



5

Photo J. MacMillan

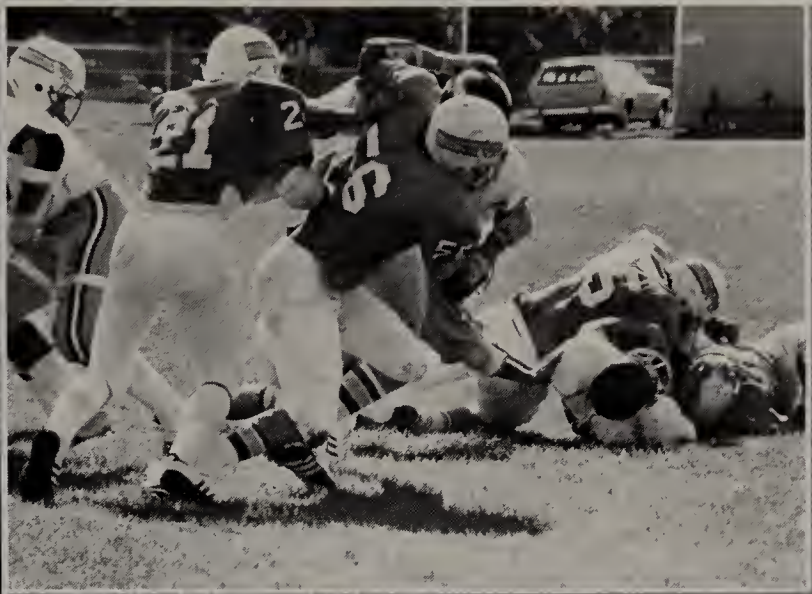
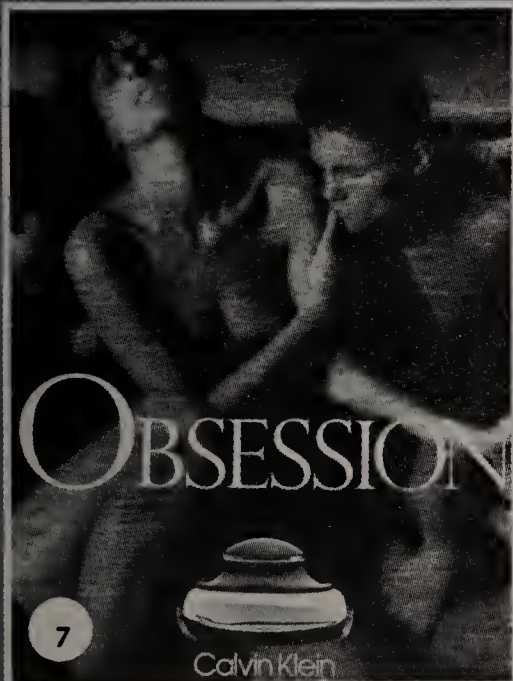


Photo D. Thornton



7



Calvin Klein



Calvin Klein Underwear

Photos Calvin Klein Co.



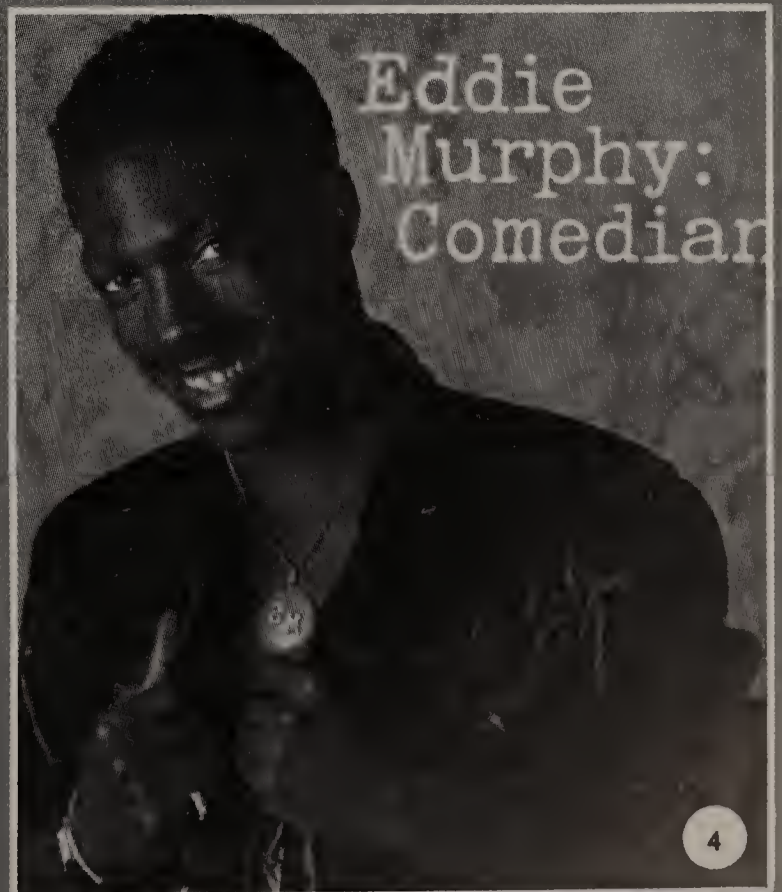
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Photo S. Meisel (Warner Bros.)



6

Photo R. Beck



4

Photo Columbia Records

Minor League Jocks

by Larry Brown

The Intramural Athletics Program at Tufts is an integral part of the University. It is estimated that a total of 3,400 students participate in the program in an academic year. Competitions range from sports such as football, basketball and softball, to one-day soccer and track events. Perhaps the only drawback in the present program is the blatant lack of facilities available to the participants. At present, intramural and interscholastic teams compete for space instead of co-exist — a dilemma which is virtually inexcusable at a university of Tufts' stature. However, efforts are being made by the administration to redress this perplexity, as several thousand dollars from present and future Capital Campaigns have been earmarked for athletic facilities.

This past fall in football intramurals, "The Crusaders," led by Tom Snarsky A'85 and Paul Dawley A'85, went undefeated en route to their second straight championship. Basketball intramurals invariably always promise a good fight to the end.

The most popular intramural sport is undoubtedly softball, which takes place in the Spring.

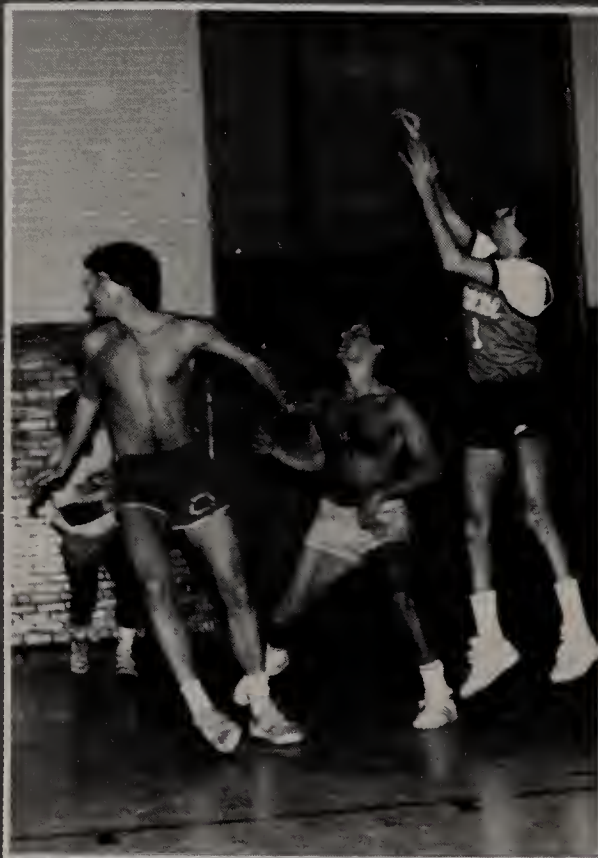


Photo K. Winston



Photo K. Winston



Photo K. Winston



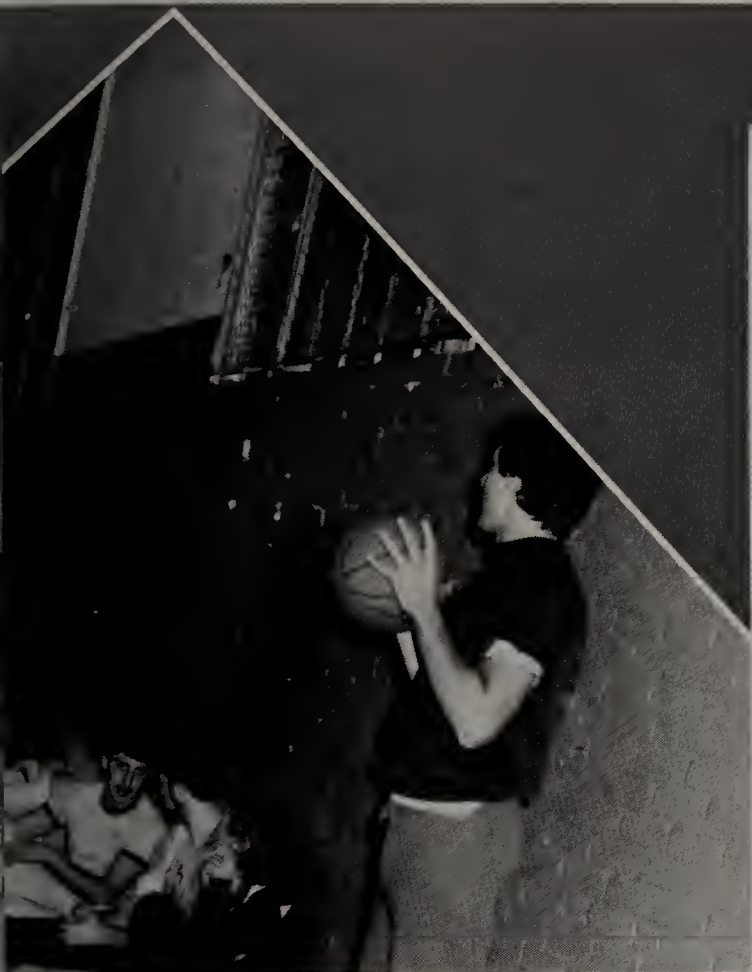


Photo K. Winston



Photo K. Winston

Last year, 525 students comprised over forty teams in what turned out to be a very exciting season. This upcoming season looks to be another three-way battle between Delta Upsilon, "Dugga" and "The Youngsters." This will be the fourth consecutive year that these three teams have emerged at the top, fighting for the winning title. Whatever the outcome, the season will not be complete without the annual Miller High-Life Beer Tournament in which the top eight teams battle it out during Spring Fling weekend.

On the whole, the intramural program at Tufts is a very well-run, popular recreational outlet. Athletics Director Rocky Carzo and new Intramural Coordinator Bob Sheldon deserve a great deal of credit for all the effort that goes into making this such a successful activity. However, as is often the case at any University, financial constraints may prove to be the determining factor in whether the ever-increasing popularity and growth of the program turn out to be a favorable or remorseful trend. But, because of the influence on academics at Tufts, there will always be a demand for intramural sports competition. □

Innocents Abroad

by Richard Gordon and Sharon Winograd

How else can one travel through Europe, see the famous sights and buy expensive clothing at reasonable prices all under the pretense of being a student getting credit for hours of classwork? Studying abroad is the answer.

Usually taken junior year or first semester senior year, the student must first select the country in which he or she would like to study. If Tufts does not have a program in the country chosen, there are many other accredited American universities which offer abroad programs, so the opportunities are endless. Tufts offers programs in Paris, Barcelona (soon to be moved to Madrid), London and Tübingen, three in which proficiency in a foreign language is helpful. Lest we infer that the selection of a program is the *only* enjoyable part of the process, let us go no further: the fun begins over there!

After a few days of orientation and adjustment to a new culture (okay, so the bathrooms are different over there), classes begin. The student is on his way to a rewarding learning experience that no professor's lecture or textbook rhetoric could ever match.

Completely integrated into the French university system, the Tufts-in-Paris program offers a wide variety of courses at the many schools of the University of Paris. Amidst the bustling and colorful Latin Quarter, students may attend classes in some of the old Sorbonne buildings. A typical course-load may include **PARIS 117: From Croissants to Crêpes, A Study in Food**. Students in this

course travel from *boulangerie* to *boulangerie* in search of the perfect *baguette*. (Sorry guys, field work does not include Burger King Champs Elysées.)

If London is the choice, Tufts offers a program at the Westfield College campus of the University of London. While some students may attend classes at the main campus in central London, most courses are taught at the Westfield campus in the Hampstead region of north London. A popular favorite among Tufts students is **LONDON 101: Intro to Ale**. This course includes daily visits to various pubs in order to acclimate students to the enjoyment of six or seven pints of lager per day.

Barcelona, located on the Mediterranean coast 150 kilometers south of the French border, is the second largest city in Spain. Students on the Barcelona program must deal with two languages in everyday life; while courses are taught in *Castellano*, the language spoken on the streets is *Catalán*. The curriculum includes **BARCELONA 085: From Pamplona With Love**. This course is a survey of the history and techniques of bullfighting. (Prerequisites: The ability to drink several *purrones* of sangria and a strong stomach.)

The Tufts-in-Tübingen program is located in southwest Germany, not far from the city of Stuttgart. After an intense two-week German language course—a "Sprachkurs"—students commence study at the Eberhard-Karls University. **TUBINGEN 111: Intermediate Highway Driving** prepares students for the reckless encounter they may have



Barcelona



Oxford



Venice

Photos R. Gordon



Photo Y. Yelardy



Photo R. Gordon



Photo C. Palmerino

Photo P. Rich

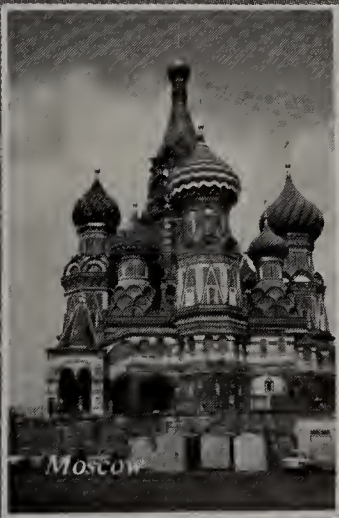


Photo R. Gordon



Photo R. Gordon



Photo R. Gordon

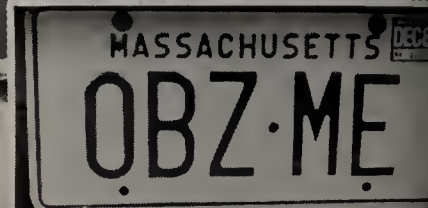
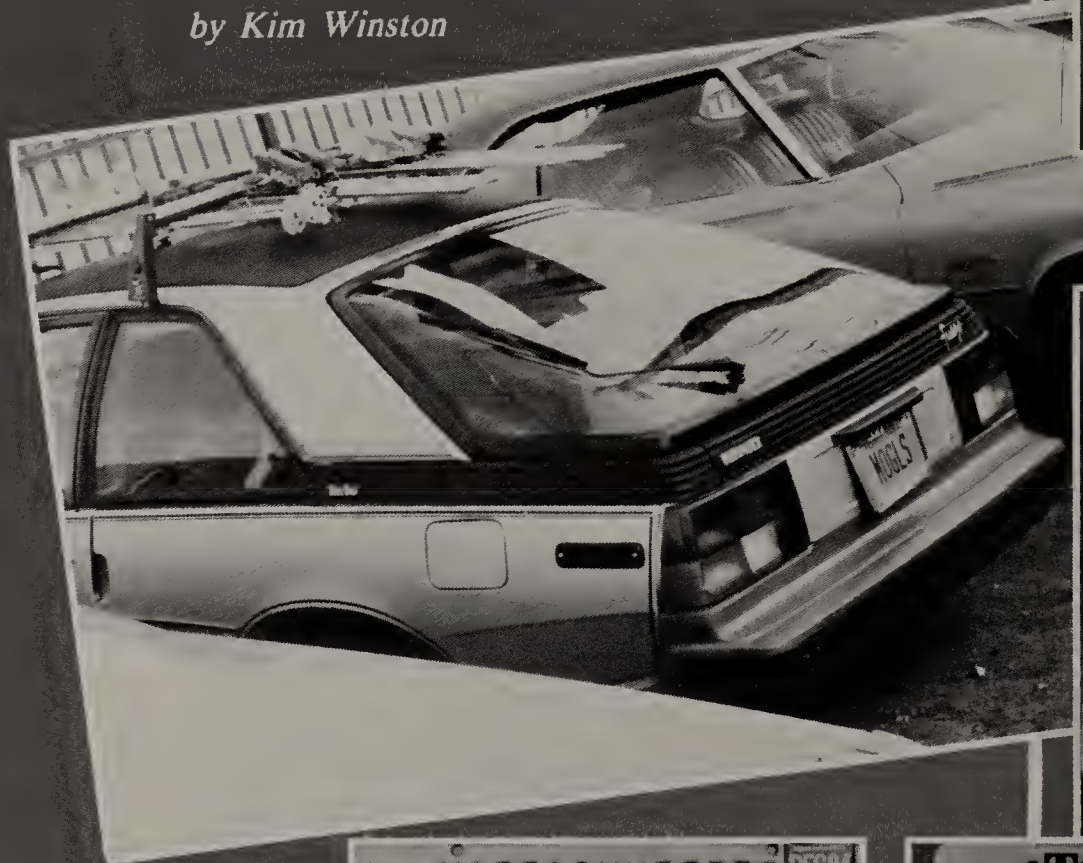
when they take the final exam—a road test on the Autobahn.

For the student who wishes to study abroad but does not have the time or desire to leave the campus during the academic year, Tufts offers a six-week summer program in Talloires, France. Amidst the mountains of the Haute-Savoie region sits *Le Prieuré*, a fourteenth-century monastery that houses the Tufts European Center. Talloires offers the opportunity to learn about French lifestyles while receiving two course credits. Typical daily activities include a dip in the cold Lac d'Annecy between classes, a half hour in the sun before catching the bus back to Annecy, and a drink before retiring for the night at Le Munich.

While Le Jardin de Luxembourg, Oxford Street and Las Ramblas become familiar haunts of students abroad, studying is nonetheless an integral part of the experience. The principal emphasis, however, is on cultural exchange with the peoples of other countries. □

Racing In The Streets

by Kim Winston



For the majority of the upperclassmen at Tufts, cars are a must. After two or more years of riding the MBTA, students long for another "means to their ends." Unfortunately, automobiles do not always offer students what they want. Parking on campus is not an easy task and, for those who live off campus, it's even worse. Violations by the dozen, you don't graduate from Tufts if you've had a car without *at least* forty-five parking tickets. And if you haven't had enough aggravation on campus, Boston promises a ten-minute trip to your destination and a half-hour headache to your parking space. □

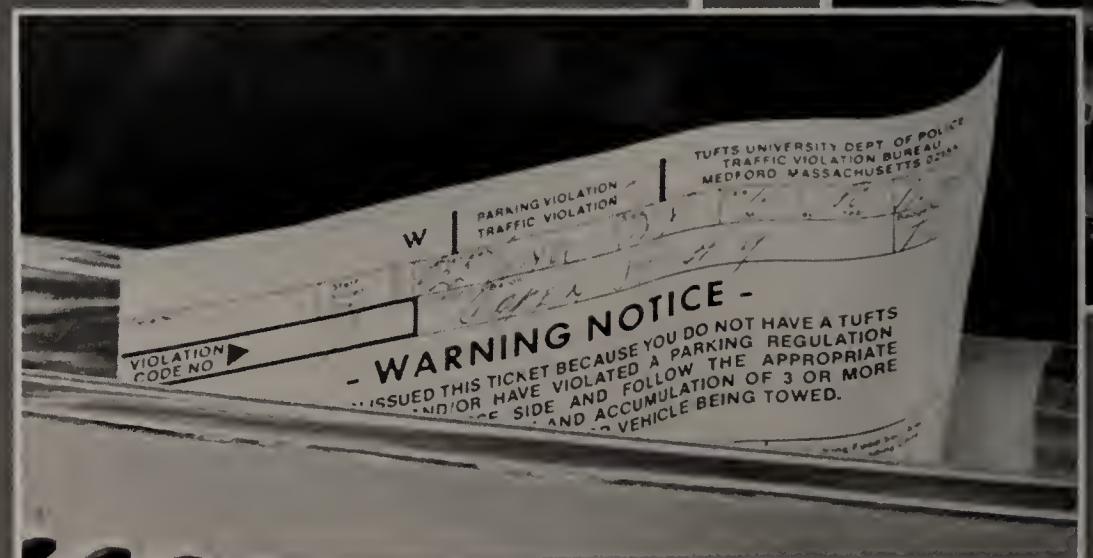
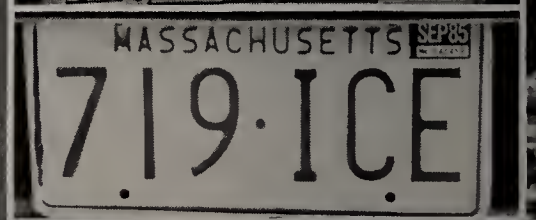
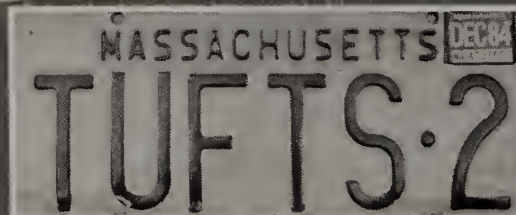


Photo S. Morisseau



Jon Federman

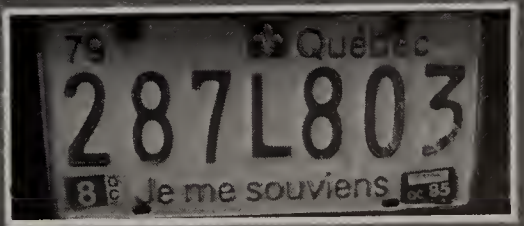
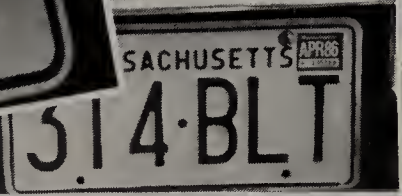
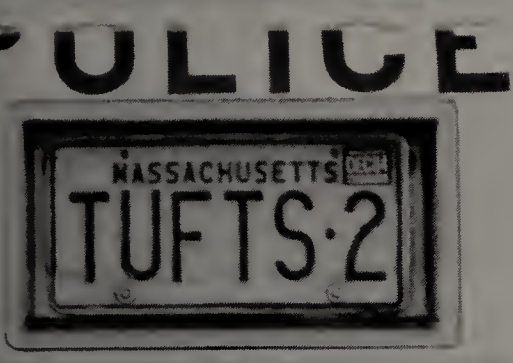
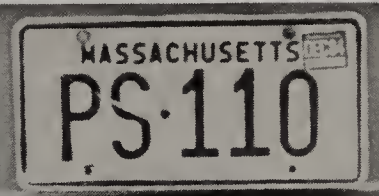
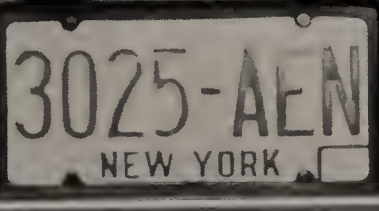
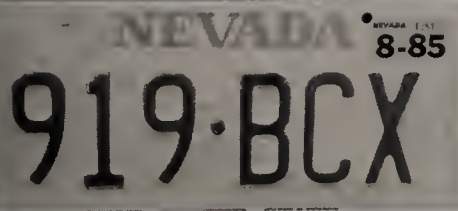
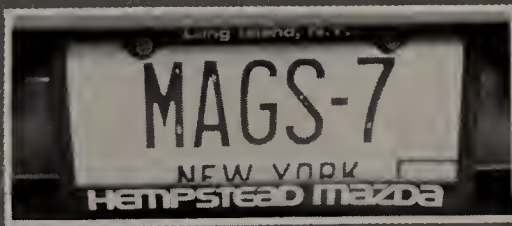
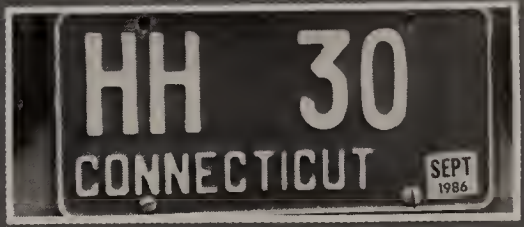


Photo K. McGagh



Photos K. Winston

Getting Through The Winter

by Marilyn Forman

What's worse than missing the pass/fail deadline, losing out in the housing lottery and dinner at Carmichael? A snowstorm at Tufts University. The winter in Boston is unlike any other season. After four years in Medford, the seniors have tolerated slushy streets and icy hills, and learned to make the best of the wind chill factor.

Skiing becomes the new favorite past-time after the first snowstorm at T.U. With Loon Mountain and Killington so close by, weekends turn into mogul city as students hit the slopes, leaving the non-skiers behind at the Sack Cinema. The few that come back with broken bones find it much harder getting through the winter.

Students who cannot make it to the mountains can find outdoor entertainment right on campus. The hills behind Ballou and Fletcher are prime spots for good "traying" action. All you need is a dining hall tray and a little imagination to turn the President's Lawn into Vail, Colorado. The Somerville kids might even lend you their sleds for added excitement. Nighttime snowball fights and football on the quad are popular winter sports, except students have been known to lose their keys during a game and not find them until the snow melts in April. Snowmen and other body statues

have been erected in the snow, only to be torn down by B & G.

Do you like ice skating? The best rink in town is located at Tufts--that stretch of ice between Eaton and Memorial steps. It doesn't cost anything and is open 24 hours a day from December to March. You can't rent skates but they aren't necessary. Treborns, Penny Loafers and Timberlands all provide the same amount of traction on the ice--none.

Many of the students who live off campus don't have to deal with the campus slush and ice. Instead, they are over-compensated for this with no heat and cold water. It's hard to beat the high cost of living with heat on 72, so many students opt for extra scarves and sweaters and hang around in Wessell for warmth. It's the only way to get seniors to the library!

Everyone's heard of the freshman fifteen. How about the winter-one-hundred? The average hillside apartment is said to gain 100 pounds as the students stop exercising and start drinking hot chocolate. The only person seen coming in and out of the dorms is the Domino pizza man with his insulated pie case. Comments like



Photo Y. Yelardy

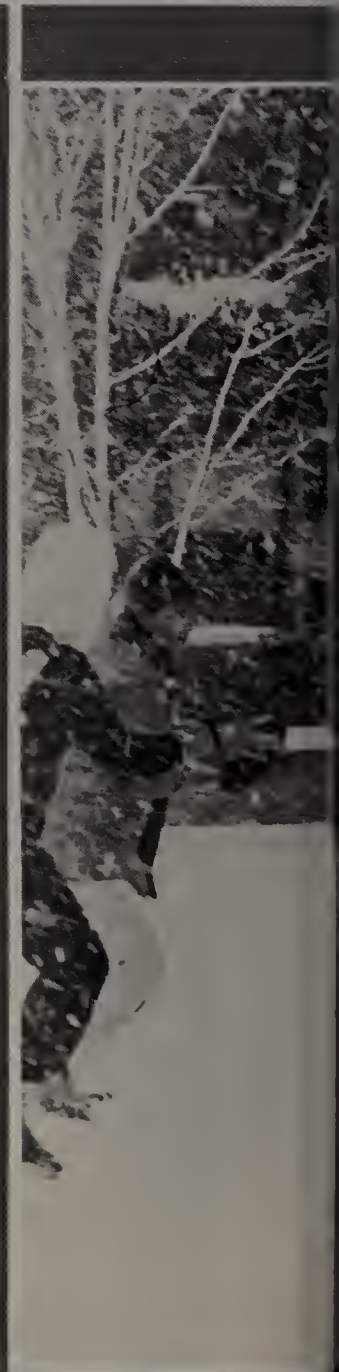




Photo E. McCrory



Photo R. Beck



Photo Y. Yelardy



Photo J. Rosner

"It's too cold to go out, let's order in," can put Heartland out of business.

What's the worse thing about snow at Tufts? No matter how much comes down, classes are never cancelled. How often do we listen to Kiss 108 for school closings to hear that only Tufts professors managed to make it to work that day? Sol Gittleman will still be performing in Cabot Auditorium. In the rare event that lectures are cancelled, it's not until after 3:00 when most of us are done anyway. We just can't win.

Bruises from falling, a runny nose and recurring hat-head are all a part of winters at Tufts. If you make it through one, you're home free, and Spring Fling and intramural softball are just around the bend. □

Entertainment On The Hill

by Sharon Winograd

Far be it for me to change the minds of those Tufts students who are convinced that good fun can only be found by those who venture off campus into Boston or Harvard Square. Although much activity does occur outside the Tufts community, good times have been had, and will undoubtedly continue to be had, on the Hill.

Campus-sponsored events have been known to bring a smile even to the most disenchanted miserly misanthrope. For a minimal fee, if any, one can enjoy a cultural afternoon or evening by attending a concert by singing or instrumental groups such as a piano soloist recital or a performance by a full University chorus (and many other combinations of voices and instruments in between). Also, the many theatrical groups on campus provide a range of productions

from a short one-act play to a full musical show. For those interested in a more rowdy evening, large campus-sponsored parties can usually be found in Eaton Lounge, Curtis Hall or favorite dorm lounges such as Hill or Lewis on weekend nights. These guarantee large crowds, fun music and dancing without worries about the party going later than 1 a.m.

Of course, smaller crowds with the same fun, music and dancing (also free alcohol) can be found in private off-campus or co-op apartments. These which usually cater to the older crowds, have been known to go from dusk to dawn—provided the neighbors are deaf or do not have a telephone to call campus or local police. These “just a bunch of us getting together” get-togethers turn into wild fun after word of them gets circulated (I told one



Photo 1. Glick



Book by Fred Ebb & Bob Fosse
Music by John Kander
Lyrics by Fred Ebb
Based on play by William Inge
Directed and Choreographed



CHICAGO



Nov. 1, 2, 3
8:00 p.m.
Cohen Auditorium
Tufts Univ.
Tickets \$4.00 with student I.D.
4.50 general public
arena box office and 1st newsstand



Photo Beelzebubs

friend who told one friend and so on and so on).

For those who absolutely, positively want only juniors and seniors around when they party, the Pub on Tuesday evenings is the place to be. Campus performers usually provide musical entertainment and beer companies' promotional hats, mirrors and T-shirt give-aways are always crowd pleasers. Here, seniors have been known to bemoan long gone freshmen antics while bemoaning possible future unemployment.

For those who do not wish to brave the elements to find entertainment, fret not; electronic games located in certain choice dorms, have been known to keep many amused. For those with a more intellectual slant, groups have been seen congregating for the evening to ponder esoteric questions such as the number of glass panes in the John Hancock building, the name of the warship that was built, but never actually used, in the Spanish-American War, the maiden name of Marilyn Monroe's mother, or even how guests should be seated at a dinner party consisting of more than four persons according to Emily Post's laws of etiquette. Yes, Trivial Pursuit has certainly made its mark on the Tufts campus.

In addition to the above mentioned activities, there are many events going on around Tufts. Just keep reading those Tufts papers and watching for the flyers. Of course if none of the above mentioned entertainments meet your approval you can always do your laundry—machines are conveniently located in the basement of every dorm. □



Photo D. Thornton



Photo E. Drachman



Photo S. Evans



Photo D. Thornton

Four Steps To A Night Out . . .

by Kim Winston and Lainey Gurwitz

One: If it's a night out you want, Baybank is the first stop. There's no doubt that one needs frustration before one embarks on a journey off campus. Usually your balances are wrong or the machine is "Temporarily Out of Order" (which should be changed to indefinitely). Who knows how long "temporarily" is? Unfortunately, Baybank has what you want: your money.

Two: Next stop, the bus stop. Many a Tufts student has spent countless hours waiting outside, usually in undesirable weather at one of the five "convenient" (or so they tell us) bus stops. Convenient? Convenient is not someplace you must walk five minutes to get to. Convenient is your doorstep. In any case, the

bus will take you closer to your destination.

Three: A popular night out may often entail a movie. Two hours of vegetating takes one's mind off of student pressures. There are several alternatives for the movie-goer. Just around the corner by bus is the Somerville Theatre where there's no such thing as a "new" movie. Or for those with cars, Sack Somerville, with twelve selections, is a movie-goer's dream: a movie for everyone.

Four: An after movie drink is a must. If you're twenty, or can borrow an I.D. from someone who is, a glass of wine or a beer is just minutes away and often a nice ending to a relaxing evening. □



Photo K. McGagh

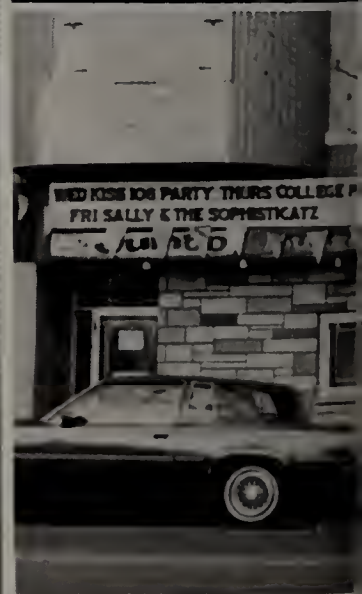




Photo A. Levenson

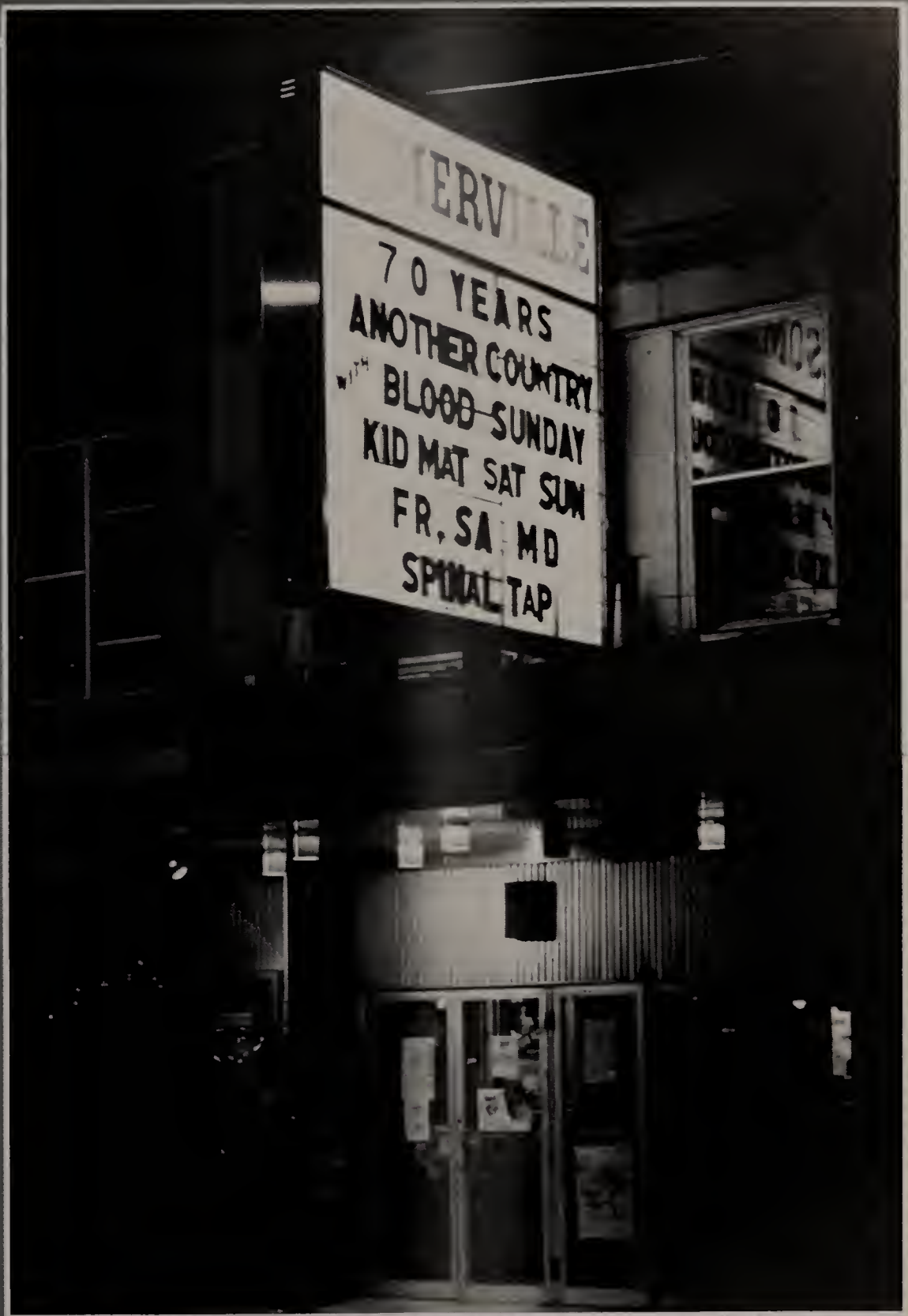


Photo D. Thornton



Photo Tufts Observer



Photo C. Adderley



Photo Y. Yclardy

Off - Hill Dining

by Kim Winston



Photo Y. Yelany

For most of us, the college eating experience involved the 20 meal plan of which, as freshmen, we used only 15, and subsequently gained 15. How does one gain the freshman 15? Not by eating in Carmichael alone. There is no better cure for the blahs or the late night munchies than food.

The prospects for eating around Tufts are abundant! From fast food to fine dining, Italian to Mexican, Tufts students can always find what they are after. In the moderate price range, there are Christopher's, Rudy's and Jay's. The list for this category is large and many a good restaurant goes unnoticed and neglected, for example Ming Toy. If you want more than just dinner, then Ber-

tucci's Pizza and Bocce is a better alternative to tofu lasagna and pinball.

If it's fancy and expensive you're after, then Anthony's and Locke-Obers will do, provided your parents are in town, or perhaps, you are "dependently" wealthy.

As sophomores, students eat less frequently on campus and graduate themselves to the ten meal plan, or even the five, by junior year. It is in these formative upperclassmen years that culinary skills range from frying eggs to preparing souffles. Whatever the case, a Tufts student always eats! □



Photo V. Yclardy



Photo J. MacMillan



Photo M. Solomon



Photo A. Leckman



Photo V. Yclardy

Dining At Tufts: The Jay's Meal Plan

by Barri Hope Gordon

The lines are long and the tables crowded. The sputtering noises from the grill compete with boisterous shouting, talking and laughter. "I'll have a breakfast special, please!" one sweatpant-clad girl yells, as another saunters back to the communal water cooler. Sound reminiscent of the erstwhile Curtis Snack Bar? Well, in a lot of ways Jay's has in fact become a landmark at Tufts and, to many, there really is a Jay's meal plan.

Jay's is Tufts, from the banners and calendars on the wall to the students who frequent Hillside's most-frequented eatery. And to many, Perry and Mary are as familiar faces as Carmichael's infamous Lil or Hodgdon's Rose.

To parents who view the meal plan as the logical and only way to subsist at college, Jay's is an anomaly. Why would anyone who pays over \$14,000 a year to go to Tufts pay to eat at a "greasy-spoon diner" when Tufts' own Dining Services is closer, and perhaps even cleaner? Anyone who has been to Jay's, however, can tell you why.

In a nutshell, Jay's poses the closest threat, other than perhaps Eaton, to usurping the role of the new campus center. From weekday breakfasts, lunches or coffee stops to weekend brunches (a Jay's specialty), Jay's is a place, no, *the* place, to see and be seen.

Of course, Jay's is also a place to eat, although that may not really be why it is so popular. Special-



Photo A. Levenson

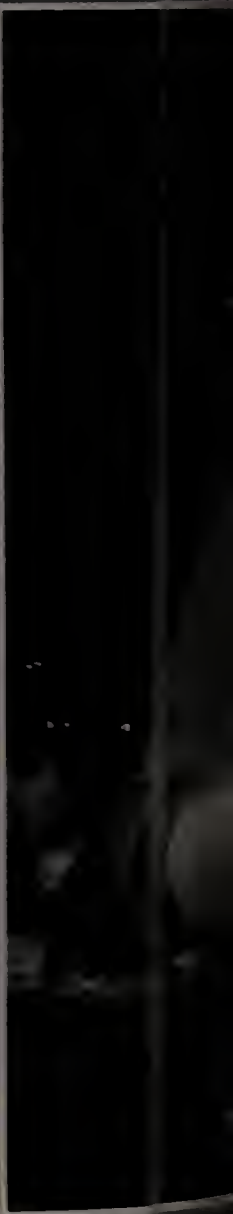




Photo Varden Studios



Photo Y. Yelardy



Photo Varden Studios

izing in homemade minestrone soup (with crackers), frappes, subs, grinders and breakfast specials (two eggs, toast, bacon, ham or sausage and tea or coffee for the price that is definitely right), Jay's is reminiscent of countless small-town diners but its personal flair and homey atmosphere is what really draws the crowds. Where else do customers set their own tables, fill out their own orders and carry their own food from the counter to the table? At the very least, Jay's patrons are not plagued by the usual dilemmas about tipping . . .

Going away to college can be an intimidating, unnerving experience. With Jay's around, though, it's still possible to feel at home away from home. As for the Jay's meal plan, well, one of the nicest things about Jay's is that it's Tufts but not too Tufts. □

Convenience And Selection

by Kim Winston

It is a sunny day in October and you don't have a class until 11:30. But you made plans with that annoying floormate for breakfast at 8:30 and it's now 9:30. What are you to do? Study? No, you did that last week. You do need to buy a present for your roommate who has the flu and your brother's birthday is next week. But, do you have time to run to Harvard Square? NO! But wait a second, you can probably find something right on campus.

You probably could get something nice in the bookstore now that it has changed hands and turned itself into a little boutique.

What about the library roof? A record can always be found, and, if you're lucky, Kenya bags, jewelry, sweaters, plants and much more. There is always TSR with flowers, balloons, candy and singing telegrams. They offer you anything you could want. If these opportunities do not suit you, *The Daily* abounds with student entrepreneurs selling everything from Maxell discs to painted sneakers. So, remember that next time someone asks you to breakfast—do not say no. First think, "Do I have any shopping to do?" If the answer is "Yes," there is always something to be bought on the Hill. □



106 Shopping At Tufts

Photo R. Beck

Photo R. Gordon

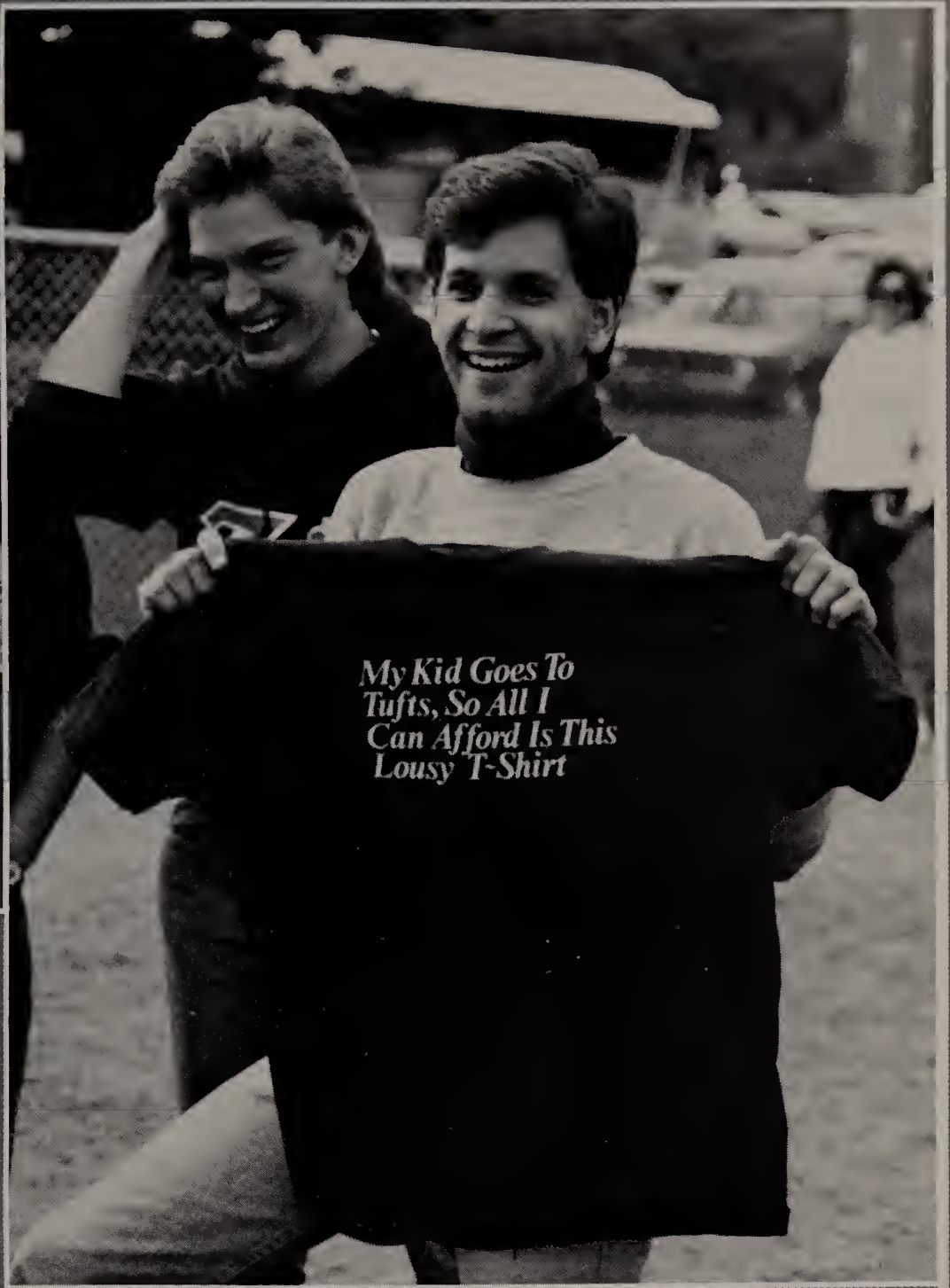


Photo R. Beck



Photo R. Gordon





My Kid Goes To
Tufts, So All I
Can Afford Is This
Lousy T-Shirt

Photo Varden Studios



P. Ostberg

First Stop: Baybank

by Richard Gordon

Rumor has it that an anonymous philanthropist intends to buy Eaton Lounge and convert it into "Eaton Place," a mecca for shoppers, featuring Benetton, Louis, Ann Taylor and other fine specialty stores. Until that joyous day, however, the serious Tufts shopper (is there any other?) will have to resort to off-campus shopping . . .

For local shopping, Hillside Cards and Gifts offers the carless (or lazy) student a variety of presents and greeting cards. Somerville also offers an array of thriving shops (so why is it that Almy's is out of business and that the Friendly Family Center is always having a sale?) in which to purchase clothing, records and other student needs. For the more discriminating shopper, however,

Boston and Harvard Square are only a short ride away.

Boston's Copley Place and Newbury Street are as familiar to seasoned shoppers as Beverly Hills' Rodeo Drive or New York's Madison Avenue. If it's a Louis Vuitton wallet, Ralph Lauren sweater or the newest import from Rizzoli, then it's the Back Bay you're looking for. Realistically speaking, however, most Tufts students shop at Faneuil Hall at such stores as Benetton, The Lodge and Goods.

Perhaps Harvard Square promises the most realistic choice for the average Tufts shopper. From Strawberries' Records to Urban Outfitters and the Harvard Coop, the Square allows for some serious shopping with still enough money left to buy David's cookies. □



Photo Yearbook Staff

Photos S. Wilner/R. Gordon



Photo R. Gordon

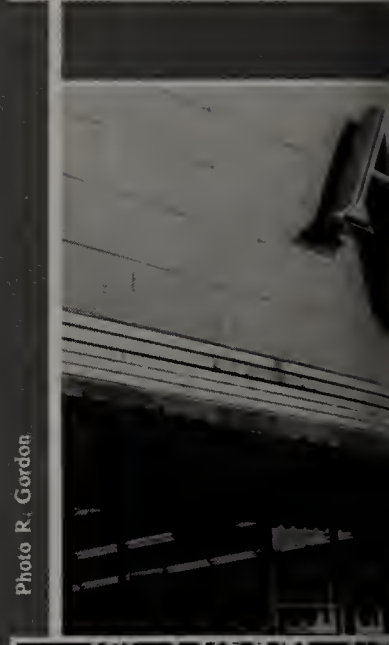
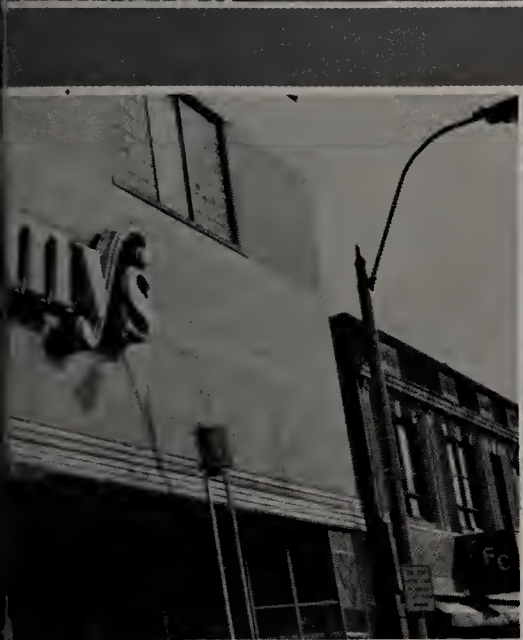


Photo S. Wilner



Photos S. Wilner/R. Gordon



Photo Tufts Observer

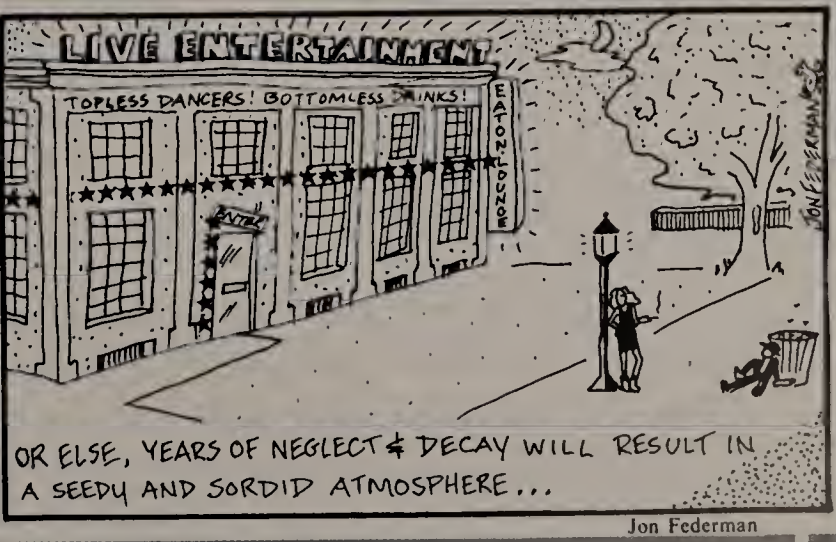
R. Gordon

Photo R. Gordon

THE WEEK IN REVIEW
AS TEMPERATURES DIPPED TO RECORD LOWS AND WINDS CHILLED US TO THE BONE, THE FUTURE OF EATON LOUNGE WAS DISCUSSED
BRRRR!



REAL ESTATE MAGNATE DONALD TRUMP PLANS TO BUY EATON, TURNING IT INTO "EATON PLACE": OFFICES, CONDOS, & SHOPS...



OR ELSE, YEARS OF NEGLECT & DECAY WILL RESULT IN A SEEDY AND SORDID ATMOSPHERE...

Jon Federman

Worth The Wait

by Kim Winston



Photo R. Beck

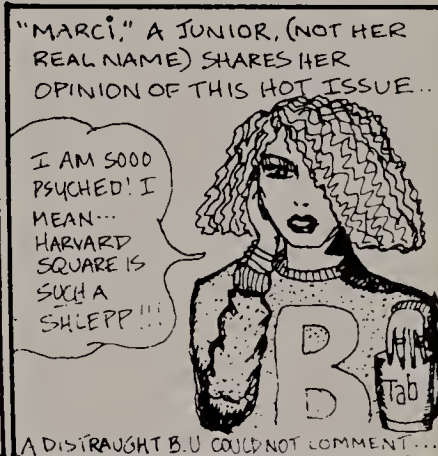
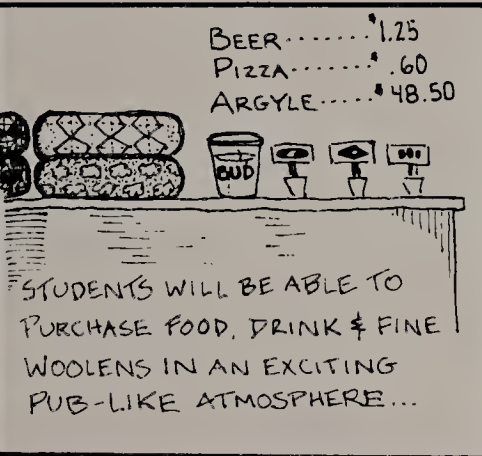
After many years, the students of Tufts University have finally gotten their long-awaited campus center. On a chilly spring day in 1984, construction crews broke ground to begin what now stands on Professors Row as the Elizabeth Van Huysen Mayer Campus Center. The center now houses the Student Activities Office and Senate.

The building opened for the public eye on February 1st, 1985, but was quickly closed in order to finish up loose ends and make it ready for use six days later. The center was built to unite uphill

and downhill communities and to provide students with a "place of their own." Among its many offices and corridors, the center is home to the new Tavern which at present will be serving milk and cookies to those who want them. Rumor has it that Steve's Ice Cream and Benetton will be joining the Rez (the new TSR booth) and the cafeteria. As of yet, we are not sure if the center will meet everyone's expectations, but it's a good start. □



Photo Tufts Daily



Jon Federman



Photo Communications Office



Photo Communications Office



Photo Tufts Criterion

Photo Communications Office

How To Build A Dorm

by Sarah Brody,
Lisa Lane and Jill Rosenberg

There is a lot of time and careful planning involved in building a Tufts dormitory. The following step by step instructions outline how this process is carried out.

Step number one is to build the dorm as tall as possible. Do not put in any elevators. If you do, moving in and out won't be nearly as much fun. Remember moving in as freshmen? What was your first impression of the dorm? I can't believe I live on the fourth floor! How am I going to drag all my crates, pillows, and pictures up all these stairs? And once I do move in, am I really going to have to climb up and down these stairs everyday?

Of course, we all got used to our rooms and believe it or not, even got to like them. Still more

unbelievable, we even grew to love, or at least to tolerate, our room mates. However, as dorm residents, we not only had to contend with our roommates, but we also had to deal with hallmates.

This brings us to step number two in the construction of a dorm; the walls must be made of tissue paper rendering them completely "hear-through." In this step you do have an alternative: you can use red brick, cinderblock, or bathroom tile. Each is obviously chosen for its resistance to anything used for decoration. These surfaces are penetrable only by such ordinary tools as high powered electric drills.

Now that the shell of the building has been constructed, we arrive at step number three; construction of the bathrooms. The



Photo E. McCrory





Photo S. Russell



Photo S. Russell



Photo S. Russell



Photo S. Russell

obvious first, is to situate them as far from as many rooms as possible. Other options range from gang showers to female bathrooms so conveniently equipped with urinals.

Don't bother to call your interior decorator for step number four, because the formula for dorm room decor is very simple. The bed should be long enough so that no conventional sheet could possibly fit, and narrow enough so that you and your teddy bear would be a tight squeeze. The desk and dressers must be bulky enough to take up more than half of the minimal space allotted, BUT make sure that they're still slightly too small to fit all of one's possessions.

Steam-heat knocking, banging, all night long. This is an important part of any true dorm, so don't forget it. This is step number five.

The sixth and final step concerns dorm lounges. Nasty is a key word in the description of a typical floor lounge. The color

scheme should be as bright and offensive as possible. (For first time builders, this can be easily achieved through the use of tasteless murals.) Magical furniture is absolutely essential. For those who don't know what magical furniture is, we'll tell you; it's furniture that disappears on the first day of school and mysteriously reappears on the last!

After you've gone through each of these steps, voilá, you have it, a Tufts dorm! Even though Tufts dorms do leave something to be desired, it is the people who fill them that really matter. As freshmen, many of us became close friends with the people in our dorms and on our floors. With these friends we experienced dorm snacks, floor parties, "screw your roommate," floor meetings, sitting security, pinball tournaments, "assassin," dorm government and, sometimes, even late-night study. Although Tufts dorms did not have the luxury of the Ritz-Carlton, we still thought of them as home. □

Libraries Drive Me Crazy

by Kim Winston

We have all spent the greater part of our lives believing that libraries are basically a source of information and a place for quiet study. Now, we realize, after four industrious years at college, that our beloved Wessell is a center for xeroxing, socializing and procrastinating.

For those students who wish to escape the pleasures and fun of their own dorm rooms, Wessell offers a number of places to study. If it's serious work you're there for, the "morgue" downstairs is the place for you. Late night study and last minute rush jobs are often done in the Gott Room where the smell of foot odor keeps all awake. All other studying is done in the "Observe" Room where the name says it all. On Sundays, the library is at its worst with students parading around shoeless, hungover, with soda and stolen food from brunch searching for academic stimulus and latest gossip.

Not until the eve of mid-terms does the library really get its full use. As is par for the course, all hell breaks loose about two days before exams. It is now that John Doe, mild-mannered intellect, becomes "Jack the Cut-throat" and the battle begins for seats (or aisles), reserve reading, your classmate's notebook, and recently, computer terminals. After mid-terms, papers are assigned bringing with them empty bill-

changers, phone lines and broken xerox machines: all necessities for students outfitted in sweats searching for creative inspiration and toilet paper.

What's worse than mid-terms at Wessell with no toilet paper and overcrowding? Finals. During reading period, students come out of the woodwork and wait patiently day after day for the doors to open so as to attempt to cram a semester's work into three, maybe four, days. As the week draws to a close, soda machines empty, gossip diminishes and people start heading home.

If you are really adventurous (or just serious about your academics), then the campus has several alternatives to studying at Wessell. If you can beat your neighbor to a carrel, the graduate library in the Cabot Center offers a quiet haven for study and concentration. Lufkin Library in Anderson Hall is the antithesis of Fletcher. Open to the hustle and bustle of the engineering life, Lufkin offers little refuge for those interested in quiet study. Hewlett Packards crowd every available outlet while the noise distracts all from getting any work done.

Like I said, libraries drive me crazy. Fortunately, Tufts offers a library for every need. All one has to do is decide to what lengths one is willing to go in order to study. □



Photo S. Wilner



Photo Varden Studios



Photo Varden Studios

athletics







Photo J.D. Sloan

CROWD PLEASERS

BY DONNA ELGART

Gimme a T, gimme a U, gimme a F, gimme another T, gimme a S, put it together and what do you get? Tufts' three-part spirit squad—led by none other than Jumbo himself.

For the first time in almost 50 years our very own Jumbo mascot was present to help out the cheerleaders and marching band. This year's spirit squad, participating at every home football game, helped cheer on the Jumbo sports squads.

This year's highlights included the enormous turnout at the traditional homecoming pep-rally. Homecoming eve was complete with a tug of war between the classes and was capped off with a breathtaking fireworks display that lit up the nearby Medford and Somerville skies.

With this year's inclusion of Jumbo and the expansion of both the marching band and cheerleading squads, Jumbo fever has returned to the Hill. □



Photo Varden Studios



Photo J.D. Sloan



Photos Varden Studios



Photos M. Blum

Most people don't associate Tufts with nationally-ranked sports teams, but in the case of our sailing team we have a real success story on our hands. The sailing Jumbos continued to dominate collegiate sailing this year. The combination of All-American upperclassmen, and a very talented group of underclassmen helped keep Tufts on top at the nationals last year.

The Women's dinghy team sailed to its first national championship in Chicago last spring. Led by senior skipper Liz Morrow and junior Heather Gregg, the women outdistanced tough competition from Yale, BU, and Brown. Senior Kathy Duffy crewed with Gregg while Judy Ching sailed with Morrow. The women were well on their way to another championship this spring, with major trophy victories over very competitive schools.

The men's dinghy team finished fourth in last year's nationals with hopes to improve this year. Last year Bill Lynn, Zach Orlov, and Tom Weld were named All-Americans. This year Orlov, Ted Gillman, and captain Mark Mastoras, with crews Andy Lowitt, Catharine Gulick, and Ellen Pulver are on the way to another top showing at this year's nationals. With major fall victories at the Danmark Trophy, the Schell Trophy and the Hood Trophy, the team proved it is a force with which to be reckoned.

In the singlehanded nationals David Himmel put in a strong performance to finish seventh overall. Magnus Gravare, who finished eighth at the nationals two years ago, and freshmen Sam Kerner and Scott Kyle may very well join Himmel at the nationals this year. Gravare, who had taken a year and a half off for training, led the Swedish Olympic Sailing team to a tenth place finish in the Soling Class at Los Angeles.

The Tufts racing squad won their first nationals last spring over their rivals from Navy and Kings Point. This victory gave the wind-jammers the margin they needed to win the Fowle Trophy, emblematic of team depth at the college nationals. With all of this talent, the Tufts sailing team will be a competitive force throughout the eighties. □

SAILING

On top
of things:
wind-jamming
to
victory
by ANDY LOWITT





Photo K. McGagh



Photo K. McGagh



Photo J. Rosner



Photo K. McGagh

The Jumbo women's lacrosse team completed an outstanding season with a record of 10-2, finishing second in the NIAC. Led by Co-Captains Kate Donovan and Eve Elliot, the Jumbos were both offensive and defensive forces. With Jill Lapato in goal and Martha Doherty and Anne Foulkes in the backfield, few teams had much of an opportunity to score. Donovan controlled the midfield, constantly intercepting passes and shutting-out key opponents. Her excellent play earned her All-New England and All-American honors. Elliot was named to the New England team also, specializing in ground balls and tough wing defense. Jodi Paglia and Rachel Rosenberg shared the other wing position and formed a strong defensive link on the squad.

Offensively, Tufts had a young, but very skilled group. Juniors Lisa and Nancy Stern were consistent scorers, as were returning sophomores Cecelia Wilcox and Dorothy Lewis. At wing, the speed of Caroline Vosburgh and Mary Halladay generated an excellent transition out of the defensive end. Junior Sally Mazer was also on hand from the midfield as an added scoring pressure when needed.

Coach Nita Lambourghini was very happy with the season, and although she missed Donovan, Elliot and Paglia she was excited about the large number of returning players from 1984. Time is on the Jumbos' side for the next few years, and they are looking to capture the NIAC title they fell just short of last year. After destroying Bowdoin in the semi-finals 11-6, the Jumbos were beaten by first-seeded Trinity in the finals. With the determination and hard work of the returning players, the team is convinced that will not happen again. Jumbos never forget, and they plan to prove that in these up-coming seasons. □

WOMEN'S LACROSSE

Hard work

and

determination

from a

young and

skilled team

by CECELIA WILCOX



Photo Yearbook Staff





Photo Yearbook Staff



Photo Yearbook Staff



Photo A. Coxterus

Lacrosse at Tufts enjoys a great tradition. Hard work both on and off the field have built a sense of comradery and unity among the players. The work begins in the fall as everyone pitches in to help run the concession stands at the Tufts home football games. The proceeds from these stands help finance the team's spring trip. Last year, the team participated in the Suncoast Lacrosse Tournament in Tampa, Florida. The spring trips bring the team together and bolster team spirit. The long hours put in at the concession stands pay off during the long-awaited spring trip.

The hard work continues into the spring pre-season. During the sometimes freezing weeks of early spring, the team trains and gets into shape. At this time, the team is frequently seen sprinting up the hill behind Carmichael or jogging through the campus on the way to the snow-free tennis courts or parking lots to work out. It is this type of dedication that makes playing lacrosse special; braving cold weather and exhausting work-outs have a way of bringing the team together.

There is also a special sense of tradition that Tufts lacrosse enjoys—the overwhelming support of alumni. Each year a large number of alumni turn out for the annual alumni-undergraduate game. At this event, the alumni rekindle not only their own athletic flames, but also a sense of tradition for the undergraduates. Activities like this contribute to the special feeling that playing lacrosse evokes.

The lacrosse team was optimistic about the forthcoming 1985 season with hopes of continuing the Tufts tradition. The team had worked hard with coaches Duanne Ford and Ed Guadiano for the past two years and hoped to profit from their efforts. A core of twelve returning sophomores and last year's junior varsity team have generated much enthusiasm for a successful 1985 season. □

MEN'S LACROSSE

From freezing

workouts

to thawing

tournaments:

a great tradition

at Tufts

by TODD LANGTON





Photo Varden Studios



Photo Varden Studios



Photo Varden Studios

BASEBALL

Optimism

Abounds

For

1985

BY TOM SNARSKY

AND MATT REGAN

Despite being constantly overlooked, the Tufts University Baseball team plays one of the most competitive schedules in New England. After winning a Greater Boston league Championship in 1983, and a successful 11-9 campaign in 1984, second-year coach John Casey is optimistic for the 1985 season. The Jumbos are led by returning infielders Neil Ambrose, Steve Centrella, Paul Dawley and Tom Snarsky. The Outfield will also be strong with returning lettermen Bill Carroll and Angelo Chacclas, and strong leadership will be given by catcher Bob Carter. The pitching staff will be led by Tom Smercynski and flanked by a large crop of freshmen standouts.

The Tufts Baseball team is also privileged to have two Academic All-Americans in Paul Dawley and Angelo Chacclas. With all of these ingredients, plus the inspiration and dedication of Assistant Coach Oz Greibel, the Jumbos should keep up their winning tradition. □





Photo P. Ostberg

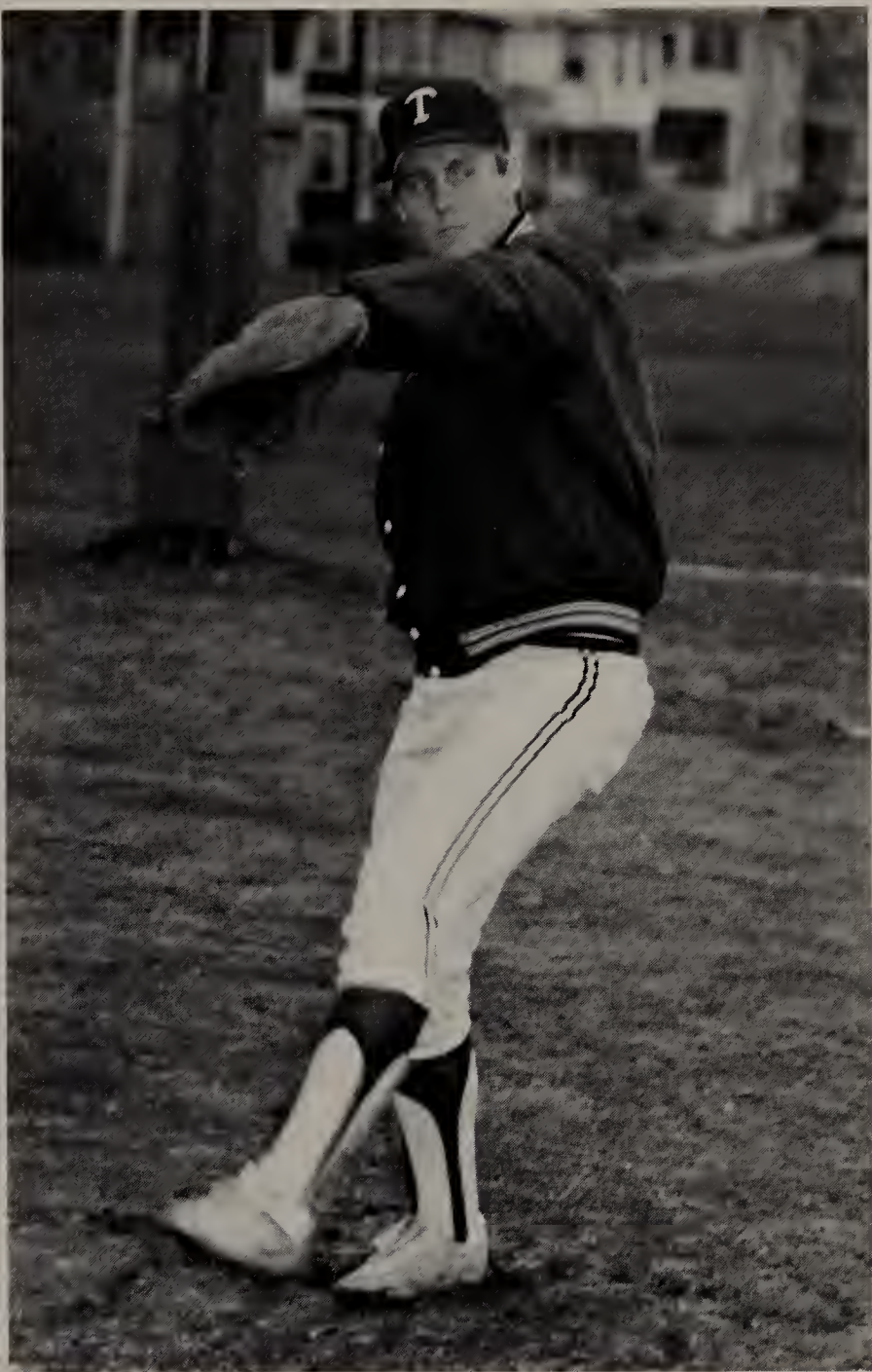


Photo Varden Studios



Photo Varden Studios

Led by former All-American Coach Diamond Jim Watson, the Tufts tennis team is looking forward to another successful tennis season. The Jumbos are coming off of a 9-3 season, with close losses to Division I powerhouses Boston University, Boston College and Dartmouth. Last spring Tufts completely dominated Division III New England tennis. At the N.E.S.C.A.C. championships held at Williams last April, Tufts reached the finals in all six singles and three doubles events, and won five of the matches. In a sense it was Tufts 5-New England 4. Completing the successful season, Tufts was voted a national Division III ranking of 13 and standouts Bruce Grossman and Captain Bill Friend were invited to compete nationally.

Returning this year to lead the racqueters are singles champions (N.E.S.C.A.C.) Mark Perlstein, Philip Maloney, Captain Bill Friend, #1 singles player Bruce "Bruise" Grossman, three time letterman Scott "Nooks" Beardsley and former doubles standout Allen "Big Al" Levenson who is returning from a non-athletic year abroad in Paris. Although the Jumbos lost two varsity members to graduation, it still looks as if the team will be very strong again. With juniors Pat Shafroth and David Hyer giving added depth, Tufts is indeed the favorite to repeat as NESCAC champions.

In the short fall season, Tufts participated in the annual ECAC championships in Albany, New York against thirty other schools and finished a respectable fifth, despite the absence of Captain Bill Friend, away for a semester in London. Philip Maloney, who has the highest winning percentage in Tufts history, picked up the slack and raced to the semi-finals in #2 singles before losing in three sets to the #1 seed. Mark Perlstein and Pat Shafroth also made an impressive passage to the semi-finals. In the only other fall match, Tufts lost a tough match to Dartmouth.

This year, more than ever, the tennis team is hoping for a successful season. Although tennis is an individualistic sport, the Tufts team has developed a strong sense of comradery. Five of the varsity members are seniors and have been competing together since freshman year. Strong team unity, depth and experience should assure the Jumbos another championship season. □

MEN'S TENNIS

Tufts tennis

looks

to head

N.E.S.C.A.C.

by BRUCE GROSSMAN



Photo K. McGagh



WOMEN'S TENNIS

All

for one

and

one for

all

by YVETTE KRUGER

For the women's tennis team 1984 was an extraordinarily successful season. The entire team was stronger than ever as the freshmen this year gave considerable depth of talent to the team. In addition to the substantial depth displayed this year, there were very strong feelings of team spirit and unity which helped bring victories that pure talent could not have. To look at the final record of 6-5, one might not conclude that it was such a fantastic season. What the record does not show, however, is all the personal effort given and all of the individual victories that occurred over those two months. The single most outstanding achievement of the year was that of the collective efforts of all twelve team members. For the second consecutive year, Tufts' women's tennis team won the Division III New England Championship.

The record of 6-5 is certainly not indicative of this year's performance at all. The record does not illustrate the consistent wins of second and third singles Laurie Rosen and Diane Intravia, or of the fifth singles Kristin Coller. During the New England's, the second doubles team of Andrea Parker and Cindy Phillips rallied from an unseeded position to winning their division. Diane Intravia had been seeded fourth and she too won her division quite easily.

Last and most importantly, is the team victory of the New England Tourney. The victory, however, only demonstrates half of the accomplishment. Tufts went into the tournament with what was considered to be substantial disadvantage. The rules had changed and schools were allowed to use only their top six players in playing singles and doubles. Tufts opted to have the entire twelve participate instead. What speaks most loudly for the team is the depth of talent and incredible spirit of all twelve players. There could be no stronger affirmation of the success of the 1984 season. □



Photo P. Ostberg



Photo D. Thornton

Despite a poor record, the 1984 Jumbo Football squad was truly a winner. Led by Co-Captains Brian McGrail, Bill Carroll and Jeff Micciche, the mighty Jumbos played well enough to make any coach proud.

The team's offensive line had a few bad breaks. Sophomore running-back Kevin Doherty was injured pre-season. The offense suffered further, when senior quarterback Eric Tannenbaum collapsed with a knee injury late in the first game of the season. Despite the lack of experience in college football, sophomore Frank Getman and freshman Ken Whittier put on a respectable show as quarterbacks. Their passing records boosted Tufts to a total of 1144 yards for the season.

The defense was more fortunate than the injury-plagued offensive line. Coach Vic Gatto observed, "Our defense is playing with as much courage as I've ever seen anyone play." The defensive line boasted the returning senior All-East tackle and defensive Captain Jeff Micciche. Micciche was joined by veteran senior Captain Brian McGrail, senior Brian Fitzgerald, junior Mark Andon and senior Mark Lombardo. The defensive line accumulated 853 tackles collectively, stopping their opponents in their tracks. The Jumbo defense had its share of famous players. Ken Linehan was deemed the "most ferocious player in the NESCAC." Jeff Micciche was awarded an All-East honorable mention. Captain Brian McGrail was voted All-NESCAC, and both McGrail and Micciche were voted All-League.

The season ended on an up-beat note. Following a strong year, linebacker Jim Lyons was voted to be next year's captain. Head coach Vic Gatto commented, "we've got great emotion as a team." Despite the tough breaks throughout the season, the Jumbos pulled together giving true meaning to the word teamwork. □

FOOTBALL

Down, but not out:

Tufts football

looks to

next season

BY DONNA ELGART

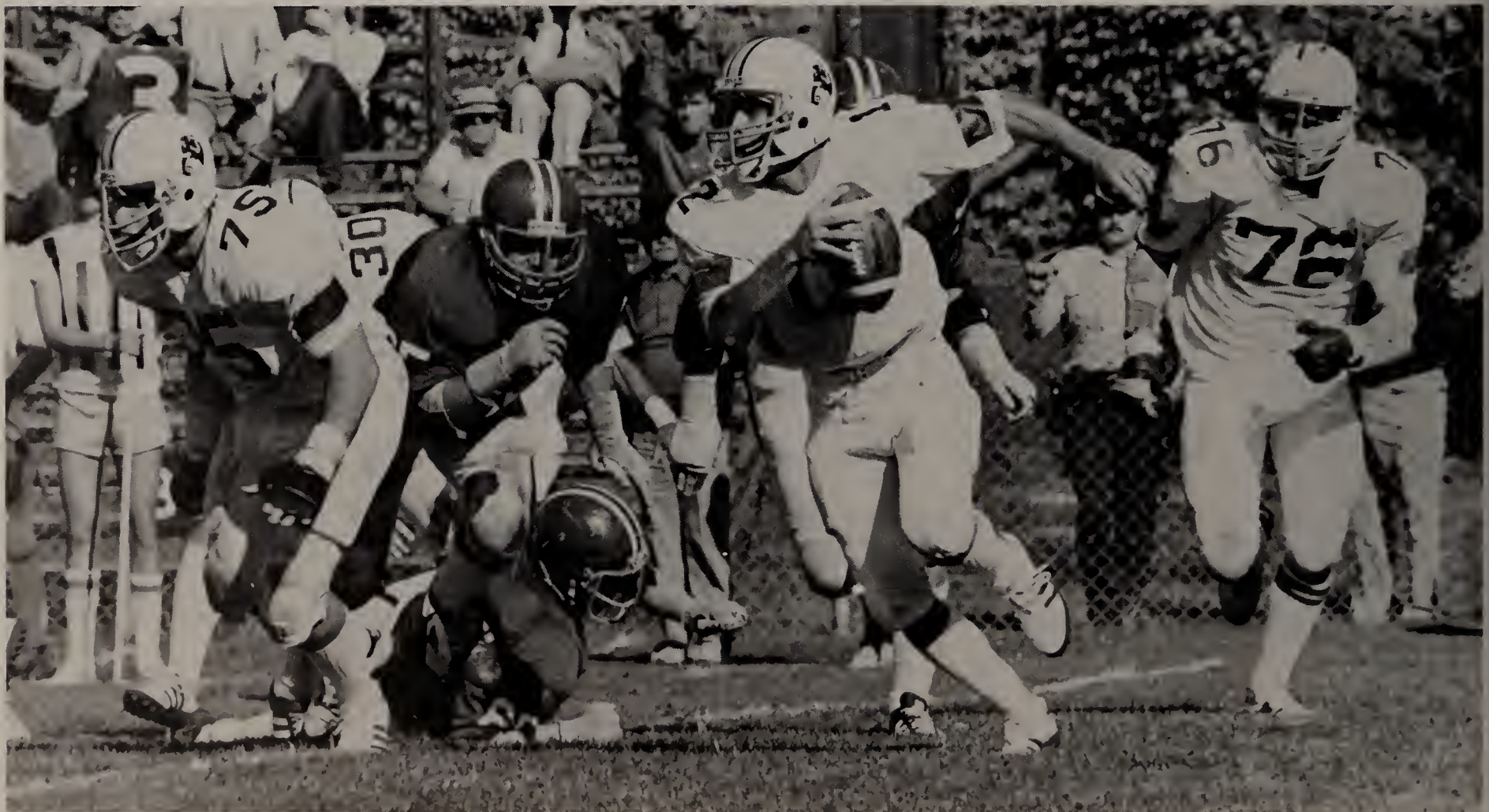




Photo K. McCagh



Photo Varden Studios



Photo Varden Studios



Photo D. Thornton





Photo K. McGagh

FIELD HOCKEY

The Tufts Field Hockey squad continued its successful traditions, boasting a regular season record of 8-3-1. Though apprehensive at first, having lost five seniors to graduation, the returning players soon gained confidence and came together to prove that a rebuilding year can be a winning year.

Led by Co-Captains Jodi Paglia, Donna Wells and Coach Nita Lamborghini, the young team earned a sixth place ranking in the New England Poll. Decisive wins over Gordon College (3-0) and Connecticut College (4-0) proved vital in insuring Tufts a berth in the NIAC Tournament for the third consecutive year.

The Jumbos met the tough Williams team, whom they had also met in regular season play, in the tournament. The regular season game took place on Homecoming Day and ended up in an overtime tie. The tournament game was only a week later; the field was different but the teams and the play were the same. This too was an overtime match, however, Williams came out on top, defeating Tufts 2-1. Tufts left Williams knowing that they had played hard, as they had all season long.

Juniors Mary Halladay and Jill Lapato ended up as the high scorers with eight goals each, while Lapato and Jodi Paglia tied in the assist column with five each. Ellen Ridley had a great season at right wing and was the recipient of the Coach's Award for her strong stick and "never quit" attitude. On the defensive end of the field, Donna Wells led with an average of six interceptions and four tackles per game, while Martha Doherty had a strong showing at the sweeper position, earning the Most Valuable Player Award.

Freshman Allison Pfister stepped into the net allowing only nine goals, while saving 89 shots. She was voted most improved player for the season. Strong contributions were also made by Missie Carlson, Helen Douthit, Jill Lepore, Crissy Love and B.J. Mahoney on defense, while Anne Brogden, Anne Foulkes, Kit Jackson, Beth Robie and Karen Salem added to the offensive line. □

A
building
year
can be
a
winning
year

BY DONNA WELLS



Photo R. Rodgers



Photo P. Ostberg

Scoring. The Varsity Soccer team knew before the season began that putting the ball in the opponents' goal would be the key to their campaign. When the Jumbos met their first foe, Curry College, they destroyed them with a balanced attack: five different players scoring in a 5-1 win. The team and observers in Medford had reason to anticipate an exciting future.

Sporting ten freshmen and only five seniors, Tufts showed inconsistency; the Jumbos played well for only portions of each game, dominating for spurts but never maintaining any level of intensity. The close games show this trend: a 2-1 loss to Wesleyan; a defeat in overtime (on a penalty kick) versus Bentley College; missing against Bowdoin, 2-1. Other matches would see the Jumbos "do everything but score" against teams like Bowdoin, Bates and Trinity—opponents which this youthful squad should handle with ease in the future.

Recognition goes to freshman Roger Fenningdor for being unexpectedly thrust into the goalkeeper's position. Co-Captain Paul Buckley, who played a solid sweeper back, was the team's Most Valuable Player. Junior Kevin Johnson led the squad with five goals, including the game-winner against Northeastern. Besides Buckley, seniors included Co-Captain Mike Goldberg, hard-working midfielder Tom Donnelly, speedster forward Alan Weiss, and halfback Dave Froelich.

Future: with freshmen like Neil Lieberman, Geoff Keith, Josh Leader and Kevin O'Neil, soccer fans on the Hill have to anticipate future success as Carl Christensen continues to build his program. □

MEN'S SOCCER

Anticipation

keeps them

waiting

BY MIKE GOLDBERG





Photo K. McGagh



Photo P. Ostberg



Photo Varden Studios



Photo Communications Office

The Tufts Women's Soccer team had a highly successful season this year. They credit their success to their exceptional team spirit and unity. Success also lies in the fact that as a young team, they nearly reached their potential, boasting a 9-4-1 record. In addition, the team ranked third in New England Division III.

Offensively and defensively, the team had good depth, with greater speed up front than in past years and a solid and consistent defense in the backfield. The team's strength is exhibited in their record-breaking eight shut-outs this season. Senior Co-Captain Ellen Corliss is largely responsible for this spectacular defensive feat as an All-American goalie as well as sincerely dedicated. Ellen's skill, coupled with her experience, knowledge of the game and leadership qualities, have been a powerfully positive force for the team. Senior Kate Kilbourne consolidated the team up the middle with dependable and superb defensive skill. Jan Brown, also a senior, was an additional threat to the opposition in the backfield. This defensive trio will be sorely missed next season.

Junior Co-Captain Nicole Crepeau keyed the offensive attack from midfield. Her leadership qualities, combined with her quickness and enthusiasm created scoring opportunities for the Jumbos. Crepeau, selected to the All New England team this season, will be Co-Captain again in 1985. Junior Mary-Tara Ward has also been chosen to join Crepeau as Co-Captain for the 1985 season.

Coach Bill Gehling's guidance and expertise led the team to the NIAC tournament semi-finals. Gehling was also selected assistant coach to the first Annual New England All-Star team. Former Tufts player Judy Hinchey, in her first year of coaching, was an additional asset to the team. □

WOMEN'S SOCCER

Spirit + Unity =

Success

BY SPORTS STAFF





Photo C. Boatwright



Photo Tufts Daily



Photo D. Thornton

TRACK

The Men's Track team began its 1985 season with a renewed sense of dedication and determination. Under the leadership of first-year coach Connie Putnam, the team saw great participation carry over from the indoor season. Co-Captain Derek Green led a strong sprint squad including junior Doug Bennett and freshman Jim Garrett. The field events were represented by standouts Jeff Barrow in the high jump, Tom Carroll in the triple jump and Eric Poullain in the pole vault.

Co-Captain Paul Maiorano was supported in the middle distance events by senior Tom McHugh, juniors Jerry Mason, Leslie Lindenstrauss and Mike Cummins, and sophomores Mike Zartman, John Shroeter, Jay Waterman and Jeff Mihm. With a fine group of talented freshmen and new spirit, the Tufts Men's Track team is enjoying a rejuvenated track program. □

Track

team

starts anew

BY LESLIE LINDENSTRAUS



Photo C. Levenson



Photo K. McGagh



Photo N. Stevens



Photo K. McGagh

For the Women's Cross-Country team, 1984 was a banner year. While the 1983 team consisted of only five women, this year's team grew to an unbelievable 25 members. Indeed, the womens' Cross-Country team has finally arrived!

Throughout the season, the Jumbos were led by Co-Captain Beth Rosen. In addition to being the first Tufts scorer in every one of the races, Rosen came in seventh in the NESCAC Championships, thereby becoming a member of the 1984 All-NESCAC team. Moreover, Rosen, a junior, became the first Tufts woman in 10 years to qualify for the Cross-Country National Championships.

While Rosen was the leading scorer for Tufts, the stronghold of the team was undoubtedly Co-Captain Ruth Sacks. Sacks was consistently Tufts' third scorer and, in her senior year, brought the team together and instilled in them the Jumbo spirit.

The remainder of the varsity team consisted of outstanding freshmen and sophomores. Leading the pack was freshman Nancy Benson, Tufts' consistent second scorer. Benson, along with fellow freshmen Liz Christmann, Liz Glavin and sophomores Brenda Bailey and Marie Bombara showed that the best is yet to come for the Womens' Cross-Country team.

While there were certainly many outstanding individual performances, the true story of the 1984 Womens' Cross-Country season was the team's performance. In NESCAC championships, Tufts improved over its 1983 performance by 100%, placing fifth out of ten teams. The highlights of the season came at the New England Championships, in which Tufts placed fourth out of 30 teams.

Ruth Sacks is the only graduating senior on the 1984 Womens' Cross-Country team. Although Ruthie will be missed, she leaves with the assurance that next year's team, led by Co-Captains Brenda Bailey and Beth Rosen, and complimented by an outstanding freshman and sophomore class, will perform with the true Jumbo spirit. □

CROSS COUNTRY

Co-Captains

lead them to

banner year

BY BETH ROSEN



VOLLEYBALL

Bates trophy

high point

of

season

BY MELISSA NEEDLE

The Women's Varsity Volleyball team had a very successful season in 1984. Their record was a very impressive 18 wins and 7 losses. They took home the first place trophy in the Bates Invitational, and finished third in the NIAC tournament.

The team was lead by Co-Captains Jenifer Overholt and Sara Niedermeyer. Overholt was a strong middle hitter and blocker, while Niedermeyer was the quarterback of the team with her accurate setting. The Amoroso sisters, Kathy and Linda, also contributed to the lady Jumbos' awesome defense. Kathy, a senior, will be greatly missed next year, but Linda will cover her spot quite well. The freshmen also added to the team's defense. Shona Glink was a quick back-row player and strong front-row hitter. Julie Bernell was also a super defensive player and an up-and-coming setter. Marge Dorchester, a junior, and Charlene Slimem, a sophomore, also were great assets to the team's spirit. Coach Bobby Fareau did a fine job with his team and is certain that next season will also be a great success. □

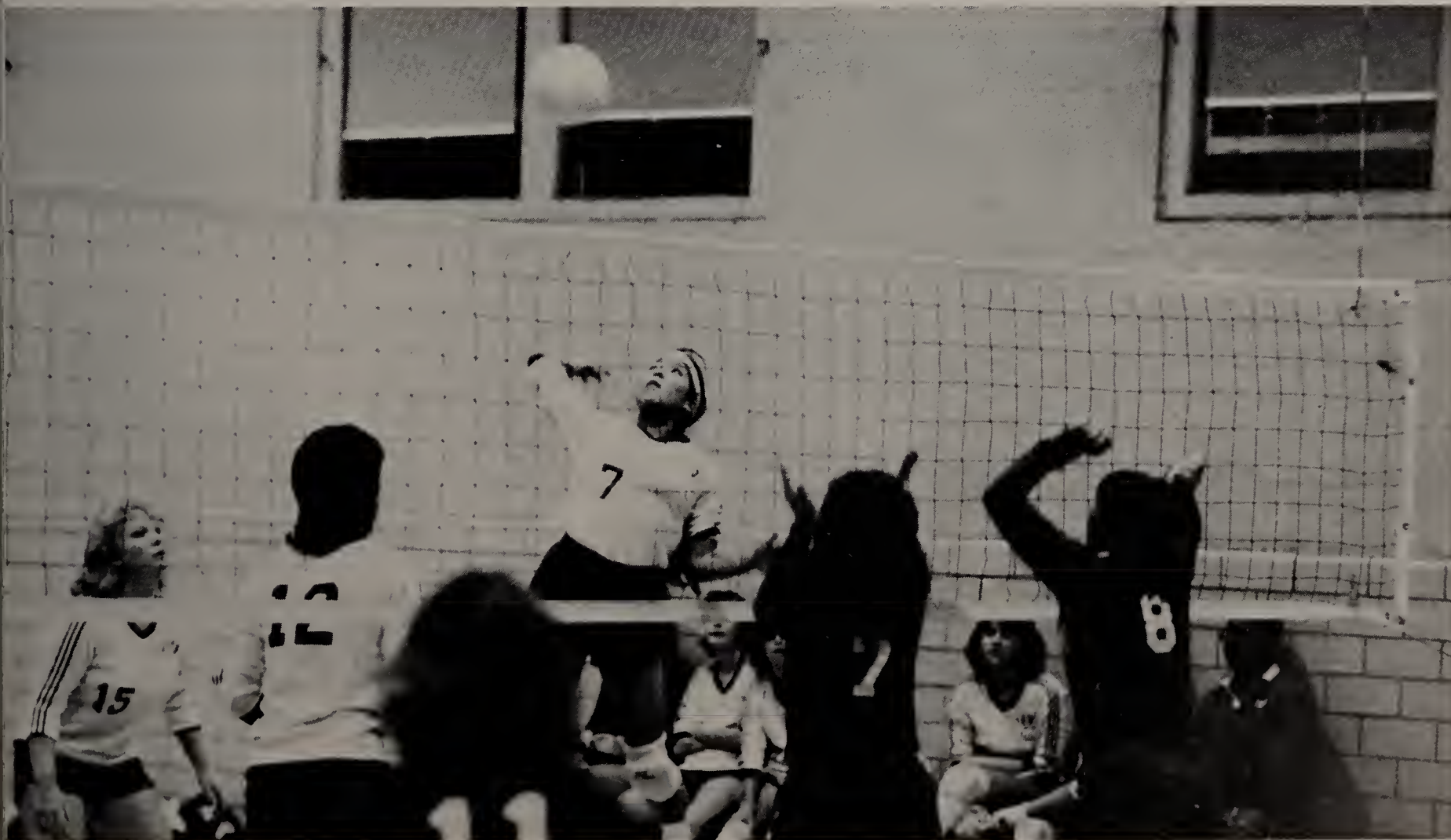


Photo J. Apelman

SQUASH

Top five

finish

in

sight

BY TED YUEH

The 1985 Men's Squash team hopes to move up to a top five finish this year as compared to last year's ninth place finish. The addition of international star Richard Hashim to an already strong lineup of seven former letterwinners led by Captain Wes Baker and number one seeded Saki Khan gives the team added strength. Baker has a career record of 33-16; Khan had a 9-4 season last year despite an eligibility dispute with the ECAC.

By mid-season the team faced some hardtimes against stiff competition. Despite strong showings by the freshmen, the men were outplayed by the traditional powerhouses of Yale and Harvard. However, the team rebounded solidly by defeating MIT 9-0 and Bowdoin College 8-1. Coach Jim Watson was "pleased to see that the team's spirit hadn't flagged after the Harvard match," and is confident that the winning tradition will be continued. □



Photo K. McGagh



Photo K. McGagh



Photo K. McGagh



Photo K. McGagh

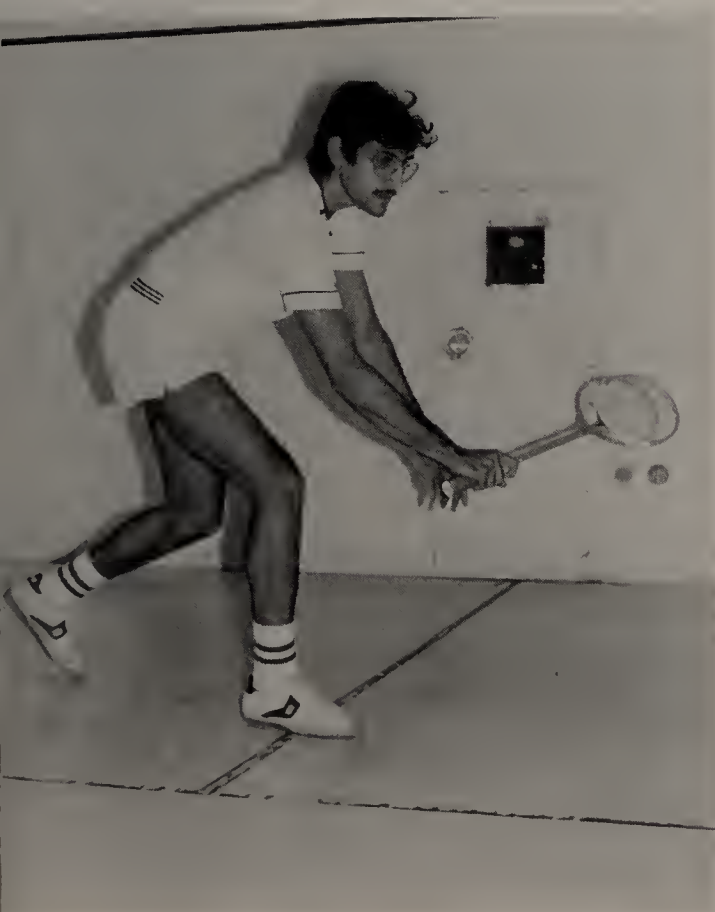


Photo L. Wong



Photo K. McGagh

WOMEN'S BASKETBALL

The Women's Basketball team hoped to rebound this year with a winning season. Last year's controversy surrounding the replacement of Coach Mike Tapscott hindered the performance of the team. This season, first year coach Sharon Dawley proved the value of hard work. Dawley's offensive strategy had crystalized; the final score of 85-66 in the U Mass-Boston game was one example. Even in defeat against a tough Harvard squad the Jumbos were able to score a respectable 66 points.

The veteran front court was led by the "A-Team" of sisters Linda and Kathy Amoroso. They were assisted by Jean Hughes and Celia Donatio. The talent demonstrated in the Jumbo squad and excellent coaching provided the team with the ability to achieve a great record. □

Coach

replaced:

Controversy

hinders

team's

play

BY TED YUEH





Photo K. McGagh

The 1984-85 Men's Varsity Basketball team was coached by Rodney Baker. His assistants were Robert Sheldon and Carl Christenson, who was also the head Junior Varsity Basketball coach. This was Baker's second year as the Jumbo mentor; last year he went 12-12.

This year's team was made up of eighteen players from all four classes. The top twelve players played Varsity, while the others played Junior Varsity.

Baker, a native of Philadelphia, played basketball and earned an English degree from Holy Cross College. He had been an assistant coach at St. Joseph University before becoming the head coach at Tufts. Baker preaches a doctrine of hard work and perseverance. This is evident in his well-organized practices which include arduous drills and strenuous conditioning.

This year's starting lineup had a balance of sharp shooters, ball-handlers, rebounders, intimidators, and defensive mavericks. All five starters were capable athletes; their only liability was their lack of height.

The team captain and shooting guard was 5'10" Phil Stanley. Stanley not only provided outstanding outside shooting, but also leadership. He was a prime example of dedication and determination, always demonstrating what a captain should be.

Trey Robinson, the 6'1" sophomore, was the team's point guard. He was a capable shooter who possessed good ball-handling and defensive skills.

At the forwards were Darrel Brunson and Greg Davis. Brunson, a 6'2" sophomore, was the team's most outstanding defensive player. Davis, a 6'6" junior, was the team's leading scorer and most dominant offensive player. He had a high game of 43 points against Curry College which set a Tufts University single game scoring record.

The center was 6'5" junior Dan Farren. He was a tough, aggressive rebounder and intimidating inside scorer. At the beginning of the season, Farren was a substitute, but propelled himself into a starting spot.

All in all the Jumbos had a fairly successful season, and with the leadership of Rod Baker the future looks just as promising. □

MEN'S BASKETBALL

A doctrine

of

hard work

and

perseverance

BY BILL DIXON

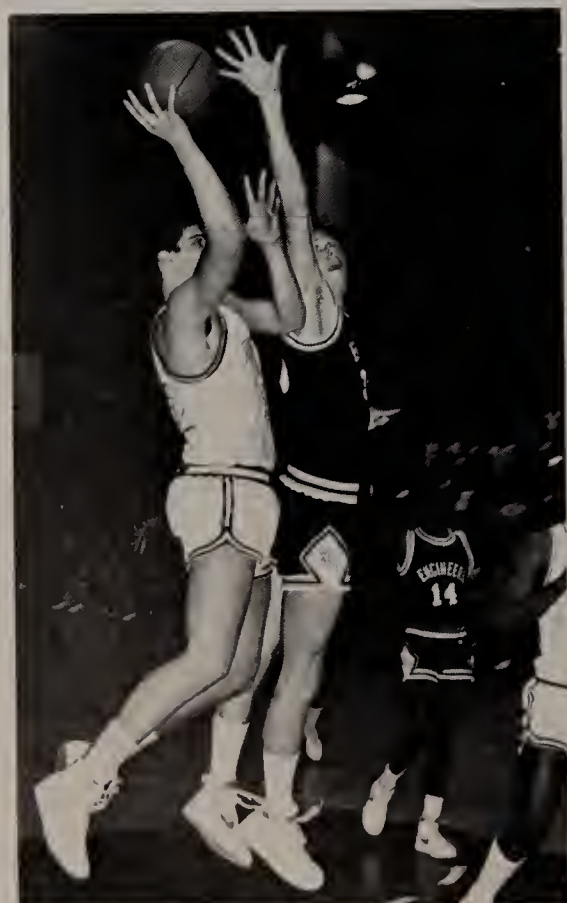


Photo K. McGagh

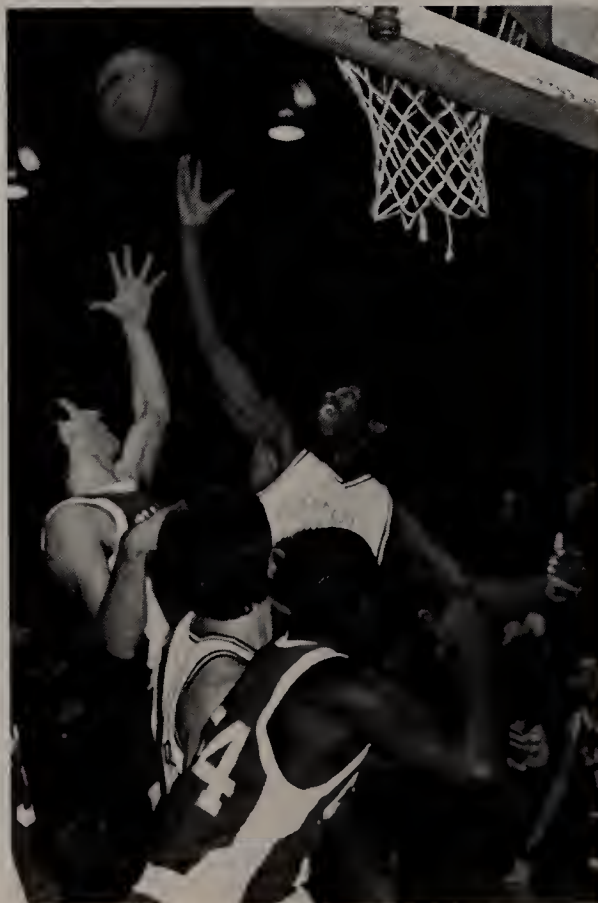


Photo K. McGagh



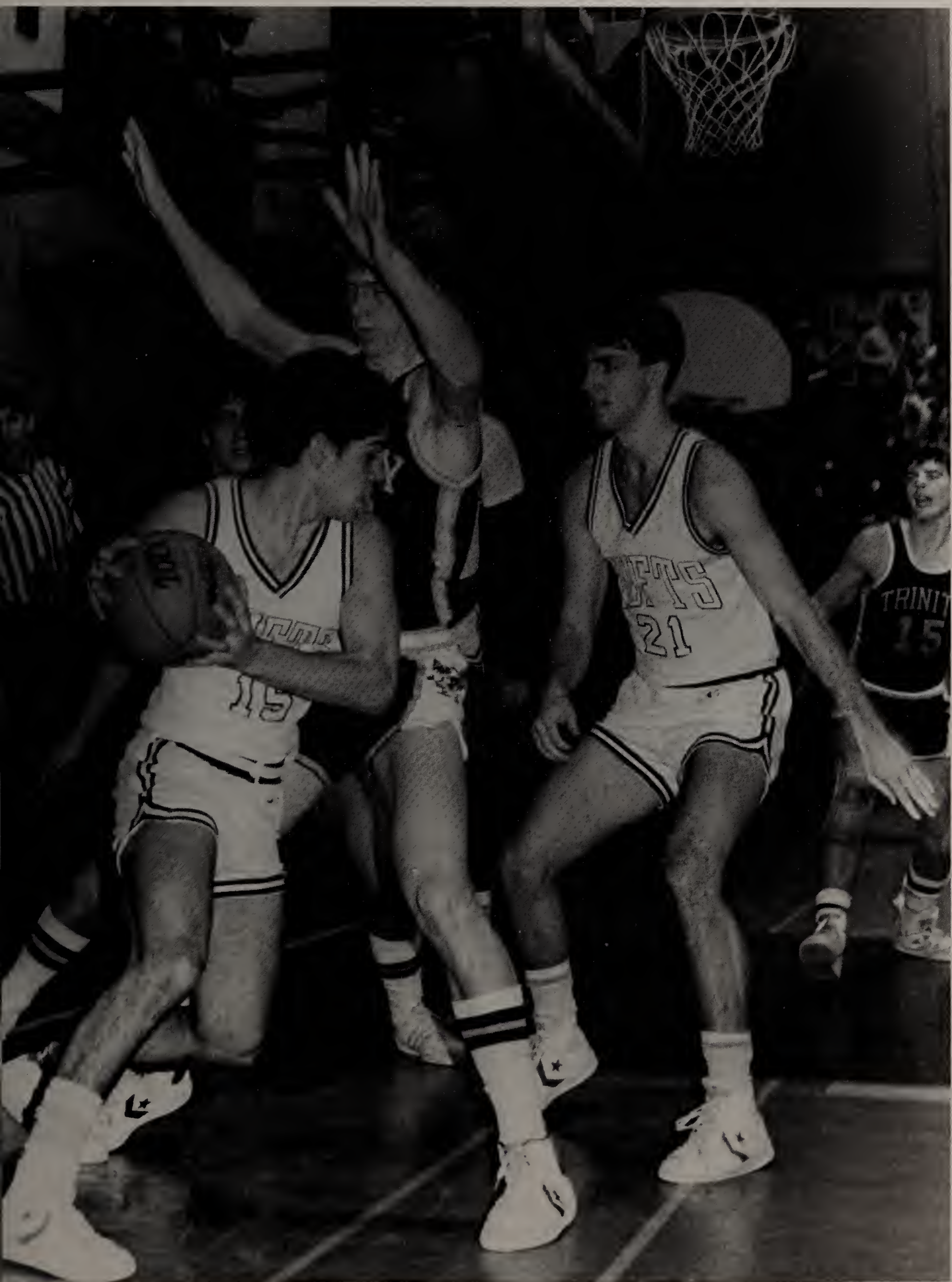


Photo K. McGagh

MEN'S SWIMMING

The 1985 Men's Swimming team worked on maintaining the winning tradition at Tufts. Despite the loss of eight lettermen, the team, led by three All-Americans (Jim Wong, Ray Chin-Lee and Andy Lovejoy) embarked on the Team's eleventh straight winning season. This solid core was joined by four bluechip freshmen, Peter Hixon, Curt Rheault, Chris Devine and Craig McIlquham, and outstanding sophomore Kevin Schack. Coach Don Megerle was confident that his team had the "proper balance and enthusiasm" this year to improve their standings in the national and regional rankings.

Much of the team's success must go to Coach Megerle who, since his arrival at Tufts, has led the Jumbos to produce a total of 46 All-Americans, two national champions, and led the team to their first undefeated season in 1979. Megerle has fostered great interest in swimming at Tufts; this year the team had over forty members. The 1985 season should see another place in the record book as Megerle shoots for his 100th coaching win. Based on his past record, Coach Megerle should have no problem in leading the Jumbos to surpass this accomplishment. □

All-Americans

take up slack

BY TED YUEH





Photo K. McGagh



Photo R. Beck

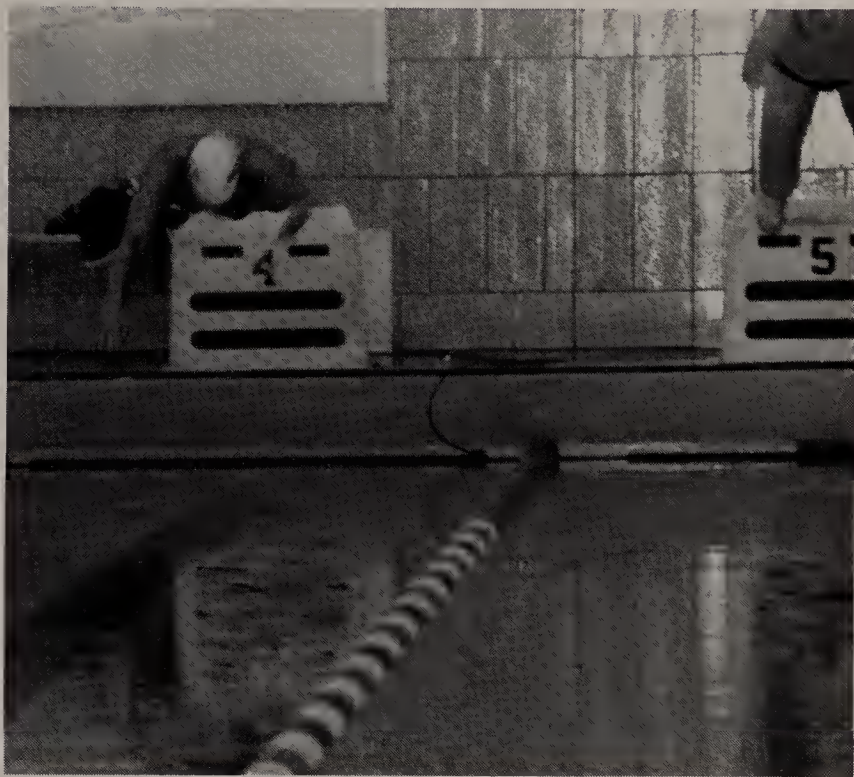


Photo R. Beck

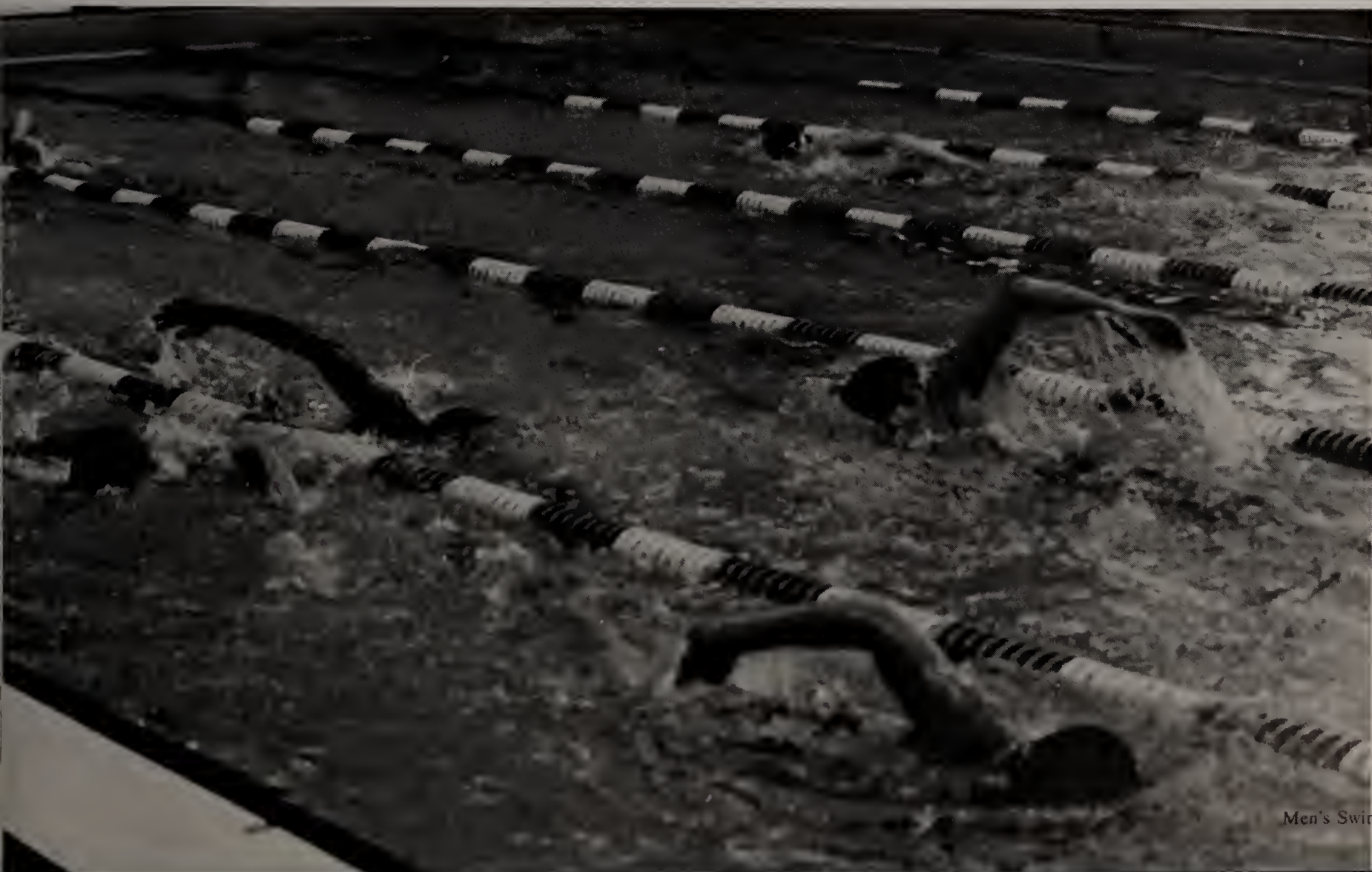


Photo T. Haas

If it is a given that academics and athletics can't mix, then the Women's Swimming team is certainly an aberration. From a tradition in which there has been only one losing season, the aquawomen have firmly established themselves as a legitimate N.E. Women's Intercollegiate, if not NCAA, powerhouse. With each passing season, more and more swimmers are recognized nationally for their outstanding achievements. The 1985 season was no different.

Coming off the best year in their history, a year in which they recorded an unbeaten season, the women swimmers continued to dominate all of their meets. Led by returning All-Americans Mindy Paugh, Corinne Schippert and Ann Erickson in the pool, as well as Patty Lord from the diving board, the aquawomen consistently outswam their Division III counterparts. With an outstanding supporting cast, including freshmen stars Amy Moran, Ann McAnn and sophomore Laurie Frankel, the Jumbos also posted solid wins over Division II and I rivals.

However, as in any team sport, a season is not made on individual performances. Indeed, 1985 will not be solely remembered as a year of personal achievements; it will also be recorded as the season in which the aquawomen came into their own. With a .900 record, Coach Nancy Bigelow is well on the way to becoming one of Tufts' most successful coaches. The swimmers, in pursuing the goal of becoming only the second team in Tufts' history to remain undefeated for two consecutive seasons, will hold the University's all-time winning streak of 20 consecutive meets. Nineteen eighty-five will be the year when the limelight finally shines on one of the winters' most consistent winners. □

WOMEN'S SWIMMING

Academics

and

athletics

do mix

BY LUAN NGHIEM

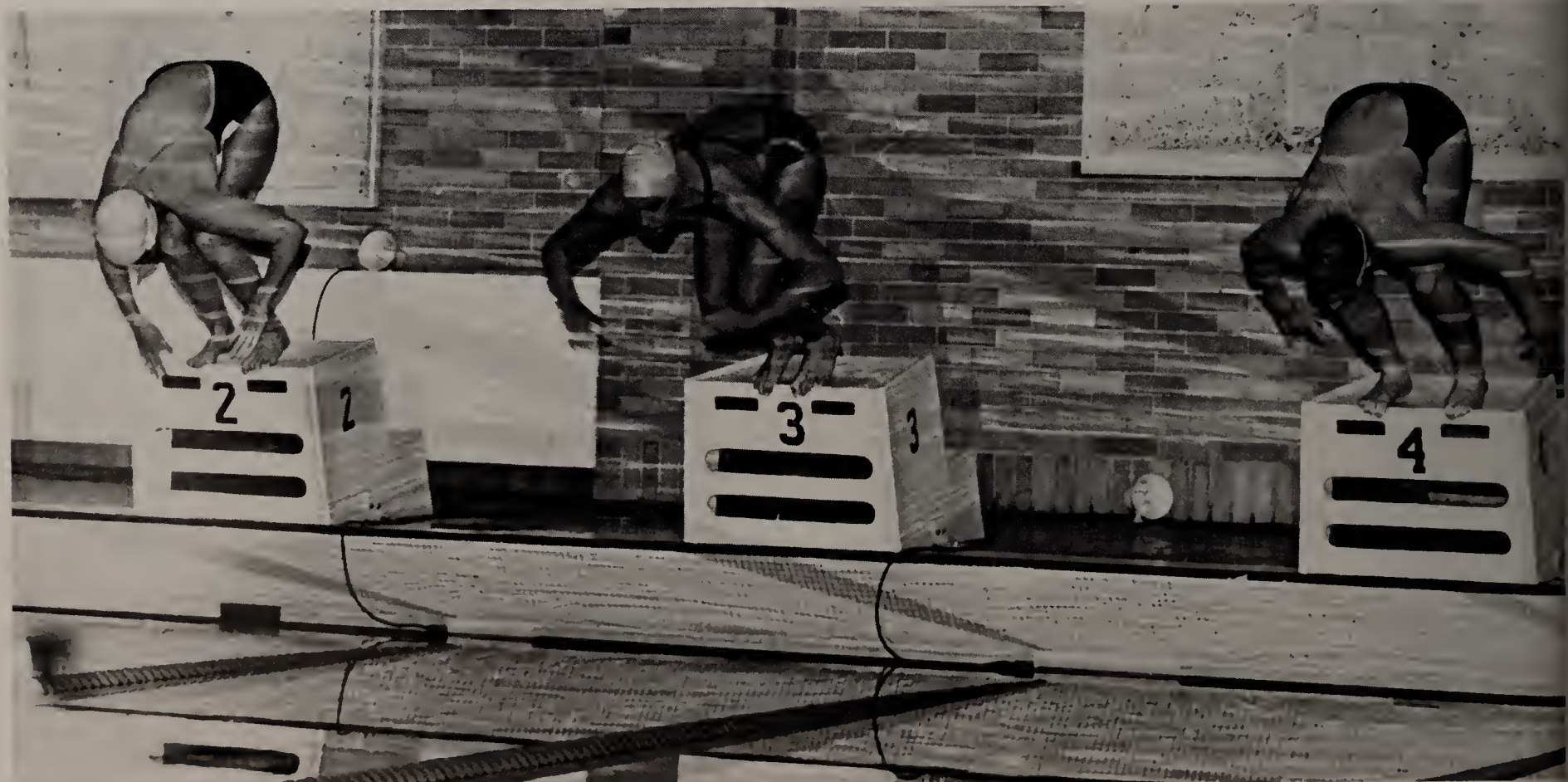




Photo F. Knuettel



Photo K. McGagh



Photo K. McGagh



Photo J. Rosner



Photo K. McGagh



Photo P. Ostberg



Photo K. McGagh



Photo K. McGagh



Photo K. McGagh

organiz





Academic / Career-Oriented

American Institute of Chemical Engineers (ə•mer'ə•kən in'stə•tōōt uv kem i•kəl en'jə•nir's) *n. society of contact between students and chemical engineers.*

American Society of Mechanical Engineers (ə•mer'ə•kən sə'si'ə•te uv mi•kan-i•kəl en'jə•nir'z) *n. society to gain insight into areas of the engineering profession.*

American Society of Civil Engineers (ə•mer'e•kən sə'si'ə•te uv siv'l en'jə•nir'z) *n. oldest professional engineering society.*

Boston School of Occupational Therapy Club (bos'ton skōōl uv ok'yə•pa'shən•əl ther'e•pe) *n. seeks to unify OT students through various activities relating to the field.*

Child Study Association (child stud'ē əsō'sē•ā'shən) *n. provides career guidance and interaction with faculty members.*

Economic Society (ek'ə•nom'ik sə'si'ə•tə) *n. provides social and academic outlet for Economics majors.*

Geology Society (jē•ol'ə•jē sə'si'ə•tə) *n. formed to encourage interest in the field through general meetings, lectures and trips.*

The purpose of the Tufts Geology Club is, first and foremost, to promote interest in the science of geology. The field of geology is everchanging and our organization exposes students at Tufts, both geology majors and non-majors, to present research being conducted in the field through guest speakers, alumni relations and informal gatherings with the professors. We also run field trips both with the department and on our own to such places as Cape Cod and Connecticut. This fall a Cape Cod trip was taken for the Geomorphology class. Open to all Geology Club members, the professors led a driving and walking trip to several relevant points of interest, then chartered a plane so as to take an aerial view of the day's sites.

One of the best ways to study mineralogy is to go into the field and do some hands-on collecting and really see the minerals as they occur in nature. In the past, the club has taken field trips to Canada for purposes of collecting in this mineral-rich region. Besides being a lot of fun to be with a group of students out camping and collecting, it is also extremely intellectually enlightening to see "in the flesh" what you have recently finished studying.

Other things which the Geology Club does are events such as the silkscreening party and the "Careers Dinner" during which alumni and professors speak about what students should try to be doing to prepare themselves for graduate school or the job market. *Barry Taylor*

History Society (his'tə•rē sə'si'ə•tə) *n. provides information for history majors and career opportunities for interested students.*

Human Factors Society (hyōō'mən fak'tərs sə'si'ə•tə) *n. society for interdisciplinary program of psychology and engineering design studies.*

Pre-Legal Society (pre le'gəl sə'si'ə•tə) *n. keeps future lawyers aware of opportunities in the field through continuing contact with Tufts alumni and other guest speakers.*

Pre-Health Society (pre health sə'si'ə•tə) *n. invites speakers and lecturers connected with health profession.*

Tri-Services Organization (tri sur'vis'es or•gən•ə•za'shən) *n. provides information to those students enrolled in the air force, army or navy organizations and increases community awareness of the program.*

Arts and Entertainment

Apple Jam (ap'l jam) *n.* a music collective which provides opportunities for students and local musicians to perform in festivals and concerts throughout the year.



Photo R. Beck

Apple Jam

Arts Com•mis•sion (ärts kə•mish'ən) *n.* supports and integrates campus arts groups, culminating in a strong Arts Festival celebration.

Be•el•ze•bubs (bē•el'zə•bubz) *n.* all-male a cappella singing group promoting spirit and unity while providing fine entertainment.



Photo S. Birger

Beelzebubs and Jackson Jills

Since their inception 22 years ago, the Beelzebubs have become a tradition on the Tufts campus. From their opening performance for the freshmen at Convocation, through May's farewell show at the Boston Pops, the Bubs have served the Tufts community by providing low cost concerts, instilling T.U.F.T.S. spirit and by spreading the University's name to far corners of the world. Five on-campus concerts, shows across New England, an extensive concert tour during Spring Break and a record album soon to be topping the charts have all contributed to one of the group's finest years ever.

Nevertheless, it has been the Beelzebub's brotherhood and the spirit of their motto, "fun through song," that makes spontaneous dining hall or library tuning as enjoyable as singing into microphones in a New York recording studio, performing in the Chapel or singing at a local retirement home. Supported by a strong alumni association, the Beelzebubs look forward to a long continuation of their vitalic tradition at Tufts. *Peter Hartzell*

Con•cert Board (kon'surt bord) *n. responsible for bringing entertainment to campus.*

Dance Col•lec•tive (dans kə•lek'tiv) *n. organizes performances, administers dance residencies, and provides extracurricular activities such as films, discussions and workshops on dance.*

Film Com•mit•tee (film kə•mit'ē) *n. manages the presentation of weekly films on campus, usually on Wednesday evenings at the Pub and on Saturday evenings at Cohen.*

Fine Arts Com•mit•tee (fin ärtz kə•mit'e) *n. coordinates events pertinent to the visual arts on and off campus.*

Jack•son Jills (jak'sun jilz) *n. a female a cappella singing group performing a wide range of material on and off campus.*

The Jackson Jills are the Tufts female a cappella singing group. The Jills sing and dance to fifties shoo-bops, popular top 40, oldies, moldies and many songs that fall somewhere in between.

The songs are only part of the show. Jills performances are filled with humor, fun and a sincere love for music. Highlights of the 84-85 Jills . . . Convocation, the Trustee Dinner, the Philadelphia tour, tap-dancing to "Singin' in the Rain" in Goddard Chapel, Faneuil Hall . . . wop wopdum dooby-do wah.

Being in the Jills requires a great time commitment. This commitment is rewarded with friendships and special memories that last long after the concerts are over. Singing with and depending on twelve other people on stage in various and often ridiculous situations— singing "Until I Die" at a performance and then finding out that the place you sang at was a hospital for the terminally ill; having thirteen umbrellas all opened indoors at once— brings you close to those people. In this way, the Jills combine music and fun. *Heather Frazier*

Jazz En•sem•ble (jaz an•sam'bəl) *n. one to the most recognized jazz bands in the Boston area.*



Jazz Ensemble

Photo Tufts Daily

In characterizing the Jazz Ensemble, the word "professional" comes to mind. The director, Professor Lewis Porter, is not only a nationally known scholar of jazz but is also a professional performer. The selection process, the most competitive among all the bands at Tufts, is aimed at creating an eighteen-piece group. This small group constitutes the standard size band of such jazz legends as Duke Ellington, Woody Herman, and Count Basie, all of whose music are an integral part of the ensemble's material. Workshops, occurring 3 to 4 times a semester, are like "jamming" sessions in which members of the ensemble polish their skills through suggestions and demonstrations by accomplished musicians such as Art Farmer. Finally, professionalism appears in the concerts sponsored by the ensemble during the annual Tufts Jazz Week in February. In these concerts, which have featured such greats as B.B. King and "Illinois" Jacquet and this year starred Dizzy Gillespie, the ensemble has a chance to display its skill alongside established artists. This professionalism, combined with the members' enthusiasm, makes the Jazz Ensemble arguably the best band at Tufts. Its widespread reputation has prompted invitations to play from the likes of Yale, BU, and MIT.

Recently, the popularity of the band has allowed the creation of a second ensemble, directed by jazz recording artist George Garzone. This large group of musicians forms the proving ground for possible future candidates for the 18-piece Jazz Ensemble. It seems that the band will continue to improve and that the best can only get better. *Luan Nghiem*

Lec•ture Se•ries (lek'chər sir'ez) *n. invites guest speakers on campus throughout the year to lecture on many areas of interest.*



Photo C. Levenson

Voodoo Expert Max Beauvoir

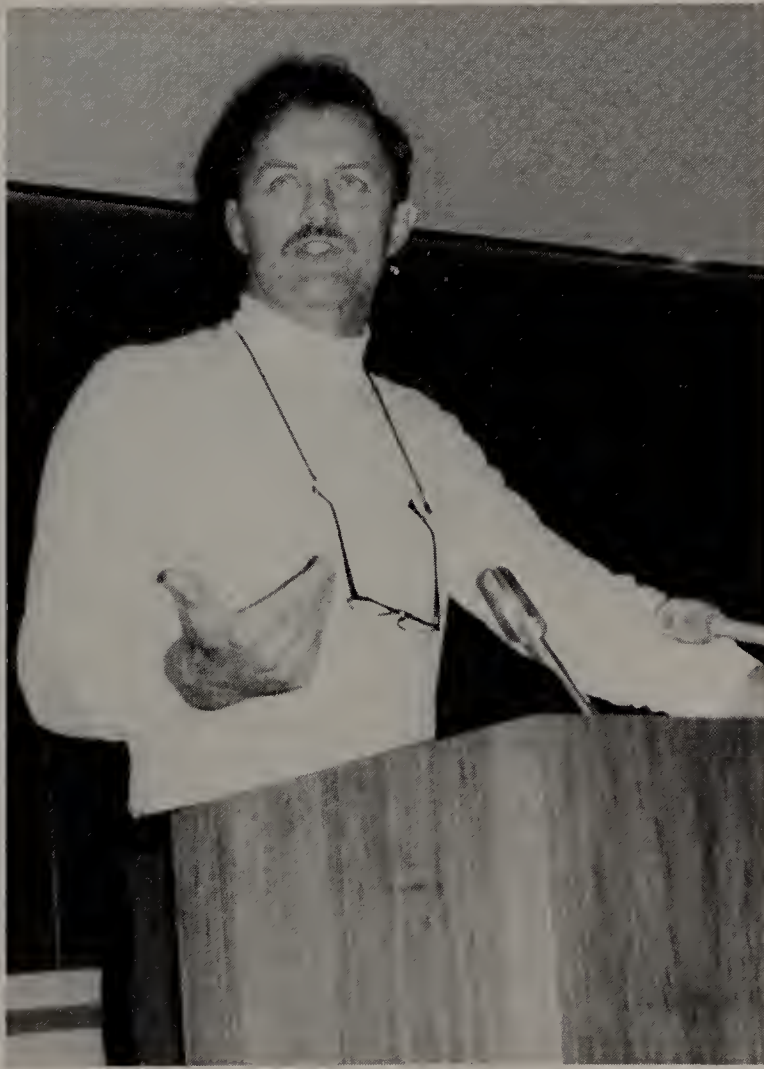


Photo C. Adderley

Ex-CIA Agent John Stockwell

Pen, Paint and Pret•zels (pen, pānt, and pret'səls) *n. the drama honor society which sponsors a number of campus productions.*

Sar•a•bande (sar'ə•band) *n. presents original student choreography in ballet, modern dance and jazz.*

Third Day Gos•pel Choir (thûrd dā gos 'pəl kwīr) *n. brings people together to sing gospel music.*

Torn Ticket II (tōrn tik'it) *n.* a musical theater group requiring participation from students in areas ranging from acting to set design.



Photo R. Beck

Torn Ticket II



Photo R. Beck

Athletic

Aer•o•bics-in-Har•mo•ny (âr'ō•bics in här'mə•nə) *n.* dedicated to keeping Tufts students in shape.



Photo R. Beck

Aerobics-in-Harmony

Crew Team, Men's (krōō tēm mens) *n.* one of the oldest intercollegiate sports in the country.

Crew Team, Women's (krōō tēm wim'ins) *n.* budding women's sports team on Tufts campus.

Crew is one of the oldest intercollegiate sports in the country. At Tufts crew began on a crisp autumn afternoon in 1896 as a fraternity rivalry between Zeta Psi and Theta Delta Chi. The two fraternities battled it out in coxless six man shells; the victors retired to their boathouse while the losers faced the long walk back to campus. The site of the competition was on Mystic River until much of Medford's waterway was filled with land. Ten years later, Tufts had its own crew club with twenty-four members and a rowing machine. The rise of sailing and lack of funding, however, soon spelled the end of active crew competition at Tufts for over a decade.

Now the wooden shells and oars of yesterday have given way to fiberglass and carbon/graphite. However, the problems of funding still remain. While technically classified as a club, the crew team has all the dedication and ability of a varsity team. The four men's boats, coached by Ken Weinstein, and two women's shells, coached by Ken Spencer, have steadily worked to improve the team's standing.

Crew is an intense sport, characterized by year round commitment. Notorious for its 6:00 a.m. practices, the crew club spends much of the fall season training with three-mile exercises. The highlight of the fall is the annual Head of the Charles Regatta in which four boats race.

With the spring regattas on most weekends, the club hopes to surpass last year's achievements by setting their sights on this spring's Head of the Schuykill held in Philadelphia, Pennsylvania. The last few years have been successful for the young club which often does not receive the recognition or credit for its dedication and achievements. *Ted Yueh*

Cy•cling Club (sī•kling klub) *n. has gained momentum as it was found that cycling is popular at Tufts.*

E•ques•tri•an Team (i•kwes'trē•ən tēm) *n. represents Tufts at intercollegiate horse shows.*



Photo R. Beck

Equestrian Team

The Tufts Equestrian Team has emerged this year as the most talented and triumphant since its rebirth four years ago.

The team began as a club sport fifteen years ago. However, its participation within the intercollegiate circuit was minimal. The club catered to students primarily interested in riding for pleasure. As the years passed the club faltered.

In 1981 the team experienced a radical change when a group of students dedicated themselves to the revitalization of the team. Jeffrey Katz expressed strong interest in the team and utilized his experience and skills to improve the team. Another strong factor in the team's advancement is the dedication and enthusiasm shown by the administration, especially the team's advisor Carla Ricci.

As members of the Intercollegiate Horseshow Association in the Northern New England Region, the team has proven to be a vigorous rival against well established teams.

The Equestrians, as the underdogs within their region, began to make their presence known. As the years passed, the team gained momentum. Finally, they transformed into a prominent competitor.

Travelling to numerous colleges throughout New England, the team's enthusiasm never stops. It is not uncommon for a show to last over eight hours, but the effort is worth the dedication, due to the team's success.

Two seasons ago the team sent only two riders to the regional finals. Last year ten riders competed in the regionals, and once again the team will be well represented. This year the team is a leading competitor at the regionals. Last year one rider also attended the Intercollegiate National Horseshow. This year the prospects for team representation are promising. *Sandy Eliscu and Nick Orlov*

Fenc•ing Club (fen'sing klub) *n. enjoys a rebirth of interest among members of the student body.*

Fris•bee Club, Men's (fris'bē klub mens) *n. otherwise known as the Elephant Men.*

Fris•bee Club, Women's (fris'bē klub wim'ins) *n. otherwise known as Women's Rollicking Discs.*

Ice Hock•ey Club (is hok'ē klub) *n. hoping for varsity status next year.*

Ka•ra•te Club (kä•rä'tē klub) *n. originally a physical education course, has been on campus for more than thirteen years.*

Rug•by Team, Men's (rug'bē tēm mens) *n. enters tournaments to further challenge their skills.*

Rug•by Team, Women's (rug'bē tēm wim'ins) *n. going strong since its inception six years ago.*



Photo C. Adderley

Men's and Women's Rugby



Photo M. Futeran

Ski Club (skē klub) *n. sponsors trips to ski resorts.*

Soft•ball Team (soft'ból' tēm) *n. increasing in size and prestige with each year.*

Street Hock•ey Club (strēt hok'ē klub) *n. home field is Hockey Town, U.S.A.*

Tae Kwon Do Club (tai kwan do klub) *n. ancient Korean Martial Art dating back to prehistoric times.*



Photo R. Beck

Tae Kwon Do

Vol•ley•ball Club (vol'ē•ból' klub) *n. one of the world's most popular sports.*

Volleyball is one of the world's most popular sports. Only soccer enjoys greater worldwide participation. At Tufts, volleyball competition ranges from outdoor pick-up games to organized intramural leagues to the intercollegiate level for both men and women. The Men's Volleyball Club was formed for advanced players to compete in Olympic-style power volleyball.

Tufts has competed in the New England College Volleyball League (NECVL) since 1978. The NECVL consists of teams from twenty-two New England colleges and universities. Tufts' season includes matches against cross-town rivals Boston College and Northeastern as well as long distance trips to the University of Maine (at Orono) and the University of New Hampshire. Tufts also appears in many tournaments including the New England Men's Intercollegiate Volleyball Tournament every year in Springfield, Massachusetts.

In the 1983-84 season the Jumbos won a playoff berth in the New England "B" Flight Championships. The 1984-85 squad of eleven returning players, including Co-Captains Christopher Downey and Alan Feldman, had a great season as expected.

Chris Downey

Campus and Community Concerns

Class Com•mit•tees (klas kə•mit'es) *n.* work with the Student Activities Office to unify each class by sponsoring various social and cultural events open to class members.

In September of 1981 our class committee was formed. Since then, we have gained (and lost) members, we've run both successful and not-so-successful events, but most of all, we have had fun. Though we based our organization at first on impressions left over from high school prom committees, we soon learned that Tufts has a lot more to offer socially and that we wanted to provide as much for our class as possible. Starting off with "safe" events like class brunches and Eaton parties, we soon became daring enough to try our wings off campus. Thus, "Tufts Night at the Metro" was created. By now, this event has become a Tufts tradition that everyone looks forward to each semester, even if it means going the night before a midterm.

The class committees have aimed over the past four years to raise class spirit (as well as to raise some funds) and to bring the students together. One way of reaching these goals was by having semi-formal dances at the Great Hall and at Jason's exclusively for members of our class. Through these events we had the chance to experience the "club scene" of the city as well as meet people we may never have met otherwise.

Aside from dancing, we also tried to meet our goals by placing events that centered around eating high on our list of priorities. Between class brunches, dinners at Mugar, bake sales, and the "Senior Class Dinner at Hillside," we have all had the opportunity to enjoy fine dining, as well as each other's company. Cultural events are also a big part of the class committee agenda. For those who went to "Dancing in the Street" sophomore year and to the "Nutcracker Suite" junior year, these were nice ways for students to see some of the fine arts that Boston has to offer.

Instilling class spirit is perhaps the most important goal of the class committee. One of the nicest ways we were able to display our spirit was through Homecoming Pep Rallies. Making a class banner and a class song was a fun process and the pride in sharing it with the entire school was a feeling I doubt we will ever forget.

Until the middle of our junior year, any activity which involved the consumption of alcohol was forbidden to us. As soon as that barrier was lifted however, we turned to the pub for our class of 1985 Happy Hours. Getting the class together, both on and off campus, to relax on a Friday afternoon were times friends will always look back on with happy (though sometimes slightly embarrassed) memories.

To culminate the experience of the class committee, the planning and partying of Senior Week was definitely the highlight of our four years. Between the booze cruise, the clam bake, trips to the Red Sox, the beach, an amusement park, Tufts night at the Pops, the Senior Gala at the Copley, and of course, Class Day, we can really put all of our good feelings toward Tufts into a source that is meaningful to everyone in the class. By planning events to get our class together, by representing the quality of spirit that Tufts thrives on, and by having fun in our four years of involvement, we have made the class committee a valuable source for both the University and for the students. *Nancy Eidelman*

Grad•u•ate Stu•dents As•so•ci•a•tion (graj'ou•āt stōōd'nts ə•sō'sē•ā'•shən) *n.* officially organized for three years.

Leon•ard Car•mi•chael So•ci•e•ty (len'ərd kar'mī'kəl sə•si'ə•tə) *n.* the social service organization at Tufts.

The Leonard Carmichael Society (LCS) is the volunteer organization at Tufts. Volunteer opportunities through LCS include tutoring, visiting the elderly, working in area hospitals and other miscellaneous referrals. Though diverse, all of our programs have the common theme of helping or giving to others. Through these efforts, it is our hope to help improve relations between Tufts and the surrounding communities.

LCS is not only active in Medford and Somerville, but is visible on campus as well. This fall's HUG pumpkin sale was a huge success and a lot of fun for everyone. Another major community service includes blood drives, of which we hold three every year. Perhaps our most popular, well known function is Kids' Day, which is always fun and exciting for everyone. In addition to these traditional projects, this year we are working to expand on them, with hopes set on renovating the playground on Powderhouse Blvd.

LCS is different than most other organizations on campus, in that it asks members to give of themselves and of their time to others. There are no huge parties, no exciting trips, no national recognition, just the knowledge that you've done something to help others, and the good feeling and personal satisfaction that it brings you. *LCS Press Release*



Photo R. Beck

Leonard Carmichael Society

Off Hill Coun•cil (ôf hil koun'səl) *n.* their special place on campus is the Hillside House.

Re•tur•ning Stu•dents Or•gan•i•za•tion (ri•tûr'ning stōōd'nts or'gən•ə•zā'shən) *n.* ages of the members range from 25 to 72 years old.

Stu•dent Ac•tiv•i•ties Of•fice (stōōd'nt ak•tiv'ə•tēz o'fis) *n.* contributes to the enrichment of student life at Tufts.

The Student Activities Office contributes to the enrichment of student life by initiating various programs and coordinating campus activities.

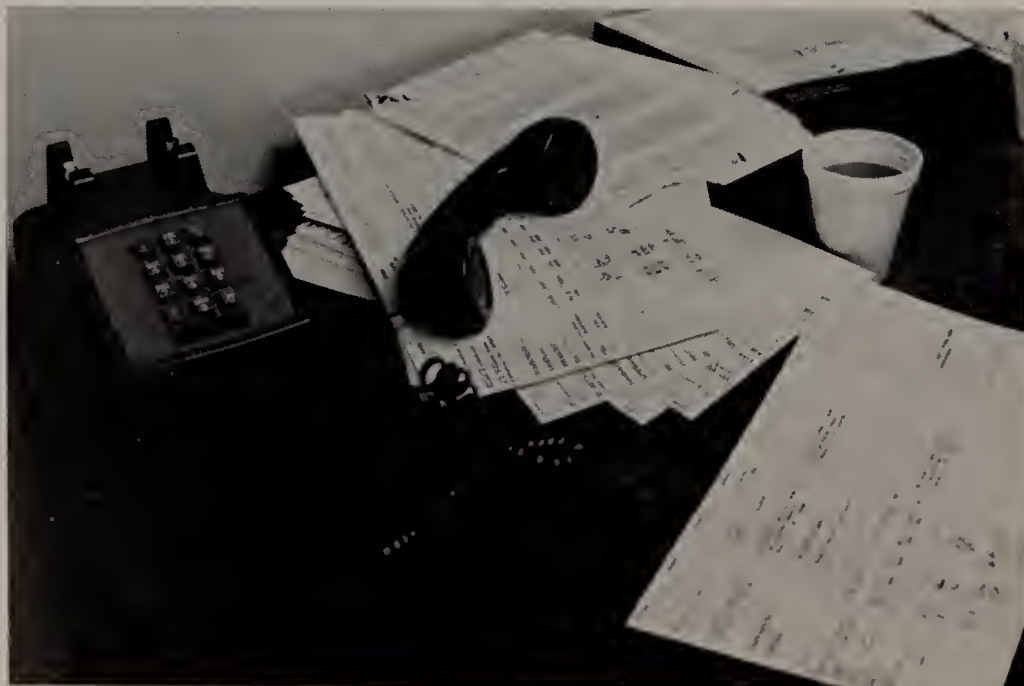
The office is responsible for the supervision of over 100 student organizations, regulations of university social policies, planning activities for Orientation and Homecoming, and coordinating special weekends. In addition, student groups use this office as a resource in planning programs, interacting with university departments and solving problems.

This year's problem-solving staff included Kathy Baker, Director of Student Activities, Lorraine Toppi, Department Secretary and Calender Coordinator Katherine Kershaw. Student staff members also contributed a great deal to the office: Barry Taylor, Nance Eidelman, Lourie Kelly, Lore Bannister, Sheryl Bergman, William (Chip) Aiken, and Wendy Weitzner.

The big news for the Student Activities Office was the move to the long-awaited campus center. This new center of activity is a tremendous lift for campus life, bringing the community together in many new ways.

The contributions students make to extracurricular life are an important part of a Tufts education and the staff of the Student Activities Office is always available to encourage student endeavors.

The class of 1985 has been very involved this year and we wish the whole class great success in the future.
Student Activities Office



Photos Telefund Office

Telefund



Photo R. Beck

Student Activities Office

Stu•dent De•vel•op•ment Com•mit•tee (stōōd'nt di•vel'ap•mēt kə•mit'ē) *n. primary concern is to inform the student body about the financial needs of the University.*



Photo R. Beck

Student Development Committee

Stu•dent Health Ad•vi•so•ry Board (stōōd'nt helth ad•vī'z•rē bord) *n. invites speakers and lecturers connected with the health profession to campus.*

The Student Health Advisory Board (SHAB), a Senate-funded student organization, has been officially recognized at Tufts for fifteen years. The goal of SHAB is to educate the campus population in areas of health that concern college students and to act as a liaison between Tufts Health Services, the administration and the student body. SHAB is open to all graduate and

undergraduate students who pay the health fee and is currently composed of 35 members.

The Student Health Advisory Board sponsors various lectures on campus. Topics include human sexuality, cancer awareness, bio-ethics, abortion, and drug/alcohol awareness. Past lectures have been delivered by eminent members of the Tufts faculty and leaders in the field of health care.

In an effort to best meet the health needs of the Tufts community, SHAB plays an active role in Tufts Annual Health Week. The Health Fair, one of the events that SHAB sponsors at this time, gives students an opportunity to examine, learn and benefit from a wide range of health and safety groups in the Boston area.

Other past projects include discussing college health concerns with the Governor's Office of Public Safety, a live alcohol radio broadcast on WFNX Boston and the sponsoring of CPR courses.

SHAB plays an intimate role in Tufts Health Services. The organization helps plan, finance, implement and evaluate health care on campus. To cultivate student feedback, SHAB maintains suggestion boxes in Hooper House and runs student surveys. Finally, as an affiliate of The American College Health Association (ACHA), SHAB monitors Health Services to insure that it remains within the guidelines recommended by ACHA. *Stephen Dreskin*

Tel•e•fund (tel'ə•fund) *n.* responsible for all of Tufts Capital Fund drives.

For the sixth year in a row, Packard Hall was the site of major fundraising efforts by many devoted students. In 1984-85, Telefund was once again an integral part of an ongoing effort to help Tufts meet the shortfall between the revenue the University receives through tuition and government grants and the expenses it incurs. Telefund also helped to raise the funds for the campaign which went to build the Cabot Intercultural Center, the new Eliot-Pearson wing, the renovations to Hamilton Pool, and the most successful, long-awaited project on the hill, the Elizabeth Van Huysen Mayer Campus Center.

Telefund worked diligently throughout the year to reach Tufts' 57,000+ alumni by mail and by phone to inform them of events at the school and to ask them to support their alma mater. Alumni support is vital to the well-being of the University; their gifts toward the annual fund form the lifeblood of Tufts' operating expenses. Workers try to stress to each alumnus the importance of their support. This year, Telefund reached the annual goal of 2.1 million dollars, including the senior class gift as well as gifts from parents and friends of Tufts. *Jeff Merrifield*

To•tal E•clipse (tōt'l i•klips') *n.* puts black seniors in touch with internships and summer jobs.

Tufts Light•ing and Sound (tufts lit'ing and sound) *n.* responsible for technical details of on-campus concerts and performances.



Tufts Student Resources

Photo R. Beck

Tufts Lighting and Sound is a new organization this year offering, for the first time, a complete entertainment service on campus. T.L.S. has accomplished this by combining the expertise of two previous organizations: Tufts Lighting Systems and Tufts Sound Systems.

We provide a great variety of services and work with virtually every organization on campus. We have sound systems for bands, parties, plays, coffee houses, lectures, rallies and banquets. We also record speeches and concerts.

Our theatrical lighting expertise is put to work in Cohen Auditorium and in plays and performances that take place on campus outside of Arena Theatre. We also light bands, dance parties, an occasional lecture, some outdoor events and provide special effects wherever they are wanted.

We are a growing organization that is constantly updating equipment, improving techniques, and training new people in the art of entertainment. We are expanding with the help of the Student Activities Office, Buildings and Grounds and the Safety Office to meet the growing entertainment needs of the Tufts community.

T.L.S. is a non-profit organization expanding to provide a professional service for both campus and community. *Jeff Wortley*

Tufts Les•bi•an and Gay Com•mu•ni•ty (tufts lez'be•ən and gā kə•myōō'nə'tē) *n. purpose is to offer a wide variety of events for their members.*

Tufts Stu•dent Re•sour•ces (tufts stōōd'nt ri•sōrs's) *n. began in 1980 as a temporary employment and typing pool.*

Tufts Student Resources is the largest non-profit, totally student-run business in the country. In just five years it has grown from a temporary employment agency into fourteen separate agencies serving the Tufts community. In addition to employing nearly 10% of the campus, T.S.R. offers an advertising service, a gifts service, laundry (linen) and drycleaning services, an off campus housing service, photo supplies and processing service, resume printing, t-shirt printing, a travel agency, and a newsstand. With the opening of the Mayer Center, T.S.R. takes on new challenges and will have even more to offer the Tufts community.

T.S.R. offers practical business experience to students who are in charge of managing their "own" businesses while offering goods and services to the Tufts community and neighboring Medford and Somerville. As the needs and demands have changed "on the hill," so has T.S.R., and it will continue to grow to meet these changing needs. *Michael Weinberg*

Wom•en's Cen•ter (wim'ins sen'tər) *n. offers valuable resources and events responding to the needs of women on and off campus.*



Photo R. Beck

Women's Center

Culture and Language

Af•ri•can A•mer•i•can So•ci•e•ty (af'ri•kən ə•mer'ə•kən sə•si'ətə) *n. founded in 1969 in order to bring more awareness of the diverse Black Culture to the Tufts community.*

Ar•me•ni•an Club (är•mē'nē•ən klub) *n. they share their culture and heritage with other members of the Tufts community.*

The Armenian Club at Tufts University promotes an awareness and understanding of Armenian culture. It does this by sponsoring inter- and cross-cultural events among both the Tufts non-Armenians and the other Armenian clubs of the Greater Boston Area. These events include social activities such as ethnic dances and special campus dinners as well as educational programs. Educational programs include special lectures by guest speakers from the Armenian community, slide and film presentations, and panel discussions.

The Tufts Armenian Club is considered by the Armenian community to be one of the most active and well-organized clubs in the Northeast. This has greatly influenced the initiation of several academic programs at Tufts unlike those at other universities in the area. In the past whenever outside professors have been invited to give lectures or teach courses relating to Armenian culture, language or history, they have turned to the Armenian Club to publicize and support their efforts.

Recently, an anonymous donation was made by a member of the Armenian community for the purpose of establishing a junior chair in Armenian culture and history. In addition, a course in Armenian Medieval Art was offered during the 1984 fall semester. There is a lecture series which is being initiated at Tufts and will rotate among other colleges in the area. The Tufts Armenian Club is proud of the responsibility of serving as a link between the Tufts community and the few existing Armenian scholars.

In keeping with our general organizational objectives to promote cultural awareness, the Armenian Club set specific goals for the 1984-1985 academic year. The club held its annual parents' weekend program in October. This year the orientation lecture for the incoming students and visiting families featured Dr. Lucy Der Manuelian who enlightened the audience about early Armenian art and architecture. The club also continued "Armenians in America," its fourth annual winter lecture series. A chief aim was to inform the Tufts community of the Armenian Genocide of 1915. The club worked in conjunction with Hillel to present a program commemorating our common ethnic experiences. Another main intention is to work with other ethnic organizations to sponsor cross-cultural events. These include a campus-wide Middle Eastern dance and International food fests. We also intend to make "Armenian Night" in all the campus dining halls an annual Cultural Awareness Week event. *Mary Davidian*

A•sian Stu•dents Club (ā'shən stōōd'nts klub) *n. plays a greater and more expansive role in the Tufts community.*

Over the last four years, the Tufts Asian community has become the largest racial minority on campus. As this number has increased, the Asian Student's Club has grown to be one of the most active organizations at Tufts. Approximately fifty percent of the 260 Asians at Tufts are active members of the club, which includes several non-Asians as well.

The diversity within the Tufts Asian community encourages our club to be active. Our members' nationalities include Chinese, Japanese, Filipinos, Koreans, Thais, Indonesians and Vietnamese. Each nationality has its own distinct culture and contributions to offer to the Tufts community.

The club's fundamental purpose is to make Tufts aware of our diversity and to expose the Tufts community to all aspects of Asian culture and heritage. In raising Tufts' Asian awareness, we sponsor cultural, social and athletic activities.

Cultural activities include cooking demonstrations, ethnic dances, cultural workshops and games night. These allow the entire Tufts campus to closely examine different areas of our culture.

Our social events encourage all segments of the student population to acquaint themselves with each other. Barbeques, hiking trips, hay rides, Asian House get-togethers and intercollegiate parties are planned each semester.

Our club participates in several intercollegiate volleyball and basketball tournaments throughout the year. Asian clubs from schools throughout the East Coast attend these tournaments, giving our members a chance to compete athletically with other Asian college students.

Each spring, the club publishes a literary magazine, *VOICES*. It serves as a vehicle of expression for the feelings and commentaries of Asian students and faculty.

Our Asian Awareness Week, held every spring semester, examines Asian conflicts, stereotypes, traditions and other Asian-related issues.

The Asian Students Club works closely with the Asian Students Director to achieve our club's goals. There is a need to expose our campus of the diversity and proud heritage of Asians. In doing so, life on the hill is further enriched. *Tony Cruz*

Ca•na•di•an Club (kə•nā'de•ən klub) *n. promotes awareness of Canadian culture, history and values.*

In•ter•na•tion•al Club (in'tər•nash'ən•əl klub) *n. fosters understanding of world cultures and serves as a gathering place for foreign and American students to exchange ideas.*

I•rish A•mer•i•can So•ci•e•ty (i'rish ə•mer'ə•kən səsi'ətə) *n. sponsors cultural events to educate students on Irish traditions.*

I•tal•ian Club (i•tal'yen klub) *n.* furthers understanding and appreciation of Italian culture and Italo-American history.

Our experience with the Tufts Italian Club (TIC) has been one of warmth, friendship and personal growth. We entered the club as timid freshmen because it provided us with a sense of security, a reminder of our home and family environment. Early on, we became officers in charge of publicity, a task requiring much responsibility, such as designing advertisements in the form of posters, flyers and articles for the campus media. When we could not do all the work ourselves, other members would offer assistance by hanging posters or making phone calls.

The Italian Club has been an integral part of our Tufts experience. TIC events are open to all members of the community. We have always encouraged membership of people from every background because we delight in the splendor of Italian culture. We honestly enjoy sustaining the family environment of a fun, friendly people.

In November of 1981, Vivian Preston, then the TIC Vice-President, asked us to be waitresses at the Italian Café and we thought we had nothing to lose—we were right. We had a lot of fun serving espresso and cannolis to relaxed guests on Hodgdon's patio. Since then it has been one good time after another. Bocce tournaments in the spring are a guaranteed thrill (though somewhat of a disappointment when we, Italians, lose to our Irish roommates). It doesn't matter if you're Irish or Italian, if you speak Italian or have ever heard it; the connecting link between those involved is that we love Italy, the Italian language, or just like to have a good time. *J. Berrafati and Jessica Manfredi*

Ko•re•an Club (kō•re'ən klub) *n.* was formed with the intent to enhance on-campus awareness of the distinct culture and history of Korea.

Lat•in A•mer•i•can So•ci•e•ty (lat'n ə•mer•ə•kən sə•si'ə•tə) *n.* promotes the exchange of ideas and sentiments about the Latin American culture among Tufts Students.

Por•tu•guese Club (pōr'chə•gēz' klub) *n.* enhances its culture and language by sponsoring various cultural affairs, lectures, films and coffee houses.



Photo R. Beck

Portuguese Club

Governing Bodies

Cen•ter•Board (sen'tər bôrd) *n. provides and coordinates social, educational, cultural and recreational activities in order to enhance the quality of campus life at Tufts.*

Tufts Center Board is a new organization which was founded this year in order to better coordinate and diversify the social, educational and cultural life at Tufts. In the past, programmers had found that there was not enough communication between the various Tufts organizations. As a result of this situation, many weekends were overbooked with events, resulting in a loss of money for some groups, while other weekends were empty. In order to solve this problem, TCB was created.

Tufts Center Board is an umbrella organization, consisting of nine standing committees, representatives from nine outside organizations, and four executive officers. The standing committees encompass the following areas: concerts, lectures, films, public relations, special events and class committees. The following organizations are represented on the TCB: IDC, IFC, Panhellenic, Afro-American Society, Asian Students' Club, International Club, Arts Commission and Pub Entertainment Committee. These groups each represent a large group or special interest on campus and all of them work together on the TCB to diversify the programming at Tufts.

The standing committees, mentioned above, work as follows;

Film Committee

This committee schedules, runs and coordinates all films for the Tufts community. There are at least two films shown each week.

Lecture Committee

This committee plans, runs and coordinates all lectures for the Tufts community. It is responsible for bringing many speakers on campus throughout the year to lecture on several areas of interest.

Special Events Committee

This committee coordinates the scheduling of social events on campus, assists other campus organizations in the planning of their activities, and is responsible for planning and implementating all social events not implemented by other TCB committees. These events include Fall Fling, Homecoming Weekend, Winter Weekend and Spring Fling.

Concert Committee

This committee organizes and coordinates musical entertainment at Tufts, including several major concerts each year on campus.

Public Relations Committee

This committee publicizes all TCB sponsored events and provides a schedule of weekly events to the Tufts community.

Class Committees

The class committees provide a sense of unity and spirit by sponsoring various social and cultural events open only to class members. *Ken Rosh*



Photo Tufts Observer

Center Board

Com•mit•tee on Stu•dent Life• (kə•mit'ē on stōd'nt lif) *n. grievance committee for any students who feel they have been discriminated against due to their sex, religion, age, physical handicap, sexual preference or ethnic origin.*

In•ter Dor•mi•to•ry Coun•cil (in'tər dōr'mə•tōr'e koun'səl) *n. has evolved into a purposeful, effective forum for action in matters regarding residential life.*

Tufts Com•mu•ni•ty Un•ion Ju•di•ci•ar•y (tufts kə•myōō'nə'te yōōn'yən jōō dish'e•er'e) *n. the judicial branch of student government which is responsible for ruling on questions of constitutionality concerning the actions of the Senate and campus organizations.*

The Tufts Community Union Judiciary promotes fairness in student government. The Judiciary as it is known today originated in 1981 when Tufts passed the present constitution. Composed of seven members who are elected by the student body, the main purpose of the Judiciary is to determine the constitutionality of actions taken by the Senate and other student organizations. In the past the Judiciary has heard cases involving Senate decisions, elections, referenda and student organizations.

Every year, the Judiciary becomes more established and respected on campus. In the future the Judiciary intends to continue to uphold the traditions of honor and fairness which have been characteristic of this student body. *Tina Gaudreau*

Tufts Com•mu•ni•ty Un•ion Sen•ate (tufts kə•myōō'nə'tē yōōn'yən sen'it) *n. provides for a student Senate of 29 members, seven from each class plus one commuter, which speaks for the next student body as a whole and which allocates the student activities fee to recognized student organizations.*



Photo D. Thornton

Tufts Community Union Senate

Greek System

In•ter•Fra•ter•ni•ty Coun•cil (in'tər frə•tur'nə•tē koun'səl) *n.* the governing body for all fraternities at Tufts, which coordinates rush activities, oversees disciplinary actions and sponsors social events to help unify Greek organizations.

Pan•hel•len•ic Coun•cil (pan'he•len'ik koun'səl) *n.* its main purpose is to structure rush so that the number of sisters will increase and strengthen the entire sorority system.

Alpha Epsilon Pi
Alpha Phi Sorority
Alpha Tau Omega
Chi Omega Sorority
Delta Sigma Theta
Delta Tau Delta
Delta Upsilon
Kappa Alpha Psi
Psi Upsilon
Sigma Phi Epsilon
Sigma Nu
Theta Chi
Theta Delta Chi
Zeta Psi

Media

Hem•i•spheres (hem'ə•sfirs) *n.* the Tufts undergraduate journal of international affairs. Published annually, it contains articles and book reviews on international questions and affairs.

Hemispheres is the Tufts undergraduate journal of international affairs. Established in 1976, it is an annual publication written and compiled by undergraduates. In dealing with such diverse fields as economics, anthropology, political science and history, *Hemispheres* provides a forum through which students of international relations can present their research and opinions.

Each issue also contains interviews, book reviews, a current books bibliography and the J.S. Gibson award winner's paper. This award was given to the student who was considered to have written the best paper dealing with a pertinent topic, as judged by the editorial staff and the board of advisors. *Hemispheres* provides a showcase of the intellectual capacity and viewpoints of the Tufts community. *Ben Lu*

The Me•rid•i•an (the Mə•rid'ēə n) *n.* provides a forum for liberal points of view on social and political issues.

Contrary to what you might infer from our title, the *Meridian* has nothing to do with geographical demarcations, Chinese acupuncture or center dividers on expressways. We do, however, have everything to do with radical politics and culture. If you have seen the *Meridian* before, you might notice some changes. The most obvious change is in the size and layout of the paper. We have also changed the organization of the staff: the paper is now run as a collective without the usual vertical hierarchies of editors-in-chief, managing editors, assistant editors, assistant executive editors and the gopher. The articles inside have been typed by the authors themselves without any editing—only helpful advice from other members of the collective. What you will find is not a professional looking paper but an informative and provocative one where a variety of leftist views are expressed. *Nicole Haberland*

The Pri•ma•ry Source (the pri'mer•ē sōrs) *n. the conservative forum on campus; concerns itself with campus and world issues.*

Tufts Dai•ly (tufts dā'lē) *n. a daily student newspaper featuring campus activities, notices and news and is distributed Monday through Friday.*

It began in 1979 as an idea for a campus newsletter with listings of campus events that folds flat for easy carrying, distributed free to every Tufts student, every weekday. It was begun by a group of students with great spirit, courage and ambition, and then it was continued by those with a vision of a quality daily newspaper at Tufts.

The class of 1985 has witnessed perhaps the most dynamic and exciting changes in *The Tufts Daily*, resulting in a revolution in student journalism at Tufts. During the past four years, *The Daily* has been transformed from a four-to-eight-page typewritten newsletter filled mostly with classifieds and notices to a consistently sixteen-page typeset paper filled with articles on campus and local events and issues, editorials, letters, photographs, campus opinion and humor. In the fall of 1981 when we were freshmen, there were approximately ten editors and maybe fifteen writers on the staff; now there are about thirty names in *The Daily's* editorial staff box on page 2, and usually over forty names in "Staff this Week," which includes writers, production workers, graphic artists, photographers and business staff.

Each editor has a specific job and is aware of what his or her responsibilities entail. Even though being an editor is a tremendous time and energy commitment, *The Daily* continues to generate a group of extraordinarily dedicated, energetic and talented staff members who thrive on the challenge and almost constant pressure of creating excellent journalism daily.

This is no accident, however. *The Daily's* approach to its staff has always been an integral part of its own philosophy which sets it apart from other campus publications. It seeks to supplement the academic facet of an undergraduate education with experience in another dimension of learning, in a nurturing and encouraging atmosphere. *The Daily* hopes to help students understand both the complexities of our world and the complexities of their responsibilities in it. We aim to instill a sense of excitement about discovery and an inquisitiveness that will continue long after Commencement. In attempting to convey this attitude to all those who touch *The Daily*, we infuse our staff with the tradition of professionalism and unwavering high standards which has brought *The Daily* to its current level so quickly, and which will hopefully continue to propel it forward with the strength of its past energy and enthusiasm. *Susan Roth*

Tufts Jum•bo Year•book (tufts jum'bō yirbōok) *n. the premier publication on the Tufts University campus. With a staff of twenty-five, the Yearbook is produced yearly and distributed to seniors and interested underclassmen. (This is, of course, a completely unbiased appraisal of our self worth.)*

Tufts Mag•a•zine (tufts mag'ə•zēn) *n. a monthly magazine of feature stories and literary and art works.*

In its third year, *Tufts Magazine* sought to consolidate the gains of its first two years. Always run by a small but dedicated staff, the magazine introduced fresh blood into the major editorial positions and some promising new writers onto its pages.

Perhaps the most important change in the magazine was its shift in emphasis from journalism to fiction and essay-writing. This change allowed greater student and faculty participation and interest in the magazine. Quality journalism did not vanish completely, however: an extended feature previewing the opening of the new Campus Center demonstrated the magazine's commitment to current events on and off campus. Readers were able to enjoy Professor Jeanne Dillon's vibrant prose on the video revolution and its impact at Tufts, and even a discussion of the dominant figure in pop music for the year, Bruce Springsteen.

But perhaps the most important challenge facing the magazine was ensuring the survival of its existence. By promoting the best writing on campus, the magazine represents Tufts' literary vitality. Although the task of producing *Tufts Magazine* was often a difficult one, its staff has a firm belief in what it has done and high hopes for its future. *Jim Cullen*

Tufts Ob•serv•er (tufts əb•zûrv'er) *n. the student weekly newspaper featuring sports, calender, arts, editorials, and news, and is published every Friday.*

Tufts U•ni•ver•sity Tel•e•vi•sion (tufts yōd'nə•vû'sə•tē tel 'ə•vizh'ən) *n. the producer of the "Roommate Game" and "General University," allows students interested in the visual media to become involved in all aspects of production.*

W.M.F.O. (dub'el•yōō em ef ō) *n. the student radio station, 91.5 on your FM dial, and broadcasts 24 hours a day, 365 days a year.*

Political and World Affairs

Democrats Club (dem•ə•krat'z klub) *n.* provides a forum for the discussion of party principles, assists election of party candidates and provides internships when possible.

Peace and Social Justice Society (pēs and sō'shəl jus'tis səsi'ə•tə) *n.* non-activist, non-partisan organization dedicated to the promotion of global peace and social justice through educational means.



Photo R. Beck

Peace and Social Justice Society

Republican Club (ri•pub'li•kən klub) *n.* works for local, state, and national candidates, works in voter registration drives, and promotes political awareness on campus.

The Tufts College Republicans have been active both on and off campus. Enjoying an increase in both support and enthusiasm, the College Republicans have helped students intern in political campaigns at the local, state and national levels. In addition, we have participated in the activities of our statewide organization which have brought national figures such as Barry Goldwater to speak in the Boston area. On campus, we have sponsored voter registration and education drives, literature and bumper sticker drives and have worked vigorously to bring President Reagan's message of a strong economy and an effective national defense to the Tufts community. *Tony Dennis*

Tufts Council on International Affairs (tufts koun'səl on in'tər•nash'ən•əl ə•far's) *n.* helps students combine academic and practical experience to gain a better understanding of international affairs.

The Tufts Council on International Affairs is the undergraduate organization for all members of the Tufts community interested in international issues. The Council's functions are twofold.

First, the Council aims to promote diverse open forums where international issues, whether economic or political, can be discussed, to the end of augmenting the classroom experience of students interested in international affairs. The forums include campus-wide lectures and debates, featuring such keynote speakers as Robert White, Former Ambassador to El Salvador; Herman Eilts, Former Ambassador to Egypt; international relations theorist Robert Keohane; and Congressmen Barney Frank and Newt Gingrich. A Model Security Council at Tufts is also organized, and delegations are sent to the Harvard Model United Nations. A Model United Nations at Tufts is being organized for the fall of 1985. The Council's activities are coordinated with Tufts organizations, departments within the university, government agencies, and international agencies. The Council effectively brings international concerns to the campus community and provides learning opportunities for students, by students.

Second, the Council offers a service in that it is an organization which seeks to represent those students who are majoring in

International Relations. As the IR program continues to evolve, the Council provides liaison services between the IR majors, the IR Program, and the departments directly related to the IR Program. The Council also offers academic advising for underclassmen and an information bank for students desiring supplementary resources on international careers, internships and scholarships. Further, the Council actively sponsors such events as International Week and the International Careers Fair, all of which offer valuable opportunities and career information to students interested in a future in the international realm.

Ines Radmilovic

Tufts Hun•ger Ac•tion Project (tufts hung'er ak'shən proj'ekt) *n.* provides a forum for students to express their commitment to ending starvation through activities such as the Oxfam Fast for World Harvest.



Photo R. Beck

Oxfam Snack Bar

Tufts Is•ra•el Net•work (tufts iz'rē•əl net'wûrk) *n.* educates the community about various issues and encourages positive action on these concerns.

Tufts Po•lit•i•cal Ac•tion Co•a•li•tion (tufts pə•lit'i•kəl ak'shən kō•ə•lish'ən) *n.* an organization of committed activities who seek to promote awareness, on and off campus, of a variety of progressive issues, local, national and international.

Religion

Cath•o•lic Cen•ter (kath'ə•lik sen'tər) *n. provides worship services, counseling and informal events for interested students.*

The religious life of the Catholic community centers on the celebration of the Mass on Sunday nights at 10 p.m. in Goddard Chapel. It is a joyful and thoughtful event where the fullness of the Christian life acts as nourishment for the journey of life. Student participation greatly enhances that celebration through the ministry of musicians, eucharistic ministers, lecturers and ushers.

An important part of Catholic life, especially at a University, is a growing awareness of the history and traditions of Catholicism, as well as the important questions that spark debate in today's Church. Seminars and discussions are offered to provide opportunities for growth, insight and learning.

The Catholic community also seeks greater cooperation and dialogue with the other religious groups on campus. Programs on topics like interfaith dating and marriage, religion and politics, ecumenical worship services and personal growth issues are jointly sponsored by the Catholic Center, Hillel and the University Chaplain.

The Catholic Chaplain, Father Michael Hunt, is involved in all these efforts and is readily available for counseling and discussions with students, faculty and staff. *William O'Brien*

Hil•lel (hil'el) *n. the central Jewish organization on the campus, which believes in the promotion of Jewish awareness and community by providing participation in religious services, educational, social and cultural activities, and a place where students can come for Jewish resources and support.*

Something is always cooking at Hillel. The staff and students involved in this Jewish religious, cultural, social and political organization are always busy with a wide range of activities. With a staff that boasts Rabbi Jeff Summit, Program Director Elana Zaiman, and Administrative Assistant Ruth Ross, it is difficult not to be excited about Hillel.

This year, boosted by the enthusiasm of an active freshman class, the events planned were well-attended by energetic people. As well as providing on-campus High Holiday and Shabbat services and dinners, the Hillel organizers scheduled discussions, brunches, lectures, Shabbatons (weekend retreats), Israeli dancing, films, parties, a Generations program (students involved with the neighboring elderly communities), and more, all helping to foster a vibrant Jewish community for Tufts students.

Led by Hillel President Michael Obadia, Vice-President Tamar Ascher and Treasurer Jon Spielman, the committee chairpeople provided the organization with creativity, and their hard work always secured successful projects. Motivated by the teachings of the Rabbi, this organization is named for those who said over two thousand years ago, "What is hateful to yourself, do not do to your neighbor." The student board hoped for activities that would develop a greater respect and love for Judaism, a bond of friendship between those involved in the activities, and a better sense of the social responsibilities we must all share.

This, for Hillel, has been a successful year. *Michael Obadia*

The King's Fel•low•ship of Tufts U•ni•ver•si•ty (the kings fel'ō•ship uv tufts yōō'nə•vur'sə•tē) *n. holds meetings to discuss Jesus Christ and to pursue Bible studies.*

Tufts Chris•tian Fel•low•ship (tufts kris'chən fel'ō•ship) *n. an informal, multi-denominational group encouraging students to explore the Christian faith.*

Special Interest

Am•a•teur Ra•di•o Club (am'ətûr' rā'dē•ō klub) *n. aids students in attaining and upgrading amateur radio licenses, provides a modern amateur radio station which members may operate.*

Chess Club (ches klub) *n. provides a center for chess at Tufts through instruction, tournaments and regular play.*

Crafts Cen•ter (kraft's sen'tər) *n. offers well-equipped facilities for student artists to create and learn the plastic arts outside of a classroom environment.*

Sci•ence Fic•tion and Fan•ta•sy (sī'əns fik'shən and fan'tə•sē) *n. brings interested students together in conventions, lectures, films, role-playing games and discussion groups. The club publishes Fan Fare, an annual magazine.*

So•ci•e•ty for Cre•a•tive A•nach•ro•nism (sə•sī'ət ɛfor krē•a'tiv ə•nak' rə•niz'əm) *n. a nationwide organization studying the Middle Ages through recreation of medieval events such as revels, tournaments and feasts.*

Tufts Busi•ness In•ter•est So•ci•e•ty (tufts biz'nis in'tər•ist sə•sī'ətə) *n. purpose: to better educate students about business opportunities.*

Tufts Moun•tain Club (tufts moun'tən klub) *n. Tufts' largest organization, sponsors numerous outdoor events and maintains a New Hampshire lodge in the heart of the White Mountains.*

What is the TMC?

The answer that you receive to this question will depend on whom you ask. Some people will tell you that it is the group that sells those great looking T-shirts. Others will tell you that it is the people who climb the outsides of buildings. To the Tufts police, the TMC is the group that owns the van with the funny pictures on the sides that does not have a parking sticker. Other unenlightened people will say it is the cabin in New Hampshire. None of them are wrong, but they are a far cry from being correct.

The Mountain Club, with its 500 members, is easily the largest and most diverse club on campus. Its members range from freshmen to seniors to senior citizens, from English majors to Physicists, from conservatives to liberals, from blue top milk drinkers to red top drinkers.

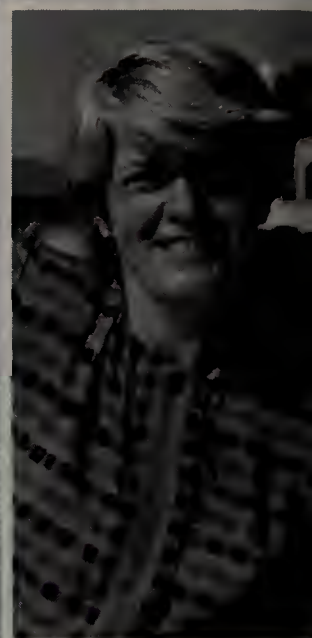
The TMC's activities are as diverse as its membership. Backpacking, canoeing, kayacking, cross-country skiing, caving, biking, rockclimbing, swimming and dancing - you name it and the TMC has done it. Sometimes to show off, sometimes to prove to ourselves and others that it can be done, but always to have fun.

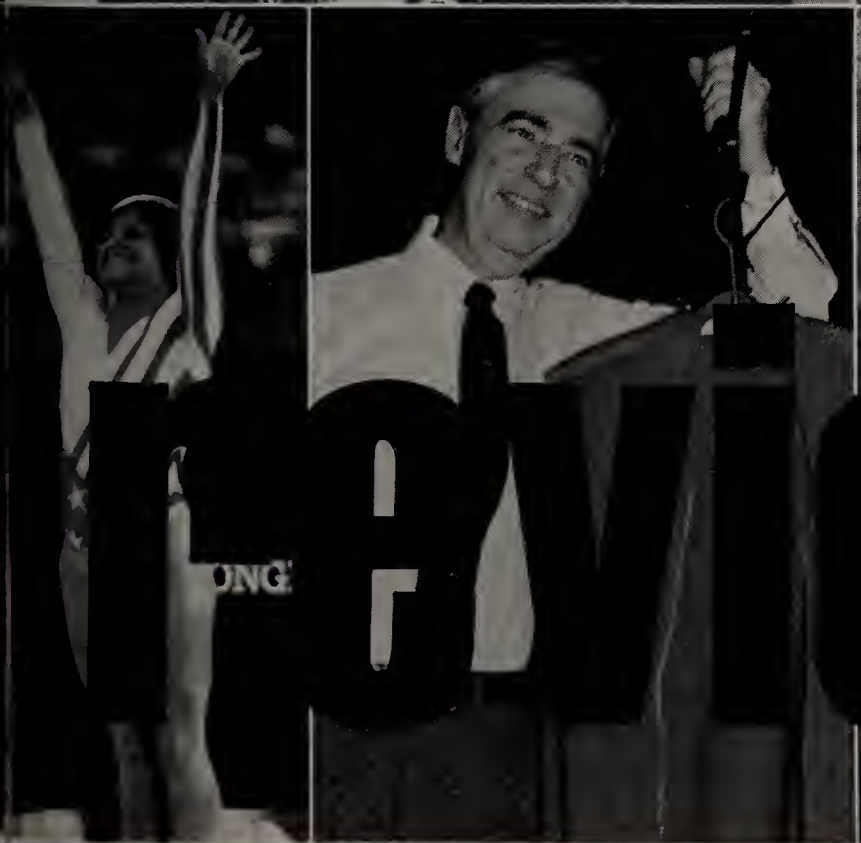
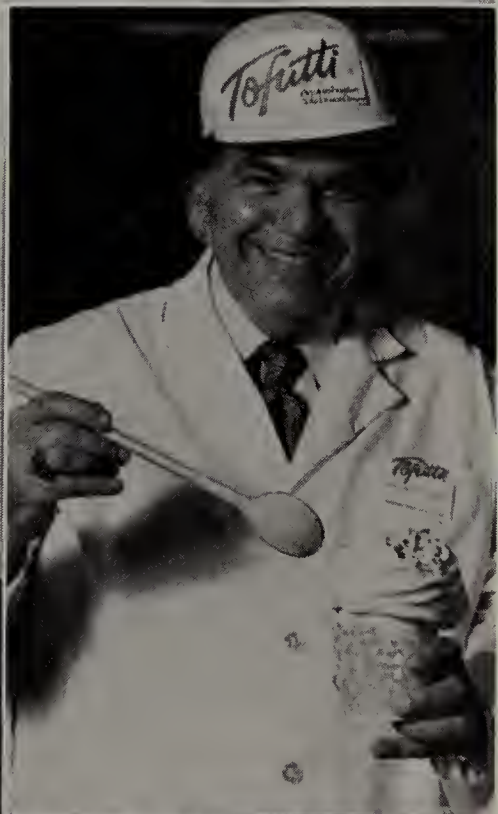
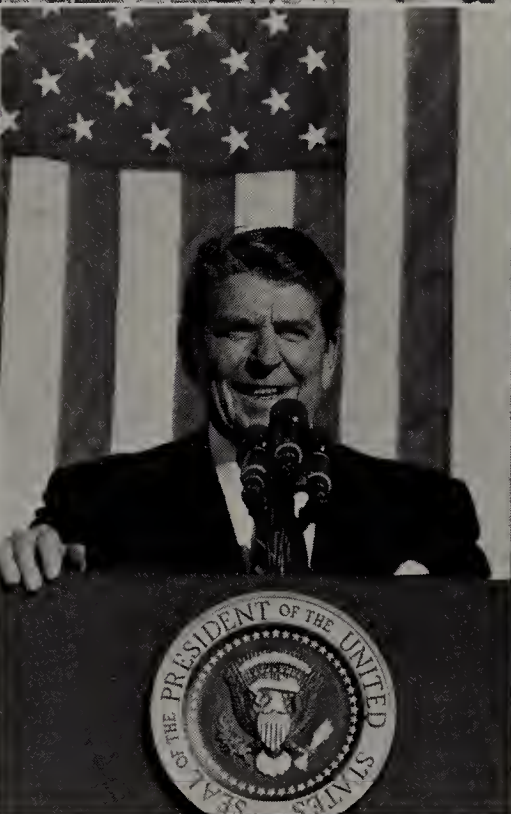
That is what the TMC is all about. Whether "fun" be a late night swim in the Pemigewasset River in January, a two hour soccer game, a long climb up a steep trail, a good conversation around a hot fire or even just a day lying in the sun in front of the lodge, everyone seems to have a good time when they get involved with the TMC.

So to go back to the original question, what is the TMC? It is a group of people who are always willing to lend a hand, give advice, tell a story or just sit back and listen. It is a lodge in New Hampshire, it is Thanksgiving in January, it is watching a sunset from a high mountain ridge, but, most of all, it is a group of people dedicated to having a good time in the outdoors.

Bob Sokol

year in





A Summer Of Glory

by Amy Sessler

As more than ninety thousand spectators reached under their seats to hold up a piece of the mosaic formed by the flags of all the Olympic nations, the 1984 Los Angeles Summer Olympics began. The spirit of participation set by the opening ceremonies pervaded the entire two weeks of international competition. Many felt that the magnificence of the ceremonies showed the Soviets that they had been wrong to boycott. The L.A. Olympics were, for many, a great time on which the Soviets missed out.

Although the American athletes all performed with grace, there were definitely some who shined above the rest. No one can forget Carl Lewis as he took his fourth gold medal to match the record set by Jesse Owens in the 1936 Berlin Olympics. Lewis' victories in the 100 and 200 meter dashes, the 400 meter relay, and the long jump in 1984 were Owens' victories in 1936.

Another athlete who captured American hearts was gymnast Mary Lou Retton. Retton became the first American woman to ever win an individual Olympic gymnastics medal of any kind. Retton was up against stiff competition from Romanian Ecaterina Szabo, but as Retton said of herself, "I'm tougher than she is," and proved it by winning a gymnastics gold.

For Mary Decker, the hope for a gold medal ended in injury and controversy when she and Zola Budd (a South African running for Britain) collided on the track. Decker, who missed the Olympics in 1976 because of an injury and in 1980 because of the boycott, blamed Budd for tripping her, but Olympic officials contended that there was no foul play.

Joan Benoit, winner of the Olympics' first women's marathon, embodied the Olympic spirit when she said that "you think about a lot of things when you win and one of them is how thankful you are for all the people who helped you be there."

Some felt less optimistic about the true nature of the L.A. Games. Besides the Soviet-led boycott, the 1984 Summer Olympics was plagued with other controversies, most notably the American media's selective coverage of certain events which were clearly dominated by American athletes. Many critics argued, indeed, that much of this new "patriotism" was merely chauvinism and poor sportsmanship draped in red, white and blue.

Others saw the L.A. Games as a reflection of positive American values beyond sportsmanship. Peter Ueberroth's genius in planning and in allocating funds for the Games made him Time's Man of the Year. Laissez-faire capitalism enabled Los Angelenos to host the Olympics without putting their city in the red. And many saw the XXIII Olympiad as a major influence on the country's renewed patriotism.

The 83 gold, 61 silver and 30 bronze medals won by the American athletes in Los Angeles clearly were a remarkable accomplishment, as was the Olympiad itself in the summer of 1984. Athletic excellence was celebrated, cross-cultural bonds were formed, and a tradition survived. □



Mary Lou Retton

Mary Decker

Carl Lewis

184 Summer Olympics/Miss America

The Fall Of A Beauty

by David Atlas

Here she is, Miss America. Naked, in a love scene with another woman, in *Penthouse*. Oh boy.

By now, everybody knows the story. *Playboy*, offered the photos first, rejected them as offensive by the standards of that high-minded publication, containing, as they did, what it called lesbian material. "The most offensive thing to Hugh Hefner was that I had the pictures and he didn't," said *Penthouse* publisher Bob Guccione. Said a freshly crowned Miss America of her initial reluctance to enter the contest, "I thought even if I didn't make it, I would get some money and exposure out of it." Oh boy.

Vanessa Williams claims that photographer Tom Chiapel, for whom she once worked as a receptionist and make-up artist, had told her the photos would be in silhouette, an artistic study of bodily geometry that would never be published. However, "Vanessa wasn't this innocent little spring chicken everybody is trying to portray," said Chiapel.

I pulled the magazines from under my mattress, and sure enough, the photos are not of a spring chicken. If the lesbianism of the September, 1984 photos does not convince you, then the sado-masochistic habit Miss Williams models in the January, 1985 issue should. Yet, with an eye somewhat more accustomed to the fine visual subtleties of modern pornography (ahem), one notes some sharp discrepancies between the grainy, black-and-white, carefully posed shots of Williams cum friend, and the sharply-focused, full-color extravaganza gynecological exam of Miss Tracy Lords, September's *Penthouse* Pet of the Month. Check it out. The photos of Vanessa Williams are to porn what paint-by-numbers is to art.

Which is not to say I'd like to defend the photos as high art, either. *Penthouse* would: "A great admirer of Ansel Adams, Chiapel's strongly contrasted black-and-white photographs are knowingly and lovingly derivative of the master's technique." Of course, Adams never draped chains around his subjects. I mean, mountains are fair game for art, but not two women making love, right?

The point is this: the issue of pornography with its attendant ethical questions is

Photos AP/Wide World Photos

really not the main matter here. We can't really even define pornography clearly; we can only give examples that are well past the grey zones of the Vanessa Williams photos. The layout of Tracy Lords panders to little beyond distilled male hormonal drives. But the real issue is at least as one-dimensional as pornography's appeal. The real issue is controversy's prurient attrac-

first name now, can't we, she's become public property — was shocked too. It took but a few days for her to agree to relinquish her crown. The new Miss America, Sharlene Wells, is a Utah Mormon. "Be a long time 'fore they pick a black again," said a comedienne on Letterman. "Oh yeah, they went as far back into whitey as they could with this one."

favorite pastime, as the chorus of some Greek tragedy, gossiping and gaping as another hero falls from the sky.

All survive, then, except one person. "The single victim was the young woman herself," said Hugh Hefner, a pornographer whose different product standards prevented him from publishing the photos. Say what you like about Vanessa Williams



Photos AP/Wide World Photos



Left: Vanessa Williams before the fall; Right: Sharlene Wells is crowned this year's Miss America.

tiveness to a people that like to gawk and roll the eyes and say "Oh boy."

Or "Oh God!" as was splashed across the *Penthouse* covers. Vanessa was there with George Burns — God, you see, in the world of commercialism and hype. Guccione understood the matter at least partly: "It was a business decision, not a moral decision," he said in an interview he published with himself. My God! Miss America, nude! And so he published the photos in two installments, and ran interviews with the photographer and himself, and ran a huge ad campaign before the first issue graced the stands (which sold out all five million copies in a week). *Penthouse* made lots of money off America, which bought the magazine and gawked at it and dropped open its collective jaw and went "Oh God!"

Vanessa — and we can call her by her

In other words, the Pageant survives. And why shouldn't it? It too, after all, is a business. NBC pays \$250,000 for the right to beam the spectacle to some 50 million viewers. The winner of the Pageant gets a scholarship plus untold royalties from product promotions. Vanessa Williams was allowed to keep all her money — although Kellogg's pulled her picture from the Corn Flakes box. They too, you see, as the Pageant, as Guccione, have their product to sell, and with it, their product standards.

So business as usual survives as usual. The episode becomes a footnote in the history of Miss America, a circulation record in the sales of *Penthouse*, and an unfortunate error in the promotion of Corn Flakes. All survive, even Miss Tracy Lords, who now makes blue movies for \$1000 a loop. And of course America gets to indulge in a

and her morality. She made a mistake. The real question about the tragedy is this: Does a human being have the right to screw up at one point in her life and not have it come back to haunt her later? The answer, unfortunately, especially in a world where business decisions outweigh moral ones, is a resounding no. □

Conventional Sweltering

by Andy Levenstein

The heat was on—convention heat that is. For the Democrats, the excitement of Geraldine Ferraro and an overall optimism carried the spirit of their nominating convention in the July fog of San Francisco. The Republicans, meanwhile, recrowned their king in Dallas a month later amid much patriotic hoopla.

The conventions of 1984 were generally very exciting for the millions of television viewers who tuned into the proceedings. In San Francisco, passionate oratory was plentiful as Jesse Jackson, Mario Cuomo and Gary Hart each delivered personalized, politically powerful messages to America. Ronald Reagan was the unifying force for every Democrat in San Francisco, but the divisions within the Party were clearly evident, as embodied in these individuals.

On the Republican side, J.R.'s hometown provided a homey red, white and blue backdrop for the G.O.P.'s task of convincing the country that Reagan was the man. To counter any charges that the Republicans were flimsy on women's issues, U.S. Treasurer Katherine Ortega, U.N. Ambassador Jane Kirkpatrick and Transportation Secretary Elizabeth Dole were all given prominent speaking positions.

Although there are less than ninety days between August and November, the political road is much longer. Elections are not won nor lost at the conventions; amid the teleprompters, American flags, colorful balloons, and political maneuverings, the race to the White House truly began. □



Hart on campaign trail

186 Conventions '84



Fritz and Gerry won over many hearts in San Francisco.



Reagan and Bush wave to supporters in Dallas.

Photo Newsweek

Photo AP/Wide World Photos

Photo AP/Wide World Photos

A Feisty First For Politics And Feminism

by Suzanne Seiden

While many of us spent last summer studying for LSAT's, GMAT's and MCAT's,

working from nine to five to get a taste of the "real world," and worrying about career decisions, a historical event occurred. The nomination of Geraldine A. Ferraro for Vice President of the United States marked the first time a woman was selected to share the presidential ticket of a major party. Just as our parents remember where they were and what they were doing when President John F. Kennedy was assassinated, we too will always remember the morning when we woke up and heard the news. The excitement was shared by millions of Americans. Many people were surprised by Walter Mondale's announcement of his running mate, but all were anxious to see how the first woman would fare.

The Democrats left the San Francisco Convention with a feeling of euphoria. The Mondale-Ferraro team expected to face questions about Ferraro's qualifications, however, it had not anticipated questions about the congresswoman's involvement with her husband John Zaccaro's real estate business, or about his personal finances. The \$32,000 tax error, whether made by the accountant or by Zaccaro, in addition to the discovery that Ferraro was being paid as the Secretary of her husband's firm, all proved detrimental to the Democrats and their campaign. The controversy over Ferraro's finances became more important than her six years of experience in Congress, her views on social programs and ways to reduce the budget deficit.

The momentum the Democrats were experiencing after the convention diminished quickly. Geraldine Ferraro's candidacy was finished as a result of the investigation into her finances, but she proved that she could withstand the pressure. Ferraro was able to remain calm, cool and collected at one of the longest, most grueling press conferences held in American history. She showed that, "when the going got tough, the tough got going."

Ferraro's candidacy also brought other controversial issues into the forefront. Her stance on abortion was attacked by Catholics across the country: she advocated a pro-choice platform. While Ferraro's religious beliefs forbade abortion, she felt that she could not impose her personal views on others. The congresswoman was scrutinized more closely than others running for office because she was a woman and a first. Her finances and pro-choice stand would not have received as much media coverage if Ferraro's first name had been Gerry (as in the male gender).

Some criticized Ferraro for her brashness and bluntness. She demonstrated her poise, however, when debating Vice President George Bush. She would not allow him to "patronize" her or her opinions. As seen in the debate, Ferraro made evident her knowledge, intelligence, and her ability to think quickly and react rationally. Her candidness was a part of Ferraro's appeal.

Geraldine Ferraro's campaign was marked by controversy, but the first woman to run for Vice President of the United States made her mark in history. An eight year-old girl who watched Ferraro speak on the television could tell her parents she wanted to be President when she grew up. It probably never occurred to her that she could not. The door had been open to women in politics at all levels. Ferraro proved that she could walk through - - - and so can we all. □



Photo Newsweek

Support from the floor



Photo Newsweek

Jackson: Rainbow Politics

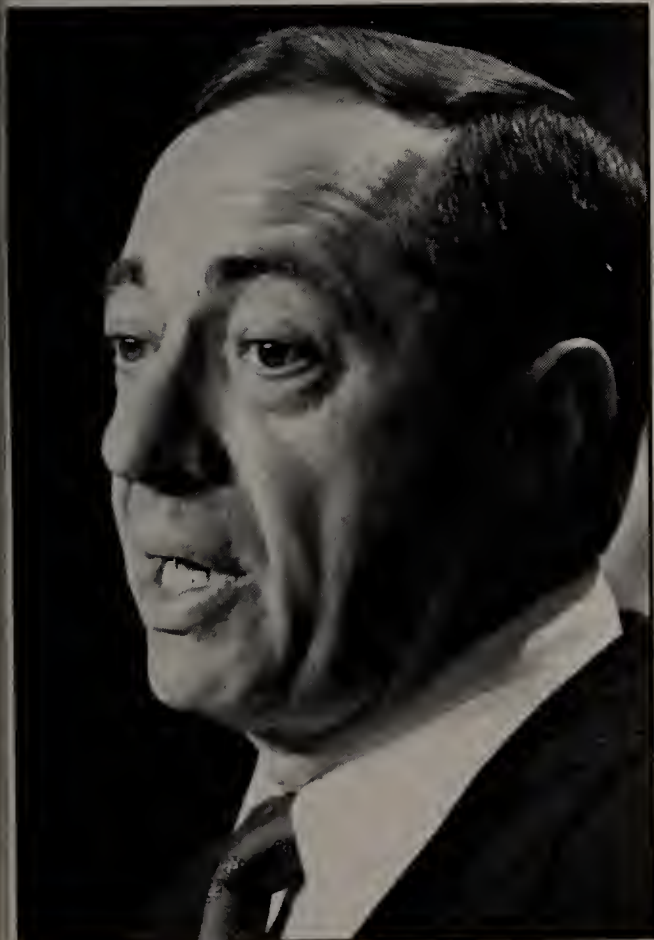


Photo UPI/Bettmann Newsphotos

Cuomo: Charismatic Crusader

A Victorious Tour

by Nancy Eidelman and Marilyn Forman

Imagine if we got Michael Jackson for Spring Fling. Can't you see him break-dancing on the President's lawn or moonwalking on the library roof? It would be the biggest event on campus since "Spraggue." Because we knew that the chances of Michael coming to Medford were slim, we decided to find him ourselves. Being Michael fans, we spent the entire past summer calling KISS 108 trying to win tickets to the "Victory" extravaganza. Did we win? No. Did we go? Of course. (Finding a good scalper is just as important as finding a good lawyer).

The magic, the mystery, and the magnitude of Michael came to life on stage. From "ABC" to "Beat It," he and his brothers entertained an audience of all ages. Michael Jackson has crossed the borders of rock, pop and funk music, creating a sound that has not been matched. For an hour and forty-five minutes the Jacksons had the fans on their feet, participating in one of the most dynamic events of the decade.

There are many who compare Michael's success to that of the Beatles, Elvis Presley and other singing superstars. He has broken numerous musical records, receiving eight Grammy awards in 1983 with eight top ten hits in the same year. His popularity spread across the continents, encompassing all age and ethnic groups. "Michaelmania" spread like fever through the commercialization of his image.

Sell-out items on the market included pins, jackets, "glitter gloves," dolls, posters, books . . . and of course, every album he has ever produced.

Although the craze over Michael Jackson seems to be subsiding, his career has, in essence, just begun. Who ever thought that the little boy we watched on Saturday morning cartoons singing "I Want You Back" would become the sensation of the eighties? Though his lifestyle and image are frequently questioned, there is no doubt that Michael and his music are magic. Seeing is believing. □



The glitter of Michael Jackson

Photo AP/Wide World Photos

A Shower Of Purple Reign

by Andy Levenstein

He struts, he spins, he jumps. He dazzles some people and outrages others. But there can be no doubt that Prince has established his royal purpleness in this year's music and movie charts.

Now in his mid-twenties, Prince Rogers Nelson was born and grew up in Minneapolis. After breaking through the small club scene in his hometown, he signed on with Warner Brothers in 1978. One year later, he had his first radio hit "I Wanna Be Your Lover" which played big on the rhythm and blues charts. Then in 1980, "Head" pushed Prince onto the rock

charts as well.

Throughout his career, Prince has been famous for his sexually provocative lyrics and onstage raciness. Some of his concerts have been picketed and several of his songs have been banned from the airwaves. Playing right into his illustrious reputation, however, Prince came out with *Controversy* in 1981, a musical manifestation of his self-imposed ambiguities as both performer and person.

Without *1999*, however, Prince would probably have remained on the periphery of today's music world. This 1983 album, highlighted by the two singles "1999" and "Little Red Corvette," enabled Prince to crossover into the mainstream; in 1983 this meant lots of radio exposure, making it on the dance charts and two wild MTV videos.

No one was quite sure just what to expect when Prince announced his plans to do a movie in 1984. "When Doves Cry" premiered early last summer in both song and video and became the fastest selling single in Warner Brothers' history. Later in the summer, "Purple Rain" was released in the theaters and it did for Prince perhaps what a Motown TV special and some MTV magic did for Michael Jackson

a year earlier.

Quasi-autobiographical in nature, "Purple Rain" is an outrageous insight into how and why the Prince-like inward looking Kid connects with the world through his outward reaching music. The film treats its audiences to some *tour de force* stage performances by Prince as he electrifies the screen with "Let's Go Crazy," "Purple Rain," and "I Would Die 4 U." The film's soundtrack has remained strong on the charts since last summer with these hits and even provides religious messages for those seeking a more divine inspiration (play the album backwards sometime).

Prince has also helped other performers make it into the spotlight, including Vanity, Morris Day and The Time, and his current mate Sheila E. His life is filled with much intrigue and mystery, and is motivated by a very creative imagination that has something very unique to say. It is with this driving force that Prince will continue to ride through the 1980's on a purple wave of dynamic energy. □



Upstart Prince dethrones Michael Jackson.

The Wonderfully Wacky World Of Sports

by Peter DeFeo and Mike Epstein

The year in sports provided fans with yet another installment of the annual show, "The Wonderfully Wacky World of Sports."

Taking center stage first were the Boston Celtics, who out-muscled and out-hustled the Los Angeles Lakers in a grueling seven-game series to capture an unprecedented fifteenth NBA championship banner. Led by All-World forward Larry Bird, the Green spotted the Lakers an early series lead before their superior board strength and stamina took over. The Lakers ultimately succumbed to the Celtics' seige, as even Los Angeles' superfan Jack Nicholson's gold blazer could not inspire Kareem and company.

The next performer on the bill was superbrat John McEnroe, who huffed, puffed, cried, complained, whined, cajoled, berated, antagonized and played superb tennis on his way to victories at Wimbledon and the U.S. Open. Big Mac's court etiquette may irk some fans, but no one can deny that he can wield a racquet in the class of the all-time greats.

After a brief intermission, the stage next moved to the baseball diamond where the Detroit Tigers stole the show en route to a World Series Championship. The Tigers cruised through the regular season as the first wire-to-wire division leader/winner in over fifty years. They made short order of the West Division Champions, the Kansas City Royals, in three games on the road to a World Series matchup with the San Diego Padres.

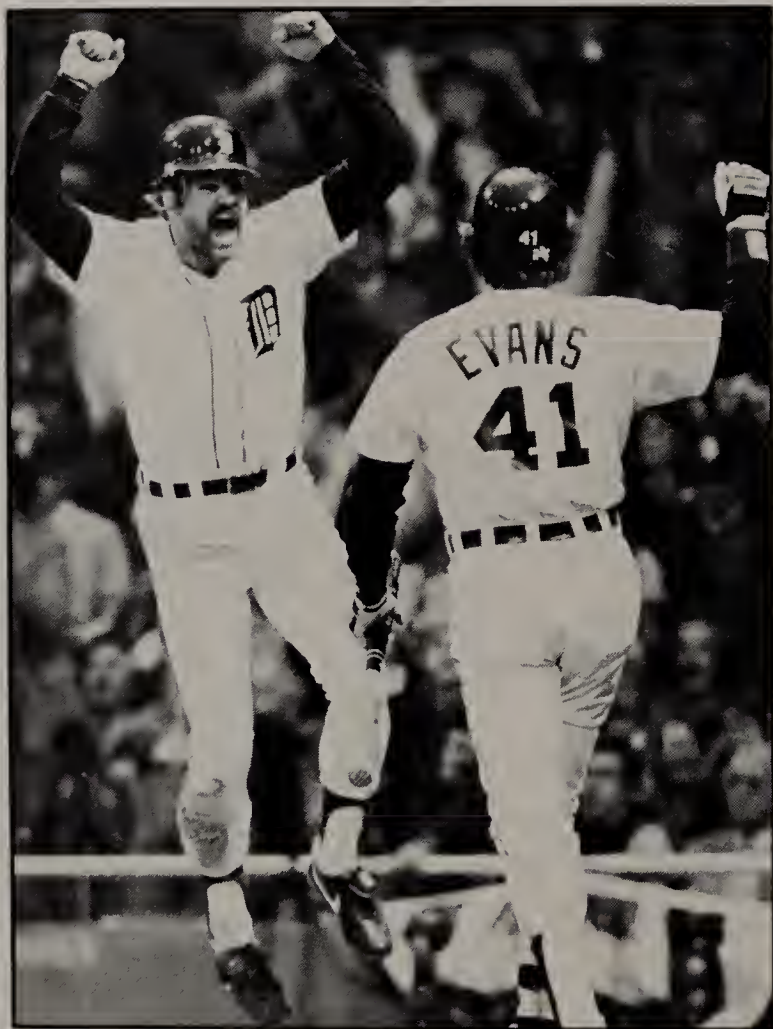
The Tigers' top-billing was challenged briefly in the National League, though, by the Chicago Cubs, the sentimental favorite for the N.L. World Series berth who had not appeared in the Fall Classic in forty-plus seasons. Alas, the San Diego Padres stood in Chicago's way and eliminated the Cubs in five games.

This set the stage for an anticlimactic World Series, where the Tigers' superior bullpen, spearheaded by fireman extraordinaire Willie Hernandez, extinguished the fires of the Padres' bat while Kirk Gibson and his Tiger teammates pasted the Padres' pitching staff, all of which resulted in the Motown Mashers' first championship since 1968.

Even though our Supersports show 1984 had only two acts left, the drama and excitement certainly did not wane with both the college and professional football seasons left.

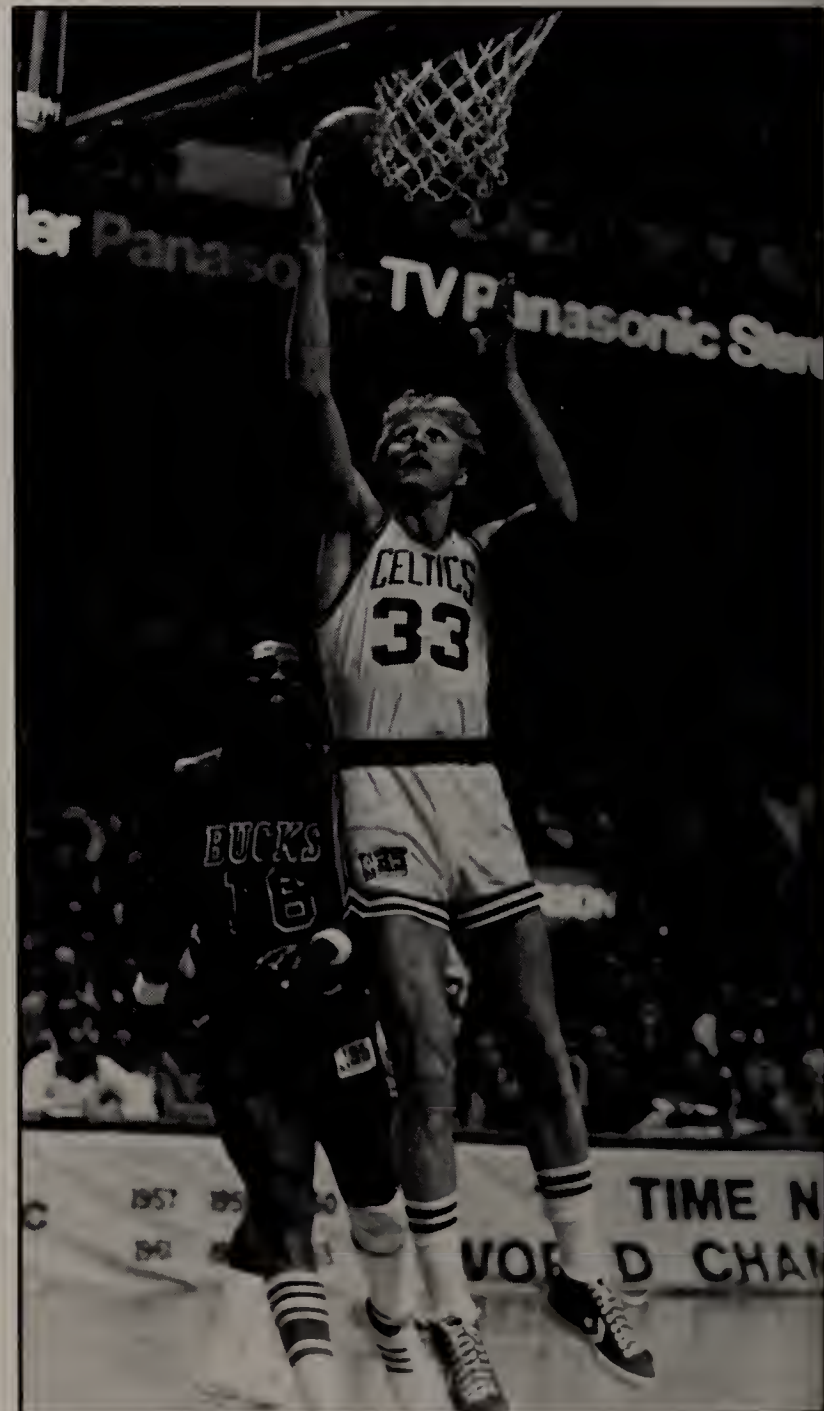


John McEnroe: The Tantrum Kid



The winning eye of the Tigers

Photo AP/Wide World Photos



Boston's best Bird

In college football, 1984 was the year of the Brigham Young University Cougars and Boston College's Doug Flutie. BYU finished the regular season with a 12-0 record, ranked number one in the nation; in the Holiday Bowl, the Cougars defeated Michigan to retain their number one status. Despite the urgings by college football purists that BYU played a weak schedule and did not appear in a major bowl, and therefore did not deserve the national championship, both the AP and the UPI polls voted Brigham Young number one.

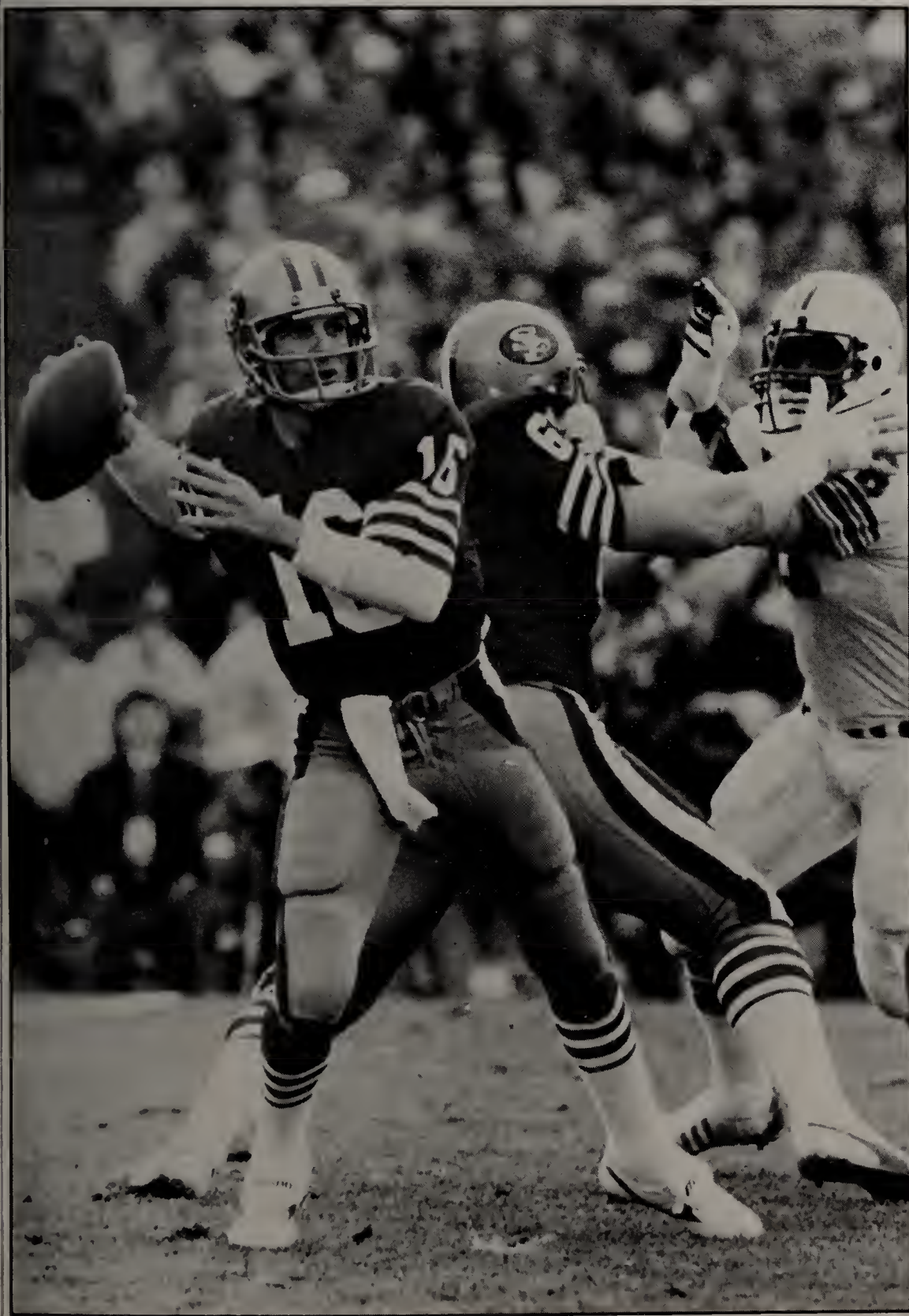
While this melodrama unfolded, a 5'9" quarterback known as Doug Flutie, whom no Division I college wanted out of high school, stole the limelight. Although the diminutive signal caller from Natick, MA set the NCAA Division I-A record for the most career passing yardage and total of-

fensive yardage, Flutie will be remembered most for winning the Heisman Trophy and for the "Miracle-over-Miami Pass." This touchdown pass, a 48-yard "Hail, Mary" bomb with six seconds left and his team trailing, propelled Flutie into the national spotlight and landed him a reported \$7 million pact with Donald Trump and his USFL team, the New Jersey Generals.

Capping our 1984 show is Super Bowl XIX, which featured the finest two teams in the NFL, the San Francisco Forty-Niners and the Miami Dolphins. The 49ers boasted a bruising defense and a complex offense, mixing short passes and a running game under the careful tutelage of field general Joe Montana. On the other side of the field, Miami possessed a long-range aerial assault that was directed by second-year signal caller par excellence Dan

Marino, who broke many regular season passing records while he mercilessly strafed enemy secondaries. Nonetheless, the axiom, "the best offense is a good defense" proved true as San Francisco rolled over Marino and Miami in the Super Bowl, 38-16, as the 49ers defense harpooned the seemingly indomitable Dolphin quarterback.

Well, that's the end of the 1984 edition of "The Wonderfully Wacky Wide World of Sports." Few could argue that it was not a show of shows. □



Super Bowl Superstar Joe Montana

Photo Newsweek



Photo AP/Wide World Photos

Doug Flutie: B.C.'s favorite Eagle

Campaign '84: Images And Issues

by John Fulginiti

“**O**ne last point,” he said, his squeaky voice getting higher and higher but showing no sign that he was about to make a large entry into American history books. “This is an exciting choice.” The audience was clapping uncontrollably as if the election had already been won, but it was only July and the intense campaign for president had barely even begun. “Let me say again, this is an exciting choice!” The audience in the Minnesota statehouse was now on their feet going wild, their eyes cast on the woman standing to the right of the rostrum. Unleashing a proud smile, Walter Mondale announced his running mate Geraldine Ferraro; the final stretch of the 1984 presidential campaign had officially begun.

With the announcement of a female running mate, it appeared that the road to the White House would be an exciting one. This, however, was not the case; after the Republican National Convention in August, the contest was never even close.

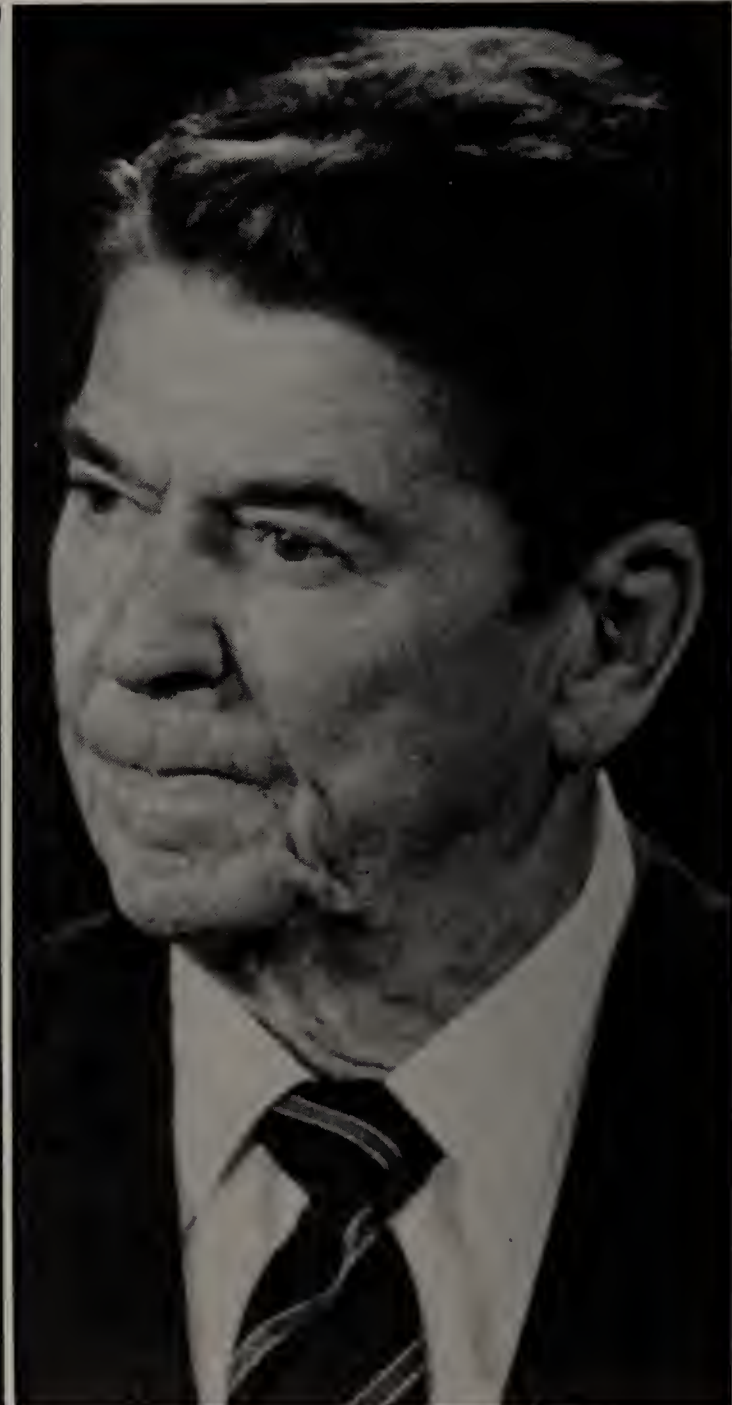
The Democratic ticket had a hard time getting its campaign on the right track after the press began to attack the cloudy financial records of Geraldine

Ferraro and her husband John Zaccaro. As national attention turned away from the political issues and toward the Ferraro-Zaccaro financial disclosure, the Democrats lost ground. The only chance Mondale and Ferraro had to close the fifteen percentage point gap was a flawless performance in their respective debates against Ronald Reagan and George Bush.

In the first of these nationally-televised debates, Mondale won points on style and substance. The most entertaining exchange in this debate occurred after Mondale claimed that Reagan, in a second term, would propose a tax increase that would harm Middle America. The President tried to reconstruct his key-line from the 1980 debate and said, “You know, I wasn’t going to say this at all, but I can’t help it: There you go again.”

Mondale, however, was totally prepared with a comeback. Turning toward Reagan, Mondale said, “Now Mr. President, you said, ‘There you go again.’ All right. Remember the last time you said that?” Mondale then reminded viewers that Reagan had used that famous line to deflect the charge that he would cut Medicare—and now the 1984 Democratic challenger added that after the election Reagan had proposed doing just that. “What are you going to do?” Mondale demanded.

Although Mondale won points, he needed a knockout to get back into the race. All eyes were now cast on the second and final presidential debate. If Mondale



Mondale was knowledgeable in the first debate, while Reagan appeared tired and confused.



Bush offered "help" with issues while Ferraro resented his "patronizing attitude."



Photo Newsweek

Sunbelt optimism

"America's best days are yet to come . . . You ain't seen nothin' yet."

—Reagan

could surface with a clear win, it might be a close contest in the last two weeks of the campaign.

The second debate was by far the most factually mucked-up debate ever held between two presidential candidates. Reagan delivered a couple of good one-liners, looked alert, and had the better camera angle. The conclusion was that Reagan won the debate and would easily win the election. □



Photo UPI/Bettmann Newsphotos

An issue that affects all



Photo Newsweek

Rallying '84

Here is our pledge to you: We're going to turn over to you an America that is free and a world that is at peace."

—Reagan

"This has become a battle for the soul of the party and for the future of this country."

—Mondale

Photo Newsweek



"Fightin' Fritz"

Tube Of Plenty

by Andy Levenstein

Television continues to play an important role in all of our lives, whether we are vegging out to *GH*, catching a favorite *M*A*S*H* rerun or laughing *Late Night with Letterman*. Aside from the ongoing successes of perennial favorites such as *Cheers*, *Dynasty* and *Hill Street Blues*, we saw two new tube trends this year.

The social issue theme made great strides on network programming as a string of TV movies openly explored previously taboo issues for television coverage. *The Burning Bed*, starring Farrah Fawcett, looked at the issue of wife-beating through the true story of a battered wife. Martin Sheen and Marlo Thomas played the unsuspecting parents of Barry Tubb in *Consenting Adult*, the story of a homosexual's fight for acceptance. *Not My Kid*, starring Viveka Davis, explored the problem of teenage drug abuse and showed some solutions and answers for concerned parents and adolescents. Zach Galligan and Molly Ringwald played teenage suicide victims in *Surviving*. *Something About Amelia* brought light to the gathering storm clouds around the issue of child molesting within the home, starring Ted Danson as the incestuous father. Other special presentations included a dramatization of the Atlanta child murders, a biography of Bobby Kennedy and a cultural history of the Jewish diaspora.

On the lighter side, the sit-com made a nice comeback this year. Having a long and celebrated history from *I Love Lucy* to *Taxi*, situation comedies went through a dry spell in recent years, producing a series of banal shows that caused many of us to switch our allegiances over to action shows, such as *Miami Vice*, and night-time soaps, such as *Knots Landing*.

In this year's TV season, however, the sit-com took on a different approach—to reflect our daily lives as they are instead of exaggerating outrageous situations. The best example of this, perhaps, is *The Cosby Show*. Besides good acting and interesting storylines, this show is a success simply by illustrating the very real emotional ups and downs of an American family.

Television, however, was not without controversy. Network coverage of the November election results continued to anger those who worried about the effects that known results in the East and Midwest might have on West Coast voters who still had three hours to go to the voting booths. In another area, the *Westmoreland v. CBS* trial brought to our attention the complex issues of television responsibility for accuracy, censorship and freedom of speech.

Despite its problems, the magic medium of TV remains an important part of our lives. It keeps our feet tapping with late night music video shows and puts our presidential and vice-presidential candidates under a personal microscope. There is still a lot of mindless programming on the airwaves today; more importantly, however, we can see that television can also provide unique perspectives on others' lives as well as our own. □

The Scintillating Cinema

by Christopher Zapulla

The films of 1984 were rich with fanfare for the common man. Directors and screen writers took ordinary people and placed them in extraordinary situations. The results were often spectacular.

Paris, Texas is perhaps at the top of the list. West German director Winn Wenders weaves an enthralling story of a man's tormented love for his wife and the quest for the love and respect of his son. Screen writer Sam Shepard has created an intricate triangle with Nastassja Kinski, Harry Dean Stanton and Hunter Carson. *Paris, Texas* is a captivating study of the human condition that will grow in stature as it ages.

A Soldier's Story is based on Charles Fuller's Pulitzer Prize-winning play. Set near the end of World War II, the film makes a strong comment on racism both inside and outside the black community. Producer Norman Jewison's film has great social value. He comments, "The satisfaction in making movies is that films are forever. A film made today can be seen again in the future, discovered and appreciated by a whole new generation."

Stranger than Paradise tells the story of three people—Eva, Willie and Eddie—searching for themselves and their place in the American dream. The film was shot by N.Y.U. students in black and white, with scenes divided by brief blackouts that director Jim Jarmusch uses masterfully. *Stranger than Paradise* is one of the most poignant and humorous films of the season.

Based on Pulitzer Prize-winning correspondent Sydney Schanberg's 1980 article, *The Killing Fields* stars Sam Waterson as Schanberg and Harry Ngor as Dith Pran. Schanberg calls the episode, "a story of war and friendship, of the anguish of a ruined country and of one man's will to life." Filmed with what producer David Puttman calls "operatic realism," *The Killing Fields* exemplifies the new war film. The film derives its title from the Cambodian phrase describing the fields where three million of the seven million Cambodians, killed by war or starvation, are piled up. *The Killing Fields* is unflinchingly gruesome and brutally honest.



Photos ABC

Photos CBS/ABC

Zach Galligan and Molly Ringwald in *Surviving*; Viveka Davis as drug abuser in *Not My Kid*; Barry Tubb coming to terms in *Consenting Adult*

On a scale of one to ten, *This is Spinal Tap* is an eleven. Director Rob Reiner's documentary takes us into the dressing rooms, on the road, and into the personal lives of one of rock 'n roll's most influential bands. The live concert performances of Big Bottom, Sex Form, Hell Hole and Stonehenge are classics now immortalized on film.

J.D. Richter and Earl MacRauch's epic satire, *The Adventures of Buckaroo Banzai Across the Eighth Dimension*, sweeps away the stale mustiness of trite adventure-comedies. The curtains open to reveal a world so dangerously imaginative and funny that it must be our own. Buckaroo Banzai (Peter Weller) is an orphaned physicist and neurosurgeon who leads his rock band, the Hong Kong Cavaliers, in an unrelenting fight against the forces of evil. In this adventure, we discover that Orson Welles' broadcast of the Martian's invasion of the earth via New Jersey was not a hoax; the Red Lectoids impatiently wait in Jersey for their chance to take over the earth.

The musical hits of the year, *Purple Rain* and *Stop Making Sense*, achieved what Woody Allen calls "the ultimate in heavyosity." It is the music that brings *Purple Rain* to life. In Prince's first movie, the androgenous rocker opens a new window for fans and voyeurs. This semi-autobiographical film explores the stylish and sleazy world of Minneapolis funk. With a soprano scream and shy smile, he bares his soul to the audience with his sexuality and electric passion.

Stop Making Sense is one of the most dynamic concert films of all time. Jonathan Demme has avoided the typical pitfalls that have trapped other concert films. David Byrne, the composer-writer and lead singer of the Talking Heads, performs with a euphoric energy that is unavoidably contagious.

David Lean's direction of E.M. Forster's *A Passage to India* proves that adaptations of novels to film are not inevitably below the standards of their literary counterparts. The film is the crowning jewel of the year-long gaze into the grandeur and mysticism of India. Starring Victor Banerjee, Sir Alec Guinness and Judy Davis, *A Passage to India* captures Forster's quintessential portrait of Indian wonder and British insecurity.

"Who you gonna call?" Ray Parker Jr. was asking millions of Americans this question in the summer of 1984, and they answered with a resounding "*Ghostbusters!*" The blockbuster summer film captivated audiences with its slapstick comedy and the inimitable humor of Bill Murray and Dan Ackroyd. Murray, in producing the film, played on America's fears and ambitions: ghosts in your home being elim-



The Breakfast Club

inated by entrepreneurial avengers who seek to make money using a novel idea and woo women at the same time. The popular theme song introduced the film at the beginning of the summer and propelled it throughout the season.

The Flamingo Kid was an entertaining film about Jeffrey Willis, a Brooklyn kid from a middle-class family, and his summer exposure to the rich country-club life of Long Island's posh Flamingo Club. Matt Dillon, in one of his best performances, plays an awkward, yet lovable character who falls for the luxurious fast-paced lifestyle of the club and its members. Needless to say, the Willises are shocked and hurt by their son's rejection of their values. At the close of the summer, Jeffrey comes to learn that all that glitters is not gold, thus affirming his family's beliefs in the value of money, hard work and education.

Eddie Murphy was back, but this time on the other side of the law. Or was he? The blockbuster film of the Christmas sea-



Beverly Hills Cop

son was *Beverly Hills Cop* with Murphy as an over-zealous and over-inquisitive undercover policeman from Detroit. Murphy displays his audacity and ingenuity as he enters one trouble-filled situation after another in Beverly Hills where he is investigating and avenging the suspicious death of a close friend and ex-convict. The audience is behind Murphy 100% as he breaks the law, disobeys his superior officers, and oversteps the boundaries of all protocol and predictable behavior.

The Jock, the Brain, the Weirdo, the Princess and the Criminal: five teenagers together for a nine-hour Saturday detention class. *The Breakfast Club*, starring



A Passage to India



Ghostbusters

Emilio Estevez, Anthony Michael Hall, Ally Sheedy, Molly Ringwald and Judd Nelson, proves that not all teenpix are painstakingly trite and inaccurate. Directed by John Hughes, the film takes a refreshingly realistic look at five stereotypical high school students from an affluent suburb of Chicago. Without oversimplifying the issues, Hughes presents an uncannily sensitive portrayal of teenage problems. *The Breakfast Club* combines outstanding performances from five fresh young stars with expert direction for one of the finest films of the year. □

The Rising Tide Of Terrorism

by Maxine Pitter

Terrorism is one of those trends that feeds on itself, on the press and on the effects it incurs on political moderates. The events over the past year have exemplified the rising tide of this trend throughout the world. Not immune from terrorism in the U.S., we have witnessed a voluntary ban on such reporting domestically.

But while the news was concentrating on a suicide car bombing and the disappearance of American citizens in Beirut, a Kuwaiti Airline hijacking in Iran and the near and accomplished assassinations of Margaret Thatcher and Indira Gandhi took place. Domestically, the F.B.I. continued training gangs of American terrorists who survive on bank robberies, aliases and elaborate networks of changing addresses.

September 27, 1984: A van evades the concrete obstacle course approaching the U.S. embassy in Beirut and its impact of explosives causes the building's facade to collapse, leaving twelve people dead and 75 wounded. Responsible for the blast is a division of the Islamic Jihad, who also claim responsibility for the disappearance of several American citizens from the area.



Aftermath of Direct Action

October 19, 1984: As British Prime Minister Margaret Thatcher emerges from the bathroom in her suite in the Grand Hotel in Brighton, England, a powerful bomb explodes four floors above, blowing a gap 30 feet deep and 15 feet wide in the side of the hotel. Four people, including a former Parliament member are killed and 34 are injured. The Irish Republican Army claims responsibility while warning of more attacks. They state their intentions to "kill the British Cabinet and the Tory warmongers."

November 7, 1984: On her way to an interview with Peter Ustinov, Indian Prime Minister Indira Gandhi greets her Sikh bodyguards at her official residence in New Delhi. Her most trusted security man, Beant Singh, suddenly draws a .38 revolver and shoots her three times. Another guard then fires an additional 30 rounds into her abdomen, chest and head. The sectarian violence which follows leaves another thousand Indians (mostly Sikhs) dead. Gandhi had been recently quoted saying "If I die tomorrow, every drop of my blood will invigorate the nation."



India's lost leader



Britain's Iron Lady



Beirut: Poor political policy . . .



. . . or honorable sacrifice?

Photo AP/Wide World Photos



International concern

Photo Newsweek

FAHNDUNG

Neue Mitglieder der „Rote Armee Fraktion“ (RAF)
Gegen folgende Personen besteht Haftbefehl wegen dringenden Verdachts der Mitgliedschaft in der terroristischen Vereinigung „Rote Armee Fraktion“:

 MCCORMACK, Sandra 28 Jahre, ca. 145 cm groß	 CULLEN, Andrew Alan 22 Jahre, ca. 175 cm groß	 STANLEY, Wolfgang Martin 24 Jahre, ca. 180 cm groß	 MCCORMACK, Alan Francis 28 Jahre, ca. 180 cm groß
 MCCORMACK, Sandra 28 Jahre, ca. 145 cm groß	 MCCORMACK, Sandra 28 Jahre, ca. 145 cm groß	 OLIVER, Andrea Marina 27 Jahre, ca. 170 cm groß	 MCCORMACK, Alan Francis 28 Jahre, ca. 180 cm groß

Wanted: Red Faction members

January, 1985: President Reagan severely condemns the wave of abortion clinic bombings throughout the nation. In four months, fifteen clinics are bombed, mostly in Florida and Washington, D.C. Kaye Wiggins, a confessed bomber, says that her action on Christmas Day was intended as a "gift to Jesus on his birthday."

January 25, 1985: French Defense Ministry Official Rene Audran is assassinated by several hit men. *Action Direct*, a French terrorist group, claims responsibility. This action taken by a group with known connections to West Germany's Red Army signals the reactivation of Europe's most feared and violent underground movement. □

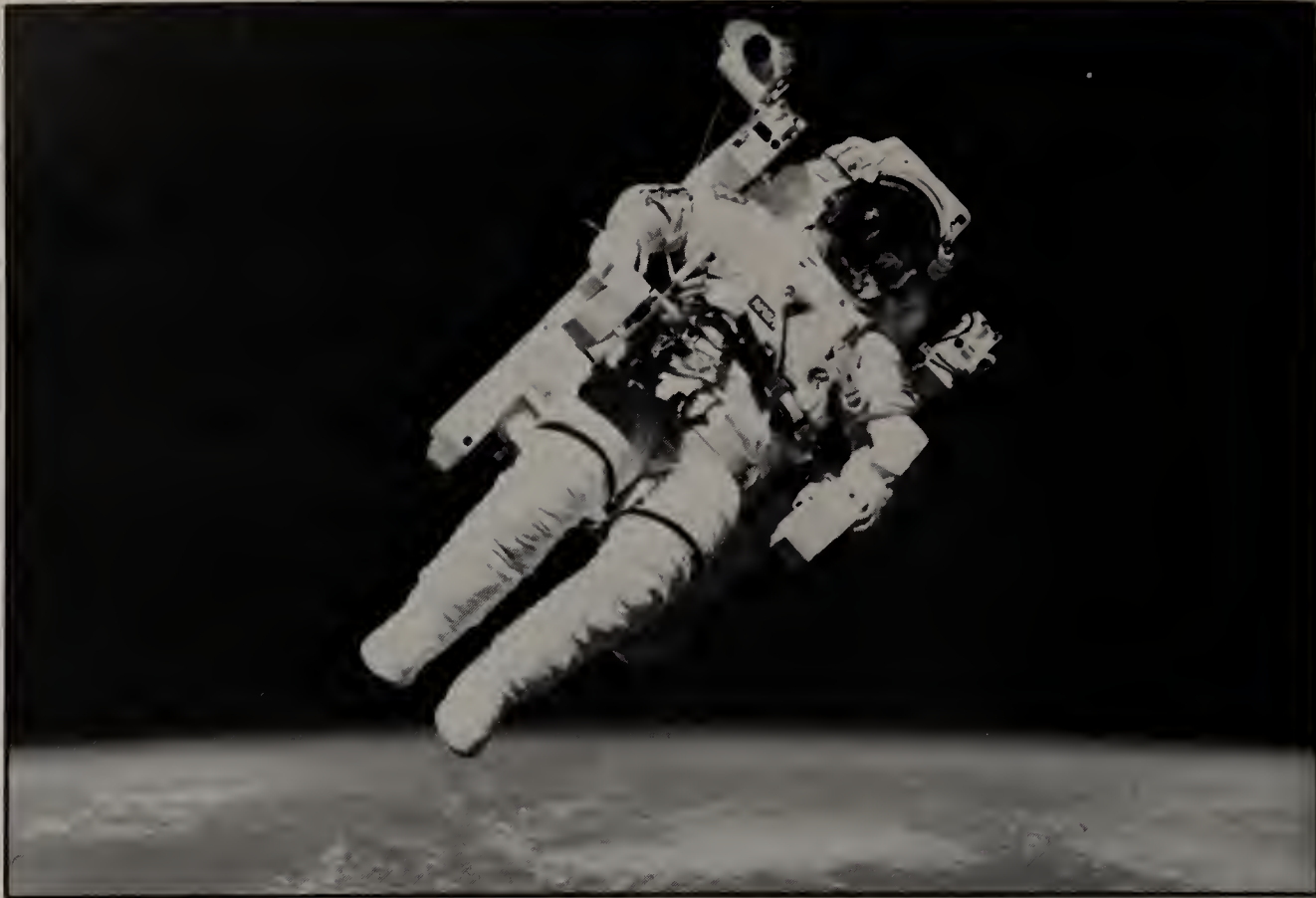
Photo Newsweek

Tufts In Space

by Steven Wilner

After 26 years of space research and travel, the United States is still displaying its supremacy. With the completion of Discovery's mission to "rescue" two errant space satellites, the astronauts demonstrated that "we can work in space in ways that we never imagined were possible." Perhaps the largest supporter of the modern space program is President Ronald Reagan. In fact, if he gets his way, the United States should have a permanent space station orbiting the earth by 1992. Beyond that, Reagan is looking toward a military "Star Wars" system of space-based missile defenses to protect the United States from nuclear attack. The announcement of Reagan's space defense system in August of 1984, calls for the commercialization of space. Reagan foresees gravity-free factories and even artwork erected in outer space in the near future. This is the first administration since the Kennedy Administration to follow such a vigorous program to explore and exploit the vast resources of space.

While Reagan does envision military



Making way for the new frontier

ends for space research, he insists that the real goals are peaceful ones. The commercial possibilities seem to be endless. Communication is clearly the most affected of all commercial industries. Satellites have the capability of sending anything from a phone call to a business letter around the globe almost instantly.

The weightless, germ-free environment which space offers, could be ideal for research and manufacture of certain drugs, namely insulin and interferon. According to James Rose, a research director at McDonnell Douglas, "For every new chemical



Rick Hauck: A far-reaching Jumbo

198 Space Program



Progress in space

Photo NASA

created on earth, we could make five in space." The economic benefits of space research are, therefore, obvious.

The space program has touched Tufts University in a much more personal way. A flag bearing the brown and blue college colors blasted into the "wild blue yonder" with the November 7, 1984 flight of the Space Shuttle Discovery. The flag was carried by Tufts alumnus Frederick Hauck.

Hauck, who also piloted the June 18, 1983 Challenger shuttle flight was rumored to have waved the Tufts flag in the direction of New England as he orbited the earth.

Space continues to be the new frontier for mankind. In all likelihood the "space race" for knowledge and accomplishment will continue far into the future. □



Photo NASA

Heart To Heart Technology

by Mariana Nacht

Loma Linda University Medical Center in Southern California was the site of major controversy last November when an infant just two weeks old, was given the heart of a baboon in order to sustain her life. Although Baby Fae was not the first person to receive the heart of an ape, the others had not survived more than four days after surgery.

Baby Fae suffered from hypoplastic left-heart syndrome, where the left side of the heart is seriously underdeveloped. Dr. Leonard Bailey, discouraged by the drastic shortage of human infant hearts, performed the xenograft. Bailey hoped that because the newborn's immune system was not fully developed, she would not reject the organ. However, two weeks after the surgery, Fae began to reject the heart, so the doctors increased her dosages of anti-rejection drugs. Baby Fae held on for another week until her kidney, and finally her heart failed. The transplant stirred up quite a commotion including protests from animal lovers who objected to the sacrifice of the monkey for what they felt was medical sensationalism.

Four weeks after the Baby Fae transplant, Dr. William C. DeVries was implanting an artificial heart into the body of William Schroeder. Schroeder, the 52-year-old from Jasper, Indiana was the second recipient of an artificial heart. In 1982 DeVries had performed the first implant on Barney Clark, a 61 year-old dentist from Des Moines, Washington. Clark survived 112 days with the plastic heart. He died of multiple organ failure although the plastic heart, which had sustained his life for more than 13 million beats, was still in good working order at the time of his death.

William Schroeder probably would not have lived through the weekend without Jarvik-7, his artificial heart. Jarvik-7 is about the size of a human heart and is powered by a 323-pound unit or by a portable eleven-pound unit which may be used for up to three hours a day and can be worn like a shoulder bag.

William Schroeder was drinking beer just four days after surgery. But, his recovery experienced a major setback when Schroeder suffered a stroke caused by a blood clot that formed in the artificial heart and travelled to his brain. His mobility and speech were upset for twenty-four hours but he recovered well. The Humana Corporation is paying for all of Schroeder's medical expenses and has said that it will finance ninety-nine more artificial heart transplants. □

Photo UPI/Bettmann Newsphotos



A new lease on life for William Schroeder

Living In A Musical World

by Jim Cullen

The most important musical force of our college years came not from Memphis or Liverpool but a television studio in Queens. It was there that music video on Music Television (MTV) was born in 1981, quickly establishing itself in the center of the record industry and the focal point of success for struggling artists.

It soon became apparent that music video was a mixed blessing. Visually literal, exploitative and repetitious, most work in the medium gave off an offensive message. In many cases, the way the musician *looked* was more important than how he *sounded*, making it difficult for talented artists who were not photogenic to even get recording contracts.

Nevertheless, condemning music video across the board would be like condemning the medium of film because of the junk Hollywood produces. The occasionally brilliant video by a true artist like David Bowie or Michael Jackson reminded viewers of music video's enormous potential. Furthermore, the advent of MTV helped shake up a moribund record industry by injecting fresh blood into radio by projecting new images onto a TV screen. It is doubtful, for example, that a band like Culture Club would have emerged as forcefully as it did without MTV, or that the erotic power of Prince's music would have ever reached as vast an audience without his electric stage presence in the essentially two-hour long video, *Purple Rain*.

The advent of video shifted pop music's emphasis away from the LP back to the single, resulting in an avalanche of arresting hits that dominated both AM and FM airwaves. Indeed, many albums became collections of hit singles: Michael Jackson's *Thriller*, Lionel Richie's *Can't Slow Down*, and Billy



The Boss: Better than ever

Joel's *An Innocent Man* each racked up at least five hits, while acts like Hall and Oates, the Police, Phil Collins, and Huey Lewis and the News enjoyed consistent chart success by crafting dance-oriented songs that sidestepped the direct political stances of sixties



Madonna: Material Girl



Cyndi Lauper: She Bops.



Photo Gilles Larrain (Columbia Records)



Billy Joel: Keepin' the Faith

music or the introspection of seventies music. When a "serious" band like the Talking Heads enjoyed a top ten single with "Burning Down the House," it became clear that times had changed.

Nevertheless, some social movements survived the advent of Reaganism and made inroads into pop music. Feminism, for example, finally penetrated a traditionally male dominated field as more women stopped merely singing and started writing and performing (though not yet producing) their own music. Some, like Chrissie Hynde of the Pretenders or Joan Jett of the Blackhearts, led male bands and performed with a style that challenged men on their own turf, while others like the GO-GO's and Cyndi Lauper asserted themselves by performing decidedly feminine songs. (Lauper's "Girls Just Want to Have Fun" is virtually a feminist anthem of the eighties, combining a new self confidence with declarations of independence that go back farther than many of us realized.) There was still room, however, for the coy shrewdness of Madonna, whose *Like a Virgin* reminded the listener that some women may still prefer manipulating men to being independent of them.

But if good pop music mirrors its day and age, great pop music transcends it, fus-

Photo David Gahr (Columbia Records)

Photo Poptown Records



Tufts' own Take Five

ing the present to the past and providing an inspiration for the future. Perhaps the greatest pop artist of our day is Bruce Springsteen, whose most recent albums (*The River*, *Nebraska* and *Born in the USA*) weld contemporary American struggles to larger American themes. In a

fragmented pop audience, Springsteen is the closest thing we have to an authentic rock 'n roll hero, of which the early Elvis Presley was the prototype. And what is Elvis Presley but the prototype of the American Dream? □

Feeding A Hungry World

by Susan Roth

What has seemed like an endless famine in northern Africa worsened in the past year as government and media attention focused on the tragedy in Ethiopia. The nation's unique situation stems not only from a prolonged lack of rainfall but also from complex political problems which have prevented it from assuaging its people's hunger even as thousands of metric tons of foreign grain pour into its ports.

Hundreds of thousands of Ethiopians from the civil war-torn northern provinces of Eritrea and Tigre have left their homes and traveled as long as eight weeks on foot to reach the borders of the Sudan, rapidly overwhelming Ethiopia's neighbors' scant resources. Although reports state that the exodus has been relatively "orderly," the Ethiopian government has reportedly attacked refugee columns with air force jets, as well as bombing villages and mining agricultural land in an effort to destroy the rebel guerillas who have set up rest stops for the refugees.

The Eritrean and Tigrean guerilla forces, each numbering about twenty thousand, claim that they control 85-90 percent of their respective provinces. While the percentages are negotiable, the government has clearly refused to distribute aid in areas labeled "unsafe" throughout the northern regions under guerilla control.

People who go to government centers for food distribution must show I.D. cards proving that they belong to state-controlled organizations, and according to the guerillas, most avoid these centers, fearing the draft or threat of relocation. The guerillas support the relief effort, but they lack access to supplies and transportation and the government continues to attack their efforts and accuse them of interfering with the government relief process.

Eritrean guerillas have been fighting with Ethiopian governments for twenty three years; those from Tigre joined in the struggle in the mid-seventies, intensifying insurgencies after the 1974 coup in which a Communist regime took power. The regime recently began enacting its plan to relocate 2.5 million people from the northern area to government-controlled parts of the southwest over the next decade, even though there is little food or shelter and



Faces of famine



Ethiopian emergency

much susceptibility to disease. The controversial long-term plan suggests that the government expects both the draught and the civil war to continue.

Despite continuing donations from the West, including grain shipments diverted from other destinations, the storehouses in Ethiopia seem to be continually empty. Relief agencies have never been busier here, especially Oxfam America, whose Boston office received donations totaling one million dollars a month last fall. The need is so great and so immediate, however, that all we send is still not enough and people are dying in the time it takes to ship the grain.

The regime estimates the need for 1985 at 1.2 million metric tons of grain, but pledged aid is still less than half of that amount. News reports noted significantly that the Soviet-backed government has received a total of only twenty thousand metric tons of rice from the Soviet Union while the United States sent eight thousand tons in December alone.

We have witnessed this year an intense politicalization of food and hunger on both international and domestic levels. The problem of world hunger even inspired three altruistic music creations whose proceeds went to Ethiopia's relief: one from Britain ("Do They Know It's Christmas?"), a second from the U.S. ("We Are the World"), and a third from Canada ("Tears Are Not Enough"). Meriting universal attention, the very human dilemma of alleviating world hunger reminds us both of our own nutritional wealth and our need to leave Tufts with some understanding of the complex and difficult world into which we will be thrust. □

Chemical Catastrophe

by Tom Bendheim

Could it happen in the United States?

That was the question many of us were asking in mid-December 1984 when the news and photos were coming to us from Bhopal, India where over 2,500 people died from a toxic gas leak at a Union Carbide plant. The number of casualties and the suffering of the victims were incomprehensible to sheltered Americans who could only contemplate the fragility of a human life and the fatal power of an industrial disaster. "Human progress had come up against human frailty," and the reaction at home was of fear, horror, grief and shock. We all knew that accidents do happen, but 2,500 innocent people dying a painful death because a chemical used to make pesticide leaked out of its storage tank is inexcusable and should have been prevented. We asked ourselves, how secure were the safety measures at the plant? Were the standards of safety the same as at a similar U.S. plant? And did we as Americans, and owners of the Union Carbide corporation, bear some of the responsibility for the disaster?

Bhopal, India, located 466 miles south of New Delhi, is an industrial city with a population of 672,000. The Union Carbide pesticide plant provided many jobs, and the pesticide produced provided more food for the aborigines. At 12:56 a.m. on Monday December 17, 1984, a tank containing 45 tons of methyl isocyanate, a deadly chemical used to make pesticides, leaked out of a faulty valve and formed a vapor that drifted toward Bhopal. In minutes, hundreds died as they slept while 200 others became gravely ill. The gas filled the lungs of thousands of local residents who died choking on the gas that had filled their lungs, a death equivalent to drowning. Others died of heart attacks. Those who suffered the most were children and old people whose lungs were either too small or too weak to withstand the poisonous gas.

The initial response of the Bhopal residents to the devastating slaughter was that it was a plague, a nuclear bomb, an earthquake, or even the end of the world. Thousands of people poured into the street gasping for air and scratching their burn-

ing eyes. It was a science fiction nightmare; the pictures sent to the U.S. were all too real and told the entire story by themselves. By the end of the week (12/21) the worst industrial disaster in history had taken 2,500 lives and caused 150,000 more to be treated for blindness, lung damage, concussions, paralysis and epilepsy, all caused by the lethal gas. The long term effects of the gas were serious and will afflict the survivors of Bhopal and their children for decades to come.

As animal and human corpses decomposed in the open air, Prime Minister Rajiv Gandhi (Indira's son) announced a \$4 million relief fund, and President Reagan sent a note expressing the grief which he and the American people shared. Meanwhile, Union Carbide Chairman Anderson flew to Bhopal where he was arrested for negligence, criminal corporate liability, and criminal conspiracy. Anderson, who claimed that safety standards in the U.S. plants are identical to those at the Bhopal plant, was eventually released on bail and returned to the U.S. Indian politicians were demanding compensation from Union Carbide commensurate with American standards for corporate disaster victims @ \$100,000 a person.

The Union Carbide disaster followed other industrial disasters of a similar nature in Taiwan and Mexico, together claiming a total of 485 lives. There is no

denying that industrial safety standards are often higher in the U.S. than developing countries, and many U.S. firms take advantage of this by producing precarious substances in these countries.

The Union Carbide plant had two automatic safety devices to prevent a leak if a tank were to rupture. Neither device worked, and it was discovered that the plant had been closed down two weeks before the accident and that the tanks and their pipes were under repair. Unfortunately, the plant had only one back-up alarm system instead of the four-stage alarm system required in the U.S. It is interesting to note that none of the workers inside the plant died from the fumes, while 2,500 people were killed outside the plant.

A surviving Bhopal farmer summed up the situation by saying, "We never understood why they would build a factory containing poison gas close to where people live. They could have gone out in the jungle where no one lives." Placing the plant in a populated area was wrong, but relaxing safety standards from the U.S. domestic requirements was inexcusable. Future accidents must be avoided at all costs. A human life is of equal value in all countries, and we must not let industrial progress take precedence over the safety of people from all lands. □

Photo Newsweek



Devastating disaster in Bhopal

Politicians That Prospered

by Wendy Thurm

Massachusetts has always been known as one of the most "liberal" states, and on election day. November 6, 1984, the voters held their previous pattern by electing John Kerry to the United States Senate and Ed Markey from Somerville to the U.S. House of Representatives. Both Kerry and Markey are well known in Massachusetts, especially in the Medford-Somerville area, for their liberal politics and views on nuclear arms, social services and foreign policy. By electing these politicians, the voters of Massachusetts gave these liberal policies a large stamp of approval. Why then did the voters of Massachusetts elect Ronald Reagan, the conservative presidential candidate? Reagan, with Massachusetts behind him by a narrow margin, achieved a landslide victory over Mondale leaving Mondale with only his home state of Minnesota for his electoral gains.

Both Markey and Kerry stand opposed to Reagan on most issues. We at Tufts were able to witness these disparities in opinion when Ed Markey visited the campus with Senator Alan Cranston (D-California) in October, 1984. In what started out as a plug for Markey in his home area, the session, with the help of Cranston, turned into a rally against the policies of Ronald Reagan and his conservative following. Students at the session asked questions concerning religion in government, nuclear arms, foreign policy in Central America, social security and taxes. The majority present in Cabot Auditorium that afternoon expressed enthusiasm at the answers given by Markey and Cranston. When students left the auditorium, many were heard saying "Kerry and Markey have my vote, but I'll probably vote for Reagan anyway."

What is it about our President that is so appealing to young people that they are able to overlook many of his policies with which they disagree? Most people will agree that Ronald Reagan is a master of communication, even though his message may not be in tune to the beliefs of many people. The majority of the people who voted for Ronald Reagan do agree with his stands on major issues, such as the need for a strong nuclear



Reagan gives thumbs-up for the next four years.

PHOTO BY / WIDE WORLD PHOTOS

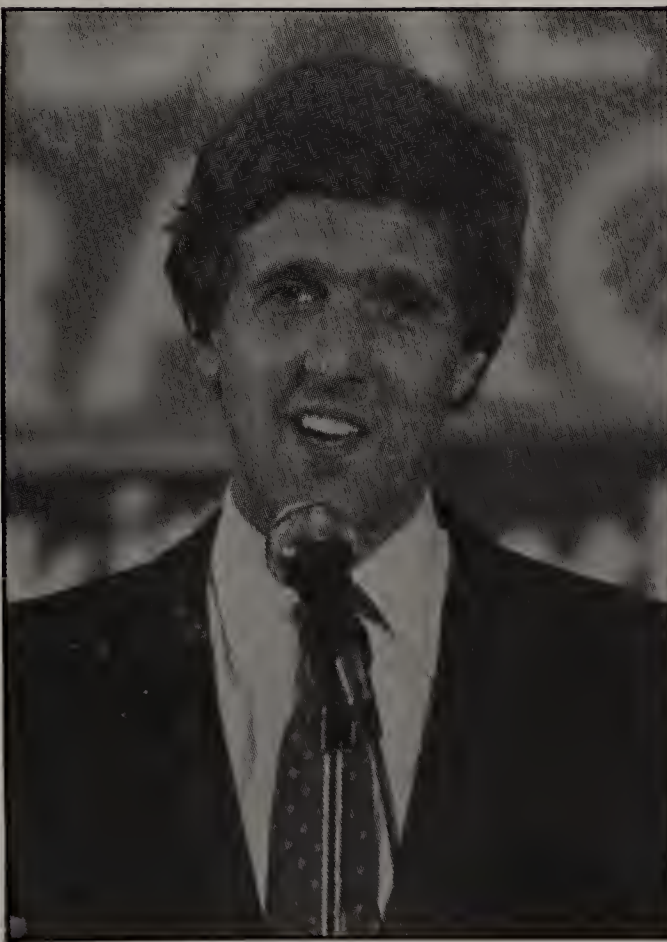


A New Beginning - Part II

PHOTO TUFTS OBSERVER



Tufts' Rep. Ed Markey



Kennedyesque John Kerry

Photo Staff Office

defense system, the need for budget cuts and a reduction in taxes. Some people, however, who are opposed to Reagan ideologically feel comfortable with his leadership abilities, his manhood, his parental image and his domestic economic policies. Furthermore, there is a reluctance on the part of many Americans to risk a change when things appear to be going well. This is corroborated by Reagan's mandate which he received from the majority of voters who were apparently better off in 1984 than they were in 1980.

The question remains, how will Reagan and his political stands conflict with the policies of Markey and Kerry? How will the national (and local) policies that prevail affect Tufts students and the Medford-Somerville community? The answers remain to be seen. □

Carrying A Big Stick: A Policy In Question

by Mark Feierstein

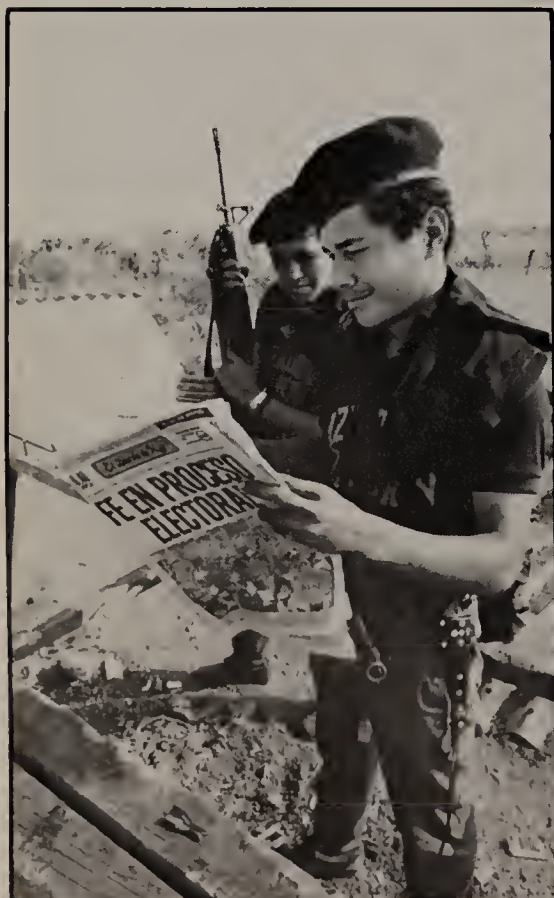
Congressional support for the Reagan Administration's policy in Central America diminished further this year as reports spread about the use of violence against civilians by the Contra rebels, referred to by the Administration as "freedom fighters." As the Administration prepared to lobby Congress in favor of resuming aid to the rebels and supplying El Salvador's government with additional military and economic aid, two developments in early 1985 put the Administration on the defensive and lent credence to its Congressional critics.

In January, the Administration announced that it was withdrawing from participation in the case brought against it by Nicaragua in the World Court. Nicaragua had asked the court to enjoin the U.S. from continuing its support of the rebels and to order the U.S. to pay monetary damages for such actions as the mining of the Nicaraguan harbors last year.

In February, a Congressional caucus accused the Administration of supplying "insufficient, misleading, and in some cases false information" on aid for El Salvador. The caucus report also indicated that U.S. involvement in Central America was greater than what the Administration had claimed. The report also documents that American personnel was selecting bombing targets for the Salvadoran army and suggested that the Administration had placed more than the Congressional limit of fifty-five advisors in El Salvador.

Meanwhile, there seemed to be no end in sight to the five-year old civil war that was wracking El Salvador. Negotiations between the Salvadoran government and the leftist guerillas began with high expectations, but the talks produced no concrete results.

The Reagan Administration continued to maintain that Soviet and Cuban subversion was the principal cause of the unrest in El Salvador. An opposing view was given by Robert White, former ambassador to El Salvador and a graduate of the Fletcher School of Law and Diplomacy, who told an audience in Cabot Auditorium that leftist guerillas in El Salvador are supported by many Salvadorans. □



Faith in the electoral process



José Napoleon Duarte

Covering Up From Tufts To Nicaragua

by Shep Englander

In early December, 1984, a group of administrators, commissioned by President Jean Mayer, released Tufts' first formal policy statement on recruiting by outside organizations. The statement was written in response to an October student demonstration which prevented a representative of the Central Intelligence Agency from carrying out a recruitment session on campus. The controversy grabbed national attention and forced questions such as "Can a governmental organization be a criminal organization?" and "What has been, is and should be the University's relationship with the C.I.A. on and off campus?" into the lives of almost everyone in the Tufts community. The new policy, however, appeared to many to be no clearer than the previous procedures which had allowed the conflict to spread.

The conflict began just after seven o'clock on the evening of October 3, 1984, when about two dozen juniors and seniors, most of them members of the Central America Committee, hurried into Jackson Gym. The protestors were easy to tell from those considering the C.I.A. as a career; the former students were not formally dressed and declined to sit. Some of the signs they held made references to such reported C.I.A. operations as its directing role in the restructuring of the Indonesian political scene in 1966 which resulted in the killing of half a million people; its engineering role in the overthrow of the elected government of Chile in 1973; and its training of and collaboration with secret police forces such as BOSS in South Africa.

Most of the protestors, however, condemned the Agency for its current funding of the much publicized "U.S. covert war" against Nicaragua. They mentioned that only a week earlier the U.S. Congress had charged the C.I.A. with violating both American and international law in Honduran guerilla training camps by distributing an instruction manual on "selectively neutralizing Nicaraguan officials." Though the protestors pressed together in a line which separated the recruiter from the seated students, arriving Tufts police officers advised Career Guidance and Placement Director Andrew Thompson not to have them removed. Some protestors ex-

Photos AP/Wide World—Time

plained that they felt obligated to respond to the C.I.A.'s currently silenced violence in Central America with loud nonviolence on their campus.

The protesting students handed out a one-page pamphlet entitled "The C.I.A.: Is it for You?" This served to remind students that open C.I.A. recruitment had been driven off the Tufts campus during the 1970's after similar protests. It also quoted John Stockwell, the highest ranking C.I.A. employee to resign from, and then make public his experiences with, the Agency. It reads as follows: "If you add up the toll of victims of these (C.I.A.) operations, you arrive at a minimum figure of one million people . . . (these operations) have made the U.S responsible for genocide in the Third World." Two weeks later, Stockwell was invited to speak on the Tufts campus by an unaffiliated organization.

On October 4, 1984, Dean of Students Bobbie Knable gathered the names of eight of the protestors from quotes they had given a *Tufts Daily* reporter the night before and requested their attendance at an "inquiry." Consequently, many faculty members signed a letter to Dean Knable affirming "sympathy with the outrage expressed by those students who prevented the C.I.A. recruiter from speaking on this campus on October 3rd. Contaminated at its conception by its embrace of Nazi and Fascist war criminals," the letter, which originated with Jerry Meldon of the Chemical Engineering department, continued, "and undaunted by the debacle it brought upon the people of Indochina, the Agency is again running amuck in Central America. The C.I.A. should not have been allowed on this campus."

In contrast, *The Primary Source*, a student-run conservative monthly, claimed that "to openly refuse to allow the C.I.A. representative to speak is criminal." President Jean Mayer issued a statement immediately after the protest announcing that, "The Administration has not in any way endorsed any actions of the C.I.A. in the past," but added that "this University is committed to the rights of free speech and will do whatever is necessary to safeguard them." Philosophy Professor Hugo Bedau, a renowned ethicist, explained in a radio interview the next day that the Tufts protest "was not an interruption of free speech," since the free exchange of ideas is neither intended nor possible at a C.I.A. recruitment meeting.

A letter released by Associate Dean of Students David Reitman accused the protestors of having "infringed on students' rights of access to information," while noting that "free access to information is not free speech, although they are often related." In the view of the protestors, legitimizing an organization which "consciously violates international and domestic law



Ex-agent John Stockwell

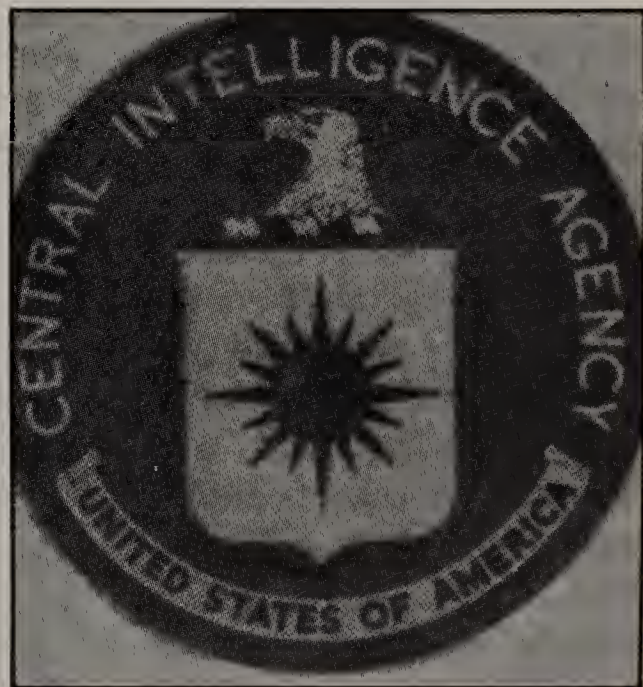
codes of morality" by bringing its recruitment process onto our campus was the *real* threat to Tufts' standards. They cited specific C.I.A. actions to illustrate the Agency's alleged disregard for academic freedom. Many of these had first been spotlighted five years earlier by Harvard President Derek Bok in his attempt to free Harvard from the "use of financial inducement or other means of persuasion . . . to cause professors and employees to enter into secret relationships."

Dean Reitman wrote that because he "respects the nature of the convictions that motivated the actions of the students . . . the panel feels that formal disciplinary action is not warranted at this time." *The Tufts Observer* responded to the compromise decision with a lead editorial entitled "A Meaningless Decision," questioning whether or not the University tacitly supports the protestors' message or if it "simply wants to prevent the issue from snowballing." In a subsequent meeting, Dean of Undergraduate Studies David Maxwell announced a ban on C.I.A. recruitment until a new Tufts policy was established; this decision was recinded by President Mayer two days later when national wire services picked up the story.

The main thrust of the statement to clarify Tufts' policy on recruitment which was released in December is that, "The University provides interview opportunities to all *bona fide* employers on an impartial basis." Mayer added to the statement that Tufts cannot "discriminate against the Federal government." *The Meridian*, Tufts' student-run liberal monthly, accused President Mayer of determining Tufts' standards single-handedly. It also indicated that underlying the Administra-

tion's apparent inability to articulate a policy which might discriminate against the C.I.A. were operational links between Tufts and the Agency. For example, The Scaife and Allegheny Foundations, which act as lobbying groups for the C.I.A., have provided the largest part of Fletcher's foundation backing since 1977, donating over \$1.5 million dollars. Amongst the faculty members who reportedly have worked with the C.I.A. was an Assistant to the Dean who served as a C.I.A. recruitment contact while also Tufts' International Student Advisor in the mid-seventies. Admiral Stansfield Turner, former C.I.A. Chief, has joined President Mayer on an advisory board to the Monsanto Corporation and on an advisory council at the Fletcher School. As director of the C.I.A. in 1978, Turner responded to President Bok's attempt to end C.I.A. infiltration at Harvard by saying that his agency would "do what it wanted on the Harvard campus." Turner has been quoted as saying that the C.I.A. "is in the business of break-

Photo D. Thornton



ing the law."

It is difficult to determine the extent or influence of these and other ties between Tufts and the C.I.A. as Tufts has not released any formal guidelines on how those guidelines are governed. According to the Winter '85 issue of *The National Reporter*, "A number of universities established such rules in the wake of congressional revelations in the 1970's about abuses in the C.I.A.'s academic relationships. Tufts was not one of them." President Mayer's response to the movement in 1981 was, "We will evolve a (comprehensive policy) out of the practical experiences, but at this point any rules would be premature." Although the University's policy on recruitment has now been formalized, the question of determining how the administration will decide whether an organization is consistent with community standards has still not been explained. □

Conflict And Conciliation

by Josh Bernstein

After the summer of 1984, U.S.-Soviet relations were possibly at the lowest point since World War II. Hostile rhetoric from both superpowers appeared in the press frequently, evoking fear and pessimism towards any type of mutual accord.

The recent tensions began with the U.S. deployment of Pershing and Cruise missiles in Western Europe, a move the Soviets tried desperately to prevent. In direct response to the U.S. action, the Soviets walked away from nuclear arms talks, and began testing ground-launched cruise missiles of their own. In June the U.S.S.R. invited the U.S. to discuss, among other issues, banning anti-satellite weapons in outer space, but these talks were axed when preconditions could not be agreed upon.

While the arms race raged, other events darkened the sky. Early in the summer, press reports that Russian Nobel Prize winner Andrei Sakharov and his wife Yelena Bonner were on a hunger strike brought pressure from the West for their release. The fact that the Soviets ignored these concerted efforts was a sign of just how hostile East-West relations were. This event awakened many Americans to the breaches of human rights in the U.S.S.R. and the vast differences between the two countries. A physicist and father of the Soviet hydrogen bomb who was once awarded the highest honors in the U.S.S.R. is now treated as a pariah, and his fate is still unknown to the public.

Americans may have been disturbed by the Sakharov protest, but they were bitterly disappointed by the next political cannonball: the boycott of the 1984 Olympics in Los Angeles by the Soviet State and its satellite countries. Claiming that L.A. was an "unsafe" place for its athletes, the Russians evened the score on Olympic boycotts, raising questions about the future of the supposed non-political Games.

Our own President did little to alleviate the tension between the superpowers. Finding it difficult to hide his feelings towards the Russians, Reagan has caused more than a little trouble. From calling them "The Evil Empire" to saying, "If they want to keep their Mickey Mouse system, that's okay," the President made it difficult for the

Photo Newsweek



Reagan's promise: "Good Will"



Photo Newsweek

Gromyko's attack: "U.S. Obstacles"

Soviets to negotiate seriously with him. On August 11, the quip that he had outlawed Russia, and would begin bombing in five minutes, reinforced the worst stereotypes of Reagan as the trigger-happy cowboy.

Nevertheless, in the fall of 1984, the Soviets did come back to the table, sending Foreign Minister Gromyko to meet with Reagan and Shultz. While nothing concrete was agreed upon, the fact that both sides were willing to talk was promising.

Finally, as Konstantin Chernenko had not been seen in public for several months, there was speculation that a third leadership change was imminent. In the forefront was Mikhail Gorbachev, a man who could set the course of Soviet policies for years to come. With the death of Chernenko in early March and the advent of Gorbachev, many foresee great changes with the younger leadership. However, it appears that the Soviets will remain adamant regarding arms control negotiations and policies throughout the world. Most feel that major changes and shifts in domestic and foreign policy are not as likely as many would like to see. With both nations virtual hostages to each other's nuclear arsenal, conciliation in the future is not only desirable but necessary. □

Living In A Material World

by Richard Gordon

Dressed to kill, dressed to the nines, and now . . . dressed for success. The Young Urban Professionals—the Yuppies—have arrived. Their motto is simple: “You can have it all — now.” A strong concern for money and material status, coupled with the realization that poverty and working for social good will never live up to their romantic promises, compose the

fundamental tenets of the Yuppie ethic.

When Keats said that, “Beauty is truth, truth beauty,” he had something else in mind other than Rolex watches and BMW’s. The Yuppies have turned much of the dynamism of the sixties and seventies inward onto their own lives. Assuming an income of \$40,000 or more from a professional or managerial position, a California marketing/research firm concluded that four million Americans between the ages of twenty-five and thirty-nine fit the description of a Yuppie. These individuals, the *creme fraiche* of America, are more than three times as likely as other Americans to have an American Express card, more than twice as likely to engage in physical-fitness activities, and twice as likely to be movie-goers. Yuppies are also frequent travellers, shuttling across the Atlantic to London for fine china, Florence for fine leather and Nice for fine tanning.

Yuppies have discovered a new realm in which to meditate: a state of “Transcendental Acquisition.” Buying up condominiums one week and selling them the next, replenishing their wardrobes on a bi-weekly basis and eating out every night are basics of the Yuppie image. “So central is the restaurant to the Yuppie lifestyle that a new cafe in a rundown neighborhood is often the initial sign of a Yuppie invasion,” commented *Newsweek* in a comprehensive study of a social phenomenon.

Most experts agree that to be a Yuppie one must be young, specifically a member of the baby boom generation. The term “Yuppie,” however, is considered inappropriate by some; “Yumpie,” or Young Upwardly Mobile Professional, is often thought to be more apropos. This definition calls attention to the distinction between a Yuppie and a Preppy: a Prep, having been born at the top, does not need to be upwardly mobile.

For Yuppies, life involves “balancing old values against new considerations.” While some Yuppies do not want money to rule their lives, most recognize what comforts money can bring and define themselves by what they own. Many Yuppies would like to think that their quest for higher incomes will bring them more than just another VCR; others have traded personal ideology for financial reasons. “If I thought it was a close election, I would not have voted for Mondale,” said one Boston Yuppie. “I had the best of both worlds. I could vote my conscience and still come out ahead financially.”

Yuppiness has become a way of life in the eighties in most of the big American cities. The Yuppie trend began in New York years ago as women in sneakers and business suits and men with attache cases and gym bags made their way to work. In recent years, Boston’s Back Bay has evolved into Yuppieville: the median age is twenty-eight, the neighborhood jacket Polo, the shades Vuarnet, the car Volvo.

Mixing work and pleasure is one of the few things that Yuppies consistently complain about. “Our professions have become very important to us, and we’re willing to perhaps sacrifice other things for them—marriage, families, free time, relaxation,” griped one Denver Yuppie. On the other hand, some are willing to accept that sacrifices that accompany a Yuppie lifestyle without complaining. “I guess this is a substitute for children,” said a Washington Yuppie as she lovingly fondled a bottle of Perrier Jouet. Although the work, power and money are undeniably gratifying, true Yuppies realize the limitations of their lifestyle. A Yuppie from Beacon Hill put it best: “We seem to be moving every minute. Too often we’re preoccupied with the destination, we forget the journey.” □



Photo Newsweek

Yuppies: Energy, optimism and a passion for urban living

Renewal And Renovations

by Amy Sessler

The opening of the campus center was only one example of the many rebuilding and renovation projects in the Boston area recently. The extension of the Red Line to Davis Square completed a project that began before any of us even visited Tufts as prospective freshmen, and it served as an impetus to upgrade the entire area. Local businesses and the Somerville Movie Theater joined forces to create a newer, cleaner appearance in Davis Square. Across from the T station stands a park, similar in style to the park across from Faneuil Hall, with life-like statues embodying the local environment.

In downtown Boston, Copley Place was completed. This combined shopping mall and hotel complex is magnificent. The huge structure of glass windows and ceilings, marble floors, and elaborate fountains and gardens adds much elegance to a very popular area of Boston. Stores such as Neiman-Marcus and Yves St. Laurent, and the new dance bar, The Commons, are some of the many new attractions that the renovated Hub offers.

Elsewhere in the U.S., the theme of renewal was reflected in the Statue of Liberty restoration project. Scaffolding now surrounds the Lady on Liberty Island in New York Harbor. Last summer, workers cleaned the 200,000 pounds of hand-hammered metal before treating it with an anti-corrosive material. Along with other improvements, the entire armature will be replaced with a modern alloy.

These physical enhancements, along with numerous other urban renewal projects, illustrate an optimistic outlook for new growth and development in our campus, community and country. □



A new look for the Lady and the campus

Photos AP/Wide World/R. Rodgers

Time In A Capsule

by Andy Levenstein

We find ourselves at a very strange, scary and exciting point in our lives. College graduation is our final break from prolonged adolescence of minimum responsibility and maximum privilege. After spending four years under the idealistic reins of academia, we are now asked by society to make it on our own "out there" in the "real world."

Sure, leaving Tufts is intimidating, but coming here was, too. The point is that the vast opportunities the Hill has offered now give us an incredible diversity of choice in what we do with our lives. Over time, we learn that it's okay not to have a plan-for-life cast in stone when we leave college. What we do have, however, is an awareness of ourselves and our world, and a perspective on how we may be able to contribute to its greatness.

We venture forth now into a world of jobs, cars, vacations and a consumer-oriented technology unmatched in U.S. histo-

What Was *In* On The Tufts Campus In 1984-85

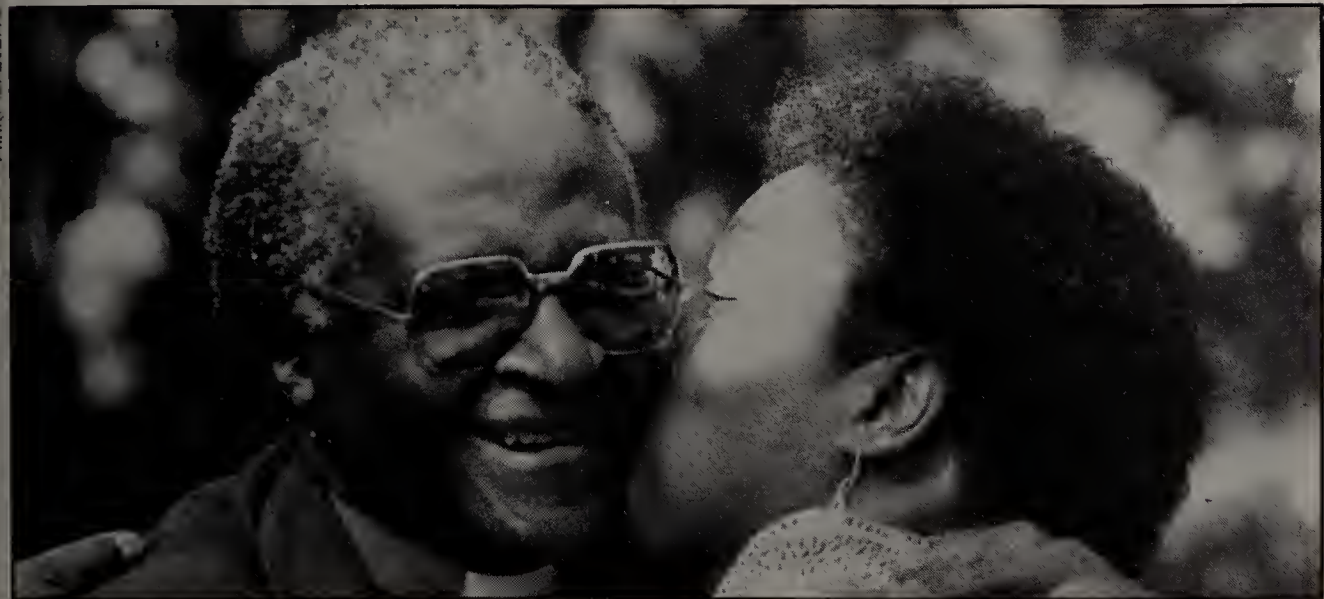
- Swatch Watches
- Sweater Vests
- Herrel's Ice Cream
- VCR's
- Dancing
- One-Pierced Ear
- The Campus Center
- Short Hair
- Marriage
- Nutrasweet
- High-Top Sneakers
- Madonna Hair Styles
- Coke
- Long Woolen Coats
- Black
- Croissants
- Nautilus
- Betty Mayer
- Answering Machines
- Sushi
- European Leather Coats
- Money
- Hair Clips
- Two-Night Stands
- Black Grenade "O" Bracelets
- The Bahamas
- Artificial Hearts
- "Women"
- Diet Coke
- Business



Band-Aid: British Cooperative Music

ry. We venture forth now, too, into a world of poverty, disease, political terror, and a have — have not gap of inhumanity, the widest ever known. Our challenge is one of compromise; of going for it all without forgetting those who may need our help.

Over 1200 of us came to Tufts in September 1981 with many different expectations. Now we leave with just as many different experiences. What bonds us together comes not from what we each did here, but rather, from the fact that it was here that we came into our own as individuals. This is why we will remember one another with a smile as we all go about tackling and enjoying life in our own way. □



Noble Peace Prize Winner Tutu

Photo K. Megagh



Stanley Kaplan

... And What Was Out

- | | |
|--------------------------|--------------------------------|
| Boy George | Brown House |
| Video Games | Smoking (All Kinds) |
| Steve's Ice Cream | The 20¢ Stamp |
| Happy Hours | Yuri Andropov |
| Bay Banks | Poverty |
| Two-Pierced Ears (A Set) | Chico's |
| Eaton | One Night Stands |
| Fluorescent Colors | Mike Behnke & Curtis Barnes |
| Tufts-In-Barcelona | Ft. Lauderdale |
| Walter Mondale | Financial Aid |
| Baby Watsons | "Girls" |
| Typewriters | The Harvard Square "T" Station |
| Tab | Princess Diana |
| General Hospital | |
| Racist Slurs | |
| The Jumbo Lounge | |
| Apathy | |

Subjectively Yours,
Tom Bendheim
Andy Levenstein



Graduation '85 Speaker Tip O'Neill

Photo Newsweek



Photo AP/Wide World

Vietnam Memorial

seniors





85 DAYS TIL GRADUATION!

PUB TONIGHT

The Best Of Tufts . . .

by Ellen Spirer

Best Guts: Sol Gittleman's Yid Lit and German 89, Jeanne Dillon's Italian Film, Jack Zarker's Greek and Roman Comedy: for laughs, for light and interesting reading, a social atmosphere, and great lecturing (and "gut" does not mean you won't learn) . . . **Ex-College** offers Tufts' most unique courses as well as freshman orientations and conferences. Also one of the friendliest department offices . . . **Tuesday nights at the Pub:** who says we only party on the weekends? Tuesdays are unofficial pub parties — you're guaranteed to know at least 5 (if not 50) people and if you can fight your way to the bar, the beer is cheap . . . **Lunch at Pound:** it may be crowded and the entrees may be mediocre (not to mention the Mexican paint-by-numbers on the back wall), but the upperclass atmosphere, fast service, and ice cream are worth it . . . **Proximity to Harvard Square:** most seniors have gotten over the competition with Harvard (the school) and learned to appreciate Harvard (the square). Tufts is only a 10-minute car, bus or subway ride from the East Coast's hotbed of intellectual activity, international cafes, used book and record stores, cheap restaurants. And the bars — from the Hong Kong to the upstairs at Casablanca — can't be beat . . . **Spring Fling and Apple Jam:** the best days on campus! The sun shines, fresbees fly, kegs flow, bands play, and Tufts students feel like they're at summer camp again . . . **The Goon Squad** just debuted our last semester, but the sincere effort to revive school spirit adds badly-needed enthusiasm to the stands . . . **Arena Theatre productions:** the Drama department does a superb job year after year, bringing well-acted and directed classics such as Chekhov's "Uncle Vanya" and Sartre's "No Exit" to Tufts . . . **Hodgdon Pizza** is, on good days, better than Espresso's or Domino's . . . **The Cannon:** in four years, nearly every campus group has painted the cannon at least once — it serves as a notice board, birthday card and political mouthpiece . . . **The Beelzebubs and Jackson Jills:** high quality a capella singing, whether in Cohen or Dewick . . . **WMFO-FM:** one of the few 24-hours-a-day, 365-days-a-year freeform radio stations left in the U.S., WMFO also provides broadcasting experience for students . . . **Campus Publications:** the *Daily*, the *Observer*, *Tufts Magazine*, *The Primary Source*, *The Meridian*, *Hemispheres*. The number and variety of publications is astounding for a school of Tufts' size (and the *Daily* is especially unique, as a college daily with one



of the smallest circulations in the U.S.). The competition among the publications makes them work even harder to excel . . . **Internships:** Dean Toupin's office can help any student find an internship in their field — the experience is invaluable . . . **Extra-curricular organizations:** 124 — count 'em! . . . **Tufts' size:** 4300 students — most of whom wouldn't want to be at a school any smaller or any larger . . . **Curtis Hall for breakfast:** Campus Center or no Campus Center, most seniors won't forget Curtis as the best breakfast spot on campus . . . **Rose of Hodgdon, Lil of Carmichael and all the other line ladies** who remember students' names, give advice on what to eat, and mother students with comments like, "You haven't been eating this week?" . . . **Tufts Nights at the Metro and at the Circus . . . Jumbo the elephant at Homecoming** (a real live mascot) . . . **the library roof . . . Best Housing:** small culture houses . . . **Programs Abroad:** whether on Tufts-sponsored programs or not, the opportunity to study abroad gives students a new perspective on the world, a new language, and a chance to earn credits for being a tourist . . . **Snowstorms:** cancelled classes, traying down the hill behind Ballou, cross-country skiing through the quad, snowball fights . . . **The Holiday Sing and Christmas Tree-Lighting Ceremony** behind Goddard every winter . . . **Best Classrooms:** Cabot Auditorium and the language lab . . . **Frisbee Golf . . . Cash Line** (Candlelight and Campus Center): for burgers and sandwiches to order, homemade cookies, milkshakes, etc . . . **Eaton Lounge:** for most seniors, Eaton has not been eclipsed by the Campus Center. TSR still serves the fastest cup of coffee (when there's no line), the TV is indispensable during finals, and the faculty-student ping pong games are now legendary . . . Finally, **Senior Week:** it's not just a drunken blur — seniors get rewarded by Tufts for their efforts (and four years of tuition payments) with activities, parties, lectures, and finally, a diploma. □

. . . And The Worst

by Ellen Spierer

Job Search and Pre-Professionalism: the obsession with landing a job by May unfortunately dominates too much of seniors' time. Resumes, interviews, cover letters, haircuts and suits become familiar (and dull) topics of conversation, and the importance of finding a career often overshadows the importance of getting an education . . . **Dining Services' coffee:** 6 years ago, *Boston* magazine listed Tufts' coffee as the worst in Boston — some things never change . . . **Parking:** on or off campus, parking is one of the biggest hassles at Tufts. Faced with Somerville guest parking regulations, Tufts' \$35 fee, and the unavailability of parking space in the whole Boston area, students wonder why they ever bothered to bring a car to school anyway . . . **Registration:** endless forms, long waits, trying to find professors to sign add/drops, and thinking up excuses for petition-dropping . . . **Study Space:** There is never enough study space, especially during finals. Without a doubt, the worst place to study is the Gott Room, from the first day of reading week to the last final. And the dual temperature control in Wessell — tropical or arctic — doesn't make it any easier . . . **Housing:** the lottery system screws over every student at least once, and juniors suffer the most unfairly. The housing office's inflexibility of rules makes living off-campus even more desirable . . . **Worst dorm: Hodgdon . . . Athletic facilities:** Cousens Gym is a shambles; Ellis Oval needs drastic improvements; the tennis courts are pathetic; and teams are underfunded. A disgrace . . . **The Bookstore:** high prices, a lack of used books, late arrivals, and a horrible selection of insignia clothing . . . **The climb up Memorial Steps** (especially when late for class) . . . **Worst classrooms: Braker 001 and Eaton 134 . . . Murals in Wessell:** five stoned seniors could produce better artwork . . . **Social Policy:** 1 a.m. is a ridiculously early hour for closing parties, registering parties is a farce (and what's the difference between a beer ball and a keg?) — sometimes we wonder if they want us to have any fun . . . **Returning from vacation:** It's hard enough to come back to classes and homework but the inane small talk is the worst: "Did you have a good break? Where did you go? Did you have fun?" And all those Florida tans in March . . . **Eaton Parties . . . Extended Blocks:** One and a half hours of lecture is pushing it, 3 hours is sheer torture . . . **Freshman Orientation Week . . . Gang showers in Carmichael . . . Exam period:** the worst week at

Tufts — there is no need to describe it, we all know how awful it is . . . **The smell in Eaton** before, during and especially after parties . . . **Tufts in the rain:** mud everywhere! . . . **Relations with the Medford and Somerville communities:** blame can be placed on both sides — Tufts students are guilty of arrogance and apathy towards their neighbors, while some local residents continue to harrass students, crash parties, and commit burglaries. Clearly, relations need to be improved . . . **Typos in the Observer . . . Laboratory facilities . . . and picking your last semester's courses:** trying to fulfill requirements, fit in that course you've always wanted to take, and not wind up with 8:30's. Perhaps the hardest part is realizing how fast time went and wondering how much you've learned in four years . . . □



Before The "Real World"

by Steven Wilner

It is hard to reflect on our senior year at Tufts University without conjuring memories of good times, pressured times and strong bonds of friendship.

As the summer before senior year ended, we arrived at Tufts for the fourth, and hopefully, final time. Our experience showed: we knew not to drive near campus when freshmen arrived; lines at the Bookstore became routine; our schedules were already completed; and many dropped their meal plans (if not entirely, then almost certainly to the five meal minimum). Those who lived in apartments near campus arrived early to do house cleaning and some interior redecorating. The others, who lived in co-ops and singles on campus, arrived just in time to attend house-warming parties in their newly cleaned and redecorated off-campus apartments.

We all returned to Tufts expecting a "great" senior year. Many of us came back from spending the junior year abroad and had to reacquaint ourselves with Tufts friends and procedures. Even students who remained stateside were burdened with the task of collecting new phone numbers and addresses. As seniors, most felt entitled to be free of studying and academic responsibility. It was not long, however, before the job search became a reality.

Seemingly eons in the future, the "real world" was closer than most wanted to admit. Those looking for jobs had to write resumes "and submit fifteen copies to CG&P forty-eight hours before their first interview." Future graduate students had to write personal statements and become friends with their professors in order to get favorable recommendations.

By mid-semester the pressure was really on. Midterms and papers had to be scheduled around application deadlines and job interviews. We soon realized that this was by no means the "easy" semester we had expected.

In addition, as seniors there was an immense amount of social pressure on students. Tufts' new social policy was a cause for concern. As a class we were confronted with the last "Happy Hour" in the state of Massachusetts. The prospect of no Spring Fling seemed almost possible. It seemed, however, that the biggest pressure of all was finding a date for the Senior Gala which was only seven months in the future. Amidst all of this academic and social pressure we still found time to eat and

sleep.

We found that our mid-semester vacations had lost the importance they had once had. Thanksgiving break seemed more like a hectic four-day weekend than a vacation. Again our experience showed as we did not even bother to bring books home; we knew better. Our time at Tufts was running out and we all wanted to make the most of it.

Those of us who were still on the meal plan, returned from Thanksgiving break to find our meal cards already on week 13. Eating at Pound was no longer a major event. Seniors not on the meal plan had honed their culinary skills after months of trial-and-error meals in off-campus kitchens. Still others subsisted on a steady diet of Jay's and McDonald's.

As finals approached, even the most studious of seniors began making plans for Christmas break, Spring break and for some, even post-graduation trips. Our last Christmas break would be filled with job interviews, grad school interviews and waiting by the mailbox for some sign of our life after Tufts. We also said goodbye to a small group of friends who graduated in December.

Upon returning to Tufts in January, we found the first major improvement to the campus since Cabot opened during our freshman year: the Elizabeth Van Huysen Mayer Campus Center was ready for use. Tufts now had a central gathering place. Curtis Snack Bar, Dewick Snack Bar and the TSR Newstand (known now as the Rez) were all relocated in the new campus center.

Academically, we opted for the "gut" semester. For many, German Expressionism was standard fare. One thing was certain: we all tried to ease the load for our last semester at Tufts.

As the semester wound to a close we were hit with a feeling of nostalgia. Everything we did at Tufts was considered to be our last collegiate endeavour; our last Spring break, our last midterm exams, our Spring Fling, all-nighters . . .

While we were concerned with our own futures, we realized that we would be together as a class only a few more times. We enjoyed Senior Class "get-togethers" and Class Day. When we had taken our finals, we had at last reached the end.

Senior week was upon us—the last six days that we would spend together as a class. Cliques were non-existent as we saw the Boston Pops, went to the Clambake and, of course, the Gala. It was an exhausting week but there was much to look back on and so much to look forward to. The reality was, however, that we would probably lose contact with all but our closest friends. Our experiences, academic and social, will always be a valuable part of our lives. □



THIS COULD BE YOUR NEW
ALMA MATER!

\$14,933

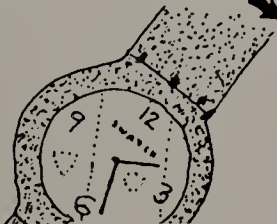
SUCH A BARGAIN!!!

TO THE TUNE OF "MATERIAL GIRL"
BY MADONNA

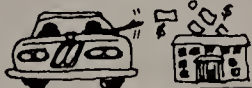
IT'S "NOT TOO STATELY!"

IT'S NEW! IT'S EXCITING!

I'VE GOT GUESS JEANS
AND A BLACK SWATCH -
I THINK THEY'RE OK -
GOT MY BMW, I
DIDN'T HAVE TO PAY!



I LOVE MILLER, I LOVE HOUSTON,
TO LIVE UPHILL I'D FIGHT -
THAT'S RIGHT!
EATING HERE IN CARMICHAEL'S
LIKE BLOOMINGDALE'S EACH NIGHT!



CHORUS:
CAUSE WE ARE LIVING
IN A MATERIAL WORLD
AND THIS IS A MATERIAL SCHOOL!
(REPEAT)

↓
SPRING BREAK'S COMIN' UP REAL SOON,
A TAN IS ALL I ASK...
IF I CAN'T GO TO SOME FAR ISLAND
I'LL HAVE TO WEAR A MASK!
(REPEAT CHORUS)



TRY IT - IT'S MARCHABLE!

IT'S EVEN DANCEABLE!

WE'RE FROM GREAT NECK -
WE'RE FROM NEWTON -
OF THIS WE ARE
QUITE PROUD!
'CAUSE THIS IS WHAT
JUSTIFIES OUR
WHINING OH SO LOUD!
(CHORUS REPEAT)



J. FEDERMAN

Jon Federman

After Tufts

by Karen Plants

The class of 1985 was divided during their final year between those who knew what they were doing P.T. (Post Tufts) and those who wore the "Don't Ask" buttons distributed by the class of 1983.

Everyone visited Career Guidance to pick up pamphlets on how to write a resume and set up interviews. Engineers strode into Bolles House confident that June would bring them large salaries in manual labor occupations. They allowed companies to fly them to California and Texas for interviews knowing full well that they would end up working in Waltham. These former engineering students perpetuated the rivalry against liberal arts students by creating robots to fill any job for which a graduate with a B.A. would qualify. While engineers boasted early offers and high salaries, liberal arts graduates kept an eye on the unemployment rate.

To put off having to find a job immediately after May 19th, seniors made plans to invade Europe after graduation instead. Amid jokes that McDonald's was still hiring, "leisure" arts students (as they were known to engineers) wondered for which if any jobs they would be qualified. They sent resumes to every connection their parents had. Many discovered that four years at Tufts prepared them to be waitresses, bank tellers and retail clerks.

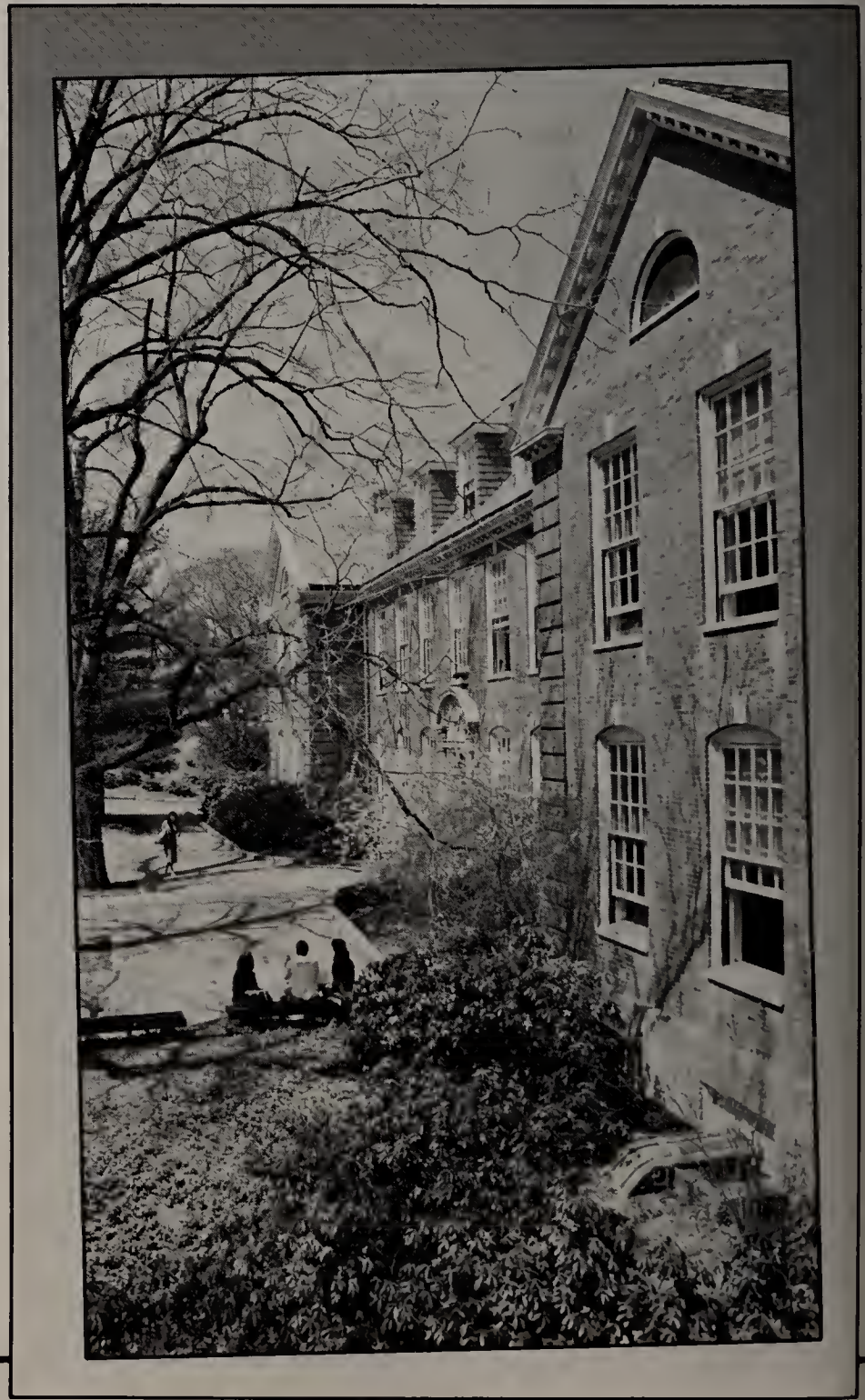
After hours of Stanley Kaplan and months of filling out applications, many students set their sights on graduate school. They pursued graduate degrees not only in law, business and medicine but physics, international relations and psychology. Although some wanted to be doctors, lawyers and teachers, others just wanted to delay entering the real world for a few more years.

Everyone fell victim to the latest fad: After Tufts. The Yuppie syndrome knew no major nor sex; all became upwardly mobile. Brooks Brothers suits and Sony Walkmen became necessities for the first job much the same way that Levi's and L.L. Bean boots were musts for Tufts. And, eventually, everyone finally got their own American Express Card.

Graduation from Tufts had profound changes on everyone's life. Thursday night no longer started the weekend and people began to socialize before 11 p.m. Daytime soaps had to be missed and getting sick at the Hong Kong had to be forgone for Friday Happy Hours. Instead of watching people study in the

observe room, people looked at each other working out at health clubs.

Finally, the real question seniors had concerning their future lives after Tufts was not where they would live or what they would do, but how they would live without the original Steve's Ice Cream. □







Brad Aaron
Richard Abedon
Nancy Abrahams
Valerie Acrès



Steven Adelman
Joseph Adelstein
Nicholas Agretelis
William Aiken Jr.



Harry Ainsworth
Walid Ali Dimirzi
Eliza Alexander
John Aliapoulous
Sassan Alizadeh

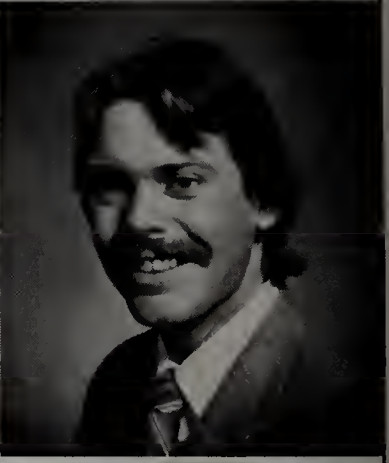
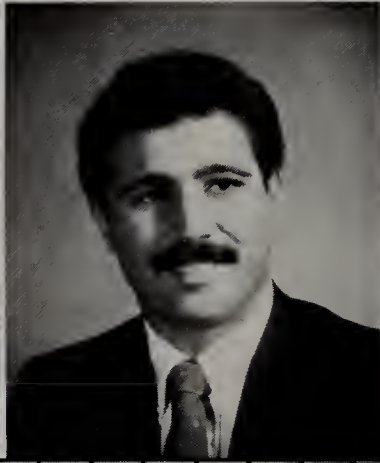
Timothy Allinson
Elisa Alter
Neil Ambrose
Eric Anderman
Jodye Anzalotta



Beth Apter
Wendi Ash
Julia Ashford
Maria Asis



Richard Askenazy
Thomas Assad
Joseph August
Jeffrey Ayres





Hank Azaria
 Dean Azzam
 Karen Bacardi
 Paul Bailin
 John Baker



Rosalyn Baker
 Sara Baker
 Weston Baker
 Suzanne Balise
 Mark Bamford

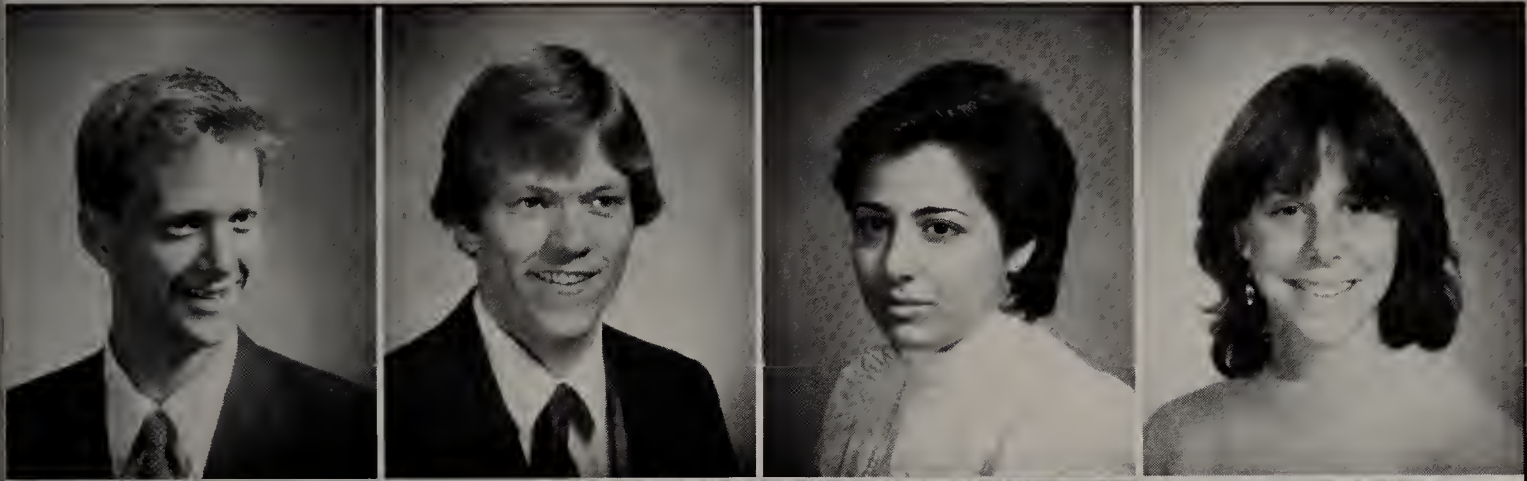


John Banas
 Sarah Bard
 Michele Bard
 Joel Barshak
 Luanne Bates



Scott Batty
 Dominique Baudry
 Susan Bauerfeind
 Berry Baxter
 Allise Bayer





Daniel Beard
Scott Beardsley
Marina Lyn Beckhard
Elizabeth Bedell



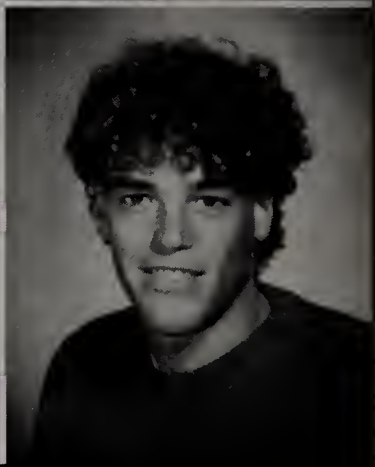
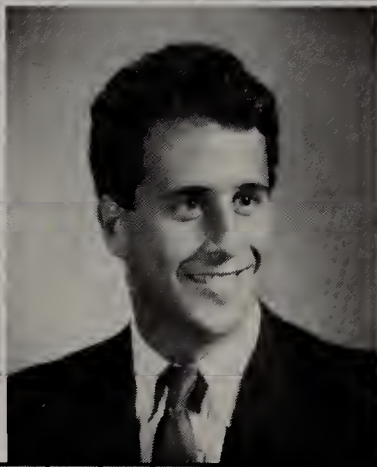
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Lynn Benansti
Thomas Bendheim
John Benfatto

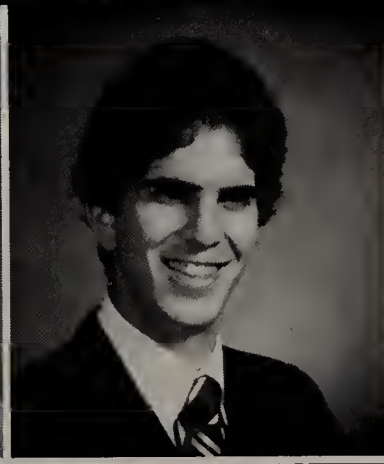


Julie Benjamin
Jefferey Bennett
M. Toscan Bennett
Martha Beretta
Lori Berkowitz



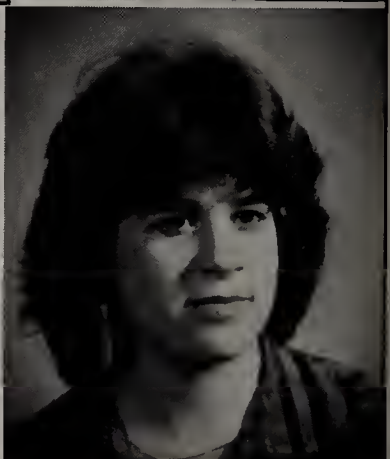
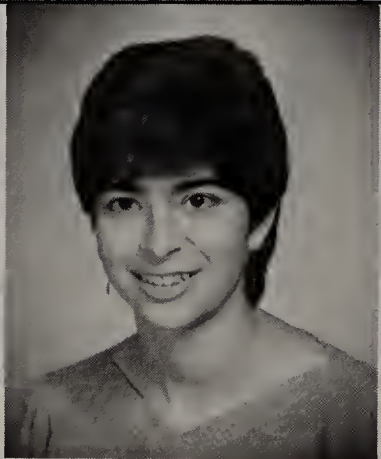
Stacy Berman
Joshua Bernstein
Josephine Berrafati
David Bertonazzi
Diane Bessette





Chiranuj Bhirombhakdi
John Bianchi
Elizabeth Bieler
Stuart Birger

Ronald Blackburn
Charles Blanc
Simona Blau
David Bloom



Kenneth Bloom
Margaret Bloomfield
Daniel Blumberg
Deborah Blumenthal



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Karen Bonuck



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Peter Boonstra
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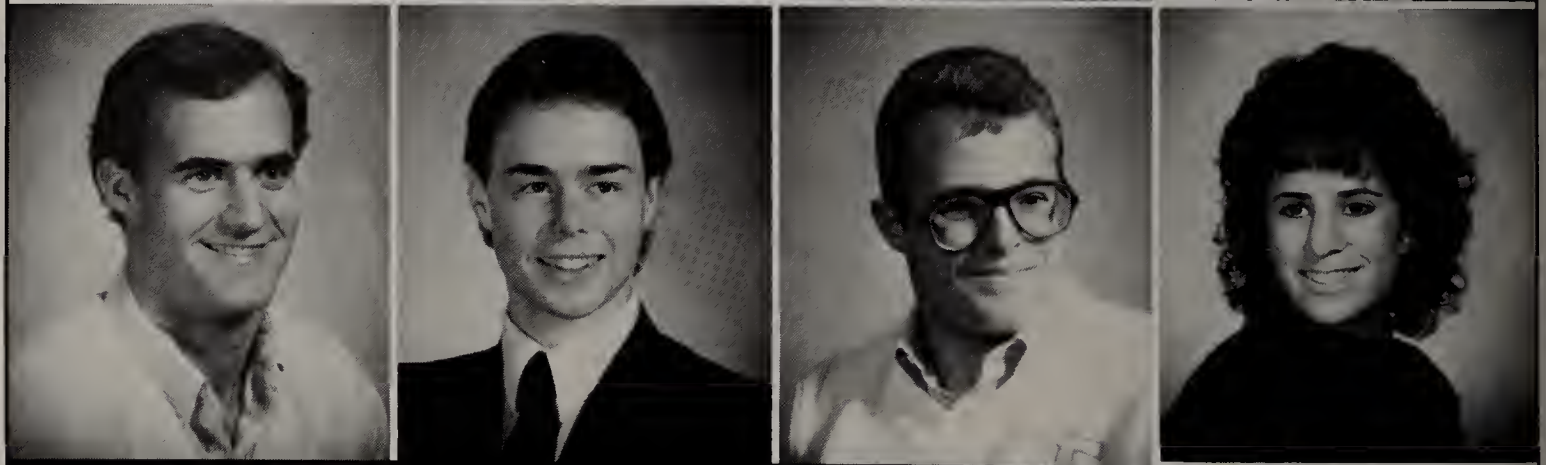
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Susan Bornstein
Rebecca Bourgoin
Janet Bowdan
Ruth Boyden



Chris Brady
Paul Brandes
John Brault
Richard Bren



David Briggs
Howard Brightman
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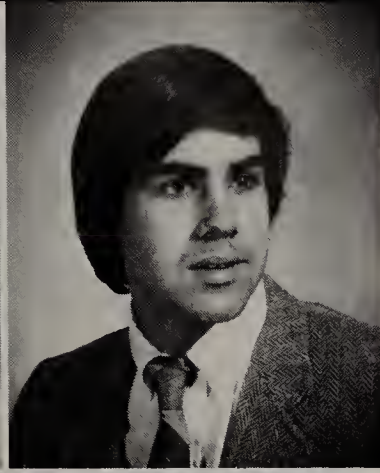


Margaret Buckley
 Mary Buckley
 Ira Burkemper
 Thomas Butler
 Christine Button



Karen Buys
 Sarah Byck
 Diana Bytnar
 Maria Calderon
 Heather Callahan





Joseph Callahan
Lisa Campbell
Ann Cannistraro
David Cantor



Kathleen Canty
Wendy Carlson
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Karen Carrabes
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Jefferson Cavaliere



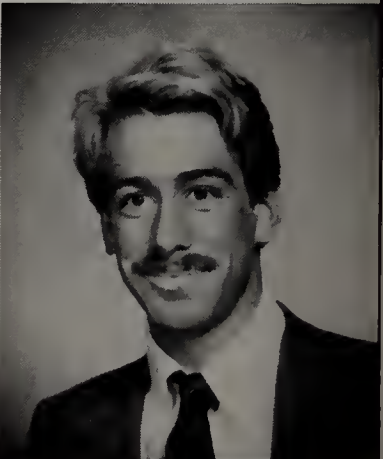
Salvatore Cerchio
Andrew Chaban
Edward Chaiban
Joseph Chamberlain
Pen-Hau Chang





Christopher Chen
Alice Child
Jack Chitayat
Nanda Chitre

Charles Cho
Lori Chobanian
Henry Choi
Donna Chu



James Ciccone
Colette Ciregna
Elizabeth Clain
David Clark



Julia Clark
Theodore Clark
Maureen Cleveland
Kelly Cochrane



Elizabeth Coco
Andrew Cohen
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Arieh Coll
Paul Collins
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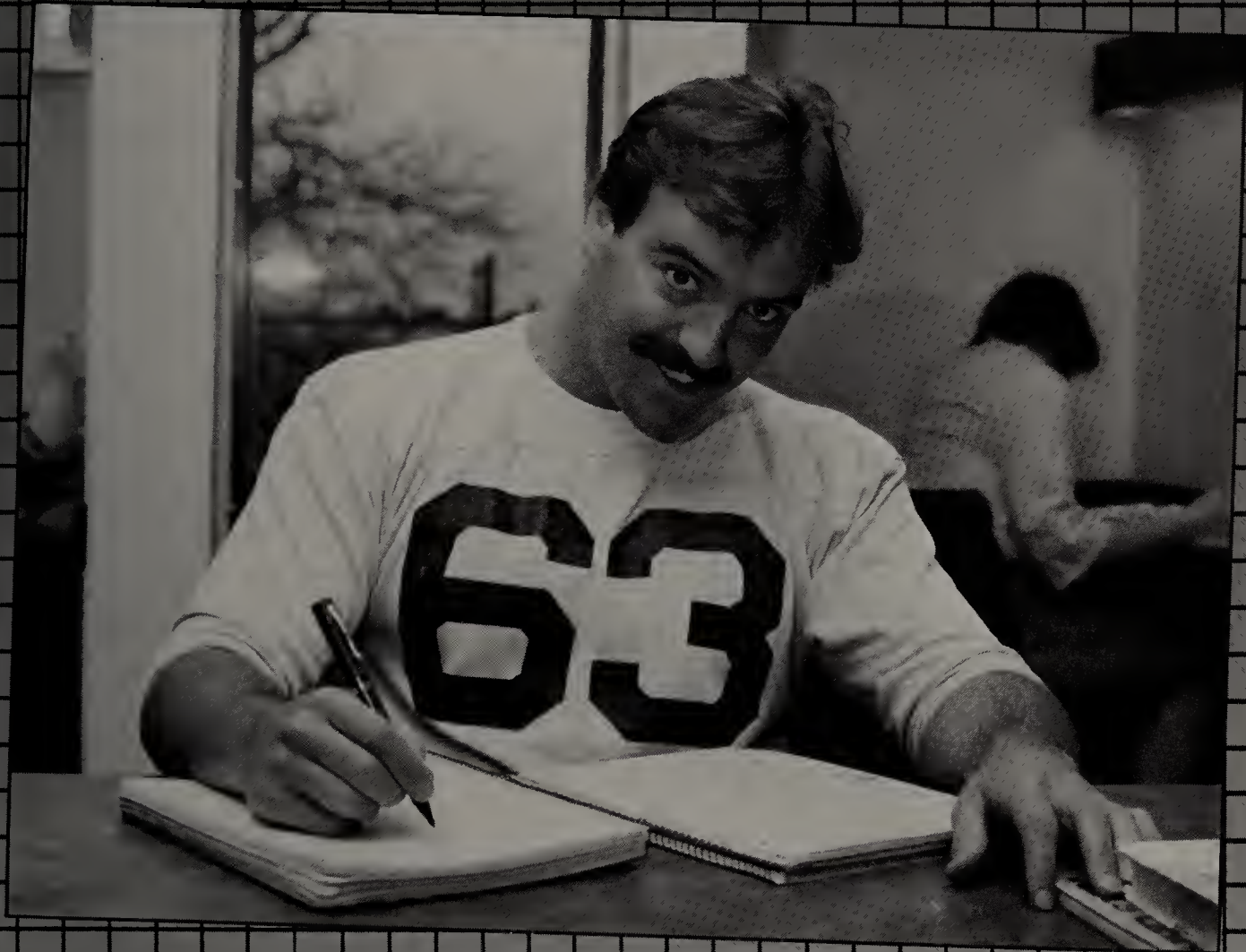


Kevin Cooke
Ellen Corliss
Lisa Coroa
Marc Corrado



Colette Corry
Therese Coste
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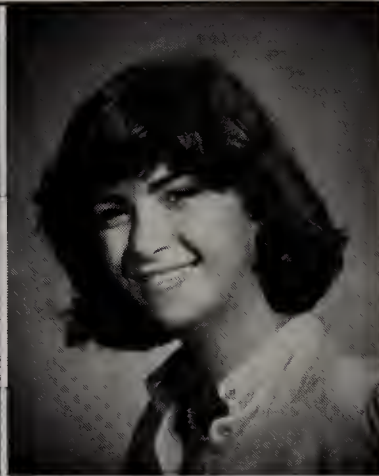


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 Idalyn Cyprus
 Danielle Cyr
 Denise D'Ambrosia
 Peter D'Arienzo

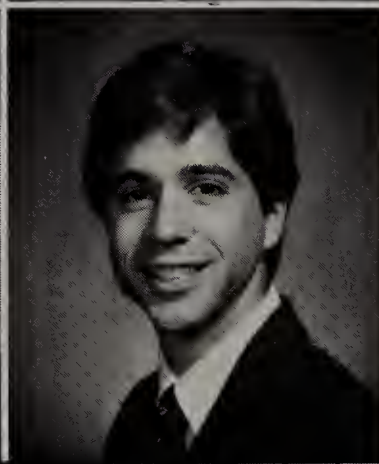
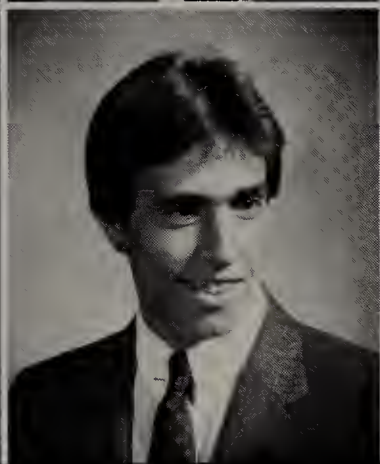


Anthony D'Urso
 Richard Dale
 Irene Dargenta
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Lise Deguire



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Anthony Dennis

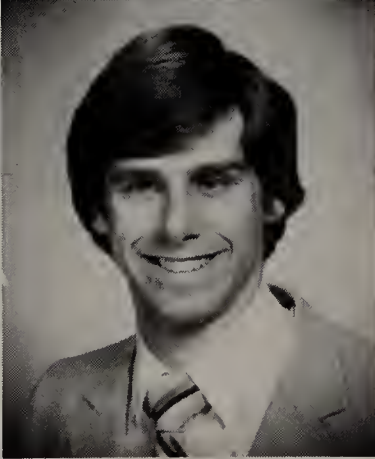
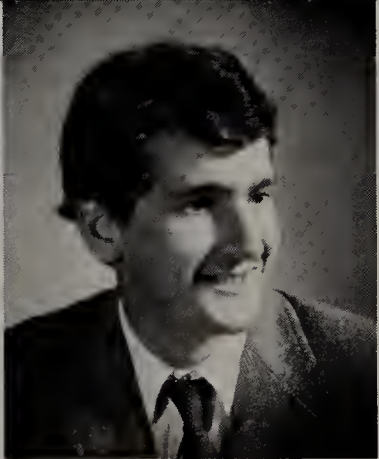
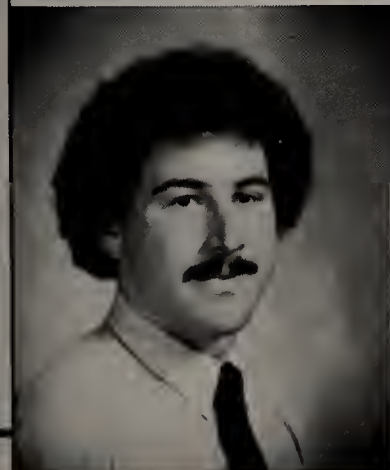


Ronald Dickerman
Pamela Diener
Susan Diker
Jeanne Dolan
Celia Donatio



Thomas Donnelly
Kara Donahue
Kyle Dorsey
Angela Dottin
Arthur Douglas





Andrea Dow
Christopher Downey
John Downing
Brian Drachman

Andrew Driesman
Susan Dubois
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Gitta Dunn
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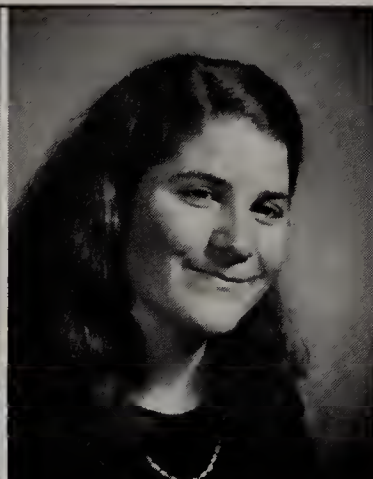
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Susan Edelman
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Nancy Eidelman
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Sandra Eliscu

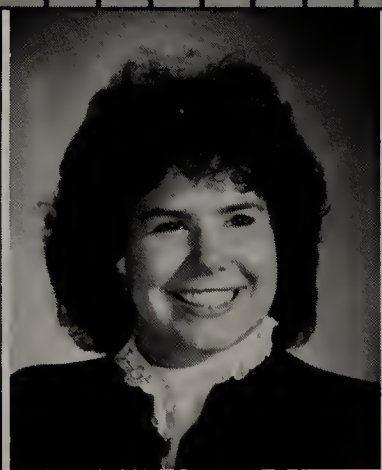


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Ruth Emanuel
Shepard Englander
Michael Enright



Laura Ewall
Malcolm Ewing
David Faber
John Fadel





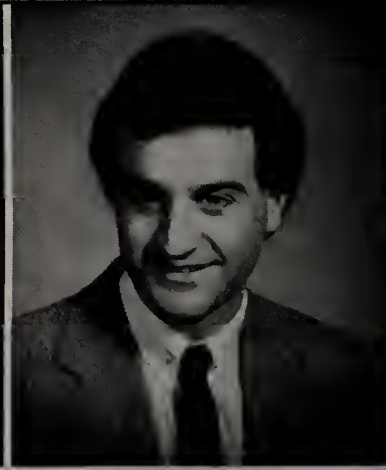
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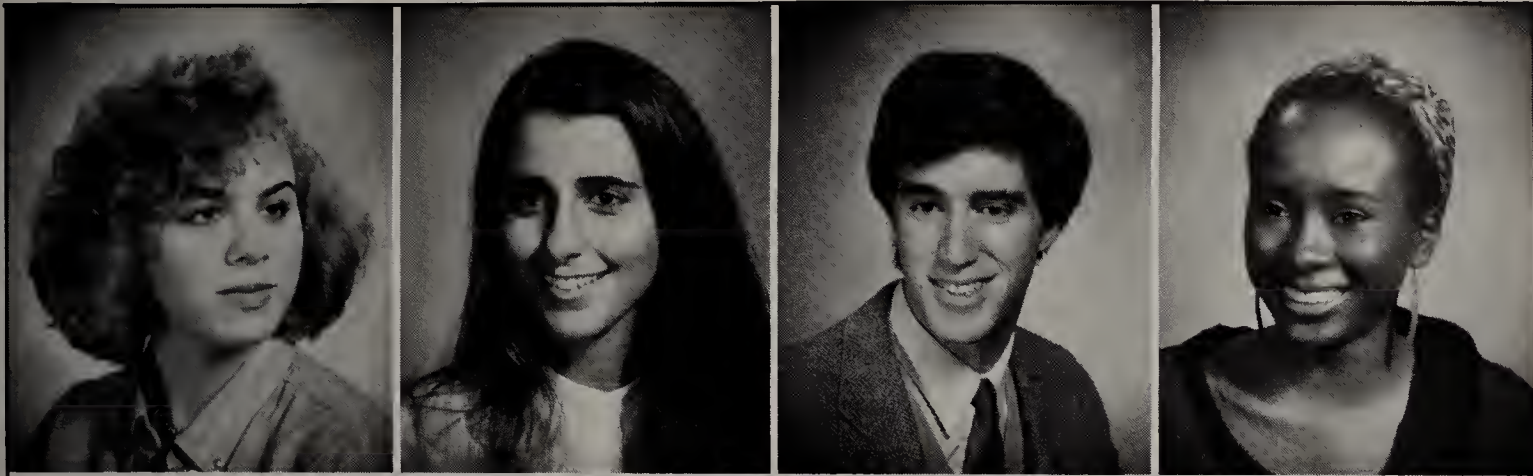


Jill Feldman
 Matthew Feldman
 Carlos Fernandez
 Martin Fernandi
 Richard Ferrelli



Gary Feuerman
 Michael Field
 Ellen Fields
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Evelyn Finster
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Rozella Floranz



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Marilyn Forman
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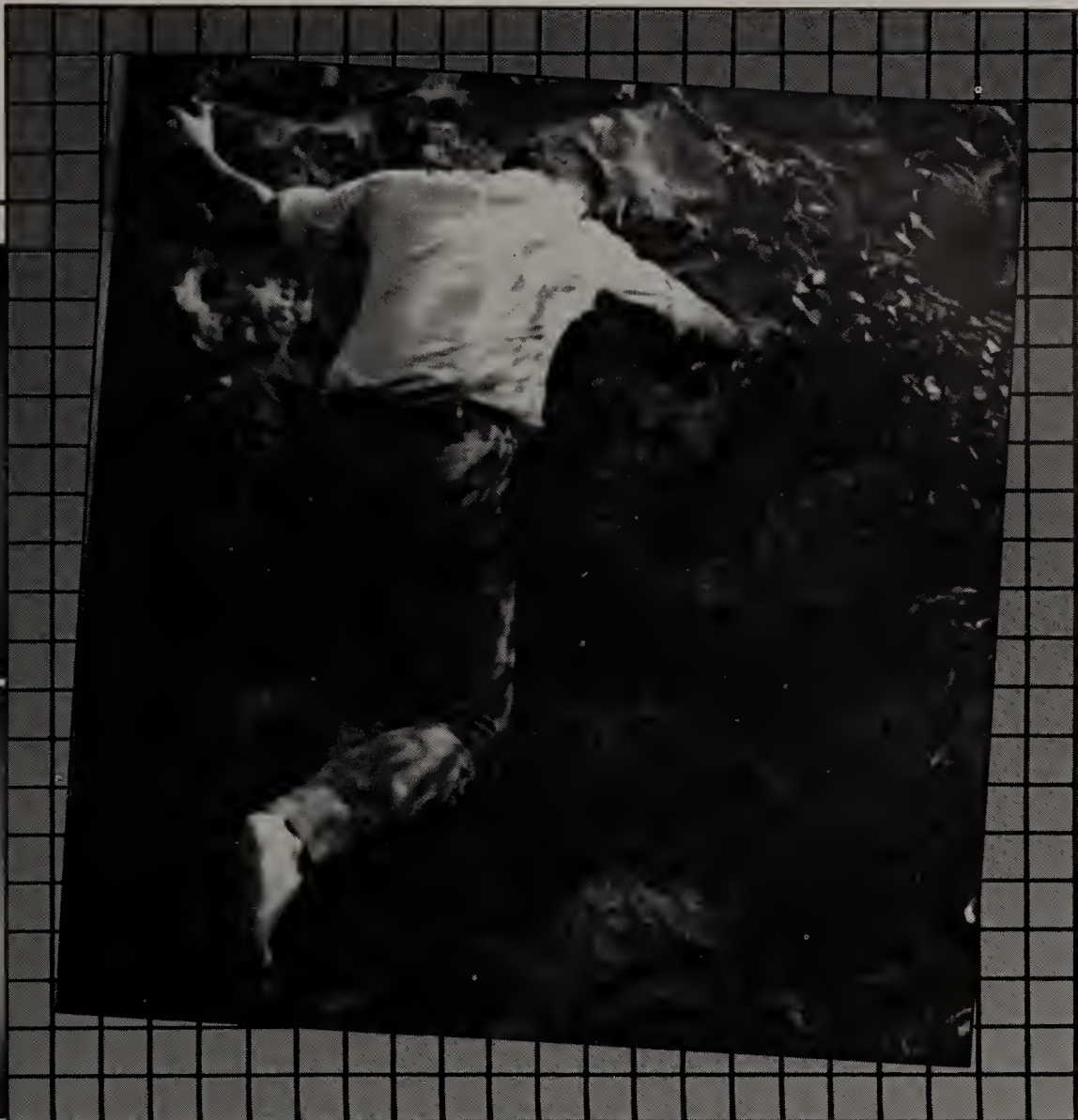
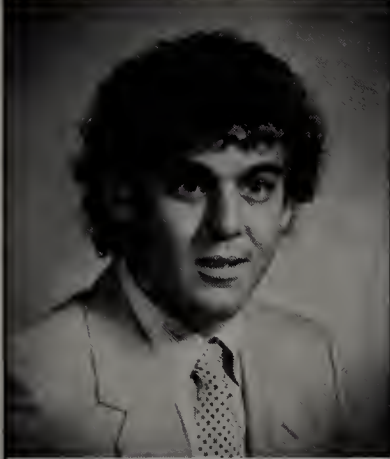


Hunter Francis
Webster Francis
Gary Franklin
Natali Franzblau
Patricia Frates



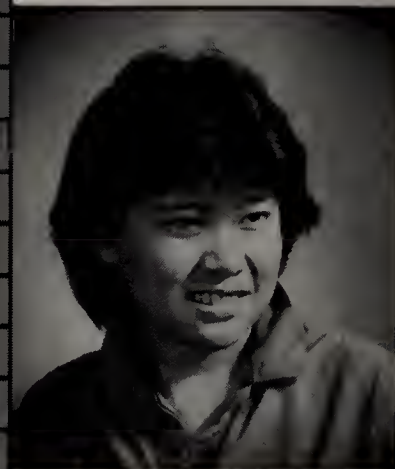
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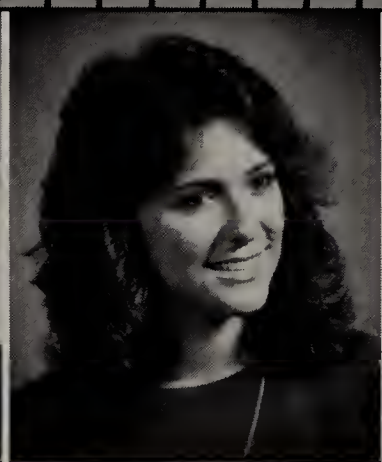


Marc Friedman
Shari Friedman
William Friend
David Froelich

Ross Frommer
Leila Fujii
John Fulginiti
Nancy Fuller



John Fullford
Audrey Furkart
Gregg Fyffe
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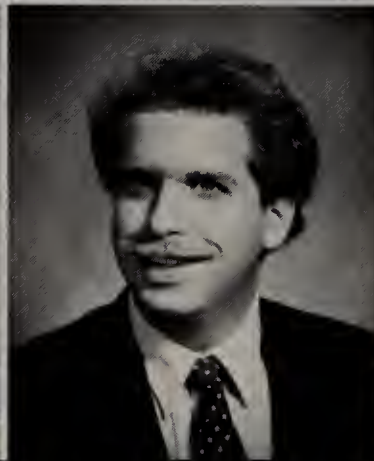
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Stephen Gevintz
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Carolyn Gibbons
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Hugh Gilenson



Harlene Ginsberg
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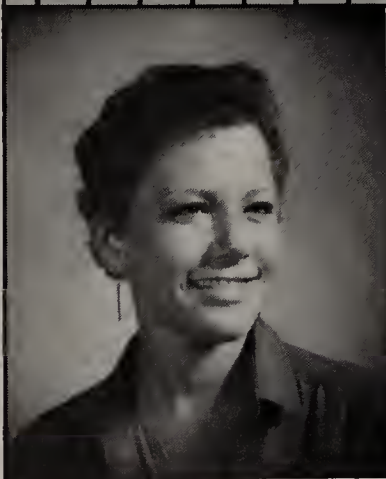


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 Steve Glovsky
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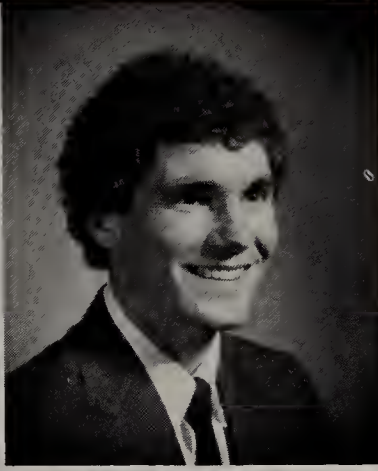
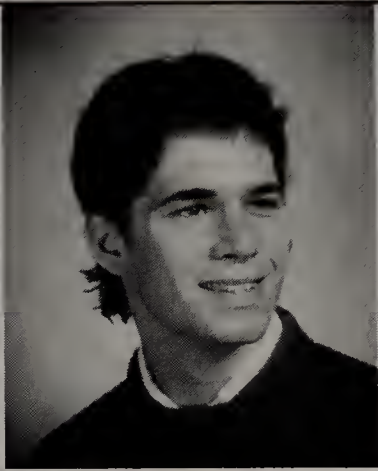


Shelley Goldberg
 Barbara Goldberger
 Susan Goldberger
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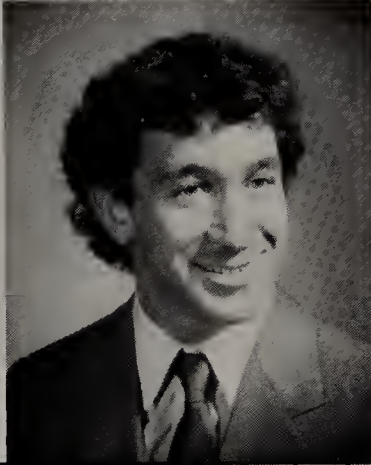
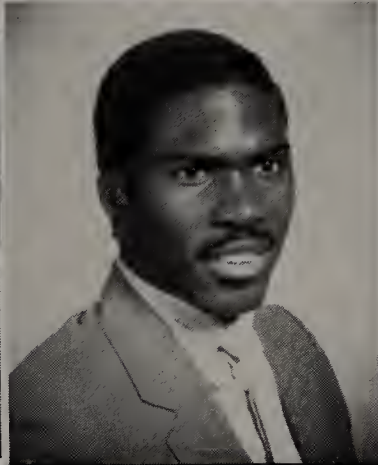


Carolyn Gomas
 Christina Gong
 Glendon Good
 Susan Goodwin
 Richard Gordon





Heidi Gorovitz
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 Robert Granahan



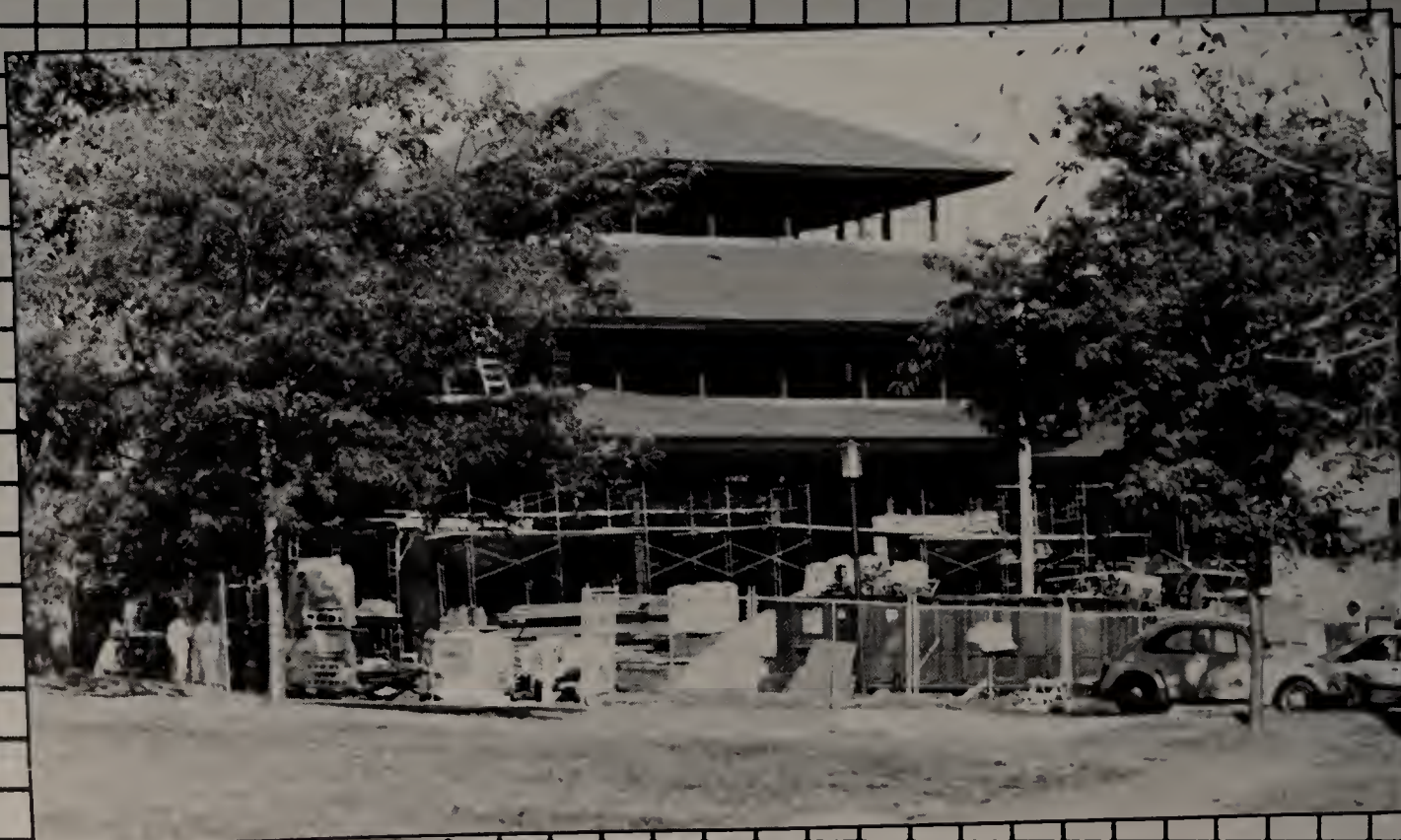
Suzanne Graubart
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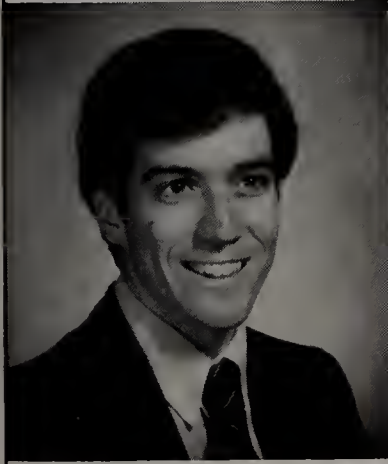
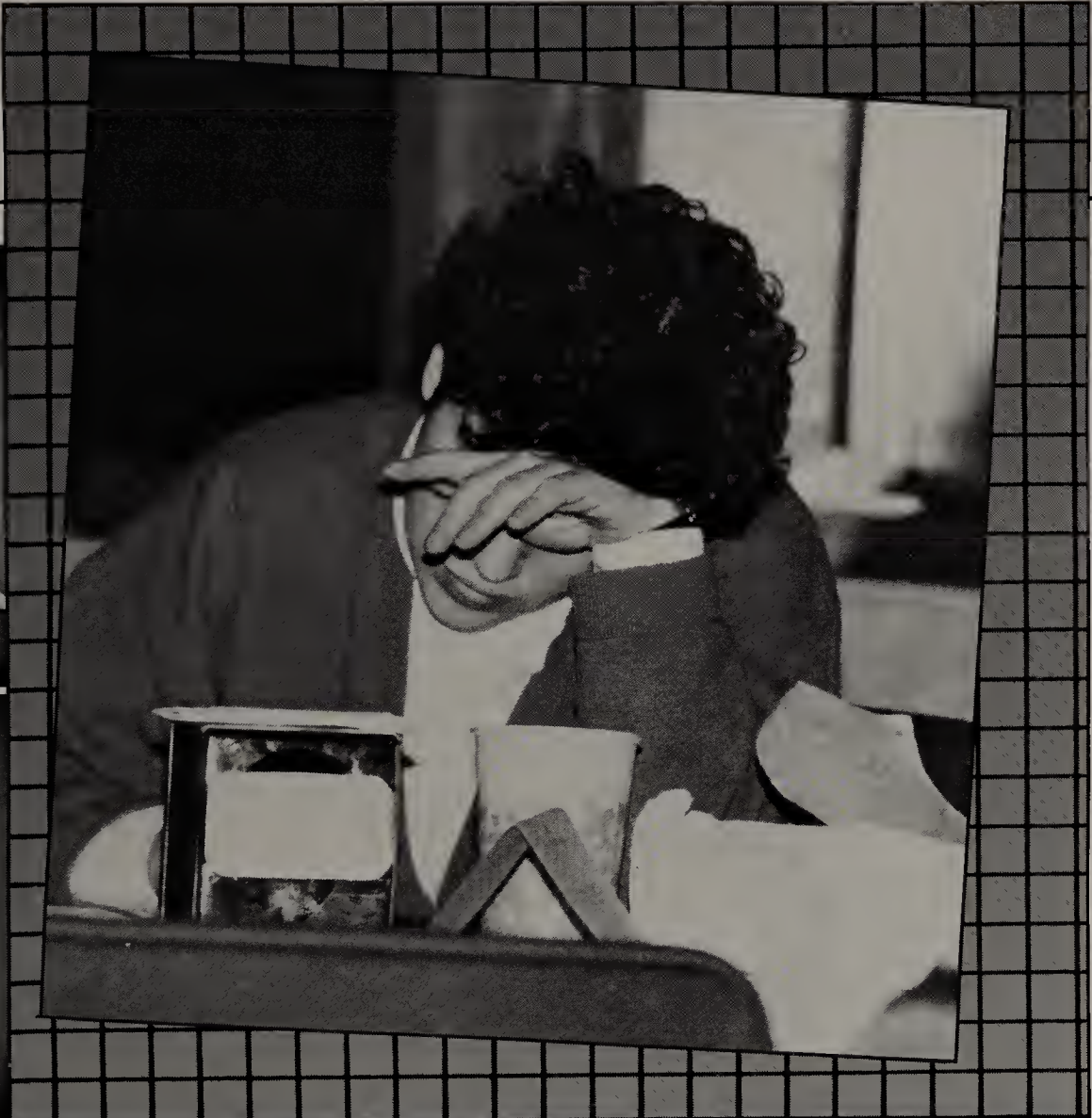


Laurie Griffin
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Jeffrey Grinspoon
Eileen Grivers
Allan Gross



Jeffrey Grosser
Bruce Grossman
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Elaine Gurwitz
Alison Guss



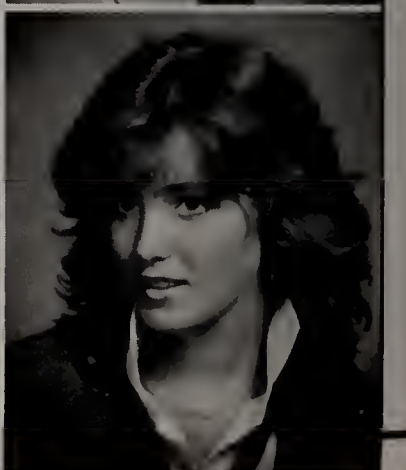


Timothy Haas
Francine Halfon
Stephanie Halliday
Heidi Halpern

Frances Handler
Michele Hanna
John Harding
Douglas Hardy



Ruby Harmon
Lori Harms
Rebecca Harriman
John Harrington



Nancy Harrington
Elizabeth Harris
Peter Hartzell
Susan Haskell



Debra Haymon
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E. Tara Herlocher
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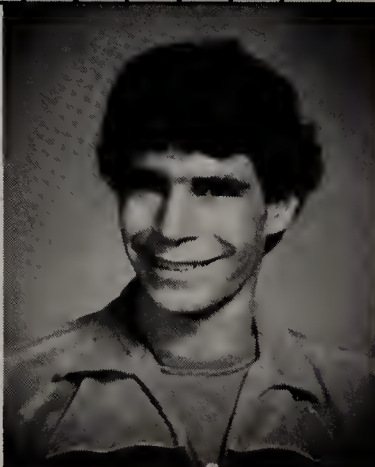


Nancy Kickmott
 Kristina Hill
 D. Tyler Hindermann
 Karin Hirschfeld



William Ho
 Roland Hoch
 David Hockey
 Christopher Hoffman





Kristen Holden
Sandra Holden
Scott Hollander
Douglas Holtzman
Gary Horwitz



Helen Hoving
Christina Hsu
Dongpil Huh
Chee Ho Hui
Isabella Hutchinson



Jhung-Won Hwang
 Christina Iacobo
 Melissa Ilg
 Bonnie Ives
 Steven Jacobs



Kenneth Jacobson
 Peter Jacoby
 Stephanie Jasmin
 Eric Jepsky
 Andre Jones





Arlene Jordon
Riva Joseph
Vickie Joseph
Lisa Josephson



Helen Joyce
Steven Kagan
Deborah Kahn
Eric Kahn



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Stacey Katz
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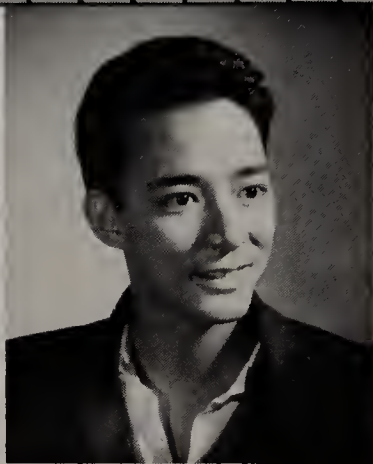




Derek Keller
Daniel Kelly
Laurie Kelly
William Kelly



Maureen Kennedy
Nina Kessin
Sakhi Khan
Tracy Kien



Minsuk Kim
Wanjoo Kim
Erica Kisch
Dayna Klein



Michael Kleine
Kimberly Klumok
Kristin Koe
Heather Koledo



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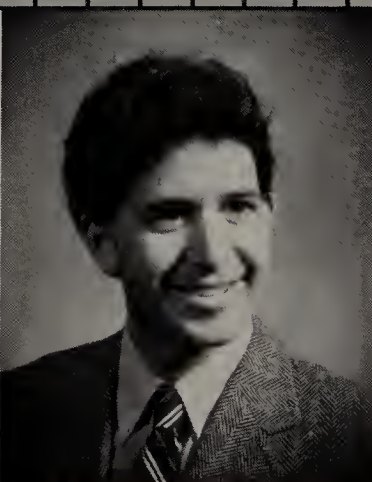


Jennifer Krogh
 Jennifer Krueger
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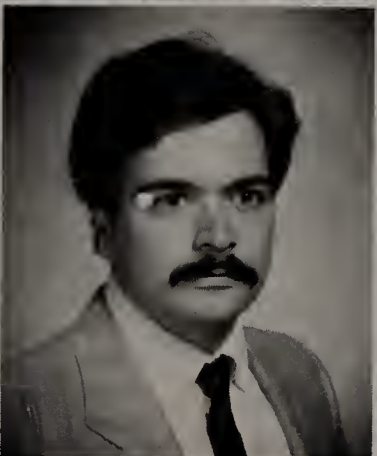


Mary Ellen Lachowicz
 Jennifer Lakin
 Christina La Morte
 Laurent Landau





Jacquelyn Lane
 Lisa Lane
 Michael Langen
 Michael Langer
 Jennifer Langsam



Todd Langton
 Pamela Lanman
 Greg Large
 Cynthia Lawrence
 Lori LeClair



Brian LeVay
 Nancy Leach
 Hwa-Jin Lee
 Kenneth Lee
 Neil Leinwand



Janet-Ann Lensing
 Allen Levenson
 Andrew Levenstein
 Doug Levey
 Jane Levine





Sarah Levine
Cynthia Lewis
Gregory Lewis
Maria Leyva



Mary Liay
David Libowitz
Gary Limoncelli
Steven Lipari



Eve Littig
Eugene Loch
Anthony Loftis
Caryn London
Patricia Lord



Deirdre Lowe
Sarah Lowe
Marc Lubart
Sheryl Lubin
Ellen Lurie





Tracy Lynch
Jonathon Lyons
Kevin Magid
Donna Mah

Helen Mah
Lisa Mahoney
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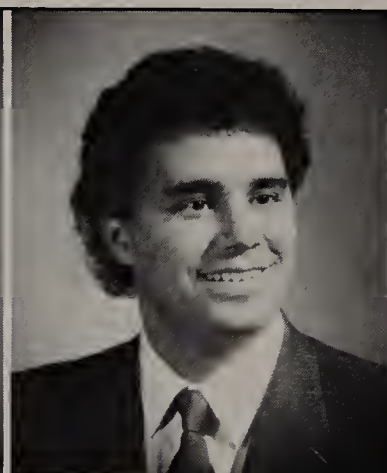
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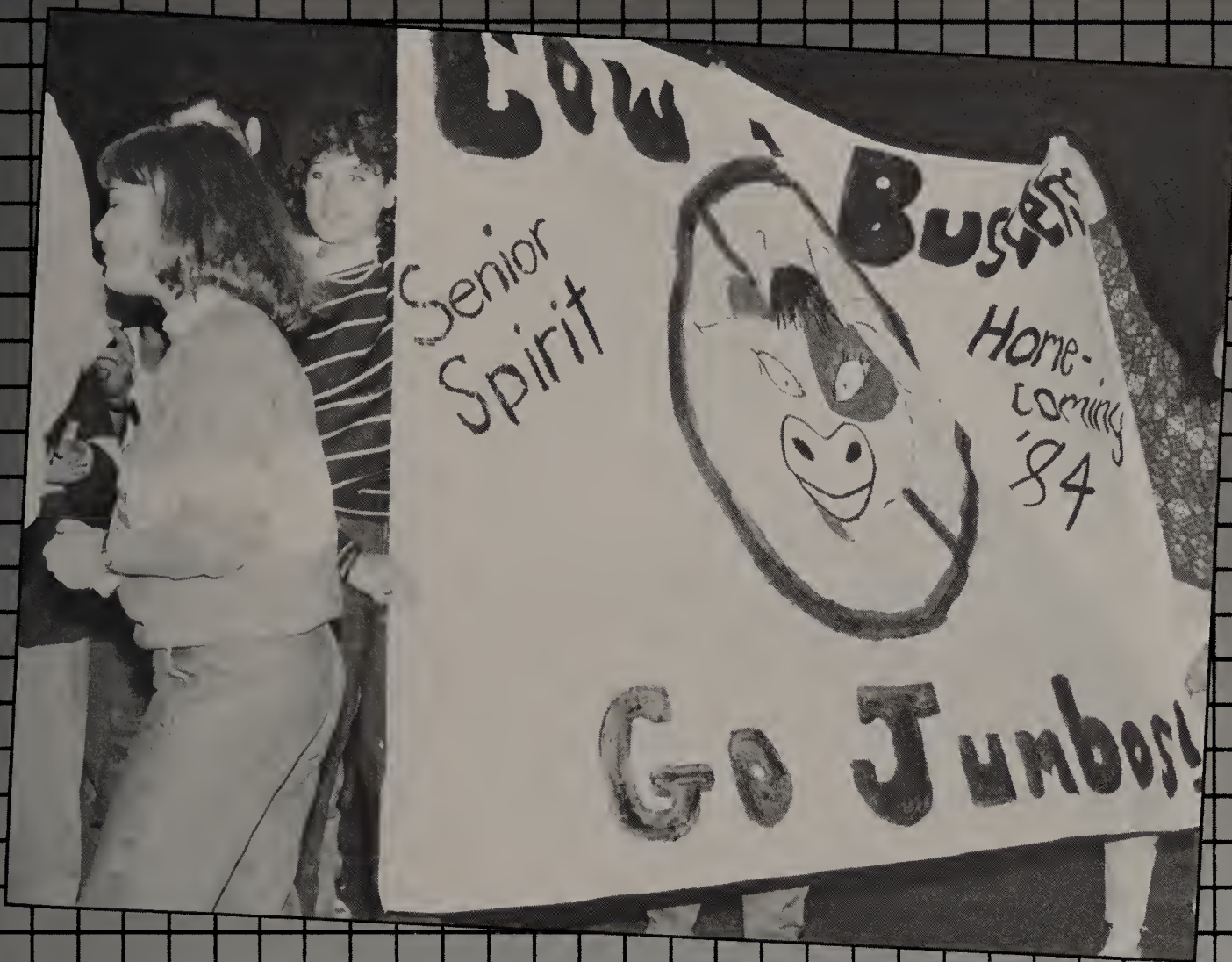


Stacy Mason
 Mary-Jane
 Mastrobattista
 Fred Matera
 Ann Mathios



Liliko Matsuo
 Barbara Matthews
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 Dianne Mayo





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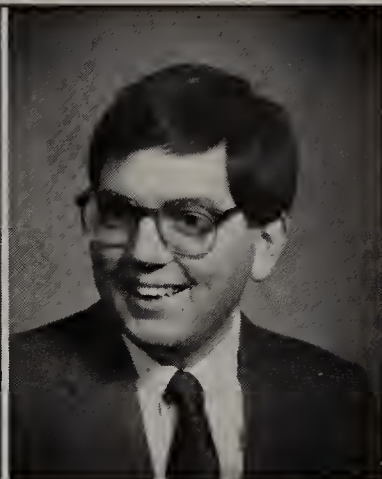


Lisa McGovern
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Lester McKelar
Myrla Meade



Michelle Megaloudis
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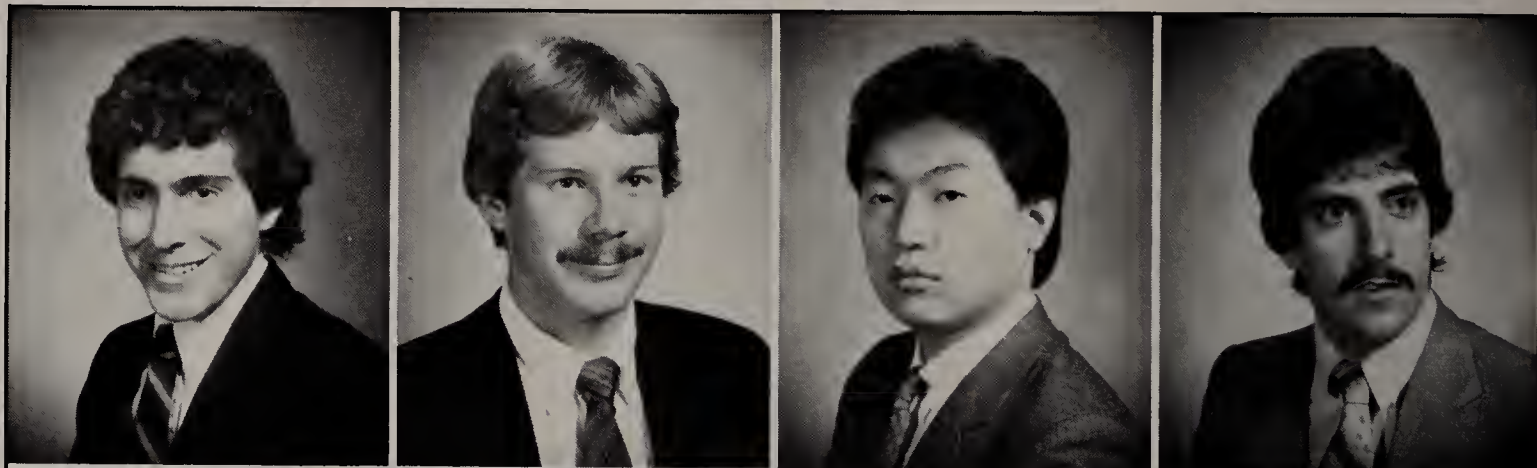
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Valerie Merjan
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Samuel Merrin
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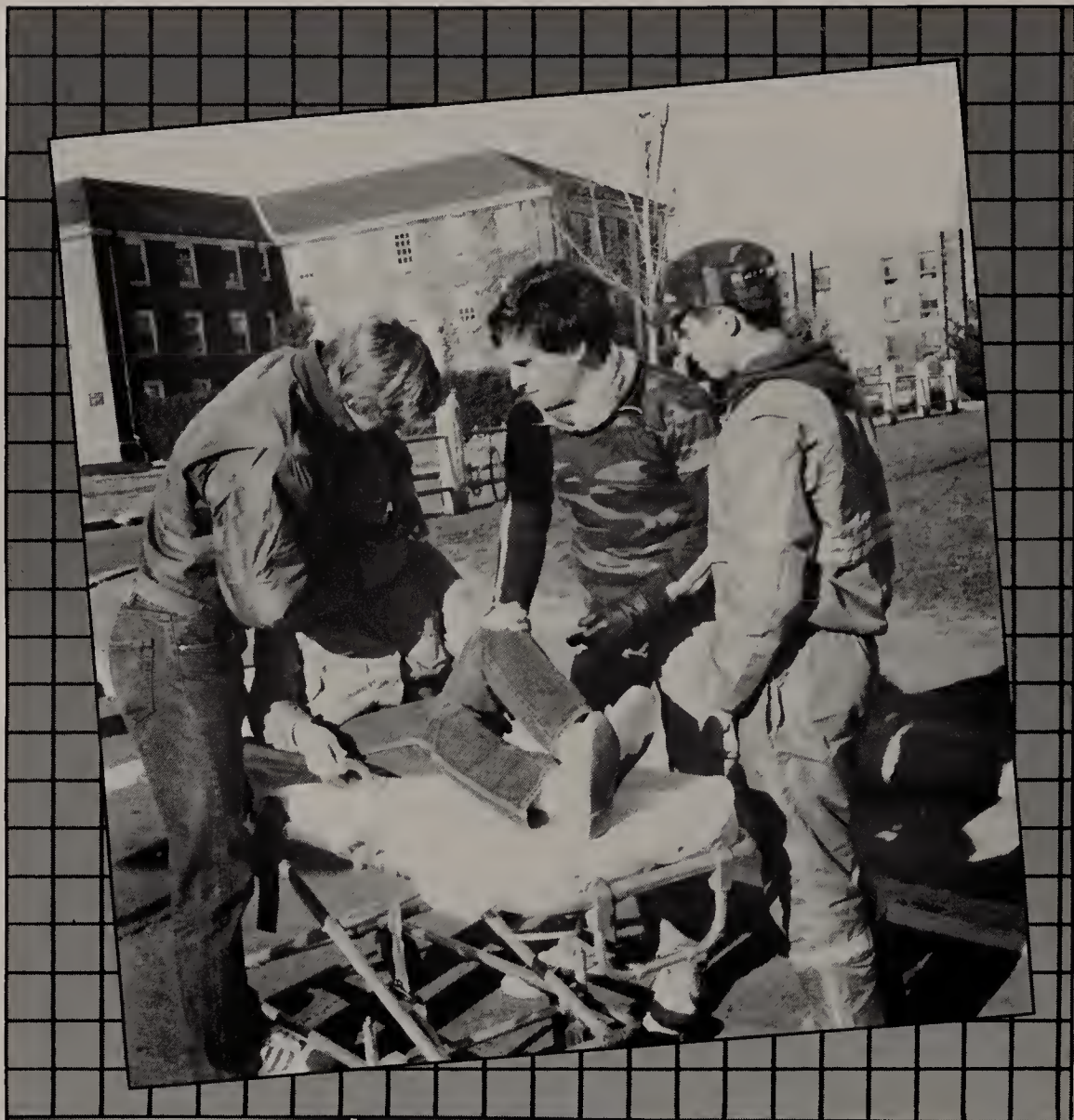




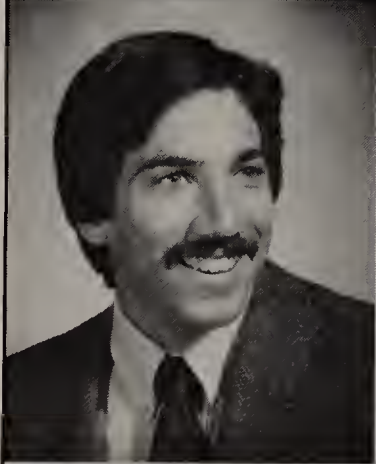
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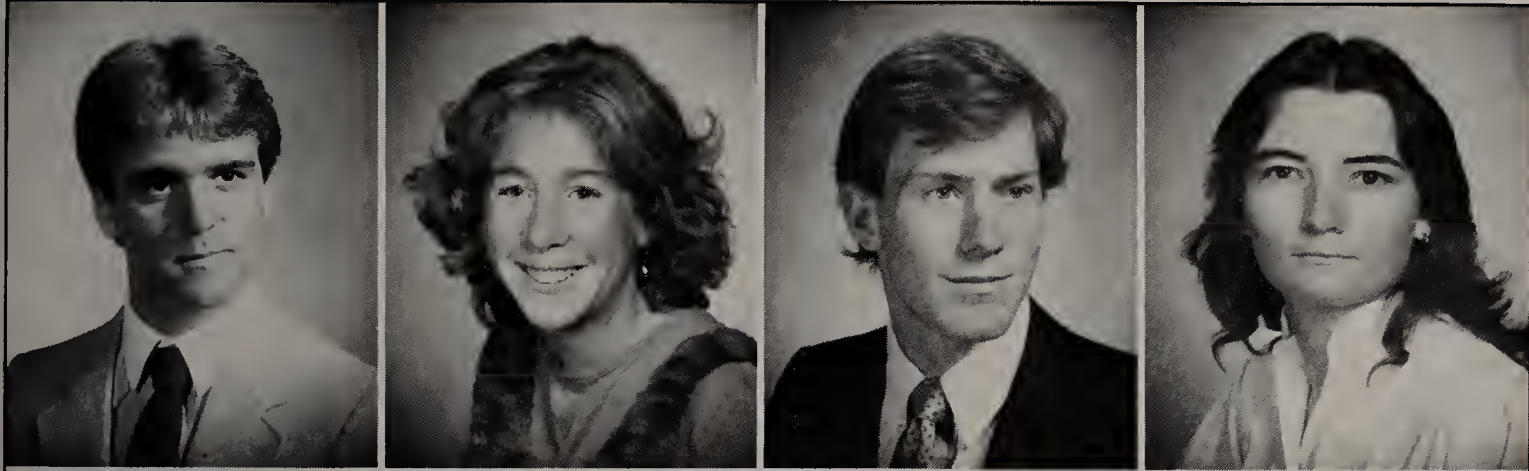


Richard Mouchantat
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 David Mushlitz

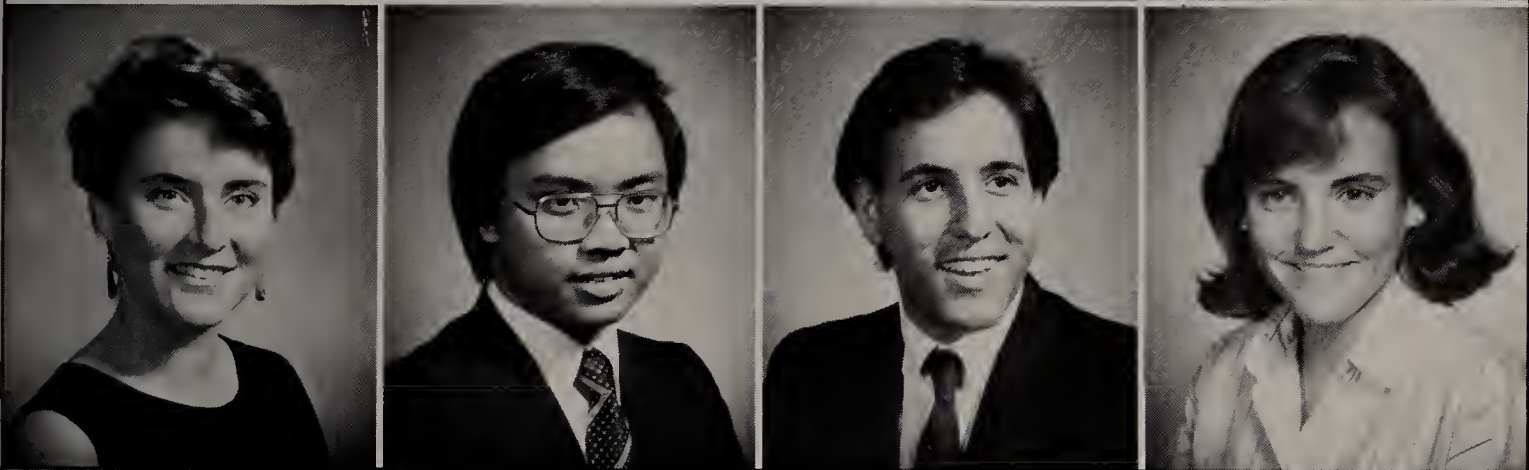


Jane Myers
 Mariana Nacht
 David Nackley
 Marcia Nadel





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Kathleen Nelson



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Sarah Nickerson

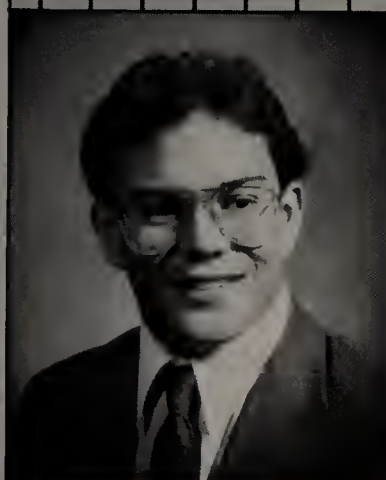


John Niland
Naomi Nixon
Steven Noroian
Valerie Norris



Edward O'Brien
Janet O'Brien
William O'Brien
Susan O'Hara





Thomas O'Neill
 David Olson
 Judith Olson
 Lawrence Olson
 Laura Omogrosso



Abigail Ordway
 Eric Orner
 Franceska Orros
 Asbjorn Ostberg
 Matthew Ottenstein



Renata Ounjian
 Jennifer Overholt
 Mary Owens
 Dan Oyasato
 Maria Pagan



Jodi Paglia
 Richard Paglia
 Hyongki Paik
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Glen Parker
Carol Paronis
Carol Parrella



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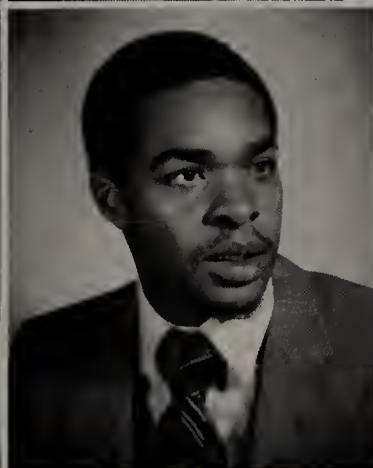


Chavis Patterson
Pamela Palton
Martha Paugh
David Peikes
Thomas Pierce



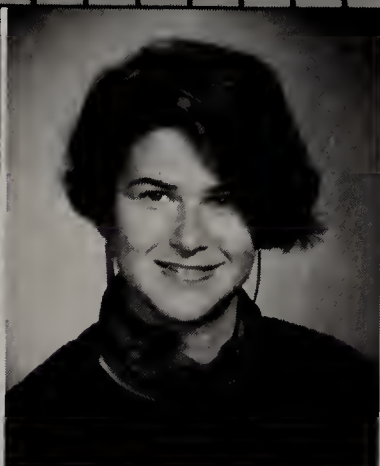
Karen Pellegrini
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Antonio Pendenza
Rosanne Pennella
Briana Peoples





Michael Pfeffer
Brian Philips
Karen Phillips
Ingrid Phillpotts

Nana Pianim
Fred Pickney
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Anne Pineo
 Carolyn Pinsky
 Abolhassan Pirnia
 David Pite



Maxine Pitter
 Karen Plants
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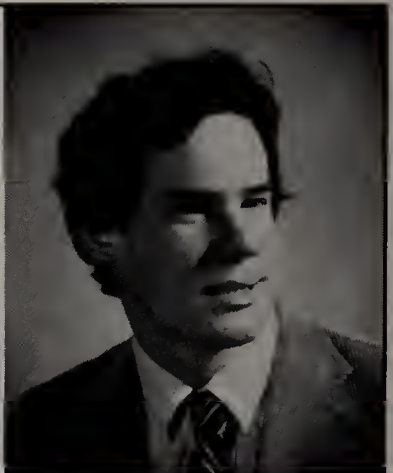
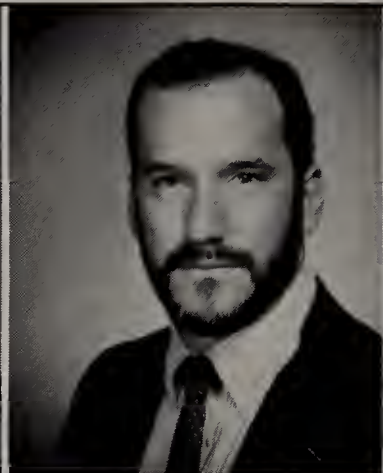
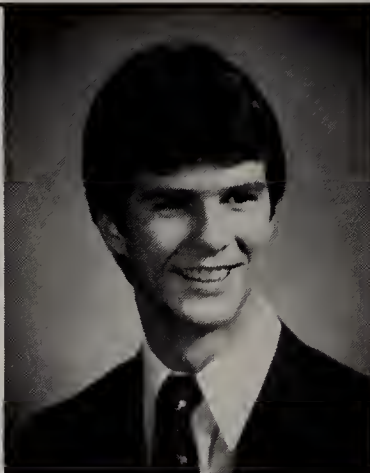
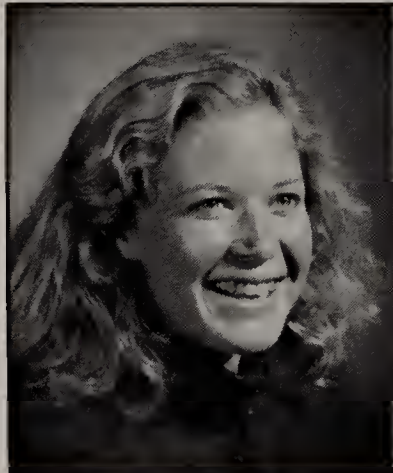
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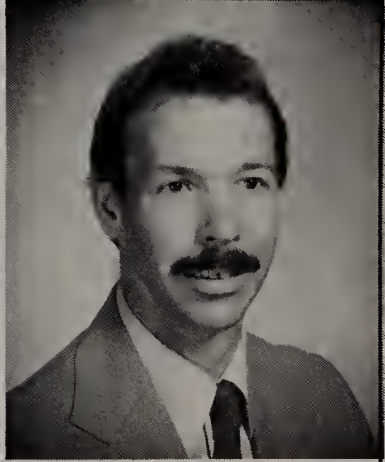


Ellen Pulver
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Ines Radmilovic
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Thomas Regan
 Alison Reiner
 Barbara Rennert
 Caroline Rewinski
 John Rice



David Richardson
 Laura Richardson
 Nicole Richardson
 Nick Rico
 Patricia Rind



Jill Ritter
 Mercedese Roane
 Alison Roberts
 Frederick Rocco
 Melissa Roesch

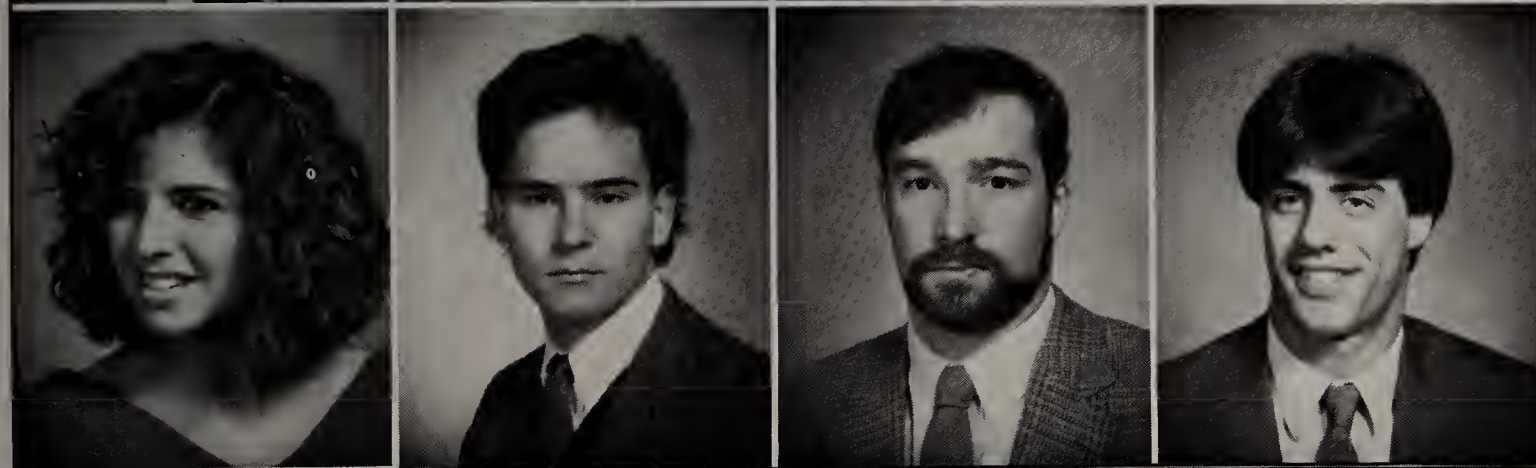


Laurie Rogers
 Scott Romanowski
 Maria Romero
 Carla Romney
 Beth Rosen





Herbert Rosen
Jeffrey Rosen
Harold Rosenberg
Jane Rosenberg



Jill Rosenberg
Simon Rosenberg
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Kenneth Rosh

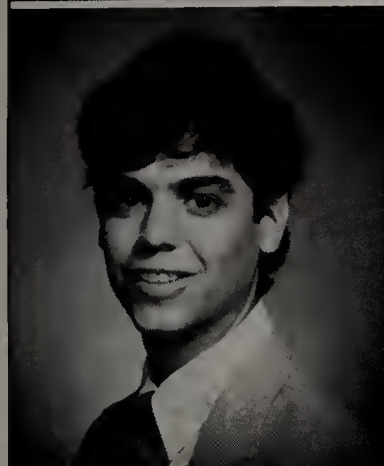


Jordan Rosner
David Rosowsky
Margaret Ross
Susan Roth
Jill Rothenberg

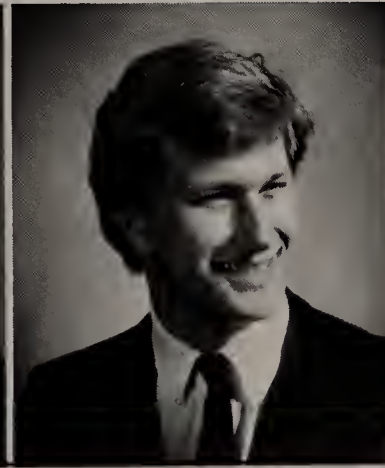


Shaun Rubel
David Rubini
Adrianna Rubinic
Jeanne Ruckert
Jack Ruderman





Richard Rudolph
Karen Rudy
Peter Runstadler
Linda Russell



Elissa Sabin
Ruth Sacks
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Paul Sands
Amy Sandstrom



Carol Sarokhan
Anusith Sawetamal
Michelle Schaffer
Fran Schafrank
Brenda Scheufele



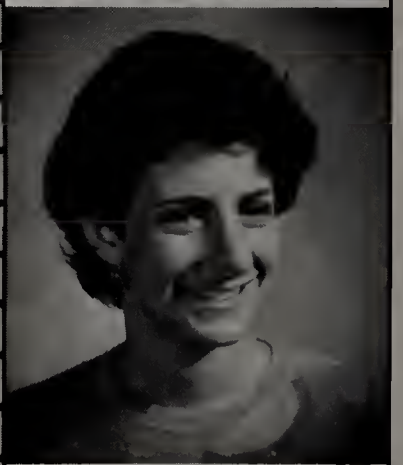
James Schlachter
David Schloss
Paul Schoenfeld
Lisa Schor
David Schreiber



Ilyse Schuman
Beverly Schwartz
Megan Scobie
Michael Scott



Michelle Sedgewick
Suzanne Seiden
Paul Semenza
Theresa Sessions



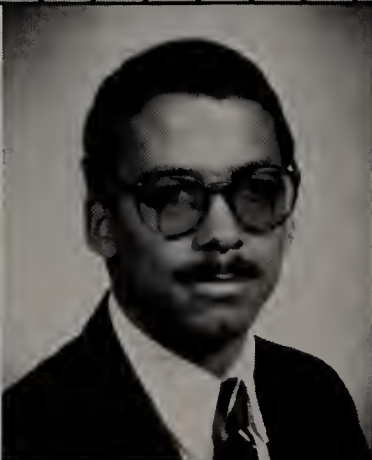


Amy Sessler
 Shui Ki Seto
 John Shade
 Scott Shaevitz
 Mark Shaffer

Daniel Shahrabani
 Deborah Shapiro
 Justine Shapiro
 Loren Shapiro
 Norah Shapiro

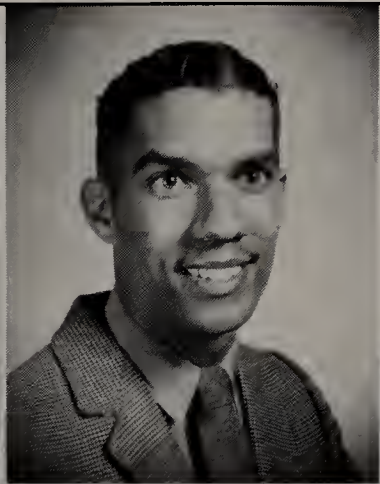


Anne Shapter
 William Shea
 Kenneth Shearer
 Colleen Sheehan
 Rachel Shein



Julie Shevach
 Karen Shields
 Hohn Shih
 Erica Shinya
 Paul Shoennfeld

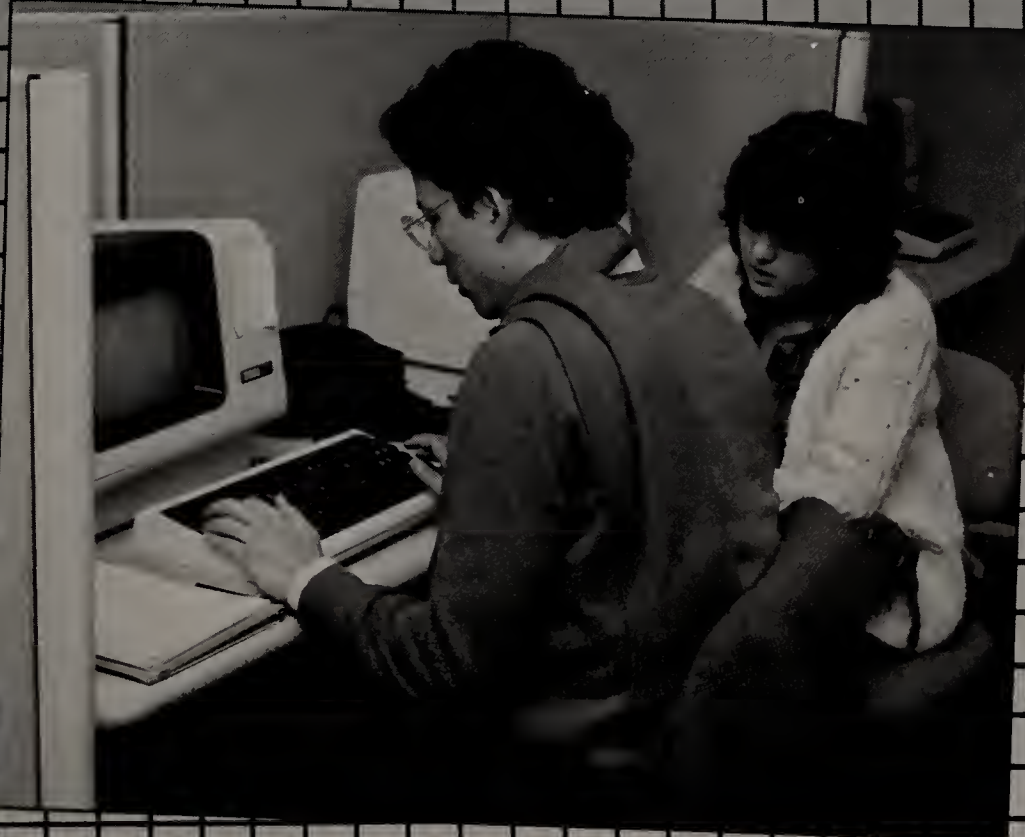




Gayle Shuford
Gregory Shuford
Abraham Shurland
Fabio Serra



Richard Sigel
Christina Sigg
Robert Silpe
David Silverstein

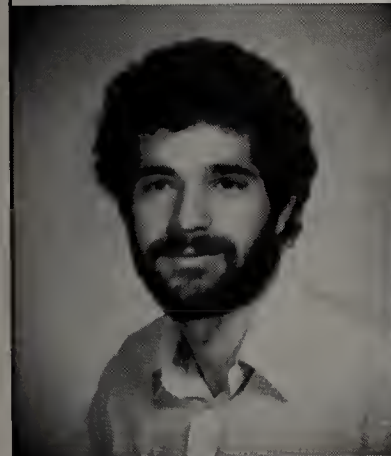


Janet Simpson
Brad Singer
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Susan Slavin
Maureen Smith



Terri Smith
Pamela Smoot
Karen Snyder
Debra Soderberg
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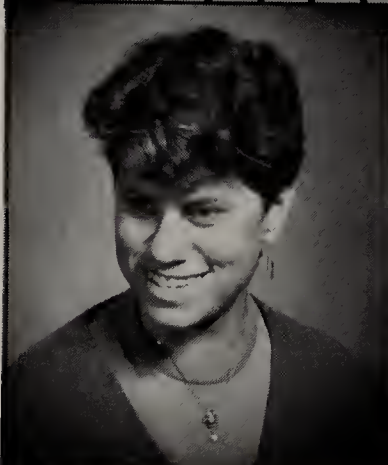




Tamah Solomon
Susan Some
Stewart Sonnenfeldt
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Tamar Springer
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Nicole Steindler
Natalie Stella
Karin Stellwagon
Gordon Sterling

Mark Sterling
Emanuel Stern
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Ellen Stoddard
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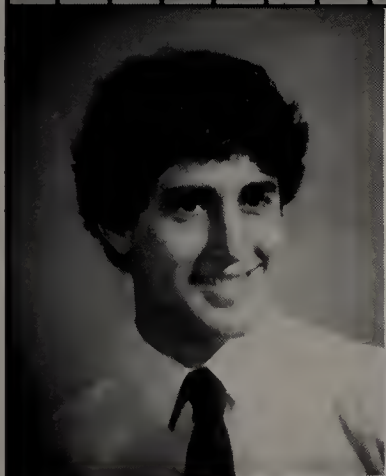
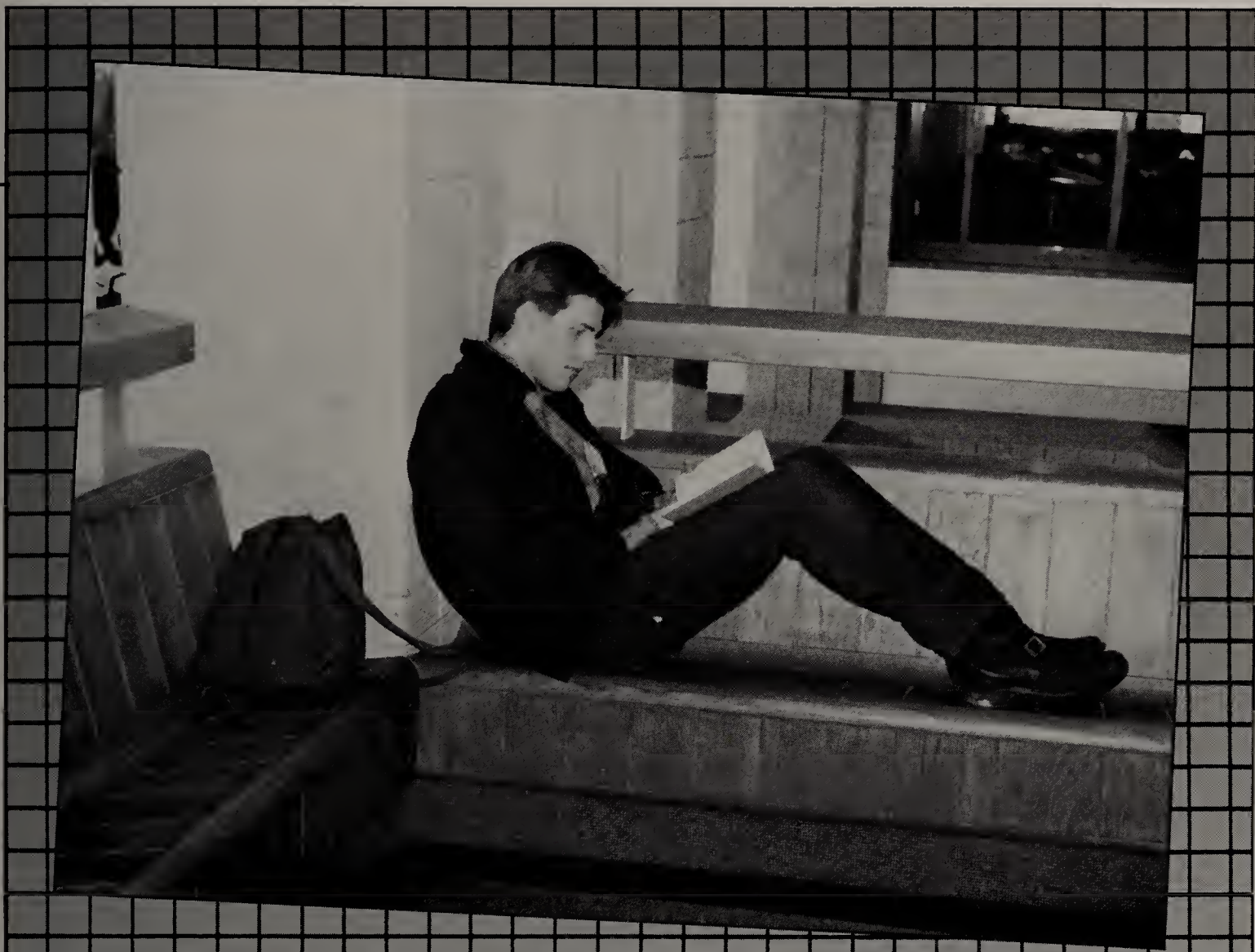


Lisa Stone
Laura Streitfield
Mary Sullivan
Sheila Sullivan



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Kenneth Swanson
Madeleine Swietlik
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Colette Symon
 Dean Tagliaferro
 Kurtis Tai
 Nakul Talcherkar
 Danita Tankersley



Eric Tannenbaum
 Clifford Tasner
 Barry Taylor
 Michael Terner
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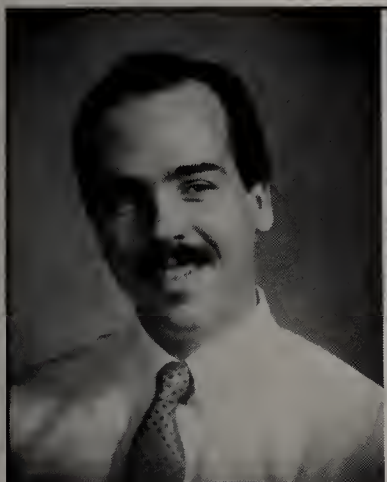


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 Kevin Thomas
 Frederick Thrasher
 Lisa Thurston
 Casey Timmins

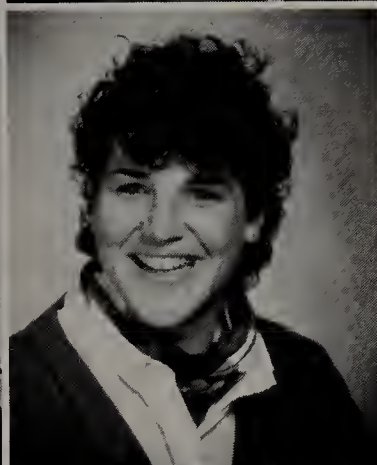


Michelle Tinker
 Susan Tisherman
 Eric Toncre
 Sandra Torgersen
 Helen Triantafell





Mark Tripp
Scott Trudeau
Christine Trumpore
Evelyn Tsamtsouris



Kaoru Tsusaka
Catherine Upin
Rachel Urquhart
Daniela Val

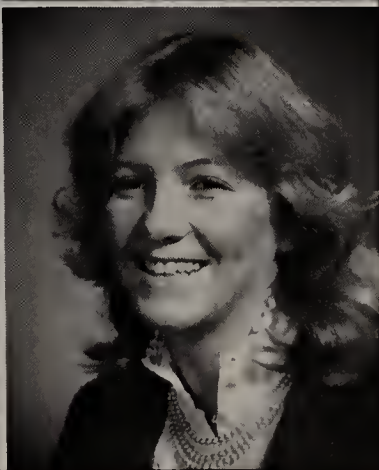
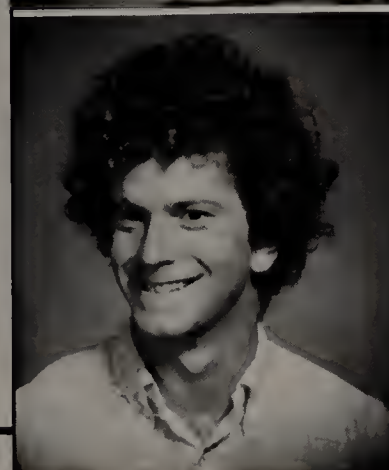


Courtenay Valenti
Vincent Valentin
Deborah Van Sickle
William Van Wormer
Armen Vartany



Amy Vein
Sharon Verani
Michael Vergano
Nancy Verrier
Robert Vey





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Peter Waldor
Kathleen Walsh
Courtney Ward
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Ronnie Wee
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 Lina Weissman



Donna Wells
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 Victoria Weseley
 David West



Philip Whitney
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Paige Windle
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Sharon Winograd
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Patrice Wolfe
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 Jessica Wong
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Winona Wong
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 Ann Wriedt
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Newton, MA 02159
- David F Bortone
188 Forest Street
Medford, MA 02155
- Glen M Bouchard
314 Rogers Ave
W Springfield, MA 01089
- Rebecca L Bourgoin
17 Taylor Street
Augusta, ME 04330
- Kevin C Bourke
43 Warren Road
Auburn, MA 01501
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107 Woodbridge St
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- Ruth E Boyden
24 Oak Street
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- Christopher P Brady
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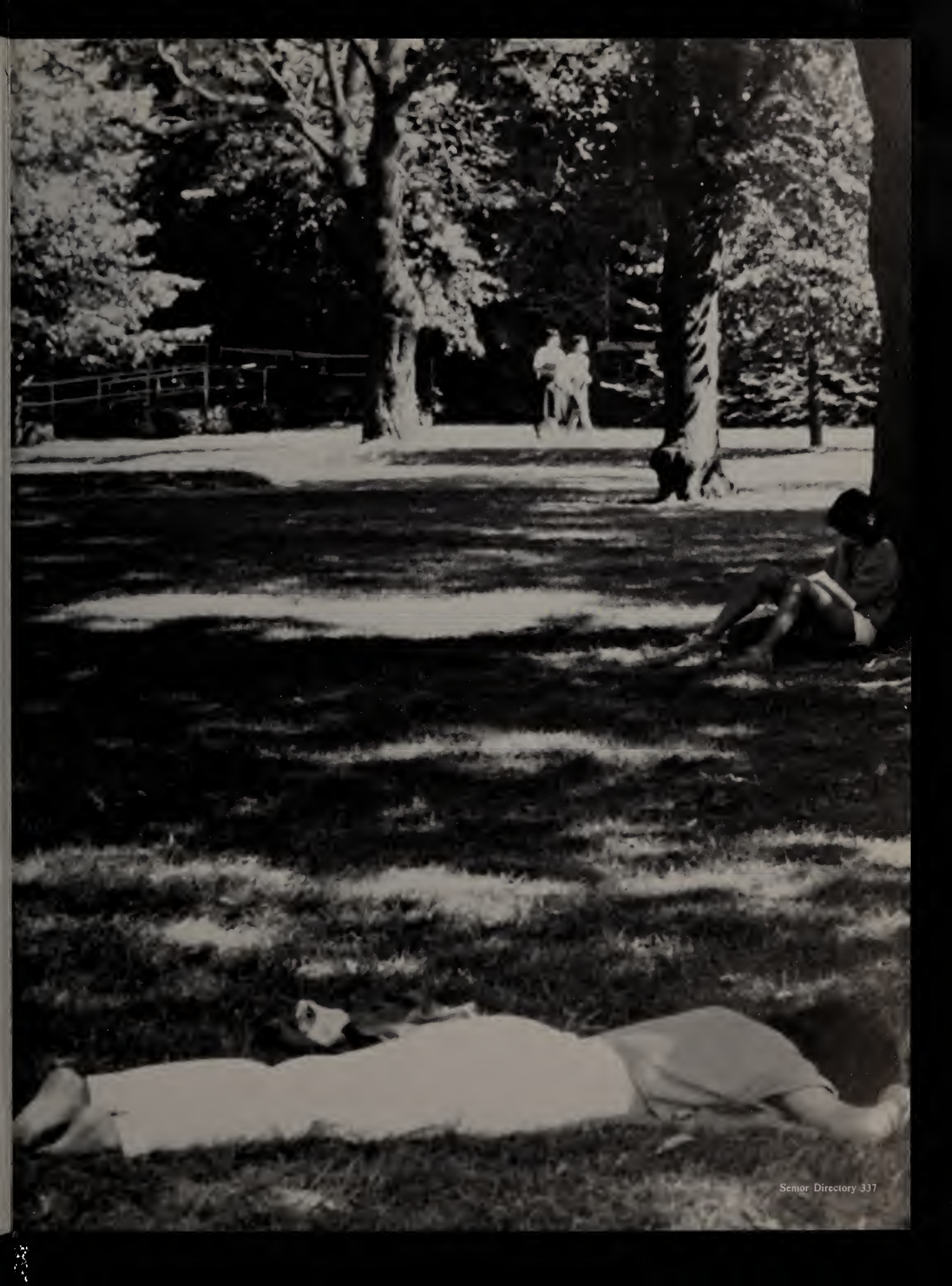
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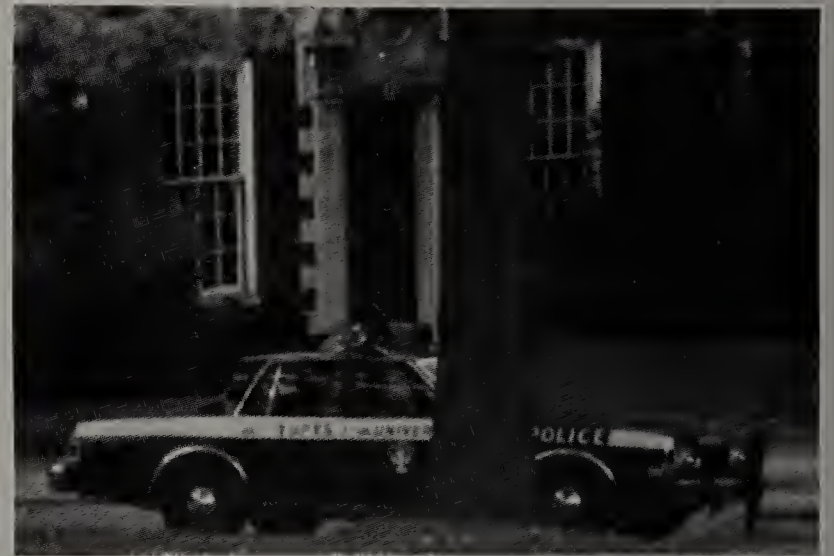
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John Henry Newman, *The Idea of a University*



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**“You are
lucky . .**



Photo R. Gordon



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**You are
being given
advantages
most
young people**

in this country far smarter



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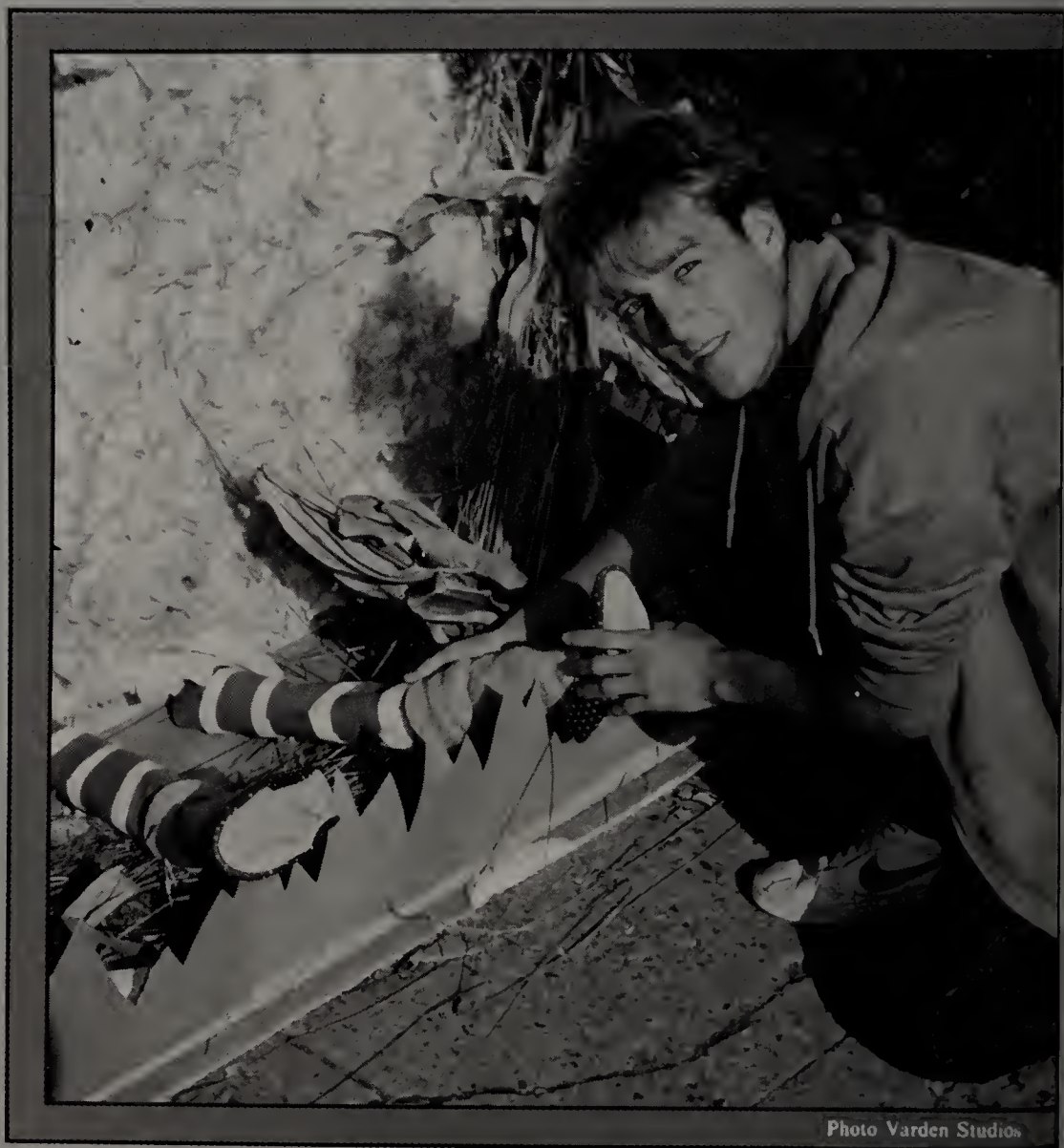


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Photo P. Ostberg



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than you are not going to get.

**Therefore,
you
have an
obligation
to serve, a
responsibility to produce under**



Photo R. Gordon



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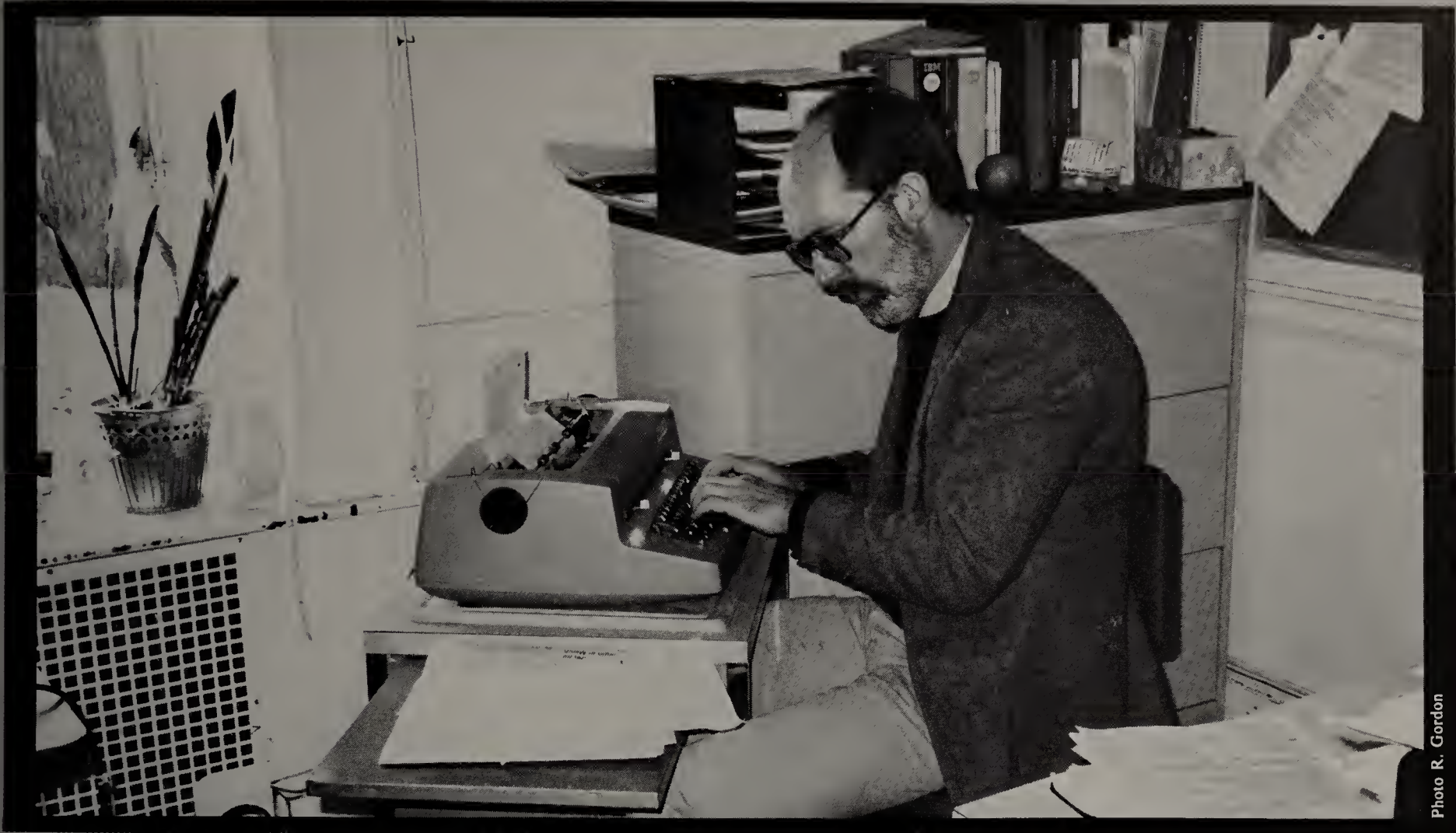


Photo R. Gordon



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the most adverse circumstances.





Yvette Yelardy



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You must go as far as the



Photo R. Gordon

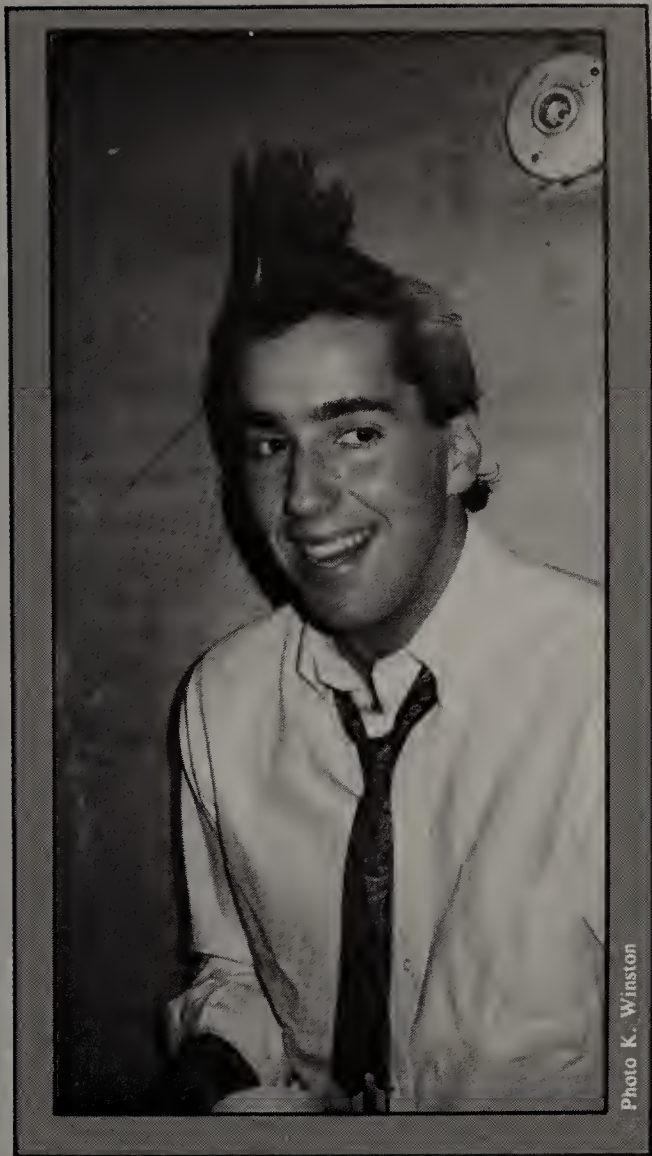


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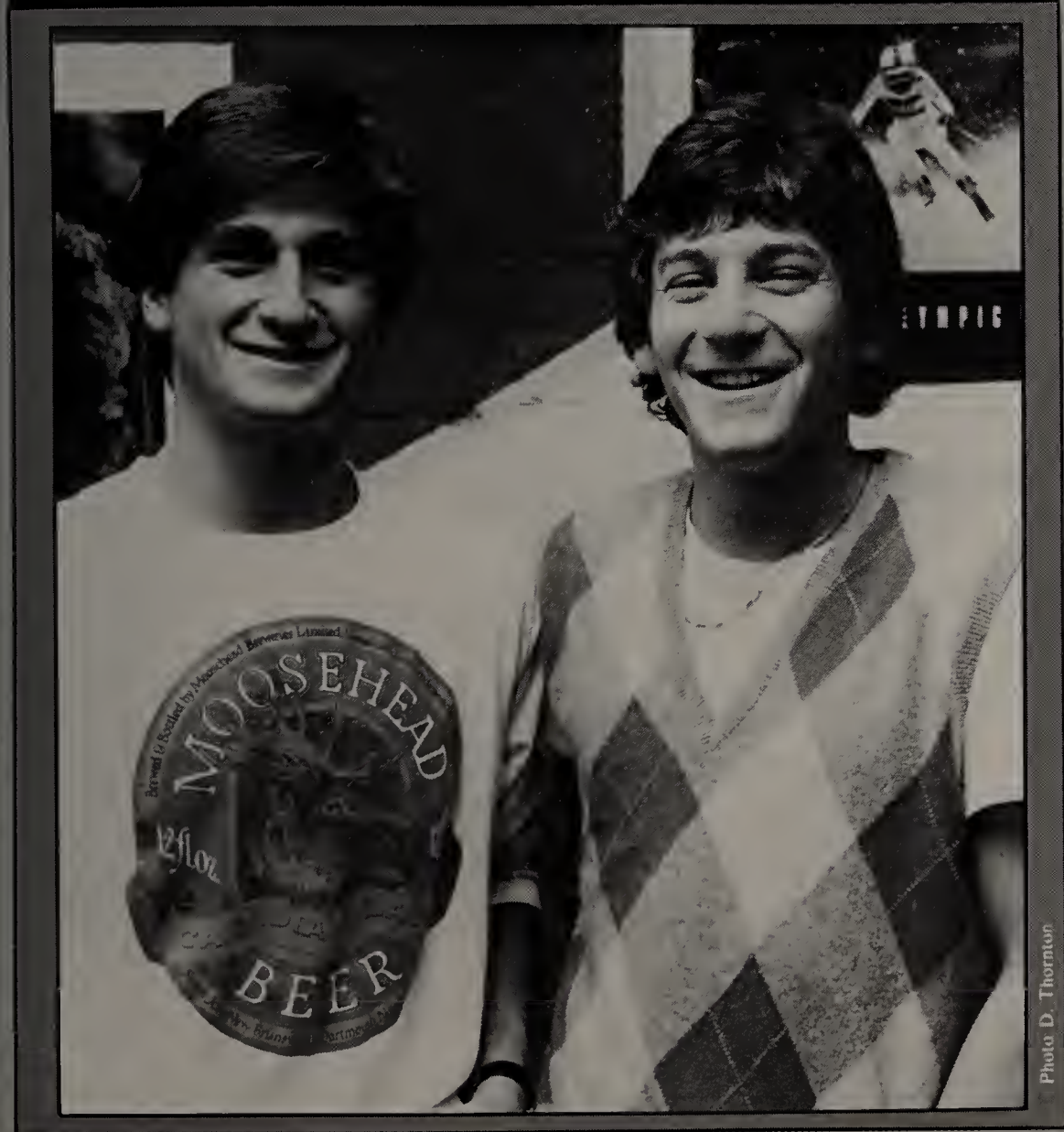


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limitations of your life will allow.



Photo R. Beck

**Find
a way to
do what you**



Photo M. Solomon

can, even though things seem



Photo K. Gordon



Photo P. Ostberg



Photo Tufts Observer

to be crashing all around you.

**Sometimes
they
are not
breaking**

down at all, sometimes things



Photo J.D. Sloan



Photo M. Solomon



Photo R. Beck



Photo M. Solomon

are taking a different shape.

**Try
to recognize
the pattern
even if it is
one you don't like, then maybe**

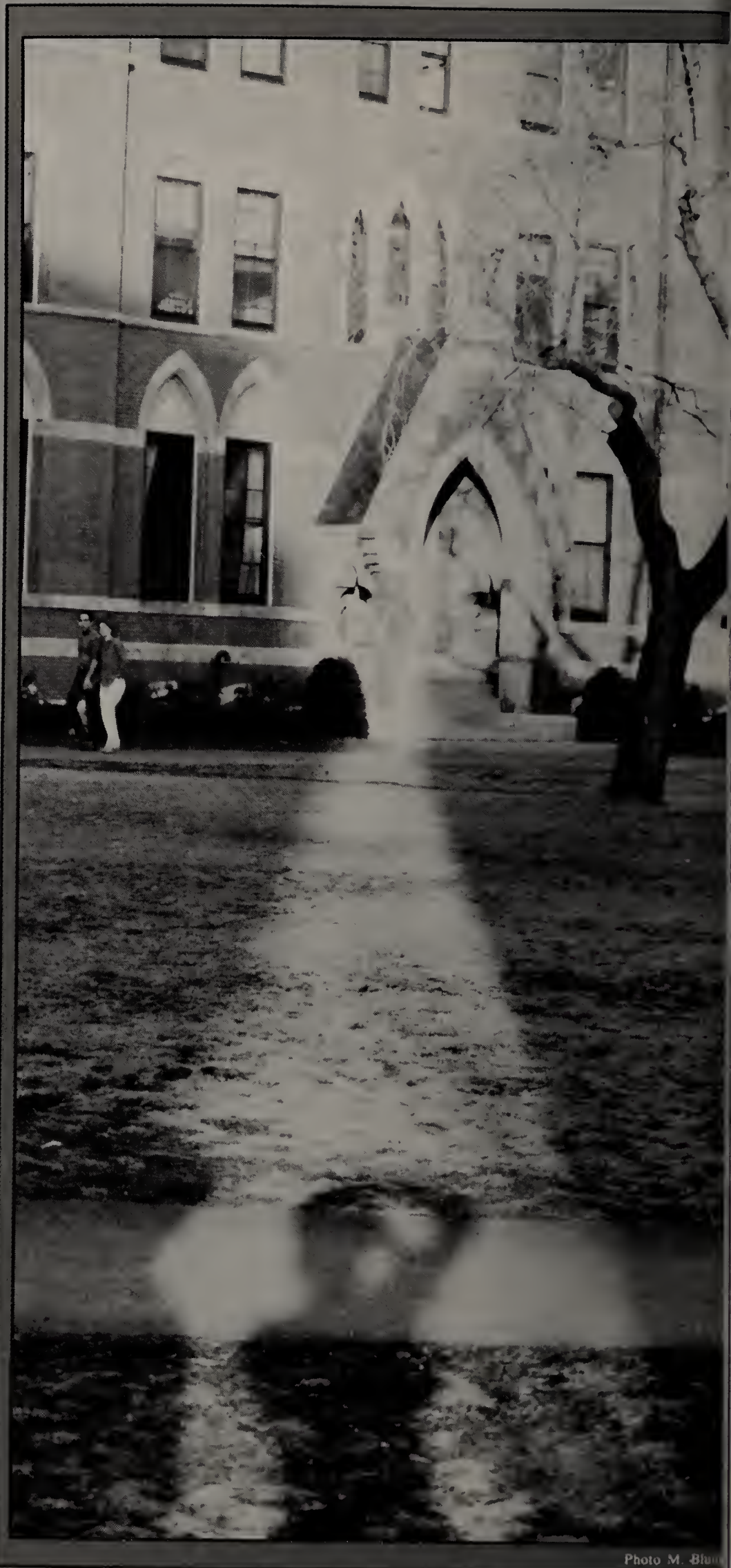


Photo M. Blum



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you can do something about it.”



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Photo M. Solomon



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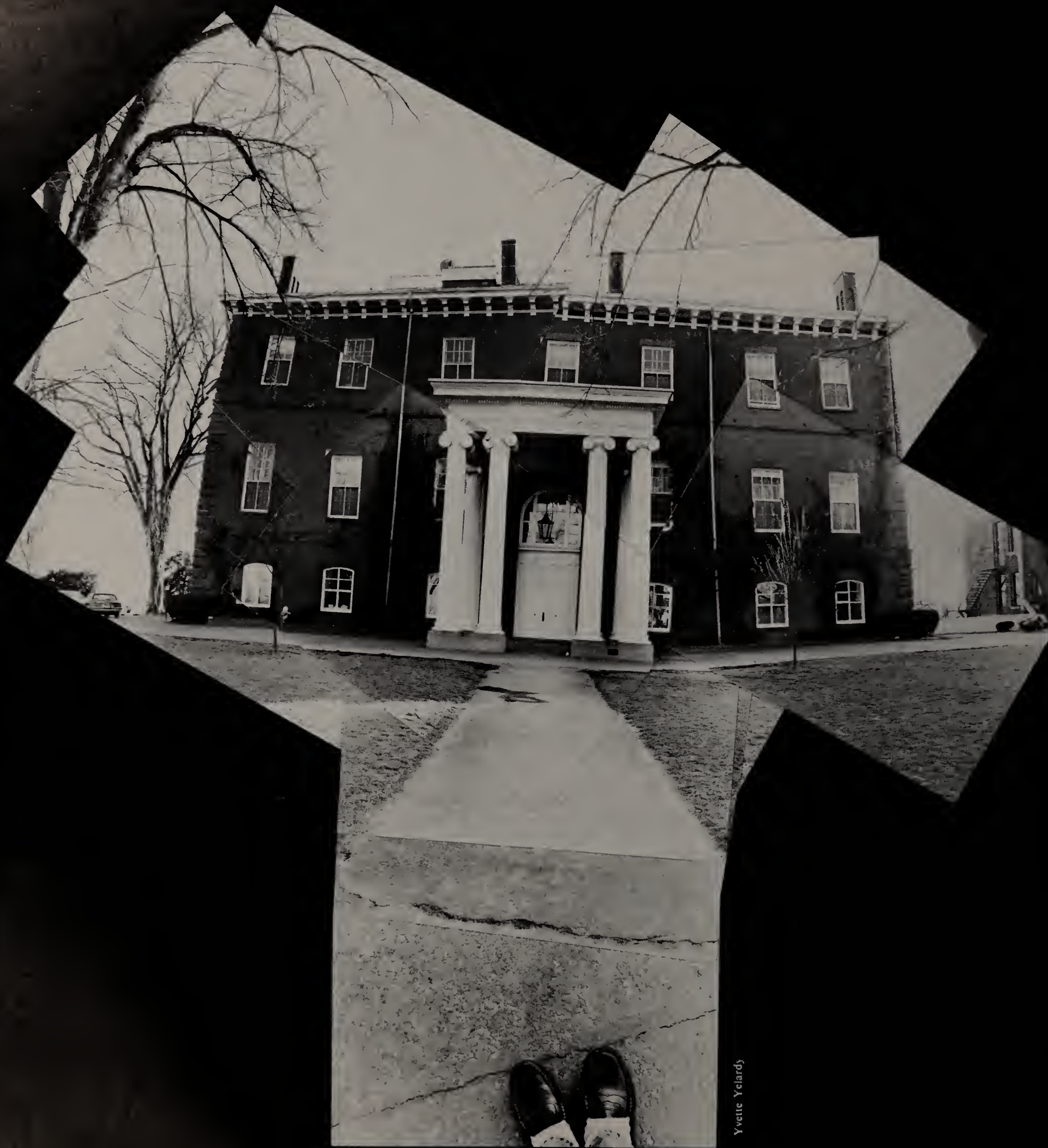


Richard Gordon, Sharon Winograd and Steven L. Wilner

Special thanks to the Tufts Archives, the Communications Office, *The Tufts Daily*, *The Tufts Journal* and *The Tufts Observer*. Personal thanks to Lois LaRock.



Back row: Kevin Schack, Lainey Gurwitz, Donna Elgart, Kevin Cooke, Andy Levenstein, Luan Nghiem, Karen Plants, Ted Yueh, Russell Beck, Tom Bendheim. Front row: Steven Wilner, Richard Gordon, Sharon Winograd, Kim Winston



Yvette Yelardy



Colophon

Volume 60 of the Tufts University *Jumbo* was printed by Jostens Printing and Publishing Division in State College, Pennsylvania, using offset lithography. Of 376 pages, 15 were printed in the four-color process, with an additional 14 pages printed with second color (TEMPO 540). Paper stock is #199 Dull. Varnish #392 was used on 38 pages.

Closing copy by Zee Edgell from *Beka Lamb*.

COVER AND ENDSHEETS: The Craftline cover, produced in Josten's Topeka plant, was mounted on 150 point binder board. The base color, #499 Night-hawk, was Mission grained and hand rubbed with black ink. The lid was blind embossed from a fully-modeled brass die cut with #591 Gold Metalay applied. Endsheets stock is #303 Parchmatte.

TYPE: All body copy is 10/12 point Times Roman. Kickers are 7 point Times Roman with photo credits set in 6 point. Headline size ranges from 14 point to 72 point. Styles used include: Aldostyle Extended, Ameri-

can Typewriter Bold Condensed, Balloon Extra Bold, Friz Quadrata, Giant Gothic, Helvetica, Manhattan, News Gothic, News Gothic Condensed, Ronda and Times Roman.

PHOTOGRAPHY: Senior portraits were photographed by Varden Studios of Rochester, New York. Other photography done by Tufts students, photographers of various Tufts journals and Varden Studios. Color processing and printing done by Varden Studios.

EXPENSES: *The Jumbo* was produced on a total printing budget of \$32,000. Individual copies sold for \$25.00. *The Jumbo Yearbook* is distributed at no charge to graduating seniors. The press run was 1,500 copies. Publication date for the yearbook was April 27, 1985.



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