Haverford President Travels To Asia

This fall during a month-long trip that also took him to India and parts of southeastern China, Haverford President Tom Kessinger visited a number of alumni and parents in Hong Kong, Japan and Hawaii.

Kessinger first arrived in New Delhi where he participated in a national seminar commemorating the work of the National Community Development Program. Founded in India in the early 1960s, it was the first coordinated effort in the world that mobilized government resources to directly benefit communities at the village level. Kessinger was invited to talk about his participation in community development during his years with the Ford Foundation in India.

Before and after his trip to China, the president met in Hong Kong, first with Francis Chen '40, who along with his son, Benjamin '81, runs the Cordial Manufacturing Company. On his second visit to Hong Kong, Kessinger attended a dinner organized by Andrew Pleatman '66 of K.Y. Resources Limited and his wife, Ellen. Joining them were Jong-Dae Lee '82, an associate with the law firm of Coudert Brothers, John Thompson '97, an artistic consultant and musician in Hong Kong, and Helen Lam '85.

During his trip to China, Kessinger toured three medical universities in the southeastern cities of Hangzhou, Guangzhou and Changsha. Recently appointed a trustee of the China Medical Board of New York City, he evaluated curriculum, research and training programs that had received funding from this philanthropic organization.

On his return to the U.S., Kessinger received a warm welcome from the Haverford School of Japan in Tokyo, where approximately 20 alumni and parents met him.

Founders Hall Undergoes Major Renovation

For the first time in decades the College's oldest building, Founders Hall, stood empty save for the dozens of construction workers who had been demolishing former office and classroom spaces in the 156-year-old structure.

The $5.8 million project, which will include construction, furnishings and a maintenance endowment for Founders, is targeted for completion in January 1991. Over the summer several administrative and faculty offices, Career Development, psychological counseling services and the office of Eight Dimension—in all over 50 people—were moved to temporary quarters for the duration of the project.

Following months of planning by the Philadelphia architectural firm, H2L2, the renovation contract was put out for bid and subsequently was awarded to E.Allen Reeves, Inc. of Abington, Pa.

A majority of the renovation is centered on the oldest part of Founders and on portions of the 1905 addition including the basement, the second floor Common Room, and those areas formerly used as office space for the English department. The interiors of the

Polynomial Science Professor Harvey Glickman and junior Themer Lehman-Fernandez discuss their research.

Minority Students Explore Academic Careers

A new program at Haverford College may help reduce the anticipated shortage of professors, especially minorities, throughout the country during the next 25 years. A recent national study, "Prospects for Faculty in the Arts and Sciences: A Study of Factors Affecting Demand and Supply 1987-2012," asserts that the number of Ph.D. recipients in the humanities and social sciences must almost double to meet the needs of colleges and universities during the next quarter century. At Haverford, about 30 students are involved in the Minority Scholars Program in the Social Sciences and Humanities, which encourages minority students to attend graduate school and consider careers in academe.

Now combined with the successful program for minority students in the sciences, directed by Biology Associate Professor Slavica Maticic, Haverford's newest program also emphasizes peer leadership and faculty mentoring. It incorporates a three-pronged approach—informational workshops, writing clinics and research. According to Martha Winterer, coordinator of the Minority Scholars Program in the Social Sciences and Humanities, many students enter college with plans for careers in medicine, law or business, but far fewer have teaching in mind. "Through this program, students are supported in the development of their academic potential and encouraged to take advantage of opportunities which could lead to academic careers."

Throughout the year, minority students can attend workshops, planned and run by student coordinators and oriented toward each class' needs. The topics range from academic resources for freshmen and major selection for sophomores, to internships for juniors and graduate school preparation and fellowships for seniors. In addition to these workshops, a weekly writing clinic, run by upperclassmen for freshmen and sophomores, helps native and non-native English speakers with their papers.

Last year, the program began as a College-sponsored pilot for freshmen and sophomores. Through a $181,000 grant from the Pew Charitable Trusts, it has expanded to upperclassmen. The Pew grant allows the program to continue one of its major functions—providing student research opportunities. Last summer, five students assisted English Professor Kimberly Berston and Political Science Professors Harvey Glickman and Anita Iscas-Kinoff with their research.

While studying the movement toward democracy in Africa, Glickman became particularly interested in the connection between the economic and political changes in Senegal, Ghana and Tanzania. Relying heavily on periodicals and reports from those African nations, Aruna Chandra '91 researched the emerging pluralism of their political parties while Thamar Lebron-Fernandez '91 concentrated on the country's changes in private enterprise during recent years. Another third-year student, Keino Robinson, studied the Angola-Namibia Peace Agreement and compared the superpowers' involvement in that treaty with their role in the peace agreement ending the Nigerian Civil War during the 1970s.

Glickman, who plans to incorporate the students' research into articles and then a book, praised the students' involvement in his work. "Their efforts extended my reach in terms of collecting information," he also saw the experience as a learning tool for the students. "They learned how to find information and weigh the facts," he says. "At other institutions, they have graduate students. Here, our undergraduates are able to do what graduate students do.

"It was hard work, but I loved it. I feel very comfortable doing research now," continued on page 2

Political Science Professor Harvey Glickman and junior Themer Lehman-Fernandes discuss their research.

Providing student research opportunities

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Advising Aspiring Attorneys

There is no set group of classes at Haverford for students planning to go to law school, but the College’s liberal arts curriculum is the best preparation for pre-law schools, asserts Haverford Pre-Law Adviser Robert Schwartz ’71. Haverford’s diverse curriculum encourages students to a well-rounded education, he says, pointing out that science, foreign language and art majors have gone to law school. To emphasize his point, Schwartz sends a letter to incoming freshmen, stating that any major at Haverford will prepare a student well for law school. He encourages students to “follow their instincts” when choosing courses, but also urges them to take classes that require them to read widely, write well and think clearly. Most students are uncertain about the type of law they plan to study, so Schwartz advises those who go to law school to explore the school’s curriculum with the same open-mindedness with which they approached their broadly based liberal arts education.

Students planning to attend law school must begin the application process their senior year, but Schwartz encourages them to work at least a year before going to law school. By delaying law school, students can discover other career choices, get “real world” experience that enables them to see how law affects many aspects of everyday life, and learn the value of unencumbered time for personal development. “I dissociate people from going to law school, if they are only going to temporize while waiting to figure out what they’re going to do with their lives,” he says.

For seniors who are certain they want to be attorneys, he still advises working before going to law school. Work experience enhances a candidate’s chances for law school admission and adds content to the study of law after four years of undergraduate classroom preparation. “Law schools absolutely prefer to have students who are mature because of their age and work experience,” he says.

In recent years, interest in the law has boomed. During the 1970’s, there was a steady increase in law school applications throughout the nation and at Haverford. This trend peaked in 1981, then declined until 1988 when law schools saw an enormous jump in applications. Haverford has usually followed the national trend in law school applications, according to Schwartz, until last year when the number of law school applicants at the College decreased from 24 seniors and 47 alumnae two years ago to 17 seniors and 31 alumnae last year.

The tremendous increase in law school applications generates great excitement among students and raises questions about the ability of what student advising can do to provide for all students interested in the study of law. As an example, a student approached the College about majoring in a subject other than science since she planned to go to medical school.

Haverford College is among 13 schools which received National Science Foundation grants to improve undergraduate calculus curricula. The NSF has distributed 18 grants, totalling $3.2 million, to institutions throughout the mathematics education community. At Haverford, Computer Science instructor Jeffrey Tescosky-Feldman is creating new teaching materials and developing a computer lab that teaches calculus more effectively. He will apply these new methods in classes at Haverford.

Haverford University, where Tescosky-Feldman taught for five years and participated in curriculum development, is leading the project. “We’re trying to make calculus a pump, not a filter, for students considering careers in math and science,” he says. The program’s purpose is the development of a national core curriculum which will attract students rather than discourage them from calculus. “The way calculus is taught has not changed in the past 100 years,” he says.

Diversity Endorsed In Medical School Preparation

“Haverford is the most wonderful place to spend four years in preparation for becoming a physician,” says Haverford Pre-Medical Adviser Jenette Wheeler, who credits the College’s strong liberal arts curriculum and Qualer values of caring and consensus for producing well-rounded students. “Even though students come from competitive high schools, here, their competitive drive is channelled mostly into a cooperative search for excellence,” she says. Leading the science programs at Haverford, Wheeler says students learn to think, not just memorize. “Professors care about the students, but they do not pamper them. They push and nudge them to their highest ability,” Haverford chemistry major Carmen Perez agrees. “I like the atmosphere we have here. As pre-med students, there is not as much competition as at other places. There’s a spirit of self-improvement, of everybody working together and sharing knowledge.”

About 60 Haverford students each year show serious interest in a medical career and about 45 students from each class apply to medical school. Pre-med students must take four subjects—chemistry, math, biology and physics—but Wheeler encourages them to pursue a diverse liberal arts education and get involved in extra-curricular activities.

When Nancy Morden, now a Haverford senior, was considering colleges, she was discouraged by large universities from majoring in a subject other than science since she planned to go to medical school.

Pre-Law Adviser Robert Schwartz

Haverford, however, was “very encouraging” of her desire to major in French literature and pursue a pre-med curriculum. Fluent in Spanish, Morden took last year off from school to work as a translator in a Mexican health clinic, staffed by volunteer American doctors and serving mostly indigent residents of the region. The experience, she says, helped solidify her plans to go to medical school and eventually work as a doctor in a Third World country.

Besides advising pre-med students about required science and math courses, Wheeler urges them to take classes that will develop their communication skills. “They need to learn how to write well and feel confident in their writing skills,” she says.

Mark Meyer, a biology major who plans to go to medical school, says his humanities courses have made him more articulate. A broadly based intellect and the ability to communicate well, he says, are important characteristics of a good doctor. “One of the best aspects of being a pre-med student at Haverford is that there is no pre-med major. You take all the basic science courses for medical school, but you still get a broadly based education,” he says.

Wheeler, a University of Pennsylvania medical school teacher and student health doctor, initiated a group of Northeast pre-medical advisors who urged the Association of American Medical Colleges to add an

Minority Scholars

says Labor-Fernandez, a religion major. Next summer, she hopes to assist a faculty member with research work on Latin America, an area in which she is concentrating her studies.

Professor Benston was pleasantly surprised to discover that the program increased his research capabilities while providing students with a valuable learning experience. Clinton Johnson, a sophomore English major, helped Benston with his research on African-American drama and music during the 19th and 20th centuries. After analyzing biographies on numerous African-American musicians and playwrights, Johnson concentrated on playwright Adrienne Kennedy and wrote a paper based on his research.

Minority Scholars continued from cover

“His work will be of help to me for years,” Benston says. “My own discovery of how you can collaborate with work with students turned out to be a real benefit. I learned that it is a positive thing for me and my work as well as a learning experience for students.” There is a crisis in higher education because of the lack of minority Ph.D. recipients, he says, “but students considering academic careers must be enticed by more than monetary rewards. You have to get the student involved in the excitement of discovering new knowledge.”

Kessinger’s Trip continued from cover

with him for an evening reception and dinner. Among those attending were Reiner Shito ’54, a patent lawyer with Nishi-Mippori, Koichi Matsuura ’61, who oversees Japan’s foreign aid program and Seiichiro Nozue ’67, an adviser to Japan’s Prime Minister. Chaising the Society’s gathering was its president Iian-Ichi Kagami ’37, owner and president of Hiyoji Transport Company, Inc. Two years ago Kagami and his wife, Vsuka, visited the Haverford campus for his class’ 50th reunion. To celebrate the occasion, Kagami made the College a gift of 500 apple cherry trees which were planted along the perimeters of Orchard and Featherbed fields.

Kessinger who on his 27-day trip was in Honolulu where he met with a second group of alumni hosted by James Carly ’42, chairman emeritus of Pacific Resources, Inc., and his wife, Helen. “In all,” says Kessinger, “the trip afforded me an unusual opportunity to meet with alumni and parents in that part of the world, and tell them about a number of developments on campus, including our new Japanese language program and the East Asian Studies concentration which we administer jointly with Bryn Mawr.”

Continued from page 4
Scrap Books Reveal Black Philadelphians’ History

Are black Philadelphians better off today than they were 100 years ago? Yes and no, says Roger Lane, Benjamin Collins Professor of Social Sciences. He spent the past year researching Philadelphia’s late 19th century black population and comparing his findings to the status of the city’s blacks today.

Lane relied largely on 388 scrap books once belonging to William Henry Dorsey, a prominent black Philadelphian who lived from 1837 to 1923. The scrap books, now in the Cheyney State College Library, contain ticket stubs, posters, programs and lithographs from the late 1800s, which Lane used to write his upcoming book, William Dorsey’s Philadelphia and Ours. Dorsey, Lane says, “was the unofficial historian of his black community.” Lane adds that Dorsey provided for his family from rental properties inherited from his father, he was only able to work in menial jobs, such as a messenger or janitor.

Dorsey’s employment situation was not unique. “A century ago,” Lane says, “there was no equivalent of what we call an underclass. There were many poor people who worked and were qualified, but were kept out of jobs by discrimination.” Blacks frequently outscored whites on civil service examinations, and one black man set a record score in Pennsylvania on the qualifying examination for doctors, according to Lane. Between 1900 and 1910, he says, there were more black doctors and lawyers than in Philadelphia and the country than at any other time until the late 1970s. During the late 1800’s, Philadelphia was the “metropolitan headquarters of black people in the United States,” Lane says. The Institute for Colored Youths, a Quaker school, educated more black teachers than any other institution in the country and employed the first black Ph.D. recipient as one of its teachers. The first black Harvard graduate was educated in Philadelphia. That ethos of black intellectual enthusiasm, however, faded under the “heavy impact of generations of discrimination between the late 19th and 20th centuries,” he says.

During the era of social Darwinism, many scientists asserted that blacks were inferior to whites. There was a common notion that the United States’ race relations problem would be solved in three or four generations with the inevitable extinction of the black race. These theories, however, have been dismissed by a “long scientific assault on ideas about racism coupled with black achievements,” Lane says.

It was almost impossible for blacks to secure employment in factories and offices because of racist practices in the late 19th century, says Lane. “There was nothing between being a professional or a civil servant and someone wholly unskilled,” he says. With the exception of doctors and lawyers, educated blacks could not get professional jobs because of the overt discrimination during that period. Those who entered the medical and legal professions often found it difficult to survive because of a lack of clients.

Although racist theories and employment practices have been largely erased, Philadelphia’s black population today faces a myriad of new problems. Lane cites the development of an underclass, multiple family problems, drug use and crime. A century ago, blacks had fewer problems with drugs than whites or Orientals, but that trend has reversed, he says. Proportionally, more black women were employed during the late 1800s than today.

“Generations of being shut out of good jobs taught blacks education would not get you anywhere if you were black.” Lane says. As the economy in the United States changed from industrial to post-industrial, blacks were admitted to factory jobs that later dried up. “All of those generations of being unable to support their families caused many to give up,” Lane says.

Offices Moved to New Quarters
During the two-year renovation, several offices of Institutional Advancement will be located at 9 College Lane: the office of the vice president, the directors of Annual Giving, Deferred Giving, Development, and Corporate and Foundation Support and Research. The offices of College Relations, College Relations and Publications are now located in Roberts Hall. Also moved to that location was the Distinguished Visitors office.

The offices of Career Development, Eighth Dimension and Psychological Counseling Services were moved to 601 Walnut Lane directly across from the campus.

Great Hall and the two-story Grist Center for the Cross-Cultural Study of Religion will remain basically unchanged. With close to 15% of the renovation phase completed, workers are in the process of removing interior walls, ceiling and installing new utility systems. Ultimately the building will have a new heating, plumbing and electrical distribution system, and will be completely air conditioned.

As restoration of the stone and brick exterior for the entire building begins, painstaking care is being taken to replicate the original exterior finishes. When completed Founders will house not only those office and classroom spaces vacated for the renovation, but it will contain offices for the president, the provost and the vice president for finance and administration. Central Services, which is now housed in Hilles, will be moved into renovated space in the basement of Founders.

In September the College received a challenge grant from The Kresge Foundation of Troy, Michigan, in addition to an additional $500,000 having been subscribed toward a maintenance endowment for the College. The College must still raise the balance of $700,000 to receive a $400,000 challenge grant from The Kresge Foundation of Troy, Michigan.
Taylor Wins Macintosh Award

Amy Taylor '92 was named Haverford College's outstanding freshman scholar-athlete for the 1988-89 academic year. In recognition of this accomplishment, the Beta Rho Sigma Alumni Society named her the recipient of the Archibald Macintosh Award during a dinner on campus this fall. The annual award is named for a 1921 Haverford graduate, who starred on the College's track and football teams as an undergraduate, then returned to the school in 1929 to serve as assistant to the president, alumni secretary and graduate manager of athletics. Three years later, he became dean of freshmen and director of admissions, a position he held until his retirement in 1957.

Taylor, a standout on the volleyball and basketball teams, comes from a family of Haverford athletes. Her brother, Pete Taylor '90 is a 6'5" starting center on the men's basketball team and the Fords' leading bowler on the cricket team. Amy's sister, Laura Taylor '93 lettered in volleyball and lacrosse at the College. Hal Taylor '61, her father, was a first-team All-American soccer fullback for Haverford. Her grandfather and two uncles were standout varsity athletes at Haverford too.

Continuing in the family tradition, Amy Taylor displayed her outstanding athletic ability on two Haverford teams during the 1988-89 school year. As a 5'9" freshman, she was named the most valuable player of the women's volleyball and basketball teams. During the 1988 volleyball season, the talented middle blocker/hitter stepped into the Ford starting line-up and made an immediate impact. She led the team in blocks and solo kills and helped Coach Ann Koger's team to a 14-14 record. This season, the consistent Taylor was again selected the most valuable player of the team, which finished with a 20-12 record. Taylor has been selected captain of the squad for the 1990 season.

Her athletic talent continued to shine, as she stepped from behind the volleyball net onto the basketball court. As a forward on Basketball Coach Sue Stahl's team, Taylor led the Fords in three categories—scoring 10.3 points per game, collecting 9.2 rebounds per game and swiping 3.2 steals per game. The versatile Taylor grabbed 25 rebounds against rival Bryn Mawr, breaking the College record. She also helped the team beat Swarthmore for the first time ever.

A Quartet in Residence

Under a semester-long residency program arranged by the College's music department, Haverford students were afforded the unique opportunity to study with the award winning Charleston String Quartet.

During extended campus visits throughout the semester, each member of the ensemble conducted private lessons and group discussions with student string players. Individual faculty members also used the quartet-in-residence in a variety of classroom assignments. Musicologist Richard Freedman, for example, called upon the group to participate in a class assignment involving the interpretation of works by Mozart. Students listened to and analyzed recordings of Mozart's work and presented their interpretations of how the compositions were meant to be played.

As a follow-up the quartet performed selections of the same works and discussed their approach to the music.

Since their formation six years ago in Charleston, West Virginia, the group has given the audience a much better sense of what the composer intended.Musicologist Richard Freedman, for example, called upon the group to participate in a class assignment involving the interpretation of works by Mozart. Students listened to and analyzed recordings of Mozart's work and presented their interpretations of how the compositions were meant to be played.

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Since their formation six years ago in Charleston, West Virginia, the group has been the quartet-in-residence with the Charleston Symphony Orchestra, the Grand Teton Music Festival in Wyoming, and more recently, at Brown University. The members, violinists Charles Sherba and Lois Finkel, violist Consuelo Sherba and cellist Daniel Harp, each have performed with other orchestras in Milwaukee, Atlanta, Rochester, N.Y. and Cincinnati.

Their varied repertoire of classical and contemporary music often includes works by women and minority composers. And according to Haverford music chair, Curt Cacioppo, they sometimes include a pedagogical aspect to their music making, "which gives the audience a much better sense of what the composer hoped to do in a piece:"

James Ross who directs the Haverford Bryn Maw College Orchestra, arranged for the quartet to coach the string players on techniques of working together as sections. "The musicians are very articulate, sincere and open about themselves and their music—qualities that make for a very powerful presentation of music," says Ross.

Since the start of the fall semester several current and former members of the orchestra have formed string quartets, and they too have taken advantage of the musicians in residence. "I think their presence overall has been very positive," adds Ross. "It's given each string player more of a sense that there's a 'home' for string players here:"

Pre-Med continued from page 2

easy into the Medical College Admissions Test day. "We wanted medical school admissions to get away from the numbers-oriented approach and look at the whole person," she says. "We wanted to emphasize that there is more to being a doctor than learning science:"

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