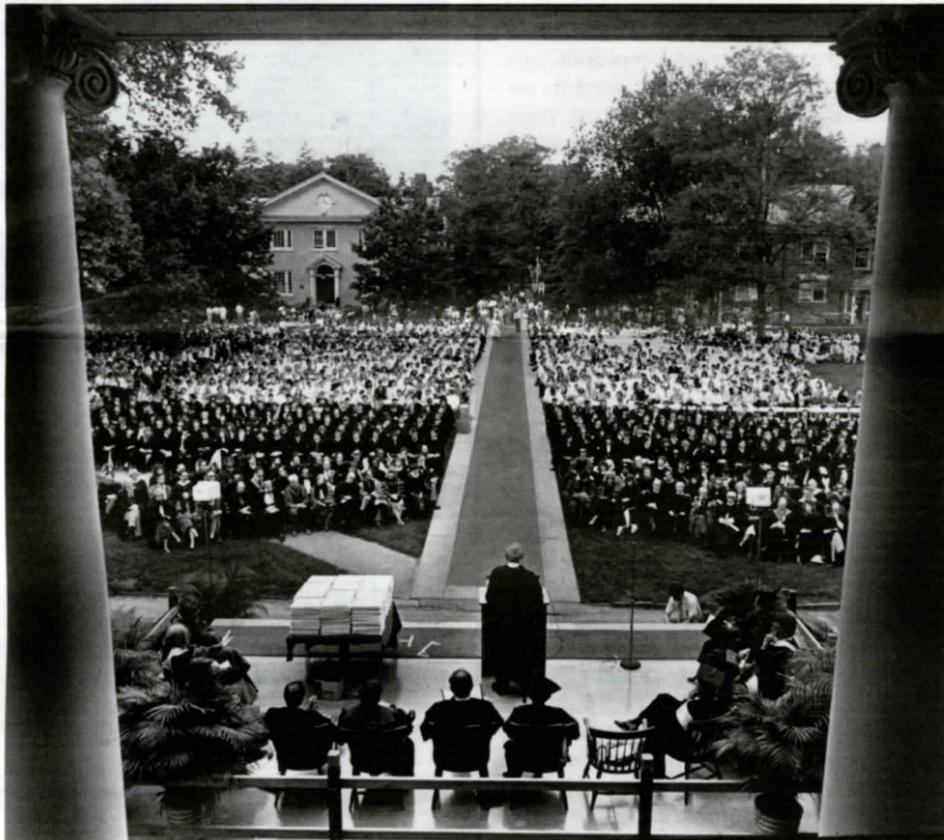


# HVERFORD

## NEWSLETTER

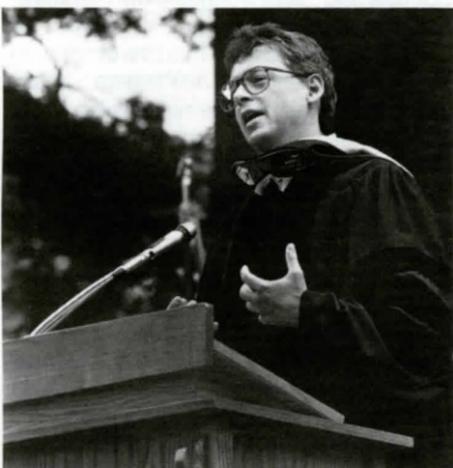


Class of 1989 processional in front of Roberts Hall.

## Commencement Speakers Exemplify Haverford Ideals

A brief shower midway through the ceremonies did not dampen the celebratory atmosphere surrounding the College's 156th commencement exercises held on May 21.

Included in the 1989 graduating class were four honorary degree recipients with distinguished careers in journalism, literature, government and humanitarian service. Among them was the founder of the San Francisco AIDS Foundation, Cleve Jones who had conceived the idea of the AIDS quilt and who now heads the NAMES Project Foundation. In accepting an honorary doctor of humane letters, Jones explained the purpose behind the quilt, first displayed in Washington, D.C. in 1987 and within a week of Haverford's commencement, in Philadelphia. "We're trying to illustrate the enormity of the world-wide AIDS crisis by revealing something of the lives, the names, and the faces that are behind the statistics."



Founder of the San Francisco AIDS Foundation, Cleve Jones

"Secondly, we want to reach out to the many different kinds of people whose lives have been invaded by the AIDS epidemic and offer them a positive, creative means of expression. And finally," he added, "we want to provide the whole world with a very clear, powerful symbol of how decent, ordinary people respond when there's a crisis in the human family."

Also receiving an honorary doctor of humane letters was poet and essayist Audre Lorde. A professor of English at Hunter College, Lorde was cited by Haverford faculty

**"... the faces that are behind the statistics."**

member Elaine Hansen, for her work "... to advance the global struggle against intolerance and injustice and against the waste or denial of human resources in any form." Lorde whose books of poetry include *Our Dead Behind Us* and *From A Land Where Other People Live*, which was nominated for a National Book Award, also wrote a group of essays on breast cancer entitled, *The Cancer Journals*. In her remarks to the graduating class, Lorde urged the students to "... remember that the power that you feel rising in you today—that wonderful sense of possibility—you own it. It does not come out of our mouths, it does not come out of a book. It lives inside of you. You own it, you will carry it out of this place, and you have a responsibility to use it."

Haverford's third honorary degree recipient was as well known to many of the graduates for encouraging their interests in journalism, as he has been for his coverage of economic events. As the economic columnist for *The*

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## New Divisional Requirements

After nearly a year of discussing ways to restructure the Dimension Point System of distribution requirements, the Educational Policy Committee came back with a proposed solution—that of moving to a divisional requirement. This spring, the faculty approved the change, which will be implemented for the incoming class of 1993.

Under the dimension system, each course has been assigned points according to the "dimension" of academic experience it provides (including natural science; quantitative or symbolic analysis; history; being and value; social and behavioral science; aesthetics and literature; and laboratory, field or artistic experience). The seven dimensions are held in balance, with students earning three points within each in order to fulfill the requirement.

According to Provost Jerry Gollub, the new, three-divisional system will uphold the goal of a balanced curriculum, but in a more traditional, less complicated way.

Under the divisional system, this fall's entering freshmen will be required to take three courses (in at least two different departments) in Humanities, Natural Sciences and Social Sciences. The Humanities division will include Classics, English, Fine Arts, French, German and German Studies, Music, Philosophy, Religion and Spanish; Natural Sciences will include Astronomy, Biology, Chemistry, Mathematics and Physics; and Social Sciences will include Economics,

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## Hamabata Named Dean

This past spring the College's director of minority affairs, Matthews M. Hamabata, was named dean of the College. The selection of Hamabata concluded a six-month search during which more than 200 candidates were considered.

In his announcement of the senior staff appointment, Haverford President Tom Kessinger said, "I am very pleased with the outcome of our national search. Matt brings to his position a well developed sense of the College community, its needs and expectations, and a fine scholarly reputation."

In his new position, Hamabata oversees all non-athletic student activities including academic counseling, career development, student volunteer programs, and health and psychological counseling services for Haverford's 1,108 students.

During his year and a half as minority affairs director, Hamabata is credited with helping stimulate campus-wide discussions on a number of social issues through programs and workshops in student leadership, race relations and women's issues. Last year he coordinated the Asian American Poetry Festival which brought nationally known Asian American writers to the Haverford campus.

The new dean hopes to continue to work with students so that "... when they leave Haverford they not only will have an excellent academic background, but a sense of confidence and leadership."

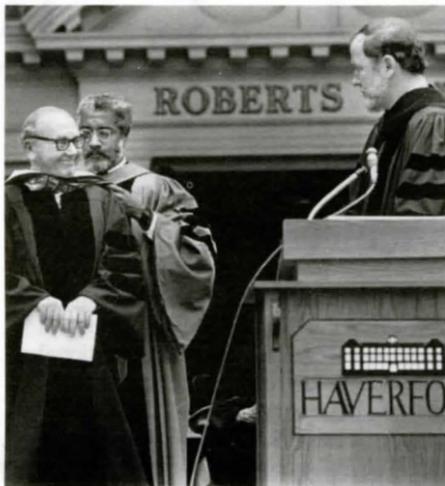
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**T**he College has received a \$600,000 grant from The Pew Charitable Trusts toward the cost of renovating and equipping instructional spaces in Chase, Founders and Roberts Halls. All three facilities are part of the Founders Project which began with the renovation of Chase Hall in 1988. The second phase of the project began this summer as a number of administrative offices vacated Founders Hall to make way for extensive renovation and restoration of the College's original building.

# HAVERFORD

## NEWSLETTER

### Commencement Speakers Exemplify Haverford Ideals *continued from cover*



Honorary Doctor of Letters recipient, Leonard Silk (left), being congratulated by Haverford President Tom Kessinger.

*New York Times*, Leonard Silk was cited for his perceptive and judicious analysis of economic trends. "His writing reflects a humane concern for the impact of economic forces on vulnerable communities and individuals," said Haverford economics professor Holland Hunter.

Silk and his wife, Bernice, have been frequent visitors to the Haverford campus. In memory of their son, a 1976 Haverford graduate and talented journalist, the Silks and Andrew's classmates established the Andrew Silk Journalism Panel and summer internships for Haverford and Bryn Mawr College students interested in journalism careers. "Even before my son, Andy, went here, I knew what Haverford stood for and stands



Poet, essayist Audre Lorde

for: integrity, humility, reverence and an obligation to help those in need," said Silk. While noting the many ways in which Haverford graduates can and have served, Silk warned that doing what is right is not always easy. "What cannot be stressed enough is that right behavior, ethical behavior often comes at a cost. It is nothing to know truth and right and justice unless one has the courage to pursue them."

Reminding the audience of the courage displayed by the Chinese students in Beijing, Silk went on to say, "Growth and freedom must go together. That is the great political, economic and moral lesson of our time; one that's being played out not only in China, but in the Soviet Union, in Eastern Europe and may yet spread to South Africa, El Salvador and all nations where human rights are violated."

A native of Philadelphia, Silk began his career in 1954 at *Business Week*. During his 15 years there he served as economics editor,

editorial page editor and chairman of the magazine's editorial board. He joined *The New York Times* in 1970 as the economic columnist. Throughout his career he has taught at a number of universities and served on several advisory boards. Among his most recent books are *Reagan: The Man, The President* and *Economics in the Real World*.

For his years of public service including those in which he served as President Carter's chief arms negotiator, Paul C. Warnke was awarded an honorary doctor of laws degree. The chair of Haverford's board of managers, John B. Jones, Jr., described Warnke as "... one of the nation's leading expositors of a reasoned approach to arms control.

"Before the INF treaty, glasnost and perestroika, the arms control advocate in government travelled a lonely path," said Jones. "The groundwork he so insistently constructed over the years laid a foundation for the recent INF treaty and, we earnestly hope, for future treaties which will offer mankind greater relief from the spectre of nuclear war."

Before returning to private practice as a partner with the Washington, D.C. law firm of Clifford & Warnke, the former arms control negotiator also served as the director of the U.S. Arms Control and Disarmament Agency. From 1966 to 1969 he was with the Defense Department, first as its General Counsel and later as Assistant Secretary of Defense for International Security Affairs.

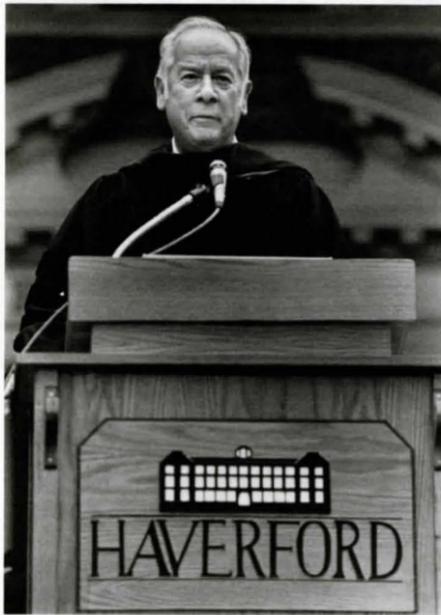
In his address to the students, Warnke pointed to the changes that have occurred around the world and what they mean for future foreign policy.

"Rather than dealing with strategic arms and conventional forces, we'll be dealing with the genuine ills that beset all of mankind: the common problem of a deteriorating environment, the AIDS crisis, the growing gulf between North and South, and the development in this country of an underclass created by poverty and by want of education.

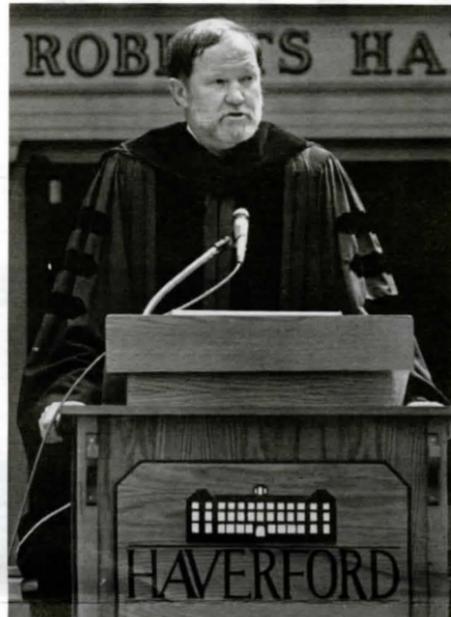
"Until we can turn our attention to these problems, we won't have the kind of world in which you'll want to live. I think that we can do it."

In his first commencement address Haverford's president Tom Kessinger also focused on developments around the world and urged the graduates to think globally. "Powerful changes are taking place which will make the world different and which will place demands on all of us," said Kessinger.

Citing an array of challenges including the threat of nuclear war, drugs, changes in the structure of the American economy, child rearing, and such problems as the "greenhouse effect", Kessinger predicted that "... these and other developments will require that we adopt the habit of thinking globally.



Paul C. Warnke, former director of the U.S. Arms Control and Disarmament Agency



President Tom Kessinger gives his first Haverford valediction.

"These also represent a call for action, and while there are many choices," he added, "what you choose to do may be less important than how you do it."

In his closing remarks Kessinger expressed hope that the graduates were leaving the College not only with their minds stretched and a sharpened sense of responsibility, but "... with patience developed ... because the really important things and difficult problems take time to resolve." ■

### New Divisional Requirements

*continued from cover*

History, Political Science, Psychology, Sociology and Anthropology. To help smooth the transition between systems, both the divisional and dimensional systems will be explained in the course catalogue. Gollub also sent a letter to all admitted freshmen, explaining the change.

According to Mark Svolos '90, a student representative to the Educational Policy Committee, the impetus to change the distribution requirement first came in 1987, when a special Curriculum Committee was formed in preparation for a curriculum review by the Middle States Evaluation Committee. The Curriculum Committee found that the intricacy of the dimension point system, which was one of its most intriguing features, was also its greatest problem. According to EPC Chair Rob Mortimer, faculty had long been concerned that students were able to satisfy dimension requirements in a piecemeal fashion, and even to graduate with little or no exposure to the natural sciences.

The natural science requirement, the faculty agreed, had to be strengthened. And according to Mortimer, "By recognizing those divisions which represent distinctive domains of scholarship (Humanities, Natural Sciences and Social Sciences), the Committee hoped to strengthen all of the divisions."

As Svolos points out, "In terms of structured requirements, the new system is actually more liberal." And as such, it allows more room for guidance and interpretation by the deans and academic advisors. "Now, the deans will have a more important role in guiding students towards achieving their interests and taking the courses they desire, but also in pursuing a diverse path," says Svolos.

"The dimension point system," explains Gollub, "was devised in the mid-1970's as we were emerging from a period in which there were no fixed requirements. It served a useful purpose, but has turned out to be rather rigid and complex. At this point we're ready to put it behind us." ■

## A Return To Service

This spring, while Congress debated the fine points of various national-service proposals—including Edward Kennedy's (D-Mass.) plan to encourage volunteer work as part of the curriculum, Sam Nunn's (D-Ga.) attempt to make service a prerequisite for receiving federal student aid, and President Bush's idea to bring together satellite service groups under a national foundation—Haverford students discussed some of the same issues on campus. Within the volunteer corps organized through Eighth Dimension, in the editorial pages of *The News*, even on the floor of Spring Plenary, students asked themselves: Why serve the community? What place does service have in a liberal arts education?

According to Tanya Lieberman '91, who, as chair of the Advisory Committee for Eighth Dimension, checks in with the heads of all of its community service projects, the reasons students volunteer their time and energy for these projects are as varied as the senators' proposals.

The most conservative view, Lieberman explains, is that community service is a valuable educational experience. Most students will testify to this. John Botti '92, who spent his spring break renovating abandoned buildings in Newark, New Jersey along with other bi-college members of Housing Out-

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### Community service is a valuable educational experience.

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reach Action Project, says he came away from the task with a new perspective. While he and fellow students worked, he recalls, students were approached by unemployed men who were willing to help for a wage. "We told them we were doing the work for free," says Botti, "and one of the men shook his head and said, 'You're crazy'. That made us realize how privileged we are to have the opportunity to volunteer."

Bryn Mawr student Rebecca Sauer '90, who plans to become an architect, has learned to pour concrete, lay insulation, and wire for electricity, all while helping renovate a house for a low-income family as part of another Eighth Dimension program, the Chester Community Improvement Project.

"Being a woman, you can't do construction work unless you have experience," says Sauer, "and you can't get experience unless you do it for free." And as Kate Salathe, the Bryn Mawr liaison for Eighth Dimension, points out, liberal arts students who plan to join organizations like the Peace Corps can contribute more than their teaching ability. "Practical skills like construction and managing volunteer groups," she says, "are in high demand."

Community service is a tradition of Quaker education. It is this point which president Tom Kessinger emphasized at his inauguration earlier this year, appealing to students with the story of how he took two years off after his sophomore year to join the Peace Corps. Students don't have to quit school to get involved, though. The volunteer network of Eighth Dimension (the name refers to the seven academic dimensions students were required to fulfill to earn their degrees) this year sponsored fourteen different projects, from tutoring children to renovating abandoned houses to working in shelters for the homeless. And Mary Louise Allen, who directs Eighth Dimension, put students in touch with many other service projects as well.

Still, some students feel that service should be integrated into the regular curriculum, with courses that combine academic investi-

gation into social issues with a real-life lesson in community service. Student-authored proposals for such courses will be reviewed next year by a special committee before any are actually presented to the decision-making Educational Policy Committee.

The middle position on community service is that of trying to integrate the College with the outside community—especially neighboring Ardmore, where students teach test-taking skills to area high school students in the SAT Prep Program chaired by Cathy Woodhouse '91, or serve as a big brother or sister to a local child, under P.I.P. ("People Interested in People"), headed up by Cindy Bell '91. Perhaps the most visible effort was this April's "Celebration of Community" (co-directed by Lieberman and Chip Rosenfeld '89)—an all-day festival put on by Haverford students and various Ardmore organizations and businesses.

Eighth Dimension Director Allen is committed to matching willing students where work is needed—in Ardmore and elsewhere. But the business of building relations and working to solve problems, she tells students, is very different from the business of getting an education.

"I also try to prepare students for the possibility that the people with whom they are working may not always appreciate their efforts."

The most liberal view of community service is that of making social change. Phua Xiong, '91, a Hmong student from Philadelphia, last summer joined a Providence, Rhode Island advocacy group called Direct Action for Rights and Equality (DARE). The group worked to improve economic and social conditions within largely black and Hispanic neighborhoods of the city. After knocking on neighbors' doors to hear their concerns and gather support, DARE took up the cause of getting the City Parks Department to take responsibility for a city-owned playground that had become a dumping ground and drug dealers' hangout. Soon after a demonstration on the steps of city hall, where the group presented the director with a list of demands, the Parks Department sent a clean-up crew and began making plans for reparation. The experience, says Xiong, "made me more aware of the politics that go into (making change). You have to be able to play with people in power—and if you don't have that ability, you won't get anything done."

Members of groups such as the newly-formed Anti-Apartheid Committee (which hopes to raise student consciousness and practical supplies for South African refugees in border countries) take an undeniably political approach to the problems they hope to help solve. For Women's Outreach, another new group which Varyam Kessinger and "Women in Cultural Perspective" professor Susan Davis helped launch, the political concern is also personal. Through their alliance with the Women's International League for Peace and Freedom, and with Trickle Up, an organization which sponsors small businesses in impoverished areas, the group hopes to learn about and act on women's issues in development and politics. (Interestingly, the group has chosen to organize under a Quaker structure—which member Alexia Kelley '89 describes as "cooperative and egalitarian"—to achieve its feminist goals.)

Even within service groups that are politically neutral, most students do feel a responsibility to help find long-term solutions to the problems at which they chip away with their labor. While John Botti '92 of the Housing Outreach Action Project helped put up walls and lay foundations in Newark, he was conscious that "We need to do something that gets these people out of their situation, not just help them along while they're in it."

Luke Weisberg '87, who first began working

with Philadelphia's homeless (under Allen's guidance) while at Haverford, has staked his career on this philosophy. "Jobs with Dignity", the Philadelphia job-training program for homeless persons Weisberg helped design, focuses on principles of accountability and responsibility that will help the program's participants keep the jobs they earn.

On campus, this attitude of personal responsibility is evident even in the language students use to describe their work. "Community service" has taken the place of "volunteer work", as students feel the term conveys a higher level of commitment, and an awareness of the issues surrounding the work. And as Lieberman points out, "It's really not inconsistent with Haverford's principles to expect students to take responsibility to try to stop some of these long-term problems."

As to the place of community service in education, neither the college nor Congress has come up with any definitive answer. Haverford students did resolve at Spring Plenary to form a committee that will look into expanding community service at the College—including possibly making service a required part of the senior seminar, or awarding academic credit for the effort. President Kessinger will offer his support and thoughts as an advisor to the Committee,



Charlotte McBride '92 helps renovate a house for a low-income family as part of the Chester Community Improvement Project.

which will also include at-large students and a faculty member; a representative from the Dean's office; Mary Louise Allen, and the Eighth Dimension Advisory Committee.

In order to make and implement a new community service program, students will also look beyond the college walls to other institutions—for ideas, for inspiration, perhaps even to gain momentum. Stirred by a sense of revolution fed by the national legislation, both Haverford and Bryn Mawr have already joined forces with the Delaware Valley Student Volunteer Network. In March, bi-college representatives Lieberman and Salathe met with students from Rutgers University, Swarthmore College, Villanova University, The Community College of Philadelphia, LaSalle University, St. Joseph's University and the University of Pennsylvania, to outline a collective position on community service, and to make it known on the Hill in a letter to President Bush. Calling for a national program that would involve people of all ages and socioeconomic, racial, political, and religious backgrounds, the Network has aligned itself with the philosophy of Dr. Martin Luther King, Jr., that "everybody can be great because everybody can serve." ■

## Student Scientists Take Their Questions Into the Field

### Michelle Albert, Chemistry

Michelle Albert '90 first decided she wanted to practice medicine when she was just ten years old, growing up in Guyana. "Once, my (throat) glands were so swollen I could barely breathe," she remembers, "so I had to go to the hospital to get treatment. I was just totally fascinated with the doctors and how much attention they were giving me. I thought they were doing magic!"

Since then, Michelle's scientific understanding has grown more sophisticated, with work in the chemistry "Superlab" and a summer spent at Harvard's Health Professions Program. She still maintains her early wonder and enthusiasm for the field, though, along with a great desire to pass both along. Sundays, she helps teach basic concepts of biology, chemistry and physics to a group of disadvantaged students from the Philadelphia area, under a Haverford grant from the GTE Corporation. She's enjoyed working with these students so much that she's currently considering going on for a joint M.D./Ph.D. degree in order to practice and teach medicine.

Eventually, she'd like to return to Guyana. "Guyana is a very poor country with a scarcity of doctors," says Michelle. "One of the things I'd like to do is to go back and set up a clinic to provide free medical care for the citizens."

In the meantime, this summer Michelle has been selected to participate in a research program being offered for the first time at Yale University, in the Department of Molecular Biophysics and Biochemistry. Michelle has chosen to work in the area of immunology under Donald Engleman, Ph.D., using chemical techniques to study biological molecules. Specifically, Engleman's team will focus on the process by which one-dimensional membrane proteins "fold" to become three-dimensional molecules—a problem whose solution applies to ongoing AIDS research.



Michelle Albert '90

"Part of the problem with the HIV virus," Michelle explains, "is that the membrane protein is changing all of the time, so it's very hard for (researchers) to pin down the specific method of cure: one, to isolate the virus, and two, to develop some sort of medicine or antibody to attach itself to this membrane." In solving the puzzle of the folding protein, these researchers may find a missing piece of the greater puzzle of the elusive HIV virus.

### Jennifer Sherwood, Biology

For Jennifer Sherwood '90, the biology lab is practically home. As the daughter of an experimental hematologist and an endocrinologist, Sherwood grew up hearing lab talk as dinner table banter; terms like "monoclonal antibodies" rest comfortably on the tip of her tongue. At Haverford, she's lab-bound at least ten hours a week, assisting Biology Professor Ariel Loewy with his ongoing investigation into a blood clot lysing (or breaking) enzyme. Working with Loewy, Sherwood has developed a familiarity with advanced lab techniques—along with the confidence that comes from being trusted as a colleague.



Jennifer Sherwood '90

Both will serve her well this summer, when she joins a special program for undergraduates interested in biomedical research at Albert Einstein College of Medicine in New York. As part of a team chosen to work with Lola Reid, Ph.D. in the Department of Molecular Pharmacology, Jennifer will explore one of the least understood aspects of cell biology: the means by which the growth processes of various types of cells are controlled.

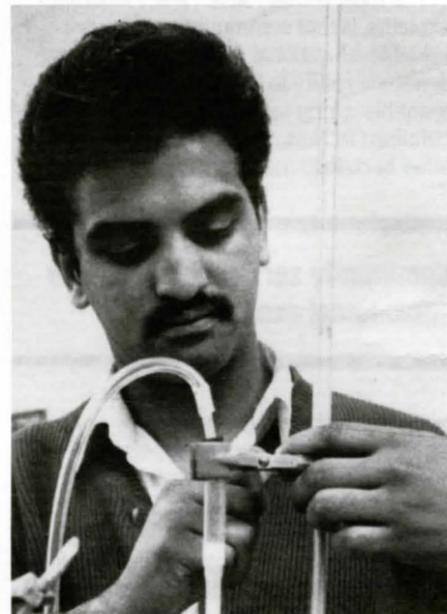
Specifically, the group will study the effect of growth factors on liver stem cells (cells on the liver's surface that can divide to produce more stem cells and other, specialized cells). "These stem cells have receptors on them," explains Jennifer. "(In the body), a growth factor will recognize these receptors and bind to them, causing the stem cells to differentiate—to mature and become specialized." But when you experimentally introduce the growth factor by injecting it directly into the cell, says Jennifer, this binding can't take place. "By experimentally bypassing the surface of the cell, she explains, "you demonstrate that this binding is necessary in order for the cell to become differentiated." And by learning the rules that govern normal cell growth, researchers come a step closer to understanding cells that defy these rules—such as cancer cells.

### Roger Jardine, Physics

South African Roger Jardine '89 grew up fighting apartheid, bolstered by his activist family and by his own sense of injustice. He came to Haverford as a recipient of the Winnie Mandela scholarship. When he eventually returns to Johannesburg, he will possess the knowledge and the medical credentials to help treat what he views as the symptoms of the larger disease of apartheid, including a high doctor/patient ratio within the black communities and high cancer rates among members of black-dominated professions, such as mining.

With cancer as his primary target, Roger is preparing to work in the field of diagnostic and therapeutic radiology. This fall, he'll enter a graduate program in medical physics at Wayne State University. Currently involved in fundraising to support the Mandela scholarship fund at Haverford, Roger says: "Attending Haverford has been valuable in broadening my experience. I only hope that alumni will continue to see (the scholarship) as a worthwhile investment."

Roger's research has been concerned with shining a laser light on a human finger to measure blood flow—a method that could enable physicians to study disease without having to invade the body. In order to test the method, Roger first constructed an experimental "finger", using narrow glass tubes clustered like capillaries within a "tissue" of epoxy, through which he let flow "blood" made up of polystyrene spheres suspended in water. While manually adjusting the flow rate of the liquid through the "finger", Roger took repeated measurements of the movement of particles within the liquid, using a technique called "light scattering".



Roger Jardine '89 adjusts the flow rate of "blood" through an experimental "finger."

"As particles move," explains Roger, "the intensity of the laser light shining back (or "scattering") fluctuates." Researchers use these fluctuation figures to arrive at the velocity of the particles. But in a dense, colloidal suspension such as blood, he explains, "light scatters randomly off of many surfaces, including human tissue, which skews the analysis." To make sense of his data, Roger relied on a correlation function developed by Assistant Professor of Physics David Pine and colleagues at Exxon Corporate Research, where Pine spent a recent sabbatical.

Still, he was confounded by imperfections of the flesh: While the technique worked as expected on the experimental finger, reports Roger, readings taken from a real finger were surprising—if not entirely unexpected.

"We may have measured light scattering off the vibrating tissue, rather than off the blood," he concludes. The next phase of experimentation: targeting a more stable body part than the finger. In the meantime, Roger's findings shed light on research into non-invasive methods of measuring blood flow. ■

## Cultivation of Future Scientists Continues

It's been nearly ten years since the College implemented the Minority Science Scholars Program (MSSP), after realizing that few minority students were electing to major in the sciences. Nationally, colleges and universities now recognize the problem as one that deserves institutional attention. As Associate Professor of Biology Slavica Maticic, who serves as the advisor for MSSP, explains, "Fewer minority students in science now means fewer minorities going on to medical and graduate school. Later on, that translates into fewer minorities in medicine and research—or as science professors at the college level." And the cycle continues.

Today, Maticic is encouraged by the results of Haverford's voluntary program of academic tutoring and counseling: campus-wide, the attrition rate for minority students in science has fallen to three percent—which is on par with *all* students. Thirteen participants from the class of 1991 have chosen science majors, compared to only two from 1984, the first class to participate in the program. Of the seven MSSP students from last year's graduating class, four were admitted to competitive medical schools (Cornell, Johns Hopkins, Tufts, and Hershey); two others went on to science graduate programs at Cornell and Berkeley (one of these students had the additional honor of a National Science Foundation Minority Fellowship); and one student earned a certificate to teach science in high school.

Such impressive and diverse achievements confirm the effectiveness of MSSP. And now comes further confirmation in the form of published research sponsored by the National Science Foundation and the Educational Testing Service.

The authors of the report, "Persistence in Science of High-Ability Minority Students", followed students at several universities, grouped according to their SAT scores, for four years—comparing them not only to each other, but to majority students at the same SAT level. "When I read the study," says Maticic, "I got so excited, because their conclusion comes out with the suggestion that the minority students who were doing well—in fact, *better* than the majority students in the same SAT group—were the ones who went to schools that had programs of support identical to what we do at Haverford. We already do exactly what they suggest other colleges and universities learn to do."

Students in Haverford's Minority Science Scholars Program check in regularly with Maticic to plan for what's ahead: fulfilling science course requirements, arranging for summer research experiences, applying to medical or graduate schools, or taking the various courses required for teaching certification through Swarthmore College. As Maticic sees it, part of her role is helping open up opportunities to her students; part of her role is guiding them toward informed career choices.

Peer support, which was highlighted in the NSF/ETS report as a key factor in students' success, is also an important part of MSSP, says Maticic. As soon as classes begin, she arranges for freshmen to meet with upperclassmen (most of whom are minority students majoring in sciences), who volunteer to give students extra help with coursework if they need it. In addition, upperclassmen run weekly review sessions for first-year chemistry and math courses. The support students find in these meetings, believes Maticic, is not only academic, but social: "The upperclassmen convey to the freshmen a drive to achieve that rubs off on them—the excitement of working in the Superlab, for example. They get from these students the feeling of what it is to be a science major." And tutors, in turn, gain from the experience of teaching a scientific subject. "What we

hope is that, by having a chance to experience teaching, students might consider graduate school," says Maticic.

Chemistry major Michelle Albert '90 (see profile, page 4) has participated in MSSP since her freshman year. As a sophomore, she volunteered to tutor freshmen; now, as a junior, she is in charge of arranging chemistry tutors for others. Currently, Albert is considering going on for a joint M.D./Ph.D degree, to combine her lifelong desire to be a physician with her newfound interest in teaching.

Albert, together with other MSSP participants, helps design and teach scientific experiments to a group of disadvantaged high school students from the area, under a College grant from the GTE Corporation. "For example, we gave them a modified version of a crystallization experiment we did in organic chemistry here, so they could feel what it's actually like to do advanced chemistry," says Albert. "The kids really enjoyed it and we loved it!" The idea behind these weekly sessions, she says, is not only to show students what's possible in science, but what's possible in life. "One of the things that I'd really like to do," says Albert, "is to go into high schools and speak to students and motivate them in terms of getting involved in science—not just medicine, but just generally, science as a career."

Early exposure to science is the catalyst for later interest, says Associate Professor of Chemistry Terry Newirth, who serves as director for Project Explore, Haverford's intensive summer science program for minority high school students. While college-level programs like MSSP are effective for keeping minority students on track, says Newirth, "You have to start much, much earlier to get minority students who have the same native talent as everybody else, and provide them with the interest earlier, so that they might decide that at some point they could become professors or physicians or go into industry."



Associate Professor of Chemistry Terry Newirth works in lab with one of Project Explore's participants.

Project Explore reaches kids early (the summer before tenth grade) and where the need is greatest. While recruiting students locally and in Philadelphia, says Newirth, "We look for the B and C students, those who have the potential to be excellent in science, but who are not yet motivated. Project Explore provides something special for them, so that they can perhaps become better science and math students."

During the four weeks of the program, students are busy from nine to five with an academic program including two morning courses and an afternoon computer science course. (In the first two weeks, students choose from among chemistry, physics, or math; in the second, from among psychology, astronomy or biology.) Two afternoons a week, students also learn writing skills and word processing in a writing workshop. Haverford faculty and area high school teachers who participate in the program plan their courses carefully to give students work they can grasp—but that will also grab their attention.

"The important thing," says Newirth, "is to get them to like it. In the chemistry unit, this year, I'm going to pre-digest the calculations, and let students spend more time working in the lab. They love working in the lab."

As the faculty strives to make learning fun, they also try to include an educational aspect to free-time activities. This year, the annual "Project Explore Olympics" will feature an evening of Trivial Pursuit, where questions from courses are mixed with teenage trivia on such subjects as music and sports. Field trips further reinforce lessons learned in the classroom. This year, students will visit Philadelphia's Franklin Institute, as well as the Museum of Natural History and the FBI Laboratories in Washington, D.C.

According to Newirth, one of the most important experiences Project Explore provides is the chance for students to stay in a college dormitory four nights a week, supervised by live-in Haverford students. These ten residential counselors, who conduct nightly journal-writing/discussion sessions with students before bedtime, are selected partly for their interest in the program's goals and in the students under their charge. This summer, Recruitment Director Stanley Robinson will also give two motivational talks: on acceptable behavior in the classroom, and on setting realistic goals and meeting them.

During the year that follows, students are invited back to campus several times for a Project Explore reunion, faculty presentations on science topics, and a workshop on planning for college.

Whether or not these students continue in science, Newirth believes they'll take these experiences away with them.

Through Project Explore, and the year-long teaching done under the GTE grant, Haverford reaches students who otherwise might not make it to college-level programs like MSSP. And according to Dr. Tommy



**T**he Safety and Security department has moved from Founders to a newly renovated, one-story house next to the Field House parking lot where it is not only more visible, but better equipped for campus security and safety operations.

According to Director Glenn Normile, the new facility is spacious enough for the department's communications system, and more accessible to visitors. The office will stock informational leaflets from a number of campus offices including Admissions and the Arboretum. Staff on duty will be able to point visitors in the right direction, says Normile, adding, "It's really better to supply information in person than just relying on signs, and our office is open 24 hours a day, all week long."

Wynn, a North Carolina State University botanist and the associate program director at the National Science Foundation, these are the students who still need to be reached. Wynn shares Haverford's concern about minority underrepresentation in the sciences, and while he's glad for the attention the NSF/ETS study brings to the problem, he is careful to point out that the study only addresses half of its solution.

"There's a danger in this study—because it focuses on a pool that is going to succeed anyway," says Wynn. "Some of the students who are getting Cs in science are really good students, who have the ability to become productive scientists, but they're being eliminated by outside forces early on. What we need now is a way to encourage more of those minority students into the pool." ■

# HAVERFORD

## NEWSLETTER



Watson Fellowship recipients Eric Tagliacozzo (left) and Morgan Hall.

## Student Awards

Haverford College students and recent graduates will display their intellectual talent around the world, after receiving a variety of prestigious fellowships. Their fields of study will be as diverse as the scholars themselves.

Morgan Hall '89 and Eric Tagliacozzo '89 have been named Watson Fellows. Their \$10,000 fellowships will allow them to study topics of international concern while developing a greater understanding of American culture. Hall will journey through Spain, France and Mexico to study the oral history of the Spanish Civil War.

Tagliacozzo will travel among Chinese spice traders, primarily in ports along the Gulf of Thailand. He will study the relationship between the Southeast Asian spice trade and the germination of Chinese communities in that region. Tagliacozzo will circulate among the larger bazaars and apothecaries and converse in Chinese with the local merchants.

Another international traveller, Alison Murray '89, will use her Fulbright Scholarship to teach English in a French high school next year. While she attended Haverford, Murray pursued a combined major in French literature and history and wrote a five-act historical play in French as her final project.

Joel Sacks '91 will stay on this side of the Atlantic Ocean while he uses his Harry S. Truman Scholarship. Truman Scholarships are awarded to rising college juniors who show excellent potential for leadership in government and related public service. In the spirit of the scholarship, Sacks hopes to take a year off from school to work for the American government. After graduating from Haverford, he plans to attend law school, then pursue a career as a prosecutor and earn a seat on a school board.

Haverford scholars with an interest in business have earned accolades for their intellectual prowess. Jeffrey Ives '91 has been granted a fellowship by the James A. Finnegan Foundation. Ives, an economics major and varsity soccer player at Haverford, plans to attend a business or public policy graduate school after spending a few years in the work force.

Mark Usellis '83 has been named a 1989 Henry Luce Scholar. He will use the fellowship to study international trade and finance after earning a master's degree this year from Harvard University's Kennedy School of Government.

Laura Howard '90 will get a taste of graduate business school before she finishes her undergraduate years at Haverford College. She has been nominated by Haverford to attend this summer's Business Fellows Program at the University of Chicago's Graduate School of Business. Her summer in Chicago follows her junior year abroad at Lincoln College in Oxford, England. Ty Ahmad-Taylor '90 has been selected as an alternate if Howard is unable to attend the program.

Three dozen rising seniors representing 24 liberal arts colleges participate each summer in this early-entry program designed to encourage liberal arts students to consider graduate study and careers in business.

Joyce Couch '85, also has business on her mind. She received a 1989 Consortium Fellowship and will use it to pursue an M.B.A. at the University of Michigan. Consortium Fellowships provide high-achieving African-Americans, Cubans, Dominicans, Mexican-Americans, Puerto Ricans and Native Americans with two years of full-time study in graduate business school plus \$5,000 for living expenses. Fellows spend the summer between graduate study in a paid internship with one of the more than 200 Consortium sponsoring companies. The fellowship includes a four-day, expenses-paid Orientation Program in June at the University of Michigan where the fellows are able to interact with faculty and staff from the M.B.A. programs they will attend in the fall.

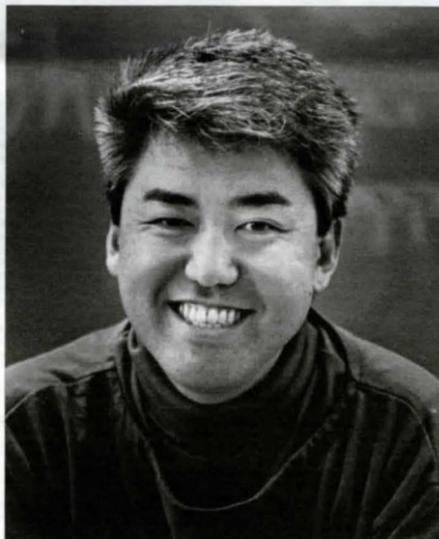
Haverford is making its mark in the science field as well as the business world. Rachel Kindt '89 will work toward a Ph.D. in biology at the Massachusetts Institute of Technology with the help of a National Science Foundation fellowship. While Kindt was a student at Haverford, she conducted her senior research project in bioinorganic chemistry. She also spent her junior year at Oxford University rowing and studying chemistry. NSF fellowships are granted to outstanding undergraduates planning to pursue graduate study in the natural and social sciences, mathematics and engineering. More than 5,300 students across the country applied for the 760 merit-based fellowships. ■

## Hamabata Named Dean

*continued from cover*

"Haverford has always been an institution very much concerned with creating a just and humane world," says Hamabata. "With that in mind, I hope that we can really offer the world 'shapers' of American culture and world politics.

"We are beginning to live in a multicultural world within the boundaries of our own country," he added, "and I hope to be a part of preparing students for the complexities of that fact."



Dean Matthews Hamabata

An assistant professor of General Programs, Hamabata taught a course on contemporary Japanese society last year. He came to Haverford in 1987 from Yale University where he was a faculty member in the sociology department and the Council on East Asian Studies. A 1975 graduate of Cornell University, Hamabata received his master's and Ph.D. degrees from Harvard University.

Prior to his new appointment on March 1, Hamabata also had served as acting dean. He succeeds Freddie L. Hill who left Haverford last July to become vice president for student life and dean of Spelman College in Atlanta, Ga. ■

## Communication Outreach

"As Haverford becomes more diverse, the Social Honor Code is really going to struggle with that diversity," says Jenny Rees '89, who helped organize Communication Outreach, a network of students trained to help other students talk about differences among them that create conflict. Unlike the generally clear-cut academic issues that come before Honor Council, says Rees, "issues like racism and sexism are trickier. You can't just say to someone, 'You're holding the wrong viewpoint' and expect anything to change. You really have to get the people on both sides to understand each other."

And that, Communication Outreach members believe, takes a community-wide effort, starting with training in the art of communication.

### Training in the art of communication

"There is already a lot of dialogue going on on campus, but it's always at the political level, or at an intellectualized level," says Outreach member Aruna Chandra '91. Chandra was one of 28 students who participated this February in a weekend-long "facilitation training" workshop conducted by Chel Avery and Sandi Dittrich of the Friends Mediation Service in Philadelphia. "With Outreach, we're trying to bring talk down to a more personal level, to change how people look at each other intellectually, but also personally."

Rees first consulted Avery and Dittrich last fall, asking for their help in teaching students how to facilitate productive communication. The two women, who have done everything from peer mediation in area high schools to organizing a peaceful protest vigil at a Ku Klux Klan rally, were excited about the prospect of working with Haverford.

"Our goal," says Avery, "was to create a situation where the students could learn skills that would make them confident and effective in helping out with conflict." To this end, they created a structured training program, including role plays to address the kinds of conflict students told them was likely to occur on campus.

"In one (hypothetical) case," Chandra recalls, "two guys hung the *Sports Illustrated* swimsuit calendar in the hallway of a dorm, and two women took it down and put up a note that read, 'Sexism will not be tolerated.'" Guided by Avery and Dittrich, students took parts on both sides of such disputes, and practiced facilitating discussion between the disputants. The workshop leaders also handed out exercises from their "facilitator's toolbox", which required students to practice such communication skills as giving clear directions, asking questions, and using non-judgmental language.

### The role of an impartial facilitator

In training the students to deal with such issues as racism, sexism, classism and homophobia, says Avery, the women used a model that did not attempt to resolve the question of whether or not a certain action was in fact racist or sexist or homophobic. "What we think is important is that people learn to listen to each other whether they agree or not," she says. This facilitative approach, which emphasizes better communication more than resolution, was a departure from the mediation training Avery and

Dittrich typically do—and something the women considered carefully before taking on Haverford as a client.

"In mediation, we usually stay away from non-negotiable issues like values and attitudes, and focus on what's negotiable—behavior, things, money," says Avery. "But after meeting with Jenny, I was deeply impressed by the in-depth thinking these students had already done on the subject. So I said, let's try. Let's try to support this."

Workshop leaders and student participants alike were pleased with the content of the workshop. Since Avery and Dittrich altered their training program to suit Haverford's specific needs, they are particularly interested in the pilot program's outcome. If Communication Outreach is successful, says Avery, "We may have a new facilitation tool we could use elsewhere."

Before students decide whether or not to call on Friends Mediation Service for future training sessions, though, they're taking time to practice the skills they've learned during weekly meetings, and to test community response to the organization.

So far, says Rees, response has been positive. Honor Council has already sent nine of its members for training. President Kesinger's office has offered support in the form of enthusiasm and funding for the weekend workshop. And even before the organization went official this spring, distributing a "Communication Outreach Reference Guide" explaining the group's purpose and listing its participants, students began requesting facilitation through the campus grapevine.

Eventually, says Rees, she'd like to see training widespread across "every clique or group on campus"—and made mandatory for Honor Council members. "If training continues," says Rees, "four years down the road it's going to be very hard for a student not to know somebody who's been trained." In the meantime, Communication Outreach will continue to gather student feedback and, it is hoped, volunteers.

Avery, who watched the students' idea form into a working network, has high hopes for Communication Outreach. "Taking on the role of an impartial facilitator required a leap of faith on the part of these students," she says, "but they are all strongly committed to ending problems caused by racism and sexism." ■

## Spreading the Word on Linguistics

"The study of linguistics really is a unifier of people in the social sciences and languages," says Professor of Classics Joseph Russo, commenting on the success of this year's series of lectures sponsored by Haverford's Committee on Linguistics. When University of Pennsylvania folklorist Roger Abrahams came to speak this March, professors and students, social scientists and language scholars alike crowded the lecture hall. And Abrahams, whose work deals with language in social contexts, had something for everyone.

Abrahams' sweeping talk began with the wink—a so-called "paralinguistic signifier" which sends the message, "Everything I say or do after this is play." Abrahams went on to identify many other such signifiers we employ—from the childhood game of "tag", where a touch brings the player into the game, to the proverb, which lets the speaker off the hook with the preface, "You know what *they* say . . ." These words and actions are like thresholds, says Abrahams. Crossing them, we enter into the same kind of agreement that allows merchants to haggle with each other in the marketplace: here, we agree, we play by different rules.

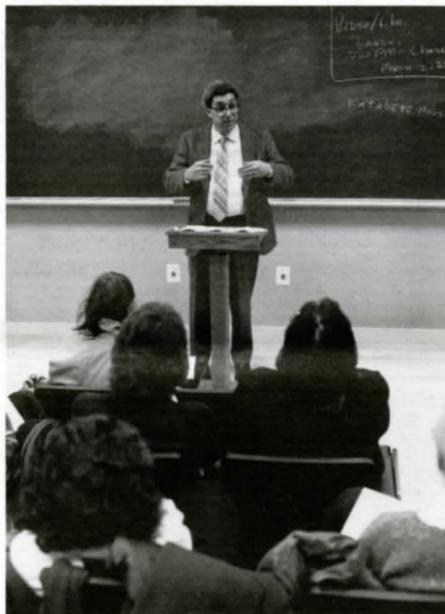
Abrahams' view of linguistics as a model for all kinds of human transactions represents the most radical conception of linguistics. At the other end of the linguistics spectrum, the Committee also brought to campus Donna Jo Napoli, of the department of linguistics at Swarthmore, who addressed the technical question of how a predicate is built

### The relationship between language and thought

onto a subject. In the area of sociolinguistics, Bambi Schieffelin, a professor of anthropology at New York University, shared her research into how the isolated Kaluli children of New Guinea simultaneously learn their language and culture. University of Pennsylvania Professor of Linguistics William Labov, an authority on inner-city language, dialects and social strata, spoke on "Social Disturbance and Language Change".

One of the highlights of the series was the return of alumnus Gregg Solomon '81, now a lecturer in psychology at Harvard, who intrigued an audience of academicians and aesthetes with his research presentation, "Great Expectations: The Psychology of Expert Wine Talk".

Solomon's research, as Russo points out, makes an important contribution to psycholinguistics, the study of the relationship between language and thought. But as Solomon joked, "Usually there are two main reactions to my topic: The first is a sense that I've pulled one over on everybody—that if my topic is wine, it can't be very serious. The second—especially among Americans—is that I'm going to prove that there really isn't any difference between expert wine tasters and novices, that experts just use pompous



Folklorist Roger Abrahams speaks on "A Wink in the Eyes of the Gods."

language, and really don't know what they're doing after all." In fact, he went on to say, it is in part the practiced use of wine-tasting vocabulary that helps experts make systematic distinctions among wines, and even to remember those wines they've tasted years before.

Serving as director of the Ford Foundation grant that funds the College's venture into linguistics, Russo hopes to develop interest in the lecture series across departmental lines. It is especially fortunate, he feels, that the Committee is able to bring to campus such an interesting and diverse group of speakers from nearby colleges and universities.

The grant also allows five students to explore an aspect of linguistics through faculty-supervised summer research, supported by a \$2,000 stipend. This summer's

recipients include Natasha Goldstein '90, who will analyze the conversations of teenagers, particularly gossip; Betsy Marks '90, who will study the relationship between gender, non-verbal communication and perceived dominance; Katherine O'Reilly (BMC '91), who will look into language acquisition, focusing on children's creation of neologisms; Heather Paxson '90, who will examine metaphor and gender representation in contemporary fiction and cinema; and Kirsten Saylor '90, who will study the sign languages used by the North American Plains Indians, reconstructed from film preserved in the Smithsonian Institute. All of these students will present their findings to the College in the fall.

"The Ford Foundation grant envisions the possibility of a permanent place for linguistics at the College," says Russo. Part of the strategy for achieving this, he says, is to develop the resources it already has—including faculty members who have interest and training in various aspects of linguistics. "We felt that the best long-term use of the grant would be to take the people who are already here, and who are going to be with us for a long time, and make them better at linguistics," he says.

A portion of the grant, he explains, goes toward faculty "released time", during which faculty develop a new course in linguistics, or add a linguistic component to an existing course. Already, four professors have taken advantage of the opportunity. Psychology Professor Marilyn Boltz planned a course in psycholinguistics, which she offered for the first time this year; Philosophy Professor Ashok Gangadean improved the linguistic

### "... a whole new community of professors."

component of his philosophy of language course; Bryn Mawr Professor of Anthropology Jean DeBernardi (who is trained in the area of linguistic anthropology) created an introductory linguistics course and a course in sociolinguistics. Currently, English Professor James Ransom is studying linguistic models in folklore, which will affect the content of a new course in folklore he will team-teach with Russo this fall.

Next year, professors who've taken released time will informally present the outcome of their endeavors (research, or a new or altered course) to interested faculty for their comments, questions and critique. These faculty seminars are important, says Russo, to help unify departments toward a common goal: that of instituting a concentration in linguistics.

"We'll try to keep a good roster of linguistics-related courses available every year, so that a person could put together five courses as a concentration, (while majoring in a language or a social science)," says Russo. To that end, a new part-time professor—Marilyn Vihman (BMC '61), who specializes in child phonology and language acquisition—has been hired to teach an introductory course in linguistics this fall. And among the faculty, believes Russo, "Research seminars will create a whole new community of professors who touch on some aspect of linguistics, who will get to know each other's work better, and who will refer students to each other's courses." ■

**A** collection of works by photographer John Bullock, an 1874 Haverford College graduate, will be exhibited September 15 through October 8 in the Comfort Gallery. The display will feature 70 prints of original negatives and 24 vintage prints of Bullock's work as well as books and other memorabilia. The collection includes landscapes, family portraits and architectural photographs of Germantown, Pa. homes.

The Bullock exhibit will open at 8:30 p.m. on Friday, September 15. The gallery is open Thursday through Sunday, 2 to 6 p.m.

# HAVERFORD

## NEWSLETTER



During the 125th anniversary match between Haverford and the University of Pennsylvania...

## Cricket Team Tours England

On May 7, 1864, Haverford College participated in the first intercollegiate athletic event held on land in the United States. Haverford's cricket club defeated a team from the University of Pennsylvania, 89-60. The oldest intercollegiate athletic event is thought to be the Harvard-Yale crew race which started in 1852. (Intercollegiate soccer also was initiated by Haverford in 1905 with a match against Harvard.)

On April 30, 1989, Haverford celebrated the 125th anniversary of the initial Haverford-Penn cricket meeting with a celebratory match: Haverford again defeated Penn, this time 103-102.

Haverford has maintained a cricket team ever since that first match. Currently, the Fords play five to ten matches each fall and spring on their own pitch, Cope Field, which is used for no other purpose. Opponents include other college teams and clubs from the Philadelphia area as well as from New York, Washington, D.C. and other East Coast cities. Haverford's team typically consists of a few international students who learned the game abroad and Americans who have been introduced to cricket at Haverford. The 1989 squad is no different with only four players having had previous cricket experience before arriving at the College.

Thirty-three years after its first intercollegiate match, Haverford launched its first cricket tour of England. To commemorate the 125th anniversary further, the 1989 Haverford team completed a summer cricket tour of England and Scotland. It had been 64



Haverford batter Doug Bertin '90 eyes the toss from a Penn bowler.

years since a Haverford cricket team had crossed the Atlantic; the first team to do so was in 1886; five teams followed in 1900, 1904, 1910, 1914, and 1925. The trips were financed by the players and alumni and the 1989 trip was no different. The England tours were the brainchild of Henry Cope (Haverford Class of 1869). He helped organize and finance the first three trips and the Haverford cricket pitch is named in his honor.

The impetus for the most recent Haverford trip to England and Scotland came from John A. Sullivan, professor of Russian and American Enrollment Advisor at the University of St. Andrew's, who visited Haverford to meet with students interested in studying in Scotland. Professor Sullivan arranged a list of fixtures in Scotland and plans for additional time in England were made. The players raised some of the money themselves while the College athletic department also aided in financing the trip.

The 1989 team played a total of five matches on the tour against some stiff cricket competition. The Fords fared well against their five opponents: Warborough, St. Andrew's (University XI), Strathallan School, St. Andrew's (University Staff XI) and Trinity College (Glenalmond). After a slow 0-2 start, the Fords rallied and won their last three matches to finish the trip with a respectable 3-2 record (the last Haverford cricket team to venture across the Atlantic tallied a record of 1-9-4 during its trek.) Much like the Haverford cricket teams before them, when the 1989 Fords were not competing they were visiting some of the beautiful and historical sites around them.

The schedule allowed the team to tour Oxford, London and Edinburgh plus other sites in England and Scotland. The team also



Haverford won the match 103 to 102.

spent an afternoon watching Worcester (English County Cricket Champions) vs. Nottinghamshire. Toward the conclusion of the tour, the team was treated to a reception at the home of the Honorable F. Ranald Noel Paton '61 near Perth, Scotland.

Haverford brought 12 players from the 1989 cricket team, including two alumni cricket players and Coach Kamran Khan. ■

## RESULTS

Warborough 149	Haverford 146
St. Andrew's 127 (University team)	Haverford 123
Haverford 147	Strathallan 103
Haverford 98	St. Andrew's 56 (University staff)
Haverford 257	Trinity 149 (Glenalmond)

## Coach Kamran Khan

Khan has been Haverford College's cricket coach for 16 years. He began coaching Haverford when he was still a graduate student at Villanova University. Khan, a native of Pakistan, received an M.A. from Punjab University as well as from Villanova. Still active as an international player for the United States, Khan was named to the all-world team in 1976. ■

# HAVERFORD

## NEWSLETTER

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