

Figure F1 “John Harvard, Founder, 1638”  
*Bronze statue, 1884, by Daniel Chester French of John Harvard (1607–1638), an English minister who on his deathbed made a bequest of his library and half of his estate to the “schoale or Colledge recently undertaken” by the Massachusetts Bay Colony. The grateful recipients named the college in his honor.*

***“He gazes for a moment into the future, so dim, so uncertain, yet so full of promise, promise which has been more than realized.”***

Photo (April 27, 2008) reprinted courtesy of Alain Edouard  
Source: [https://commons.m.wikimedia.org/wiki/File:John\\_Harvard\\_statue.jpg](https://commons.m.wikimedia.org/wiki/File:John_Harvard_statue.jpg)



Figure F2 *University Hall on an early spring evening*  
Reprinted courtesy of Harvard University

Harvard College

Class of 1957

**RECOLLECTIONS  
AND  
REFLECTIONS**

## 60th REUNION COMMITTEE

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John A. Simourian  
Wallace E. Sisson

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S. Warren Farrell	Neil P. Olken	Thomas H. Walsh, Jr.
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Newton E. Hyslop, Jr.  
James L. Joslin  
Charles Steedman



*Harvard College Class of 1957 logo,  
designed in 1982 by architect Peter Chermayeff '57  
for the 25th Reunion at the request of Reunion Chairman Wallace Sisson '57*

# Dedication

*In Memory of  
Our Classmates  
who have passed into the Great Beyond;*

*to  
Our Families  
Our lifelong Friends*

*and  
James L. Joslin,  
For his 60 years as Secretary of our Class  
and Convener of 13 Class Reunions*

*by  
The 60th Reunion Committee  
of the Harvard Class of 1957*

*May 2017*



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**NATHAN MARSH PUSEY**

*24th President of Harvard University*

Preceded by James Bryant Conant

Succeeded by Derek Curtis Bok

Born in Council Bluffs, Iowa, April 4, 1904

Died in New York City, November 14, 2001, age 94

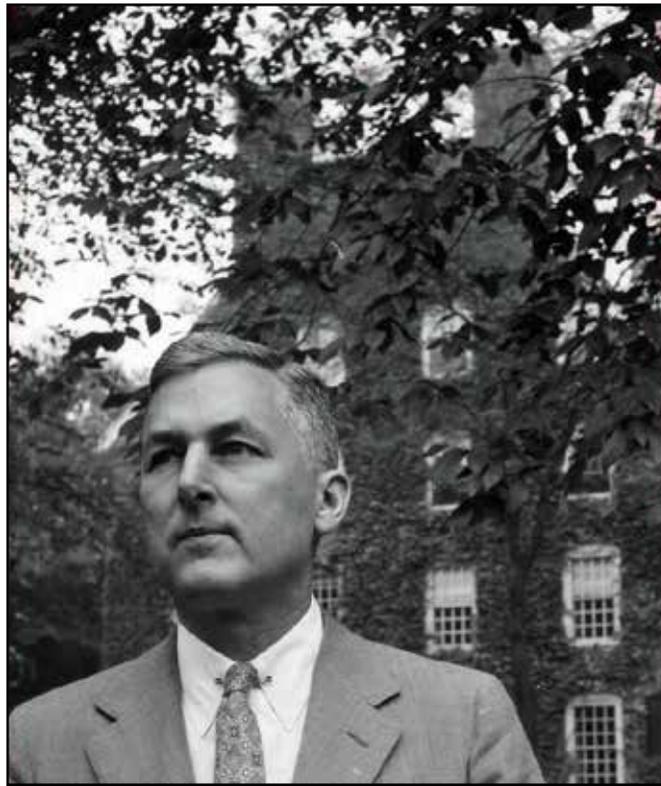


Figure F3 *President Pusey of Lawrence College arrived in Cambridge with the Harvard College Class of 1957 to begin his distinguished tenure as President of Harvard University. In June 1957 he is shown standing in the Yard in front of Massachusetts Hall, which still houses the President's Office as well as students.*

*The College Class of 1957 while all male was geographically, economically, and socially diverse. Over 600 students (53.3%) came from public high schools,<sup>1</sup> and although only nine classmates were African-American, many ethnic minorities and immigrant groups were well represented for the times.*

Photograph reprinted courtesy of Harvard University

**Nathan Marsh Pusey<sup>2</sup>**  
President, Harvard University  
1953–1971

Arriving in Massachusetts Hall after presiding over Lawrence College, Nathan Marsh Pusey (1907–2001) was the second Harvard president to bring previous presidential experience with him. For Pusey, that meant tangles with the infamous Sen. Joseph R. McCarthy (R-Wis.).

The new president had hardly been confirmed by the Board of Overseers in June when McCarthy took aim at him in a published letter. “When McCarthy’s remarks about me are translated, they mean only I didn’t vote for him,” Pusey wryly replied. The incident made national news, the vast majority of it against McCarthy. In November, after Pusey had spent little more than two months in office, McCarthy attacked Harvard. Pusey parried with the unflappable style that had earlier served so well.

Pusey’s firmness of principle reflected his deeply religious nature, and The Memorial Church and the Divinity School benefited from his continuing efforts to enhance Harvard’s spiritual fortunes. Nonetheless, Pusey was also one of Harvard’s great builders, resuming a scale of new construction to rival that of the Lowell administration.

In 1957, Pusey announced the start of A Program for Harvard College, an \$82.5 million effort that actually raised \$20 million more and resulted in three additions to the undergraduate House system: Quincy House (1959), Leverett Towers (1960), and Mather House (1970). During the 1960s, the Program for Harvard Medicine raised \$58 million. In April 1965, the Harvard endowment exceeded \$1 billion for the first time. By 1967, Pusey found himself making the case for yet another major fundraising effort seeking some \$160 million for various needs around the University.

Other major structures of the Pusey era include the University Herbaria building (ca. 1954), the Loeb Music Library (1956), Conant Chemistry Laboratory (1959), the Loeb Drama Center (1960), the Center for the Study of World Religions (1960), the Carpenter Center for the Visual Arts (1963), Peabody Terrace (1964), William James Hall (1965), Larsen Hall (1965), the Countway Library of Medicine (1965), and Holyoke Center (1966). A 1960 bequest from art connoisseur Bernard Berenson, Class of 1887, allowed Villa I Tatti (Berenson’s great

## RECOLLECTIONS AND REFLECTIONS

and storied estate near Florence, Italy) to become a special Harvard treasure as the home of the Center for Italian Renaissance Studies. Fundraising for structures such as Pusey Library and the undergraduate Science Center began toward the end of Pusey's term.

Pusey became one of Harvard's most widely traveled chief executives, chalking up official trips to Europe (England, France, Scotland, Switzerland; 1955), East Asia (Hong Kong, India, Japan, Korea, the Philippines, Taiwan; 1961), and Australia and New Zealand (1968).

Toward the end of his term, Pusey found himself once again beset by controversy—this time, from within. Fueled by burning issues such as the Vietnam War, civil rights, economic justice, and the women's movement, student activism escalated to the boiling point by the late 1960s at Harvard and elsewhere. On April 9, 1969, radical students ejected administrators from University Hall and occupied the building to protest Harvard's ROTC program and University expansion into Cambridge and Boston neighborhoods. Early the next morning, many protesters sustained injuries requiring medical treatment after Pusey called in outside police to remove the demonstrators. In response, other students voted to strike and boycott classes. The University almost closed early. The gateway had just opened onto the greatest period of sustained upheaval in Harvard history.

Pusey defended his actions until the end of his long life, but the events of April 1969 undoubtedly shortened his presidency. In February 1970, he made a surprise announcement: he was retiring two years early. Pusey left Harvard in June 1971 to become the second president of New York's Andrew W. Mellon Foundation

\* \* \*

### **Nathan Marsh Pusey<sup>3</sup>**

April 4, 1907 – November 14, 2001

In his habits of character and his presidential style, Nathan Pusey '28, Ph.D '37, LL.D '72, was a figure of transition. The last of a breed in some respects, he did more than perhaps any other man to usher the American research university into the modern age. The last Harvard president to have graduated from the College, he was the first to come from west of New York State. A deeply religious man and a staunch

friend of Memorial Church, he was the last Harvard president to read the lesson at services every Sunday. And he was the prototype of today's college presidents, who must feel equally at ease in the world of academe and that of large-scale fundraising.

Still, transitions can be exciting times, requiring a good measure of faith and the courage of one's ideals. Nathan Pusey had both to spare. "This was," he said, "the best time to be a president, almost, in modern history."

A classics scholar with a particular passion for Athenian law, he was only 46 when the Harvard Corporation tapped him to succeed James Bryant Conant as the University's twenty-fourth president, in June 1953. He came to Harvard from Lawrence College, where he had been president for nine very constructive years.

A fellow historian and Midwesterner, Franklin L. Ford, Ph.D. '50, who served as dean of the Faculty of Arts and Sciences under Pusey, thought his friend's experiences in Wisconsin were formative: "At Lawrence he discovered that the person in charge had to be alert to an institution's every need, because the place was depending on him. When he got here, he felt the same way."

Visiting the Yard's laboratories and libraries, offices, and athletic facilities during that first summer, Pusey was appalled by the degree of overcrowding and decrepitude in evidence. He concluded that, without a massive infusion of dollars, Harvard risked failing to meet the opportunities and challenges of a postwar period marked by expansion in nearly every aspect of American society.

His solution was The Program for Harvard College, the most ambitious and successful fundraising effort in the history of higher education to that point. The campaign raised about \$100 million from 28,000 donors. As John T. Bethell writes in *Harvard Observed*, "For all of private education, it redefined the art of the possible."

In all, during Pusey's phenomenally progressive tenure as president, Harvard's endowment and budget quadrupled.

In all, during Pusey's phenomenally progressive tenure as president, Harvard's endowment and budget quadrupled. The construction of more than 30 buildings—including Mather House, the Science Center, the Countway Library of Medicine, Holyoke Center, Gund Hall, the Loeb Drama Center, and the Carpenter Center for the Visual

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Arts—almost doubled its floor space. The population of teachers and administrators grew from 3,000 to 8,500. The student body was transformed as well, with the inception in the 1960s of a “need-blind” admissions policy, which energized the Yard with young people from all sorts of backgrounds. And Pusey bravely started negotiations aimed at a merger between Harvard and Radcliffe, breaking the ice in 1970 with an “experiment” in coresidential living (decried by many alumni at the time). In all these initiatives he was aided by a remarkable cadre of deans, for he worked hard at his appointments and was exceptionally good at finding the right person for a job.

Pusey’s dynamism in ensuring a proper physical environment for learning and research was matched by his passion for defending Harvard’s intellectual climate against any who dared to threaten civil discourse and academic freedom. He was an early and outspoken adversary of Senator Joseph McCarthy; when McCarthy pressed for dismissal of four faculty members he accused of being Communist sympathizers, Pusey declared:

*Americanism does not mean enforced and circumscribed belief . . . . Our job is to educate free, independent, and vigorous minds capable of analyzing events, of exercising judgment, of distinguishing facts from propaganda, and truth from half-truths and lies . . . .*

His adamance, which made him a liberal hero in the 1950s, cast him in a less popular light a decade later, in April 1969, when he called in the Cambridge police and state troopers to evict and arrest students who had taken over University Hall to protest the University’s perceived role in the military-industrial complex. By his impassive dealings with the protesters, whose behavior he felt was an affront to the civil discourse integral to the culture of a university, Pusey made himself a natural target for criticism. He announced his retirement the following year, but he claimed to have no regrets over his handling of the protest, maintaining that his choice had been a simple one.

In the three decades following his departure from Harvard, Pusey remained true to his ideals. He served for four years as head of the Andrew F. Mellon Foundation, in New York, wrote a book about American higher education, and chaired the Fund for Theological Education.

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Visitors to Harvard Yard will find his name emblazoned in the Nathan Marsh and Anne Woodward Pusey Room in Memorial Church and the Nathan Marsh Pusey Library—fitting tributes to a man who feared a “*world without spirit*” above all else, and who *cherished the University as “one of the noblest creations of the mind of man.”* —Deborah Smullyan '72

**Endnotes**

- <sup>1</sup> Editorial: “To Consider and Act”, *Harvard Crimson*, November 1, 1957
- <sup>2</sup> Reprinted with permission from Harvard University (<https://www.harvard.edu/about-harvard/harvard-glance/history-pr>)
- <sup>3</sup> Reprinted with permission from *Harvard Magazine* (<http://harvardmagazine.com/2002/01/nathan-marsh-pusey.html>)

Harvard College

Class of 1957

**RECOLLECTIONS  
AND  
REFLECTIONS**

*A Book of Essays for the 60th Reunion*



CAMBRIDGE

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2017

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# Foreword

## A Lost Art

In this era of “*selfies*”, three-way conversations with one’s grandchild glancing at the “*smart*” phone in his/her lap, and “*messaging*” amongst them/ourselves in 140 characters or less, the essay seems to have become an outdated literary form. In a growing number of *progressive* primary schools cursive handwriting is no longer taught, so some of the current in-school generation cannot read hand written notes from their grandparents. Students communicate with one another, and unknown others, through online “*chat rooms*” controlled by Watson-like artificial intelligence-driven moderators who most participants think are real humans.

Fortunately, as *Gen Ed AHF* was for the Harvard and Radcliffe College Classes of 1957, its equivalent, *Expository Writing Skills*, remains for all first-year students a required full-year discipline. For our class, painful though it might have been for most, whatever creative writing talents were developed in the course of weekly submissions of one thousand word papers were lasting and possibly distinguishing in later life. Seen from our generation’s viewpoint, the art of the essay seems to have vanished as one among many of unintended consequences from advances in an information technology which allows us to “keep us in touch” instantaneously and also interrupt our concentration.

So when your editors of this volume sent out a challenge to all classmates—a call to submit essays on a topic of each writer’s choice, with

final drafts subject only to a few format restrictions—the results proved to be highly gratifying and, ironically, benefitted from the new technology. Interspersed with invited essays, such as the one on the Olympics by Tenley Albright, representing Radcliffe, you will find the collected essays informative, insightful, compelling and often entertaining. Editors Newt Hyslop and Charley Steedman worked with the more than five-score authors to conform matters of syntax and encourage clarity of expression. Newt had served in a similar context for the 55th Reunion of his Harvard Medical School class, and Charley with his background at *The Crimson* retained his mastery in the art of placing the comma and bringing out the best from our stable of authors. Many thanks to both for their extraordinary efforts on our behalf.

In addition to the comments and impressions by Newt and Charley immediately next, as part of the front matter we have placed some preliminary observations by classmate John Dowling, currently Professor of Neuroscience at Harvard, and a Forbes.com article by journalist classmate Bob Lenzner. These pieces set the appropriate tone for the other submissions herein. Bob's article has been circulated widely online in university settings throughout the country. Further, we have reproduced the 2012 *New York Times* article on the principled stand against segregation taken by the Harvard basketball team of 1956–57.

In the *Epilogue* the reader will find an essay written 40 years ago at my invitation by Dr. John Finley for our *20th Anniversary Report* as one of the supplemental articles to that volume. It is included not only because of its timeless commentary, and his observations about our era in Cambridge, but also as an example of the essay as a literary form.

Although our Editors might insist on a few added paragraph breaks in the good Doctor's text, the economy and efficiency of Professor Finley's usage shines through. His conclusion then that

*“ . . . the wonder is not that Harvard changes but that it stays so constant. It is less to be judged relatively to its own past than to other more changing institutions . . . ”*

helps as a framework to understand and perhaps accept the inevitability of some of the internal turmoil the University seems to be experiencing presently as it continues to shape its destiny.

James L. Joslin, *Secretary*  
Harvard College Class of 1957

# Editors' Note

This *Essay Book* was conceived as means of recording elements of the collective wisdom gained by the Harvard College Class of 1957 over the sixty years since our graduation, and also to provide an opportunity for us to offer a perspective on our times.

Life was breathed into this idea in the Fall of 2016 when the Class of 1957 60th Reunion Committee created the *Essay Book Committee* to pursue the possibility of compiling and publishing in a rather short time frame a supplement to the Class Report to consist of essays on a range of topics. This book is the product of two processes: an *Invited Call* to 70 classmates and an *Open Call* issued to everyone in the Class of 1957 possessing a postal and/or e-mail address in the Harvard Alumni Association database.<sup>1</sup>

## The Process

To assure a broad range of individual experiences, the *Essay Book Committee* first reviewed all 759 entries, many without essays, as published in the 55th Reunion Class of 1957 Report. Key points were extracted from submitted essays, their content categorized and possible topics and persons identified for essay assignments. In addition, the Class of 1957 HAA Occupational Database of August 2016 was searched to discover those with interesting occupations who had not submitted an essay for the 55th Report. Based on this analysis the Committee next generated a list of 213 living classmates considered to represent many areas of life experience characterizing our Class, and who were considered likely to be willing to write an essay. From this group 70 individuals were selected to be *Invited Essayists*, who were then contacted by personal e-mail and follow-up telephone calls, and were given suggested topic areas for their essays. Although some required gentle persuasion to rise to the challenge, the final acceptance rate of 78% and the quality of their essays testify to the commitment by the *Invited Essayists* to the theme of *Recollections and Reflections*.

The idea of adding an *Open Call* arose from the 60th Reunion Committee and received its unanimous approval at the full committee meeting in October 2016. In mid-December when invitations to those selected for the *Invited Call* went out by e-mail, a simultaneous *Open*

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*Call* was issued to *all* classmates. They received notification in postal mail first by a letter of invitation, followed by three reminder postcards sent at seven-day intervals.

Each postal mailing was accompanied by an e-mail “blast”<sup>2</sup> which contained copies of the *Open Call* letter of invitation, *Instructions for Authors*, *FAQs*, a *sample Essay*, and the obligatory optional HAA form for donations towards publication and distribution costs. For the Internet-inclined, the e-mails and postcards noted that all of these materials were continuously accessible on the HAA Class of 1957 web page.

The reminder postcards, hard to overlook at 5½ x 8½ inches and of high-quality stock suitable for framing, carried on one side the full-color reproduction of Solomon Koninck’s “*Old Scholar*” (shown on the reverse of the dust jacket of this volume), which was surmounted by the message, “HOW ARE YOU PROGRESSING WITH YOUR ESSAY?” The reverse side carried the mailing addresses, essay instructions, notice of the February 7 deadline, and repeated the following message from the e-mail “blast”:

“Greetings from the Harvard College Class of 1957 Reunion Committee.

Here’s another chance to make your mark in Harvard print!

*Put your thinking cap on and write the best essay you ever wrote!*

*You* and our classmates have been deeply involved in all aspects of the immense changes in our world since we entered it. It is time to look back and record our perspective for others.

The goal of the Essay Book is to capture representative views of our classmates on topics from the arts, humanities, sciences, and society, with emphasis on our personal experiences and insights.

The intent is to capture in words and images formative experiences from our professional or vocational lives likely to be of interest to classmates, our families and later generations.

Your entry may best inform future readers by describing an event or period in your life of unusual interest, personal challenge, danger, excitement, or humor, which for you was motivational or influential, or was a life lesson learned from the experience.”

*Did the notifications alert the class?* A survey of 30 attendees at the January 25, 2017 Reunion Committee meeting reassuringly showed that 100% had received both e-mail and postal mailings. Moreover, the Open Call brought forth 77 responses, including from many who had also been on the initial list of 213 considered for selection as *Invited Essayists*.

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The Editorial Guidelines for all authors were simple.

*“Submissions advancing unilateral religious or political views and content outside of legal publishing guidelines (e.g., copyright, fair use, libel, slander, and defamation) are unacceptable.*

*The Committee reserves the right to edit submissions.”*<sup>3</sup>

*Invited Essayists* were allowed up to 4,000 words and asked to provide one or more photographs, especially from their earlier years, which informed the essay. In order to control book size under conditions of an unknown number of responders, *Open Call Essayists* were limited to 2,000 words or its equivalent space. However, when during editorial review it was found that topics addressed in an *Open Call Essay* enhanced the breadth or depth of coverage by *Invited Essays*, *Open Call Essayists* were encouraged to expand and illustrate their essays. All Essayists were requested to submit biographical sketches which also underwent editorial review for consistency of style but not confirmation of statements.

### **The Result**

A total of 138 essays were received and reviewed by the Essay Book Committee. During the editorial phase, Committee members were in regular contact with authors and exchanged drafts until reaching the mutually acceptable final version. Before submission to the publisher, the essays were distributed by content into several broad categories without reference as to whether their authors came from the Invited or Open calls.

The Essay Book opens with President Nathan Marsh Pusey, who began his presidency with us in 1953. It closes with President Drew Gilpin Faust, whose presidency epitomizes the remarkable social changes which characterize our epoch—the sixty years since our graduation in 1957.

### **Acknowledgements**

The *Essay Book Committee* is indebted to *Diane MacDonald*, Senior Associate Director of the Class Report Office of the Harvard Alumni Association, for her encouragement and support of this project from its nascent phase to its completion, and to *Daniel McCarron* of Flagship Press for his enthusiasm, seasoned advice, design skill, adaptability and insistence on production quality, who was ably supported by his

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excellent colleagues *Mary Jo “M.J.” Lees* and *Tony Monteiro*. *Susan Frodigh* of TFC Financial gave substantial technical support and cheerfully swept up loose ends. *Martin S. “Marty” Gordon ’57* reverse-engineered the HAA Home Page server to accept our *Essay Book User Help* pages and, importantly, orchestrated the multiple e-mail “blasts”, which process inadvertently uncovered the awkward fact that the HAA e-mail address list labeled as “*Harvard 1957*” included Radcliffe ’57!<sup>4</sup>

We gratefully acknowledge the support and forbearance of our families from November 2016 through April 2017 when the organizational and editing processes temporarily redefined the nature of our retirement and social lives. But this interval of outreach and intense interchange with classmates, many of them unknown to us in our college years, enriched our own lives and confirmed for us the special nature of our class, as it always did for our predecessor in outreach, *J. Louis Newell ’57*.

This project would not have gone forward without the initiative and continuing involvement of *Jim Joslin ’57* and the unwavering support of his Co-Chairmen of the 60th Reunion, *John Simourian ’57* and *Wally Sisson ’57*, who with the approval of the Reunion Committee committed the resources of the Class Treasury to underwrite any losses incurred in printing and distributing the book to every classmate, regardless of donor status.

Most importantly, we wish to thank the 135 members of the Harvard Class of 1957 who responded to the invited and open calls for Essays and then worked patiently with the Essay Book Committee in refining their essays to create this unique book of life experiences recounted and reexamined.

Finally, the quality of this book owes its existence to the excellence of the essays submitted by their authors, whose lives plumbed nearly every depth of human emotions during our times, and who wrote movingly about their experiences.

Respectfully submitted,  
Newton E. Hyslop, Jr.

For the *Essay Book Committee*:  
Newton E. Hyslop, Jr., *Editor*  
James L. Joslin, *Co-Editor*  
Charles Steedman, *Co-Editor*

## RECOLLECTIONS AND REFLECTIONS

### Endnotes

- <sup>1</sup> The HAA Class of 1957 database (*updated August 2016*) available to us had been purged of contact information for more than 100 classmates who had opted-out of receiving Harvard-related mailings. Consequently, to reach Invited Essayists who had elected the “*mailings opt-out*” category, we resorted to contact information published in the 55th Reunion Class Report. Unfortunately for us and them, the other classmates with “*mailings opt-out*” attached to their names were not sent any Open Call e-mails or postal mailings, since as per their instructions to HAA, their contact information was absent from the database.
- <sup>2</sup> Not all classmates with postal addresses listed in the HAA database had e-mail addresses. Consequently they received only the permissible version.
- <sup>3</sup> The statement “. . . *reserves the right to edit submissions . . .*” drew only one written objection, and even that one had potential for expansion into an essay of its own. However, it went unrealized.
- <sup>4</sup> In November 2016 the *Essay Committee* chose Olympic Gold Medal Winner *Tenley Albright* to represent Radcliffe '57 in this otherwise all-Harvard College Essay Book. At the recommendation of the Harvard '57 Reunion Committee, Radcliffe '57 was left to its own devices, consistent with longstanding policies related to separate Class Reports and Reunion activities except for a joint Memorial Service. However, when the December “e-mail blast” announcing the *Open Call for papers* unexpectedly encompassed Radcliffe '57, it creating a period of confusion among Radcliffe recipients and raised the possibility of joint contributions to the *Essay Book*. As a result, in the interval before its resolution by the efforts of Radcliffe '57 Class President Lucia Stein Hatch, Diane MacDonald of HAA and the *Essay Book Committee*, a few R'57 essays were in preparation; those completed are incorporated in the Radcliffe '57 60th Reunion Report.



### HOW ARE YOU PROGRESSING WITH YOUR ESSAY?



AN OLD SCHOLAR  
Salomon Koninck (1609–1656)  
The State Hermitage Museum, St. Petersburg

Figure F4 *Reminder postcard mailed thrice to entire Class of 1957*



Figure F5 *"Scholar at his Writing Table" [a.k.a. "Scholar at the Lectern"] 1641*  
*Rembrandt van Rijn (1606–1669)*  
*Royal Castle, Warsaw*

# A Sampling

When the class of 1957 graduated, many of us scattered. Some went into military service; others went to law or medical school. Still others went far afield. If you had picked up *Life* magazine at graduation, you would have read the admonition of our elders, toughened by the Great Depression and World War II. They greatly outnumbered our generation but things would change with the arrival of the Baby Boomers, the first of whom were age 11 when we graduated. The admonition from the editors of *Life* was something like this: “Arise, Class of 1957, you have nothing to lose but your apathy.”

To see how badly they misjudged our quietness, our apparent adherence to convention, our willingness to abide by our elders’ rules, read the essays in this book. It turns out we were just laying low, waiting to break out and do some amazing things. There was no apathy in the Harvard Class of 1957.

Read into the book to find out how Rod Wolfe reacted when he was suddenly awakened by a collision alarm as his nuclear submarine was gliding under the polar ice pack headed for the North Pole. See what happened to Larry Huntington as he got close to the summit of Mt. Everest on his second attempt. Who was the classmate who played a key role in the creation of the beautiful Zakim Bridge over the Charles River? Which classmate was chief counsel of the Senate’s “Church” committee investigating America’s intelligence agencies in 1975? Who spent more than four months, on two occasions, living and working on frozen sea ice at latitudes between 84 and 85 degrees north?

You will be entertained reading how Peter Davis persuaded Jackie Kennedy Onassis to host a dinner for Eliot House master John Finley. Bernie Gwertzman talks about his travels with Henry Kissinger. Jock McLane, having spent more than 60 years immersed in India, provides revealing insights into the country’s politics and culture. Bob Freeman knows what ails our country’s symphony orchestras. Nick Platt wades into a mob wearing a bullet-proof vest as ambassador to the Philippines. David Becker worries about legal education, concerned that law students today are not learning the essential problem-solving skills and many cannot write clearly and effectively.

Bob Neer recounts vast changes in medical practice and education, not all for the better. He explains why a formative part of his training—spending many weeks on a hospital medical ward, helping to care for

hospitalized patients and querying them about their illnesses—is no longer possible. Bob Lenzner finds that Wall Street is more concentrated today than at any time in US history and concludes that its institutions are too big to manage, too big to regulate, and too opaque for the press, public, and even their regulators to comprehend. Victor McElheny walks us through the fascinating evolutions in science that have occurred since we graduated. John Talbott, home from service in Vietnam in 1968, organizes unknown volunteers, neighbors and friends as well as celebrities from music, art and science in New York City to publicly read the names of those who died in Vietnam.

What was it like to be bombed in Berlin, take refuge in a country town, flee on foot as the Soviet Army approached and then return to the destroyed town where one bartered for scraps of food? Gottfried Brieger tells us. Five times on Frye Island in Sebago Lake, ME, Dick Norris hosts US Navy destroyer crews—up to 100 from each ship, some with wives and children—as each ship nears launch at the Bath Iron Works. The outings start with a police-car siren escort from the ferry landing to the ball field, inspired by our escort to the Boston Pops at our 25th Reunion. Don't miss Murray Levin's account of going from Mattapan to Harvard Square for the first time in his life the day he registered as a freshman, naïvely wondering why one of his Boston Latin School acquaintances was going to live in the Yard.

Imagine young Emile Chi feeling unwittingly and partially responsible for exposing his US-educated father as a highly placed double agent during the war between the Chinese Communists and the Nationalists. Ride the Silk Road with William Bahary as he grows up in Iran and learns firsthand about the opium trade. Accompany newly minted CDC officer Jim Gale on donkeyback to a remote mountain village in Bolivia to investigate a deadly plague outbreak that wiped out the village.

Feel the struggle and pride of the uprooted immigrant families and their descendents in John Simourian's synopsis of the Armenian Genocide; in the adaptations required of William Gray's immigrant father, at 17 asked to change his surname in order to be an acceptable field representative for a high-end clothing company; and in Nino Yannoni's account of growing up Italian in Irish Jamaica Plain. Al Williams tells how he coped with racial segregation growing up in Delaware, and Charles Martin credits his grandmother and mother for uprooting his family from segregation to move north for his educational opportunity.

This is just a small sampling of the treasures your classmates have written. We think you will enjoy them.

Charles Steedman, *Co-Editor*  
*The Essay Book Committee*

# Prologues

## What Is So Special about the Harvard Class of 1957?

John E. Dowling

What is so special about the Class of 1957? One thing that has always impressed me is the number of our classmates who have earned a PhD degree and have gone on to careers in teaching and research in colleges and universities throughout this country and abroad. In addition, several of our classmates have held most impressive positions as President, Dean, or Provost at various academic institutions. To substantiate some of this, I looked back at our 25th Anniversary Report of 1982. It notes that 14% of our class was involved in education as compared to 10% of Princeton graduates and only 9% of Yale graduate of 1957. Also of interest is that 10% of our class went into law and 19% into medicine. And, of course, many of those in medicine especially, taught as well as carried out research.

A count of those in 1982 who had PhD degrees and held teaching and research professorships in various colleges and universities was 75 and this is clearly an underestimate in that not everyone in the class responded for the report or listed an occupation or position. Virtually

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all fields were included and were distributed as follows: natural science (18) and math (7), humanities (34) and social science (16). Also several of us stayed at Harvard (at least for a number of years) and not only made substantial contributions to their respective fields, but also to the college and university.

*In alphabetical order:*

**Glen Bowersock:** Chairman, Department of Classics, 1972–77; Associate Dean for Undergraduate Education, 1977–80; Acting Senior Fellow of the Society of Fellows, 1979–80. In 1980, Glen moved to the Institute for Advanced Study in Princeton.

**John Dowling:** Chairman, Department of Biology, 1975–78; Associate Dean for Natural Sciences, 1980–84; Master, Leverett House, 1981–98; Head tutor, Neurobiology Concentration, 2007–12.

**Joseph Fletcher:** Professor of East Asian Languages and Civilizations. An avid student of languages, but trained especially in Chinese and China's history, Joe specialized in Ch'ing history and the Muslim rebellions of the 18th and 19th centuries. Joe died in 1984.

**Edward “Ned” Keenan:** Instructor, Lecturer and Professor of History, 1965–2008; Master, North House, 1970–75; Director, Russian Research Center, 1976–77; Dean, Graduate School of Arts and Sciences, 1978–84; Director, Center for Middle Eastern Studies, 1981–94; Director, Dumbarton Oaks (Washington, DC), 1998–2008. Ned died in 2016.

**David Mumford:** Assistant, Associate and full Professor of Mathematics, 1962–1977; Winner of Fields Medal, 1974 (math's equivalent of the Nobel Prize). David retired and moved to Brown University in 1996.

In addition to those who joined the teaching and research ranks at Harvard, Fred Jewett was (beginning in 1960) Assistant Dean of Freshmen, then Assistant Director of Admissions, Director of Scholarships, and in 1972, Dean of Admissions and Financial Aid. In 1996 Fred became Dean of the College. At one time (1980), four of us held Dean positions in the college; Ned as Dean of Graduate School of Arts and Sciences, Fred as Dean of Admissions and Financial Aid, Glen as

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Associate Dean for Undergraduate Education and John as Associate Dean for Natural Sciences.

Two other classmates who held prestigious positions in academic institutions include Jim Freedman (law) who was President of the University of Iowa (1982–87), later Dartmouth College (1987–1998) and finally President of the American Academy of Arts and Sciences beginning in 1998. Jim died in 2006.

Ken Shine (medicine) was Dean and Provost at UCLA School of Medicine (1986–92), President of the Institute of Medicine (now the National Academy of Medicine) (1992–2002) and Executive Vice President for Health Affairs of the University of Texas System for 12 years beginning in 2003.

This brief overview of the accomplishments of our classmates in the area of “higher” education mainly at Harvard does not do justice to the many educators in our class, never mind all of the other areas in which our classmates have chosen to work. In reading earlier class reports, I was struck by all of the accomplishments made by our class. We have done Harvard proud, and I look forward to seeing many of you at our 60th in May.



P1.1 *Widener Library; donated by Eleanor Elkins Widener in memory of her son, Harry Elkins Widener, Class of 1907, who perished in the Atlantic Ocean on the foundering RMS Titanic on April 15, 1912.*

Reprinted courtesy of Harvard University

## PROLOGUES

### **Why There Were No Billionaires in the Harvard Class of 1957**

**Robert Lenzner**

June 12, 2012

*Forbes Magazine*

**W**e were born during the Great Depression and lived through the shortages and sacrifices of World War II. When we entered Harvard in the fall of 1953, Eisenhower was President and the Dow Jones industrial average had just retraced its 1929–1932 loss; and the index of the 30 major US companies like AT&T, GM and IBM grew by almost 90% before we graduated in 1957. We were blessed by entering our adult years at the very dawn of an industrial boom in America that drove stock prices higher and created many job opportunities.

Many of us served in the military before going to graduate school, which added a layer of national service and maturity to our career choices. Clearly, a huge portion of the class went back to school for advanced degrees—MD, LLB, MBA, PhD—since the most popular professions in our class was to be some area of academia or medicine—in many cases combining both, including the growing profession of psychiatry. Edward J. Rolde, who I don't know, earned five degrees in all from Harvard: BA in Economics, MD, an SM and ScD in public health, as well as a CSS in administration, and spent 30 years on the Harvard Medical School and School of Public Health faculties. An impressive lot of learning.

But the most stunning difference with today is that only 9% of us went into finance, less than went into business administration. We had no Masters of the Universe and the very idea of becoming a billionaire was unknown to us.

We were a serious lot—unlike the *Mad Men* of the HBO series, and hugely monogamous; 72% of those still married are together with their first wives. No alimony and child support draining their finances. In fact, 84% of the 1957 graduates who answered the survey in the Red Book, counted themselves as “satisfied with their overall financial situation,

### **Why There Were No Billionaires in the Harvard Class of 1957**

with satisfaction going up to 94% for the 11% who have not retired.” (I am one of them, and plan never to retire unless health forces me to.)

One explanation for this sense of comfort is that many of our class—a third of the respondents—reached “a higher level” of professional achievement than they expected.” And only 19% or one in five said they would “make major changes in life and work decisions.” My friend, John Ratte, an historian of note who taught at Amherst College, and later became head of Loomis Chaffee School for two decades, quotes the late Peter Gomes as warning us five years ago, “Beware of the twin thieves of envy and regret; they seek to rob us of our past and our future.”

Truthfully, I was amazed that very nearly one of four of us was of the Jewish faith, even though more than half considered themselves more secular Jew than religious Jew. I was moved in Memorial Church by a phrase in Psalm 121 that reads, “He who keeps Israel will neither slumber nor sleep” and the last verse of “America the Beautiful”, which encourages a life of virtue over monetary gain. Good to have had such a spiritual experience. I found the presentations of two Jewish classmates, Roger Graef and Peter Davis, known for their sensitive documentary films as well as socially conscious writings, a model for the expression of a set of ideals that take precedence over fortune.

I was one of the 40% of my class at Phillips Exeter Academy who gained entry to Harvard (St. Paul’s School in Concord, NH also sent 40% of their 1953 graduates). I like to think the large number of Jews contributed in part to our class preference for serious careers, and participation now in retirement for civic duties. I think of Michael Cooper, chief of the litigation department at Sullivan & Cromwell, serving as head of the Bar Association.

Non-Jews like Dr. James Gilligan, a professor at NYU, serves as a consultant on issues of violence prevention at the World Health Organization and writes reports for Kofi Annan on violence against children. Charles Brower, a Judge on the Iran-U Claims Tribunal, has been involved in high stakes international arbitration and named one of the world’s top ten arbitrators. So much for retirement.

Oh, yes. We were more liberal Republican in 1957, reflecting that era—but now we are more liberal Democrat, with 31% of us choosing Bill Clinton over 30% for Ronald Reagan as our favorite president. Was it pure coincidence the stock market rallied substantially during those two presidencies, creating a sense of renewed vitality?

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What sticks with me is that though no great famous fortunes were made, or corporate/financial empires built, 85% of those willing to opine said they were financially satisfied with the means their lives had created. We felt fortunate to be at Harvard, and mostly did not put money at the peak priority of our personal goals. Or, many of us had a far less atavistic, insatiable drive to make money over the goals in our hearts and souls. In those years to be a highly successful heart surgeon or corporate lawyer or government bureaucrat or humanities professor carried sufficient financial rewards. This is an enormously important lesson to teach our kids and grandchildren.



P2.1 *The 1725 clock on Massachusetts Hall faces First Parish Church. The clock was recreated by the Electric Time Company of Medfield, MA, architect Dr. Judith Selwyn II, Skylight Studios, Inc., Woburn, MA*

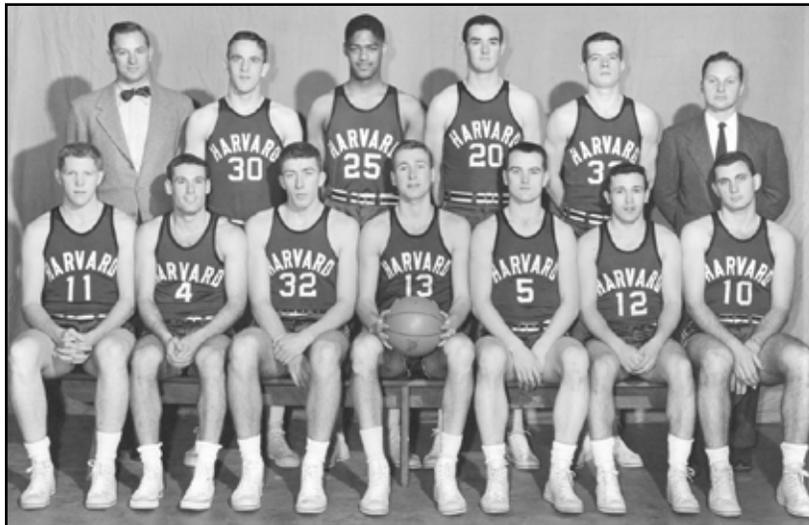
Reprinted courtesy of Harvard University

# *In 1956, a Racial Law Repelled Harvard's Team*

By **BILL PENNINGTON**

**New York Times**

MARCH 14, 2012



P3.1 *Bob Bowman (third from left in top row) graduated before the all-white 1956–57 club decided not to travel to New Orleans.*

Photo source: Harvard Athletic Communications

It has been a long time since anyone in the nation noticed or cared where the Harvard men's basketball team was playing. But Thursday, the Crimson will be among the competitors in the N.C.A.A. tournament for the first time in 66 years. Their dream is to get to the Final Four in New Orleans.

## PROLOGUES

Many Harvard basketball seasons ago, another trip to New Orleans was also something of a dream to the players. In 1956, the team had agreed to play in a New Orleans winter holiday tournament.

“It was pretty exciting,” Dick Hurley, a guard on the 1956 team, said. “For us back then, heading south meant Philadelphia.”

But the trip to New Orleans never happened, the games disappearing from the official Harvard schedule like an immaterial footnote erased from the bottom of a term paper. The story of the gaping hole in the Harvard basketball schedule from Dec. 21, 1956, to Jan. 8, 1957—big news at the time—has remained almost entirely untold in the intervening years.

“I’ve told the story from time to time,” said Lewis Lowenfels, another guard on the team. “Nobody has ever known what I was talking about.”

In mid-July 1956, after Harvard had been invited to the December tournament in New Orleans, the Louisiana legislature—reacting to various federal mandates to integrate its schools and other institutions—voted to bar interracial athletic contests, including activities like dancing and pastimes like cards, dice and checkers. The legislation also ordered segregated seating at athletic events.

The anti-mixing statute, as it came to be known, was one piece of segregationist legislation enacted by several Southern states in the mid-1950s, and the Louisiana sports provision was hardly the most prominent. Still, as classes reconvened at Harvard in September, civil rights debates mushroomed on campus. And in time, it came to the attention of the athletic department that the few African-American athletes on its rosters might be prohibited from playing in some Southern states.

The 1956–57 Harvard basketball team that was planning to travel to New Orleans was all-white. But the center on the team for the previous three years, Bob Bowman, was black.

In October 1956, four months after Bowman graduated from Harvard, the basketball team gathered and was told about Louisiana’s new law.

“It was presented to us,” said Philip Haughey, a senior on the team. “And our reaction was, ‘So Bob wouldn’t have been able to come?’ There was no debate after that. We weren’t going. Yes, we were now an all-white team, but if that was their attitude, then no one was going.”

### In 1956, a Racial Law Repelled Harvard's Team

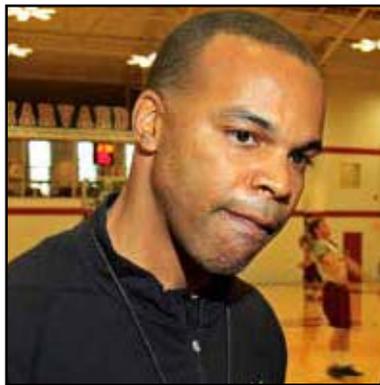
"I remember it was a big deal, as it should have been," Lowenfels said. "It called attention to something that never should have been."

Bowman, 77, now retired in California after 40 years as an orthopedic surgeon, was in medical school when the team decided to forgo its New Orleans trip.

"You have to remember the tenor of those times in America and that these were 19- and 20-year-old college student-athletes," Bowman said. "In that context, it becomes more and more ethically courageous. They should be very proud, and I am very proud, that they took a stance that said, 'If African-Americans can't play, then none of us will play.'"

Harvard, whose teams had played throughout the Midwest, was not the only institution to refuse to play in Louisiana, said Kurt Edward Kemper, author of *College Football and the American Culture in the Cold War Era*. Kemper, a professor of history at Dakota State University, wrote extensively about the Louisiana racial law and its aftereffects.

Things like Harvard's rebuke, which was resistance from a notable place, exerted the kind of public pressure that began to hem in the South in ways it did not expect," Kemper said. "Before that, there had been gentlemen's agreements and Northern schools were complicit in letting segregated schools uphold certain policies. In the 1950s and 1960s, some places were finally willing to say no." Bowman, who was raised in the South Bronx, said he had hardly ever discussed the episode publicly in the last 56 years. He had not told his children, for example.



P3.2 Tommy Amaker, the current Harvard coach

Photo source: Adam Hunger for *The New York Times*

## PROLOGUES

Bowman, who was raised in the South Bronx, said he had hardly ever discussed the episode publicly in the last 56 years. He had not told his children, for example.

“I did not forget it, I considered it part of the fabric of life then,” Bowman said. “I am so glad it’s not an issue any longer. Look at how dramatically things have changed. Harvard is in the N.C.A.A. not only with African-American players but an African-American head coach. That means more to me right now.”

The 1956 Louisiana law prohibiting interracial sporting activities was invalidated by a court ruling about two years after it passed, although instate universities and colleges almost universally abided by the ban for several years thereafter.

In 1960, Harvard finally traveled south of Philadelphia during the holiday period, playing in a tournament hosted by Furman University in Greenville, S.C. Harvard did not play its first basketball game in New Orleans until 1996, when it played two games in a tournament called the Christmas Classic.

*A version of this article appears in print on March 15, 2012, on page B15 of the New York edition with the headline, “In 1956, a Racial Law Repelled Harvard’s Team”.*



P3.3 Dr. Martin Luther King, Jr., at the Lincoln Memorial, Washington, DC, overlooks the multitudes at the March on Washington in 1963 before his “I Have a Dream” speech  
Photo: Hulton Archive / Stringer/Getty Images, reprinted with permission

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# Essays

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GOVERNMENT



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## Foreign Affairs Policy—Middle East

### Concerning Colonial Settler States and Ignoble Wars

Lessons from Algeria

**Clement M. Henry**

We were the “*Silent Generation*”, as our class editors note, “*our silence and obedience . . . [being] in contrast to the political and social uproars of some other generations*”, because, born shortly before the proclamation of the American Century in 1941, we grew up in a comfortable bipartisan consensus of liberal internationalism.

We were also the Cold War generation. The Iron Curtain descended on Eastern Europe during our pre-teens, dividing the world into the children of light and the children of darkness, and the United States was on the right side of history, the unquestioned leader of the Free World. We graduated at the height of America’s postwar power as true believers in a beneficent liberal world order led by the United States.

#### **Youthful Hubris**

Upon graduation I immediately in the summer of 1957 joined a special seminar on international student relations conducted by the United States *National Student Association* and, after attending NSA’s national congress in August, became its representative in Paris focused on our bilateral contacts with overseas student associations, principally those from France’s African colonies.

Algeria was a particular focus of attention. As a sort of junior ambassador I felt I was contributing my share to the Cold War, contesting international Communist influence over Third World students by offering our support in their struggles for national self-determination. Clandestine financing from CIA did not disturb me; quite the contrary, secret financing by an agency apparently run by former student leaders confirmed that we were on the right track, ahead of our official

diplomacy paralyzed even after the Suez crisis between support for our traditional NATO European allies and our classic Wilsonian ideals.

The only American public figure of note to be supporting the Algerian revolution in 1957 was Senator John F. Kennedy. I was proud to be following his footsteps and contributing at the NSA congress to drafting a resolution on behalf of Algerian students.

### **Expelled from France**

The day after Christmas, 1957, I represented NSA at the annual congress of the *Fédération des Etudiants d'Afrique Noire en France (FEANF)* and gave my first formal speech in French.

One talking point was to express NSA's solidarity, shared with FEANF, with all the students suffering under the yoke of colonialism, and notably the Algerians. In keeping with the “*syndicalist*” or trade union traditions of national student associations, I had to embed any political stances in material or academic student concerns. Consequently I spoke of the “*ignoble consequences of French colonialism*” for the rights of Algerian students as well as expressing my sympathies with their aspirations for independence.

About two weeks later, the French police knocked on my door in the winter darkness at 8 a.m. They drove me down to police headquarters where the supervisor politely told me that I had abused French hospitality and had 48 hours to leave the country. It seems it was that term *ignoble*, reported in a brief excerpt of *Le Monde*, that did me in.

To me the term *ignoble* was just a throwaway, a term I had heard before that sounded good in French. I should have remembered from a course I had taken a year or two earlier from Louis Hartz, “*Democratic Theory and its Critics*”, that only Americans laugh at ignobility: for lack of a feudal past we are blessed to be liberal in the tradition of John Locke.

I spent the rest of the academic year in London but kept up with the Algerians. Shortly after my expulsion the French authorities dissolved their student association, and so in London we organized an international meeting in solidarity with the Algerians and in protest against the arbitrary infringement of their right of student association.

On a personal note, I decided to turn down my admission to the Harvard Law School, already postponed by a year, and enroll instead in graduate school to pursue studies of North African politics. Upon completing my PhD dissertation field work in Tunisia I was finally

## Foreign Affairs Policy—Middle East

able to drive my VW across North Africa just a couple of weeks after Algerian independence in the summer of 1962. With me, working on his dissertation about Tunisian labor, was Eqbal Ahmed, who would become a brilliant public intellectual and activist against the war in Vietnam.

### **Modernizing Vietnam by Carpet Bombing?**

Eqbal and I already knew by 1962 that South Vietnam was a lost cause.

Algerian nationalists, inspired in part by the French defeat at Dien Bien Phu in 1954, had just won their war against far greater odds. Unlike distant Vietnam, which had attracted relatively few French settlers, Algeria had been part of France, occupied in 1955 by well over one million settlers out of a total population of almost ten million.

The fact that the Vietnamese nationalists were also Communists was unfortunate from my Cold War perspective but did not justify the massive increase in American troops on the ground in 1965, comparable in my mind with the futile French mobilization of some 600,000 conscripts to fight for “*French Algeria*” in the late 1950s. As an assistant professor at Berkeley I joined many of my colleagues and students protesting against the war in the mid-1960s.

I also worked with Samuel P. Huntington on a conference and eventually a book about the evolution of established single-party systems despite being appalled by his argument, stated in a different context, that the United States was contributing to the urbanization and hence modernization of Vietnam by carpet bombing, forcing its peasants into internment camps.<sup>1</sup>

### **Arab-Israeli Wars and Post-1967 Attrition**

From studying and writing about Algeria and Morocco as well as Tunisia, I moved to the American University in Cairo in 1969 in time to witness some of the speeches and then the funeral of Gamal Abdel Nasser. Only then did I become particularly concerned about another colonial settler state, Israel.

In my NSA year of student politicking, the Middle East had been off limits. In Tunisia, too, where I spent two years doing field work, my Tunisian friends, under the spell of President Habib Bourguiba, used to view Egypt and its Arab neighbors to the East as “*oriental*” and politically as well as economically underdeveloped. In June 1967 the

Democratic and Popular Republic of Algeria even broke off relations with Egypt (as well as the United States) for surrendering to Israel.

Once in Cairo, however, I was exposed to Egyptian perceptions of the Arab-Israeli conflict and began to see the Middle East differently. Israel seemed less like the embattled little democracy depicted by American media. It had invaded Egypt twice, once in 1956 and again in 1967. In 1956 President Eisenhower had obliged Israel as well as Britain and France to withdraw from all their occupied territories, whereas in 1967 President Johnson permitted Israel to keep the territories occupied as a result of the Six-Day War, pending negotiations that have never concluded.

**Israel's West Bank and Gaza: A Colonial Settler Mini-State and Open-Air Prison, Respectively?**

I left Cairo in 1973, before the outbreak of the October (Yom Kippur) War. While Egypt and Israel eventually made formal peace, the Palestinian-Israeli conflict persists. Fifty years after the Israeli occupation of the West Bank and East Jerusalem in 1967, the territories are peppered with illegal settlements, transforming these parts of Palestine into a mini colonial settler state reminiscent of French Algeria.

Although they withdrew their settlers from Gaza in 2005, the Israelis asphyxiate its 1.8 million inhabitants, most of them refugees from the 1948 war, with a tight blockade and periodic bombardments, sometimes casually referred to as "*mowing the lawn*", with American-supplied F-16s.

The entire area of the former British Mandate of Palestine consists of Israel, Gaza, and the occupied territories of the West Bank and East Jerusalem. Just about half the population is Jewish, the rest being Arab, including Christians as well as Muslims and Druze.

Without any two-state resolution of the Israeli-Palestinian conflict the whole area will in time come demographically to resemble other colonial settler states, with a minority of Jews, the huge majority of whom immigrated to Palestine after 1882, dominating a Palestinian majority. Jimmy Carter and others call it apartheid.

**America's Military Overreach in Punishing Aggressors: Parallels between 1950 and Desert Shield**

I am concerned not only about America's blind support for Israel, intensified by our new president who apparently endorses Israel's

### Foreign Affairs Policy—Middle East

illegal settlement building on occupied territories, but also about the growing militarization of US foreign policy.

It began well before September 11, 2001. When Saddam Hussein occupied Kuwait on August 2, 1990, the United States chose to eject him by force rather than encourage an Arab political solution that would have taken into account some of Iraq's legitimate grievances in exchange for military withdrawal. It is clear from George H.W. Bush's memoirs that he was determined on principle to prevent any Arab compromise short of unconditional Iraqi withdrawal from Kuwait.

On reading these memoirs recently, I remembered another story about the dangers of American overreach, using military force to punish aggressors. Professor McGeorge Bundy lectured us in his US foreign policy course at Harvard about how Truman had unnecessarily extended the Korean War by two years. After brilliantly cutting off the North Korean invaders, who had occupied all but the southern tip of Korea by June 1950, General MacArthur pushed beyond the 38th parallel into North Korea, reaching the border with China to punish the Communists for their aggression. Consequently the Chinese intervened to push the United Nations forces back to a long see-saw struggle around the 38th parallel.

As the appalling events of 9/11 demonstrated, military overreach had consequences. Osama Bin Laden committed his atrocities in response to "*Desert Shield*", the huge American military buildup in Saudi Arabia in 1990 followed by "*Desert Storm*". He also claimed, "*The Palestinian cause has been the main factor that, since my early childhood, fueled my desire, and that of the 19 freemen (Sept. 11 bombers), to stand by the oppressed, and punish the oppressive Jews and their allies.*"<sup>2</sup>

Not only America's invasion of Iraq in 2003 but also unrelenting support for Israel has turned much Arab and Muslim public opinion against the United States. Our "*soft power*" has become negative, in the sense that violent fanatics are able to mobilize support for their insurrections by deliberately attacking our citizens abroad to provoke US counterattacks.

We fell into the trap of generating further support for these fanatics. Perhaps inadvertently, we also armed ISIS by supporting our allies in the region, notably Saudi Arabia and Qatar. Furthermore we have become accomplices in the Saudi destruction of Yemen. Who knows what backlashes these involvements may provoke?

**“America First” for War against Islam?**

Today much is yet to be seen about President Trump’s policy in the Middle East and more broadly. But the indications are worrisome. I worry about President Trump’s apparent intentions to support Israel unconditionally, settlements and all, further alienating Arab Christian as well as Muslim public opinion. “America First” should stop all aid to Israel if the latter’s leadership persists in building settlements in East Jerusalem and on the West Bank.

I worry even more about never-ending wars in the Greater Middle East. Reading *The Field of Fight* by National Security Adviser Michael Flynn and Michael Ledeen, I am reminded of Sam Huntington’s culturally parochial *Clash of Civilizations*, now being reduced to real war. As I write, President Trump in his first week in office has issued a reckless Executive Order suspending the entry of Syrian refugees and of other people literally in midair coming from certain Muslim majority countries.

How better to confirm the propaganda of Bin Laden’s successors that America is at war with Islam?<sup>3</sup>

---

**Clement M. Henry**, who at Harvard and until 1995 wrote under the name of Clement Henry Moore, has written extensively about political development, the engineering profession, and financial institutions in various parts of the Middle East and North Africa over more than five decades. After receiving his doctorate in political science from Harvard in 1963 he taught at the University of California, Berkeley until 1969 when he joined the American University in Cairo (AUC). He returned to the United States just before the October War of 1973 to teach at the University of Michigan, where he also obtained an MBA that enabled him to direct the Business School at the American University of Beirut from 1981 to 1984, at the height of Lebanon’s civil war. After serving as visiting professor at UCLA and Sciences Po, Paris, he taught at the University of Texas at Austin from 1987 to 2011.<sup>4</sup>

Just retired, he returned during the Arab Spring to AUC to chair its political science department until 2014, when he took up a research professorship at the National University of Singapore, completed in May 2016.

**Endnotes**

<sup>1</sup> Samuel P. Huntington, “The Bases of Accommodation”, *Foreign Affairs*, Vol. 46, No. 4 (Jul., 1968), pp. 642–656. Our co-edited book, *Authoritarian Politics in Modern Societies: The Dynamics of Established One-Party Systems* (New York: Basic Books, 1970), may still have some relevance to China and some of its neighbors.

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- <sup>2</sup> “Bin Laden: Palestinian Cause Prompted 911”, CBS News, May 16, 2008: <http://www.cbsnews.com/news/bin-laden-palestinian-cause-prompted-9-11/> (accessed Jan. 31, 2017). Further evidence of the salience of the Palestine issue is revealed in his lengthy “Letter to America”, *The Guardian*, Nov. 24, 2002: <https://www.theguardian.com/world/2002/nov/24/theobserver> (accessed Jan. 31, 2017). See also Thomas Hegghammer, “Osama bin Laden’s True Priorities”, *The Guardian*, Dec. 3, 2007: <https://www.theguardian.com/commentisfree/2007/dec/03/osamabinladenstruepriorities> (accessed Jan. 31, 2017).
- <sup>3</sup> As reconfirmed after I wrote these lines, in “Trump Pushes Dark View of Islam to Center of US Policy-Making”, *The New York Times*, Feb. 1, 2017.
- <sup>4</sup> Biography of Clement N. Henry: <http://liberalarts.utexas.edu/government/faculty/henrycm>; [http://www.la.utexas.edu/users/chenry/public\\_html/vitae.html](http://www.la.utexas.edu/users/chenry/public_html/vitae.html).



Figure 5.3.1.1 Arab scholars at an Abbasid library in Baghdad. *Maqamat of al-Hariri*.  
Illustration by Yahyá al-Wasiti, 1237

*The House of Wisdom (Arabic: بيت الحكمة ; Bayt al-Hikma) was a major intellectual center during the Islamic Golden Age.*

*During the reign of al-Ma'mun, astronomical observatories were set up, and the House was an unrivalled center for the study of humanities and for science in medieval Islam, including mathematics, astronomy, medicine, alchemy and chemistry, zoology, and geography and cartography. Drawing primarily on Greek, but also Syriac, Indian and Persian texts, the scholars accumulated a great collection of world knowledge, and built on it through their own discoveries.*

*By the middle of the ninth century, the House of Wisdom had the largest selection of books in the world. It was destroyed in the sack of the city following the Mongol siege of Baghdad (1258).*

Text: [https://en.wikipedia.org/wiki/House\\_of\\_Wisdom](https://en.wikipedia.org/wiki/House_of_Wisdom)  
Image: [https://en.wikipedia.org/wiki/File:Maqamat\\_hariri.jpg](https://en.wikipedia.org/wiki/File:Maqamat_hariri.jpg)

# Epilogues



*Figure E1 Massachusetts Hall, built in 1764, enlarged in 1842 and 1870, and adjacent to the Johnson Gate, is Harvard College's oldest remaining building. The first floor houses the offices of the President of Harvard. The upper floors are dormitories for Harvard College first-year students, still termed "freshmen".*

Reprinted courtesy of Harvard University

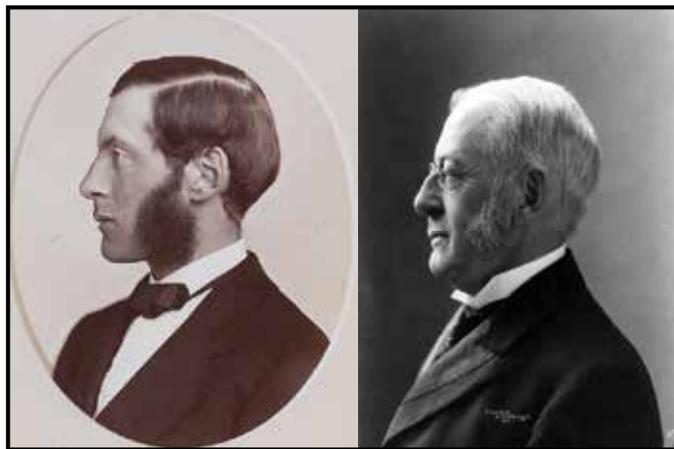


Figure E2 Charles William Eliot (1834–1926)  
President, Harvard University, 1869–1909

Photographs ca. 1865 (left) and 1903 (right), reprinted courtesy of Harvard University and the Library of Congress

Selected as Harvard's president in 1869, he transformed the provincial college into the preeminent American research university.<sup>1</sup> Eliot House, one of the seven original residential houses for undergraduates at the college, was named in his honor.

Eliot, a Harvard graduate and in 1858 newly appointed as Assistant Professor of Mathematics and Chemistry, aimed for the Rumford Professorship of Chemistry. Fortunately for him and especially for Harvard, it eluded him. Instead, in 1863 he left to spend two years in Europe studying the educational systems of the Old World and the role of education in its national life.

He wrote:

“The Puritans thought they must have trained ministers for the Church, and they supported Harvard College—when the American people are convinced that they require more competent chemists, engineers, artists, architects, than they now have, they will somehow establish the institutions to train them . . . .”<sup>2</sup>

In 1865 Eliot returned to Boston to become Professor of Analytical Chemistry at the newly founded Massachusetts Institute of Technology. That same year the government of Harvard University underwent revolutionary change: membership of the board of overseers passed from elected officials in state government and political appointees to election by graduates of the college.

The change brought reforms, including the appointment in 1869 of Eliot at age 35 to the office of President shortly after publication of his views for reform of American higher education.<sup>3</sup>

He believed that a college education could enable a student to make intelligent choices, but should not attempt to provide specialized vocational or technical training. However, it should preserve its traditional functions of spiritual and character education, which were especially important for those who would go on to attain positions of economic and political leadership.

Under Eliot, Harvard became a worldwide university and his influence on education widespread. The expansion of graduate and professional schools and departments promoted specialization and scientific research. For undergraduates a new “elective system” enabled students to discover their “natural bents” and pursue specialized studies. Both private and public high schools reshaped their curricula to meet Harvard's demanding standards, and Eliot became a founding member of the College Entrance Examination Board.

#### Footnotes

<sup>1</sup> Text source: [https://en.wikipedia.org/w/index.php?title=Charles\\_William\\_Eliot&oldid=796759682](https://en.wikipedia.org/w/index.php?title=Charles_William_Eliot&oldid=796759682)

<sup>2</sup> James, Henry (1930). Charles W. Eliot, President of Harvard University, 1869–1909, Vol. 1. AMS Press, p. 147

<sup>3</sup> Charles W. Eliot, “The New Education,” Atlantic Monthly, XXIII, Feb. (Part II in Mar.) 1869

**Essay from 20th Reunion Report,  
Class of 1957**

**Professor John H. Finley**

Chance to share in this report is very welcome. Memory of the class brings back a glad era of the college and of the House that I chiefly knew. Serious rivalry seemed absent then; people expected the future to open. They joyously greeted others' successes, justly imagining that something similar would follow for everyone. Most people got the job or graduate school that they wanted or, if not, one about as good. I remember few or no bad disappointments. Aging memory may be golden, but the mood was bright.

My present top-floor Widener study gives only an airy view of Cambridge reality. Astonishment at my long luck has bred the conclusion that it quite simply reflects ideas of Harvard that were common in my college years. We ignorantly assumed that the visible bond of college with graduate schools had always been such, to learn only later that the Graduate School of Arts and Sciences was not founded until 1878, and that our teachers represented, in any systematic sense, the first or second generation of elaborate instruction in this country. Our Harvard that thus joined the ancient college with these lofty pretensions (needless to say, in the other graduate schools as well) was Mr. Eliot's creation, a kind of second founding. But the resultant unity was to us simply a fact, something fixed and given. Cambridge was smaller; one was occasionally invited to professors' houses. They in turn seemed equally to take for granted both the amiable world of undergraduates and their own exacting sphere. The learned editor of the *Divine Comedy*, Professor C. H. Grandgent, it was said, would supply editors of the *Lampoon* with bright ideas when theirs ran dry; a former editor of the *Advocate* feelingly remembers a kind letter from him about a story. The Latin scholar and medievalist, Professor E. K. Rand, a class secretary for years, adorned menus of class dinners with quotations from the Roman poets; it was observed that no class ever had compulsory Latin so long. Professor Bliss Perry described Thoreau as an undergraduate, seemingly not long before, listening to Emerson's famous Phi Beta Kappa address from the graveyard outside the open windows of what is now the First Unitarian Church. Pleasant as college was for us, it opened to a kind of sky. It was this simple assumption that later suggested no conflict between scholarship and being Master of

a House. Each, it seemed, would enhance the other; the two seemed complementary. Whether or not the assumption was correct is another question, which is not for me to answer. The present point that my triple good fortune followed from it, alike in friendship with sparkling generations, in teaching, and in Greek.

Every member of the class will have had cause to know, personally and in his own life, many consequences of the American growth, in population, technology, competition, elaboration. Opportunity is wider, but so is competition. Needless to say, Harvard has not been immune. It characteristically harbored two ideas—that it comprises a wider family and that it is first among American universities—but the ideas become hard to hold together. There are more applicants and from more varied places and backgrounds; as fields grow and change, the faculty is larger, and choice of it more complex; Cambridge is less intimate; other universities challenge. Add the fetching but complicating presence of the other sex, the general American drive toward size and inclusion, and the financial needs of private universities, and the wonder is not that Harvard changes but that it stays so constant. It is less to be judged relatively to its own past than to other more changing institutions.

A personal story may illustrate. Early in Mr. Conant's term I was an assistant professor on a five-year appointment, when our departmental chairman, the austere and tireless C. N. Jackson, decided to end his long reign. The dean, the visionary mathematician George Birkhoff called me in, said that he had in mind a younger chairman, and kindly offered me the job. He seemed surprised when I said that I was only an assistant professor but thought that he could do something about that—which was how I joined the faculty as a permanent member. Mr. Conant, no doubt alarmed by such quaint ways, soon created the present system of so-called ad hoc committees to advise on permanent appointments. The system in turn increasingly reflects Harvard's competitive position among universities here and abroad; it is one means by which the president tries to find and judge emergent talent. In defense of Harvard's position he must surely do so, yet his criteria grow harder. Shall they include, in addition to excellence in a field, loyalty to the college and promise in teaching, and, if so, how be sure? Futures were always unpredictable, but many professors once simply emerged from the college; their double loyalty to it and to scholarship was more easily judged. The issue concerns Harvard's persisting identity—as a whole, separately in the Houses, in research, writing, and teaching—in sum, in its historic double role toward the college and the graduate schools. The powerfully enlisting force of Harvard's history is the great assurance.

## RECOLLECTIONS AND REFLECTIONS

A further assurance may grow more visible with age than to people twenty years out, still in strong forward traction. It is, paradoxically, that education does not chiefly look to getting on in the world but first of all to great and permanent things beyond one's own life. Not that courage, intelligence, and generosity are not essential, but that obsession—with career, marriage, esteem, inner and outer doubts—remains to be coped with. Mental interests are not a duty but a privilege, almost a salvation, blessed means of attaching the hot present to cooler, longer processes that help give life direction and decency. Their seed, never fully grown, drew from many sources but not least from college. Its growth in young and old is Harvard's final measure. It clearly persists and, though students and faculty look different from those that we knew, continues to work in them. This progressively discovered, never wholly achieved, allegiance to things beyond the self is our main bond and main assurance.

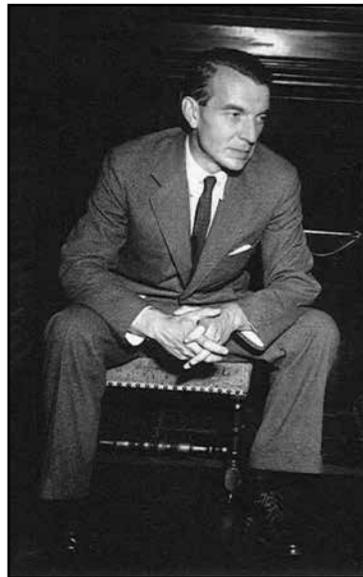


Figure E3 *Dr. John Finley, Master of Eliot House, seated before the fireplace in the Housemaster's Library, gives his full attention to the unseen speaker.*

Reprinted courtesy of Harvard University

### Endnote

- <sup>1</sup> Reprinted from the 20th Reunion Report of Harvard College Class of 1957. Dr. Finley's essay was written in 1977 at the invitation of Class Secretary James L. Joslin on behalf of the Reunion Committee.

## **John H. Finley, Jr., 91, Classicist at Harvard for 43 Years, Is Dead**

**Robert McG. Thomas, Jr.**

*The New York Times*

published June 14, 1995

John H. Finley Jr., the classicist who brought ancient Greece alive and taught a generation of Harvard men how to live, died on Sunday at a Exeter Health Care Center in Exeter, NH. He was 91 and a resident of Tamworth, NH.

There were close to 300 years of Harvard before he came along, and the university has continued for more than a decade since he left. But almost from the moment he joined the faculty in 1933 until 1,000 students, including the university president, gave him two standing ovations at his final lecture in 1976, John H. Finley, Jr., was the embodiment of Harvard.

He wrote the Harvard book. He taught the Harvard course. He lived the Harvard life.

As the principal author of *General Education in a Free Society*, in 1946, Professor Finley laid down the principles—and the handful of required courses—that governed education at Harvard until the 1980s.

None of the courses were more popular than Humanities 103—the Great Age of Athens—in which Professor Finley interpreted Homer, explained Plato and defended Aristotle with a mesmerizing delivery that took wing on unexpected flights of image and notion.

“A single three-by-five card,” his son, John III, said yesterday, “would last him an entire lecture.”

He was born in New York City at a time when his father, a renowned educator who later became the editorial page editor of *The New York Times*, was serving as president of City College, and he came to Greek early.

As a child he would carry a Greek New Testament to church every Sunday to check on the adequacy of the King James version.

## RECOLLECTIONS AND REFLECTIONS

A 1925 *magna cum laude* graduate of Harvard, he continued his studies of Greek literature abroad before obtaining his doctorate from Harvard in 1933, becoming an associate professor that fall and a full professor in 1944.

But for all his achievements at the lectern and for all his scholarly accomplishments, including books on Thucydides and other Greek luminaries, it was in the dining hall and sitting rooms of Eliot House, one of Harvard's residential complexes, that Professor Finley put his most lasting imprint on a generation of students.

As master of Eliot House from 1941 to 1968, Professor Finley took far more pains than his fellow house masters in evaluating the freshmen who applied to live there for their last three years. He not only studied each resume carefully and interviewed every applicant, he also memorized their names and advised them on life's perils. The purpose of college, he would tell them, was to reduce the time they spent thinking about women from 80 percent to 60 percent.

His goal, his son recalled yesterday, was the well-rounded man, one who combined intelligence with a range of social and other skills, especially those that ran to athletic prowess.

"Sports were very important to him," his son said, noting that Eliot House invariably won the most intramural competitions.

The care he took paid off academically, too. During a year Professor Finley spent as a visiting professor at Oxford, his son recalled, his father was pleased to note that something like 12 of the 18 Rhodes scholars in attendance had come from Harvard and that 11 of those 12 had come from Eliot House. "One of the great pleasures of university life," he once said, "is the cheerful company of the young."

As a traditionalist, however, Professor Finley drew the line at admitting women, saying: "I'm not quite sure people want to have crystalline laughter falling like waterfall down each entry way of the house at all hours. I should think it would be a little disturbing if you were taking advanced organic chemistry."

A short, trim man, Professor Finley said his soul was shaped like a shoehorn, the result of getting so many Harvard men into jobs and academic positions for which they did not immediately seem all that qualified, once asking, "How should I have known that God as humorist had in store for me the letter of recommendation as an art form?"

In addition to his son, he is survived by a daughter, Corrina Hammond of Exeter, and five grandchildren.

## Harvard through the Ages

### Harvard at 375: Celebrating Momentum in the Sciences, Public Service, Diversity, and the Arts

[Adapted from “Harvard at 375”, *The Harvard Gazette*, May 25, 2011]

In 1636, Harvard began as an idea—a pledge by the young Massachusetts Bay Colony to build a Puritan college in the wilderness of early New England “to advance Learning and perpetuate it to Posterity”.

By 1638, Harvard was a building as well, “very fair and comely within and without”. The structure was steep-roofed, with a spacious hall, a parlor, and a lean-to kitchen and buttery out back. Peyntree House stood on one and one-eighth acre in what was called Cowyard Row.

And by 1642, Harvard was a college. It graduated its first class on September 23 that year—nine “young men of good hope”, as colonial leader John Winthrop recorded in his journal. Edward Mitchelson, the colony’s marshal general, began the ceremony by striking the dais with the butt of his pikestaff. That first Commencement included a long prayer and oration in Latin, followed by “disputations” from the graduates to prove their grasp of Latin, Greek, and Hebrew. Afterward, the school’s president made a private appeal for funds. At the time, Harvard—with no rents, annuities, or estates—scraped by on about 55 English pounds a year.

Since that modest beginning, Harvard has grown from a training school for ministers to a global institution that promotes public service; from a school that forbade music outside of chapel services to a university where the arts are integral to scholarship; from an institution where learning “letters” followed strict classical models to one where a rainbow of humanities options reflect a diverse world; and from a place that focused on Latin and Greek to one that embraces science, technology, and innovation.

All this is what Harvard celebrates as it marks its 375th anniversary.

## RECOLLECTIONS AND REFLECTIONS

“With this anniversary celebration, we hope to both glance back and leap forward,” said Harvard president Drew Gilpin Faust of the festivities, which will span ten months starting in the fall of 2011. “We plan to honor Harvard’s rich history and cherished traditions, the great minds that have taught here, and the great minds those teachers have inspired. And we will also focus our energy and attention on the questions that will define our present and our future.”

Here are some key areas that Harvard has helped to shape in recent decades, and that in turn have helped to shape the Harvard of today.

### **The Rise of the Sciences**

The present and future depend on the past, and so it is with Harvard and the sciences. But first came centuries of reluctance, as the young College clung to a classical model of education.

French journalist J.P. Brissot de Warville visited Harvard in 1788. He marveled at the College’s great library but also said that the “sciences are not carried to any high degree,” in keeping with a young nation that he found more interested in commerce than in Newton-like inquiry.

In 1847, Harvard opened the Lawrence Scientific School, the progenitor of today’s top-flight engineering and physical sciences departments. (In the physics department alone, there are currently ten winners of the Nobel Prize.) The new school helped to provide the scholarly grist to power the rising nation’s manufacturing, mining, and agriculture.

In World War II, Harvard’s embrace of the sciences transformed the campus into “Conant’s Arsenal”, named after President James B. Conant, a chemist by training. Myriad researchers worked on radar jamming, night vision, aerial photography, sonar, explosives, a proto-computer, blood plasma derivatives, synthesized quinine, antimalarial drugs, and new treatments for burns and shock. By 1945, Harvard’s income from government contracts was the third highest among US universities. Chemistry professor George B. Kistiakowsky tested new explosives and later led the Manhattan Project’s search for a way to trigger a nuclear bomb. Organic chemistry professor Louis Fieser invented napalm, lightweight incendiary grenades, and the M-1 fire-starter used for sabotage.

But the Harvard project that most influenced postwar science was the Mark I Automatic Sequence Controlled Calculator, a protocomputer developed in the Computation Laboratory by Harold Aiken, PhD '39, in cooperation with IBM. Unveiled in 1944, it was 51 feet long, contained 72 tiered adding machines, and had 500 miles of wire. It calculated ballistic tables and Manhattan Project equations.

Now, science and innovation are deeply embedded in the architecture of Harvard, where research has led to the grand (the heart pacemaker), the odd (breathable chocolate), and the futuristic (one of the first multimedia online scholarly journals).

“We can celebrate that Harvard is—but doesn’t feel—375 years old,” said Jonathan Zittrain, cofounder and faculty codirector Berkman Center for Internet & Society, who has broad-based faculty appointments in law, public policy, engineering, and computer science.

Harvard values traditions and “inspiringly worn pathways from those who have come before,” he said, but it is at its best when its sturdy foundations lead academics and researchers “to venture into genuinely new scholarship and teaching.” When the old supports the new, said Zittrain, “the University can catalyze activity far beyond campus.”

When Faust took office in 2007, she said that higher education had an “accountability to the future.” At Harvard, that mission includes pushing ideas out of the laboratory and into the marketplace. From 2006 to 2010, Harvard research spawned 39 start-up companies, 216 patents, and 1,270 faculty inventions. Institutionally, the players include the Wyss Institute for Biologically Inspired Engineering and Harvard’s Office of Technology Development, which considers sharing innovation a form of public service.

### **The Public Service Mission**

In his 1923 memoir, longtime president Charles William Eliot said one defining quality lay at the heart of Harvard’s traditions: “a spirit of service in all the professions, both learned and scientific, including business,” as well as “a desire, a firm purpose, to be of use to one’s fellow men.”

Eliot’s own memory of that service stretched back to the Civil War, in part because of the many participants from Harvard who fought to save the Union. So he would hardly be surprised to find that the

## RECOLLECTIONS AND REFLECTIONS

University's sense of self-sacrifice still includes military service. When Faust spoke at a ceremony this March reinstating ROTC after a hiatus of forty years, she said the agreement "recognizes military service as an honorable and admirable calling—a powerful expression of an individual citizen's commitment to contribute to the common good."

During last year's Commencement address, Faust underscored the importance of giving back, announcing creation of the Presidential Public Service Fellowships, which fund ten students annually to spend a summer helping others. She also promised to double funding for student service, including opportunities in the graduate and professional schools, and to create a Harvard-wide public service website.

In recent years, the number of service opportunities at Harvard has grown, taking on an astonishing diversity. Earlier this year, 110 undergraduates fanned out during Alternative Spring Break, going on 11 service trips. They helped to rebuild a burned church in western Massachusetts, worked with AIDS patients in New York City, and constructed affordable housing in El Salvador.

At Harvard Law School, every student must complete forty hours of pro bono work before graduating. Members of the Class of 2010 averaged 556 hours of free legal services apiece. Students in public health, medicine, and dentistry regularly perform aid work. The Harvard Kennedy School regards service as a core mission, and the Harvard Business School supports a Social Enterprise Initiative. Similar service opportunities are open to graduate students in education, divinity, and design.

Undergraduates and faculty regularly volunteer at the Harvard Allston Education Portal, tutoring neighborhood students in science, math, and the humanities. The Phillips Brooks House Association (PBHA), Harvard's oldest and largest public service club, is home to the Public Service Network, which supports independent, student-led service programs, and the Center for Public Interest Careers, which administers paid internships for summers and after graduation.

Helping others can change lives. Emmett Kistler '11 came to Harvard to study chemistry. But during his first Alternative Spring Break two years ago, he not only learned how to swing a hammer but decided to study religion and civil rights. Public service "has been one of the most shaping experiences of my college career," said Kistler.

“Some of Harvard’s best souls” use their personal time to help others, said Tim McCarthy ’93, lecturer in history and literature and public policy. He led the first such public service trip in 2001 and has since squired hundreds of undergraduates on similar forays. “I’m on my own spiritual journey,” said McCarthy. “This is part of it.”

### **Blossoming of the Arts**

Across Harvard, a different sort of spiritual journey involves discovering the power of the arts.

“There is much to celebrate, of course,” from Harvard’s first 375 years, said Stephen Greenblatt, John Cogan University Professor of the Humanities, “principally the fact—so easy to take for granted, so astonishing in reality—that the pedagogical commitment, intellectual power, and spirit of exploration embodied in this University have been renewed for so many generations.”

To the University’s core values, Greenblatt said, “have more recently been added a vital interest in the role of art-making in the cognitive life of the Harvard community and of the world at large. This development seems to me crucial in furthering the University’s project of advancing our best qualities as human beings.”

Greenblatt chaired Harvard’s 2007 Arts Task Force, which the next year released an influential report that favored making the arts a greater part of the University’s intellectual life. After all, “art-making is a way of knowing,” said Office for the Arts director Jack Megan at the time. “It has to do with understanding the world around us.” The report forcefully echoed one from 1956, when the University’s Committee on the Visual Arts released what became known as the Brown Commission Report, urging enhanced arts education for undergraduates. “Talking about knowing” was a medieval model of scholarship, that report said. It argued instead that “knowing and creating” belonged together.

Though the Brown Commission did not turn Harvard on its head, it did make a difference. By 1960, Harvard had built the Loeb Drama Center on Brattle Street, and in 1963 the Carpenter Center for the Visual Arts. Harvard soon created a Visual and Environmental Studies (VES) program. “It comes down to the making,” said VES concentrator Julia Rooney ’11, a painter. “Making is what I wanted to do.”

## RECOLLECTIONS AND REFLECTIONS

The arts have come a long way. Making art at a 17th-century Puritan college was considered subversion. Edward Taylor, Class of 1671, eventually went down in literary history as a great poet in the metaphysical tradition—but it took until the 1920s for an American scholar to discover him. In his own day, Taylor kept his poems private.

The first documented concert at Harvard came in 1771, and singing was confined to chapel services. General Oliver, Class of 1818, concealed his flute under his featherbed, fearing the wrath of College officials and of his Puritan father. The first course in music was taught in 1855—a watershed moment, according to music champion John Sullivan Dwight, Class of 1832. It was, he said, “the entering wedge, and we may all rejoice in it.”

A century and a half later, that wedge has widened to include today’s student painters, filmmakers, poets, actors, dancers, novelists, and photographers, some of whom make the arts their careers. There are so many Harvard graduates in the Los Angeles entertainment industry, for example, that alumni founded Harvardwood, a nonprofit that facilitates their professional networking.

Increasingly, noted arts professionals move in and out of Harvard’s academic settings with ease, leaving inspiration in their wake. In late April, famed jazz virtuoso Wynton Marsalis launched a two-year lecture and performance series at Sanders Theatre. The same month, the Office of the Arts and the Music Department sponsored “Forty Years of Jazz at Harvard: A Celebration.” Last year, the nonprofit Silk Road Project moved its headquarters from Rhode Island to Harvard, strengthening a partnership between the University and an organization that promotes innovation and learning through the arts.

This fall, art-making will be prominent during the October 14 launch of the University’s official 375th anniversary. The celebrations during the academic year will include scholarly panels and symposia. But the opening will be festive and musical, putting Harvard’s “vital arts mission” on display, said University marshal Jacqueline O’Neill, MPA ’81. “The launch is decidedly and intentionally supposed to be fun.” At one point, guests will assemble in the Tercentenary Theatre for orchestral and choral interludes, with a capstone performance by cellist Yo-Yo Ma ’76.

### **A University of the World**

The Harvard of the dim past was small, insular, and guardedly parochial. Now it is a university of the world. Some historians say Harvard finally assumed that role in 1936, when it decided to celebrate its 300th birthday on a bright stage presented to the world. Everything about the 1936 celebration was grand and represented “a seismic shift in institutional weight and presence,” wrote authors Morton and Phyllis Keller in *Making Harvard Modern* (2001).

That summer, 70,000 visitors toured Harvard Yard, and a light show on the Charles River in September drew 300,000 viewers. The fall convocation was preceded by two weeks of scholarly symposia. About 15,000 guests attended the final day of festivities. Representatives from 502 universities and learned societies gathered to recognize Harvard’s three centuries. The climax of the event was a speech by President Franklin D. Roosevelt ’04, who sat gamely though heavy rains.

In the decades since, Harvard has cemented its position as a global university. This year, more than 4,300 international students—nearly 20 percent of enrollment—attended, coming from 130 countries. The Web portal Harvard Worldwide lists more than 1,600 activities, and notes that Harvard has offices in nine countries. Last year, nearly 1,500 Harvard College students traveled to a total of 104 countries for research and other activities. Harvard Summer School faculty will lead 28 study abroad programs in 18 countries this year.

“In a digital age, ideas and aspirations respect few boundaries,” President Faust told a scholarly audience in Dublin last year. “The new knowledge economy is necessarily global, and the reach of universities must be so as well.”

Jorge I. Domínguez, Antonio Madero Professor for the Study of Mexico and vice provost for international affairs, said that most Harvard College seniors have had a significant international experience. Moreover, “roughly two-thirds of the faculty at the Kennedy School, the Graduate School of Design, and the Business School say on their websites that some significant part of their professional work takes place outside the United States.”

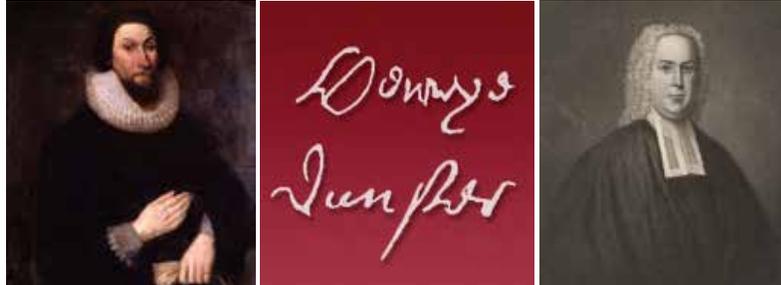
**One Trunk, Many Branches**

Modern Harvard also has evolved profoundly in its embrace of diversity. The University of decades ago that one wag described as “male, pale, and Episco-pale” now has a student body that is just over 50 percent white, with 13 percent foreign-born. All male just a generation ago, Harvard College today has a student body that is evenly divided by gender. Women have a full place at the University’s table, though it was only in 1971 that they were first allowed to process into Harvard Yard for Commencement. Economically, any student admitted to the College is guaranteed a place in the Class. If money is a factor in attending, the University will provide financial support.

Diversifying the University has been a major aim of Harvard presidents from Eliot to Faust. Eliot, who became president in 1869, has been credited with transforming Harvard from a small college into a true university, and his views on diversity played a large role in that transformation; he envisioned an institution that would bring together scholars from a wide variety of nations, schools, families, sects, political persuasions, and conditions of life, allowing them to experience the “wholesome influence” that comes from observing and interacting with people different from themselves. A decade ago, in his reflective book *Pointing Our Thoughts*, Harvard’s 26th president, Neil L. Rudenstine, wrote: “Diversity is in itself not an absolute value, and it cannot be dissociated from other values that are fundamental to a university: free inquiry, intensive research and scholarship, integrity of mind and thought, devoted teaching and passionate learning.” As President Faust said on the day she was inaugurated, on October 12, 2007:

*“In the past half century, American colleges and universities have shared in a revolution, serving as both the emblem and the engine of the expansion of citizenship, equality and opportunity—to blacks, women, Jews, immigrants, and others who would have been subjected to quotas or excluded altogether in an earlier era.*

*My presence here today—and indeed that of many others on this platform—would have been unimaginable even a few short years ago. Those who charge that universities are unable to change should take note of this transformation, of how different we are from universities even of the mid-twentieth century. And those who long for a lost golden age of higher education should think about the very limited population that alleged utopia actually served. College used to be restricted to a tiny elite; now it serves the many, not just the few. . . . Ours is a different and a far better world.”*



**John Winthrop**  
(1587/1588–1649)  
Governor or Lt. Governor,  
Massachusetts Bay Colony  
Governor, 1629–1649

**Henry Dunster**  
(1609–1658/1659)  
First President of Harvard  
University, 1640–1654  
(his signature)

**Charles Chauncy**  
(1592–1672)  
Second President of Harvard  
University, 1654–1672

Figure E4 Early influences during the infancy of Harvard University

**John Winthrop** (1587/1588–1649), English Puritan lawyer, born in Suffolk, England, law graduate in 1602 from Trinity College, Cambridge.

Instrumental in organizing the Massachusetts Bay Colony, the second major settlement in New England after the pioneer Plymouth colony, he was elected the colony's first governor in 1629 while still in England. He sailed for America in April 1630 with a fleet of 11 ships and nearly 700 settlers. By the end of the year over 2,000 immigrants were living in six settlements along the coast, including the new Boston.

Winthrop served as governor for 12 of the colony's first 20 years and was repeatedly elected as Lieutenant Governor between his four terms as Governor. His writings and vision of the colony as a Puritan "city upon a hill" dominated New England colonial development.

**Henry Dunster** (1609–1658/1659), Puritan clergyman, first president of Harvard University, was later a precursor of the Baptist denomination in America.

Graduate of Magdalene College, Cambridge, specializing in oriental languages and Hebrew, he was Headmaster of Bury Grammar School in Bury, Lancashire, when invited in 1640 to succeed Nathaniel Eaton, dismissed in 1639 as master of the recently established Harvard College. Dunster remodeled it on Eton College and Cambridge University and for years taught the curriculum alone. In 1642 he graduated the first college class in America.

With approval of the General Court of Massachusetts Bay, he introduced the first corporation charter in America, the Charter of 1650, which still governs Harvard University.

**Charles Chauncy** (1592–1672), educated at Westminster School, then at Trinity College, Cambridge, lecturer in Greek, commanded Arabic and other languages. In 1637 he emigrated to America and preached at Plymouth, then Scituate, until appointed president of Harvard College in 1654. He died in office in 1671.

Like Dunster, he embraced both religious orthodoxy and scientific curiosity, adding a printing press and a telescope to the university. The university press produced materials in both English and Native languages, including the 1,200-page *Indian Bible* (1663), translated into Algonquian by John Eliot.

Sources: Text and Images

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en.wikipedia.org/w/index.php?title=John\_Winthrop&oldid=80408712, =Henry\_  
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www.harvard.edu/about-harvard/harvard-glance/history-presidency/henry-dunster, charles-chauncy

Signature of President Henry Dunster and portrait of President Charles Chauncy  
reprinted courtesy of Harvard University.

RECOLLECTIONS AND REFLECTIONS

**DREW GILPIN FAUST**

*28th President of Harvard University*

Preceded by Lawrence Henry Summers

Successor, to be named, will begin July 1, 2018

Born in Clark County, Virginia, September 18, 1947



Stephanie Mitchell/Harvard University

Figure E5.1 *The first woman to serve as the President of Harvard University, President Faust's transformational presidency will conclude following graduation of the Harvard College Class of 2018, which is composed of nearly equal numbers of men and women of diverse racial, ethnic, economic and national origins.*

*In keeping with the goal of educating the leaders for an increasingly diverse society, 50.8% of the incoming Class of 2021 for the first time will be comprised of individuals who are African-American, Hispanic, Asian-American, Native American, or Native Hawaiian.<sup>1</sup>*

Photograph reprinted courtesy of Harvard University

**Drew Gilpin Faust**  
President, Harvard University  
2007–2018

Drew Gilpin Faust is the 28th president of Harvard University and the Lincoln Professor of History in Harvard's Faculty of Arts and Sciences.

As president of Harvard, Faust has expanded financial aid to improve access to Harvard College for students of all economic backgrounds and advocated for increased federal funding for scientific research. She has broadened the University's international reach, raised the profile of the arts on campus, embraced sustainability, launched edX, the online learning partnership with MIT, and promoted collaboration across academic disciplines and administrative units as she guided the University through a period of significant financial challenges.

A historian of the Civil War and the American South, Faust was the founding dean of the Radcliffe Institute for Advanced Study at Harvard, guiding its transformation from a college into a wide-ranging institute for scholarly and creative enterprise, distinctive for its multi-disciplinary focus and the exploration of new knowledge at the crossroads of traditional fields.

Previously, Faust served as the Annenberg Professor of History at the University of Pennsylvania, where she was a member of the faculty for 25 years.

Raised in Virginia's Shenandoah Valley, Faust went on to attend Concord Academy in Massachusetts. She received her bachelor's degree from Bryn Mawr College in 1968, *magna cum laude* with honors in history, and her master's degree (1971) and doctoral degree (1975) in American civilization from the University of Pennsylvania.

She is the author of six books, including *Mothers of Invention: Women of the Slaveholding South in the American Civil War* (University of North Carolina Press, 1996), for which she won the Francis Parkman Prize in 1997. Her most recent book, *This Republic of Suffering: Death and the American Civil War* (Alfred A. Knopf, 2008), looks at the impact of the Civil War's enormous death toll on the lives of 19th-century Americans. It won the Bancroft Prize in 2009, was a finalist for both a National Book Award and a Pulitzer Prize, and was named by *The New York Times* one of the "10 Best Books of 2008." *This Republic of Suffering* is the basis for a 2012 Emmy-nominated episode of the PBS *American Experience* documentaries titled "Death and the Civil War," directed by Ric Burns.

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Faust has been a trustee of Bryn Mawr College, the Andrew Mellon Foundation, and the National Humanities Center, and she serves on the educational advisory board of the Guggenheim Foundation. She has served as president of the Southern Historical Association, vice president of the American Historical Association, and executive board member of the Organization of American Historians and the Society of American Historians. Faust has also served on numerous editorial boards and selection committees, including the Pulitzer Prize history jury in 1986, 1990, and 2004.

Her honors include awards in 1982 and 1996 for distinguished teaching at the University of Pennsylvania. She was elected to the Society of American Historians in 1993, the American Academy of Arts and Sciences in 1994, and the American Philosophical Society in 2004.

Faust is married to Charles Rosenberg, one of the nation's leading historians of medicine and science, who is the Ernest E. Monrad Research Professor of the Social Sciences at Harvard. Faust and Rosenberg have two daughters, Jessica Rosenberg, a 2004 summa cum laude graduate of Harvard College, and Leah Rosenberg, Faust's stepdaughter, a scholar of Caribbean literature.

\* \* \*

### ***A 'Rebellious Daughter' to Lead Harvard***<sup>3,4</sup>



Figure E5.2 *Drew Gilpin Faust, the new Harvard president, with Derek Bok, the interim president, at a news conference on campus on Sunday (February 11, 2007)*

Photo credit: Erik Jacobs for *The New York Times*

By Sara Rimer – February 12, 2007

CAMBRIDGE, Mass., Feb. 11 – Recalling her coming of age as the only girl in a privileged, tradition-bound family in Virginia horse country, Drew Gilpin Faust, 59, has often spoken of her “continued confrontations” with her mother “about the requirements of what she

usually called femininity.” Her mother, Catharine, she has said, told her repeatedly, “It’s a man’s world, sweetie, and the sooner you learn that the better off you’ll be.”

Instead, Dr. Faust left home at an early age, to be educated at Concord Academy, then a girls’ prep school in Massachusetts, and at Bryn Mawr College, a women’s college known for creating future leaders, and to become a leading Civil War scholar. And Sunday, through the convergence of grand changes in higher education, her own achievements and the resignation of Harvard’s previous president under pressure, she became the first woman appointed to lead the Ivy League university founded in 1636.

“One of the things that I think characterizes my generation—that characterizes me, anyway, and others of my generation—is that I’ve always been surprised by how my life turned out,” Dr. Faust said in an interview Sunday at Loeb House just after the university announced that she would become its 28th president, effective July 1. “I’ve always done more than I ever thought I would. Becoming a professor—I never would have imagined that. Writing books—I never would have imagined that. Getting a Ph.D.—I’m not sure I would even have imagined that. I’ve lived my life a step at a time. Things sort of happened.”

Sunday morning, she said, she found herself lying in bed thinking in near disbelief, “Today I think they’re going to vote for you for the president of Harvard.”

Catharine Drew Gilpin was born on Sept. 18, 1947, and grew up in Clarke County, Va., in the Shenandoah Valley. She was always known as Drew. Her father, McGhee Tyson Gilpin, bred thoroughbred horses.

Dr. Faust has written frankly of the “community of rigid racial segregation” that she and her three brothers grew up in and how it formed her as “a rebellious daughter” who would go on to march in the civil rights protests in the 1960s and to become a historian of the region. “She was raised to be a rich man’s wife,” said a friend, Elizabeth Warren, a law professor at Harvard. “Instead she becomes the president of the most powerful university in the world.”

Race was “not much discussed” in her family, Dr. Faust wrote in an article reprinted in Harvard Magazine. “I lived in a world where social arrangements were taken for granted and assumed to be timeless. A child’s obligation was to learn these usages, not to question them. The complexities of racial deportment were of a piece with learning manners and etiquette more generally.

## RECOLLECTIONS AND REFLECTIONS

“There were formalized ways of organizing almost every aspect of human relationships and interactions—how you placed your fork and knife on the plate when you had finished eating, what you did with a fingerbowl; who walked through a door first, whose name was spoken first in an introduction, how others were addressed—black adults with just a first name, whites as ‘Mr.’ or ‘Mrs.’—whose hand you shook and whose you didn’t, who ate in the dining room and who in the kitchen.”

In that world, said one of Dr. Faust’s brothers, M. Tyson Gilpin Jr., 63, a lawyer in Clarke County, his sister did some of what was expected of her: She raised a beef cow, joined the Brownies and took dancing lessons. But she resisted other things—becoming a debutante, for example.

“My sister took off on her own track in prep school on,” Tyson Gilpin said. “I think she read the scene pretty well. She was ambitious. She wanted to accomplish stuff.”

Her father, her two uncles, her great-uncle, two of her three brothers (including Tyson) and numerous male cousins all went to Princeton, but since Princeton did not admit women in the mid-1960s, she went to Bryn Mawr. Majoring in history, she took classes with Mary Maples Dunn, a professor who would become the president of Smith College, the acting dean of the Radcliffe Institute for Advanced Study and a close friend and advocate.

It was significant, Dr. Dunn said, that Dr. Faust had been educated at Concord Academy and Bryn Mawr. “I think these women’s institutions in those days tended to give these young women a very good sense of themselves and encouraged them to develop their own ideas and to express themselves confidently,” she said. “It was an invaluable experience in a world in which women were second-class citizens.”

Dr. Faust graduated from Bryn Mawr in 1968, magna cum laude with honors in history. She went on to the University of Pennsylvania, where she received a master’s in 1971 and a doctorate in 1975 in American civilization.

She was a professor at Penn for 25 years, including five years as the chairwoman of the Department of American Civilization. She was director of the Women’s Studies Program for four years.

At Penn, Dr. Faust, who was divorced from her first husband, Stephen Faust, in 1976, met Charles Rosenberg, a professor who is regarded as a leading historian of American medicine, and who became her second husband. She and Professor Rosenberg have a daughter, Jessica, a Harvard graduate who works at *The New Yorker*. She also

has a stepdaughter, Leah. Dr. Faust's fifth book, "Mothers of Invention: Women of the Slave Holding South in the American Civil War," won the Society of American Historians' Francis Parkman Prize for the year's best nonfiction book on an American theme. Her sixth book, to be published by Knopf, explores the impact of the Civil War's enormous death toll on 19th-century Americans.

In 2001, as Dr. Dunn was stepping down as acting dean of the Radcliffe Institute, the remnant of Radcliffe College, which had been absorbed into Harvard in 1999, Dr. Faust became the dean. She made major organizational changes, cut costs and laid off a quarter of the staff, transforming Radcliffe into an internationally known home for scholars from multiple disciplines.

"We used to call her Chainsaw Drew," Professor Warren said.

When Lawrence H. Summers, the Harvard president, stepped in trouble two years ago over his comments about women in science, he asked Dr. Faust to lead an effort to recruit, retain and promote women at Harvard.

Asked Sunday whether her appointment signified the end of sex inequities at the university, Dr. Faust said: "Of course not. There is a lot of work still to be done, especially in the sciences."

What would her mother, who never went to college and died in 1966, have to say about her appointment? "I've often thought about that," she said. "I've had dialogues with my dead mother over the 40 years since she died."

Then she added with a rueful smile, "I think in many ways that comment—'It's a man's world, sweetie'—was a bitter comment from a woman of a generation who didn't have the kind of choices my generation of women had."

#### Endnotes

- <sup>1</sup> Source: "In a first, more non-whites get the Harvard nod." *Boston Globe*, August 3, 2017
- <sup>2</sup> Reprinted courtesy of Harvard University from <http://www.harvard.edu/president/biography>
- <sup>3</sup> Source: <http://www.nytimes.com/2007/02/12/education/12harvard.html?mcubz=3>
- <sup>4</sup> *Correction*, *NYT*: February 14, 2007 A Woman in the News article on Monday about Drew Gilpin Faust, the incoming president of Harvard, referred incorrectly in some editions to Concord Academy, the Massachusetts prep school she attended. It was a girls' school when she graduated; it is now co-ed. A version of this article appears in print on Page A18 of the New York edition with the headline: Coming of Age in a Changed World.

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