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HAVERFORD COLLEGE

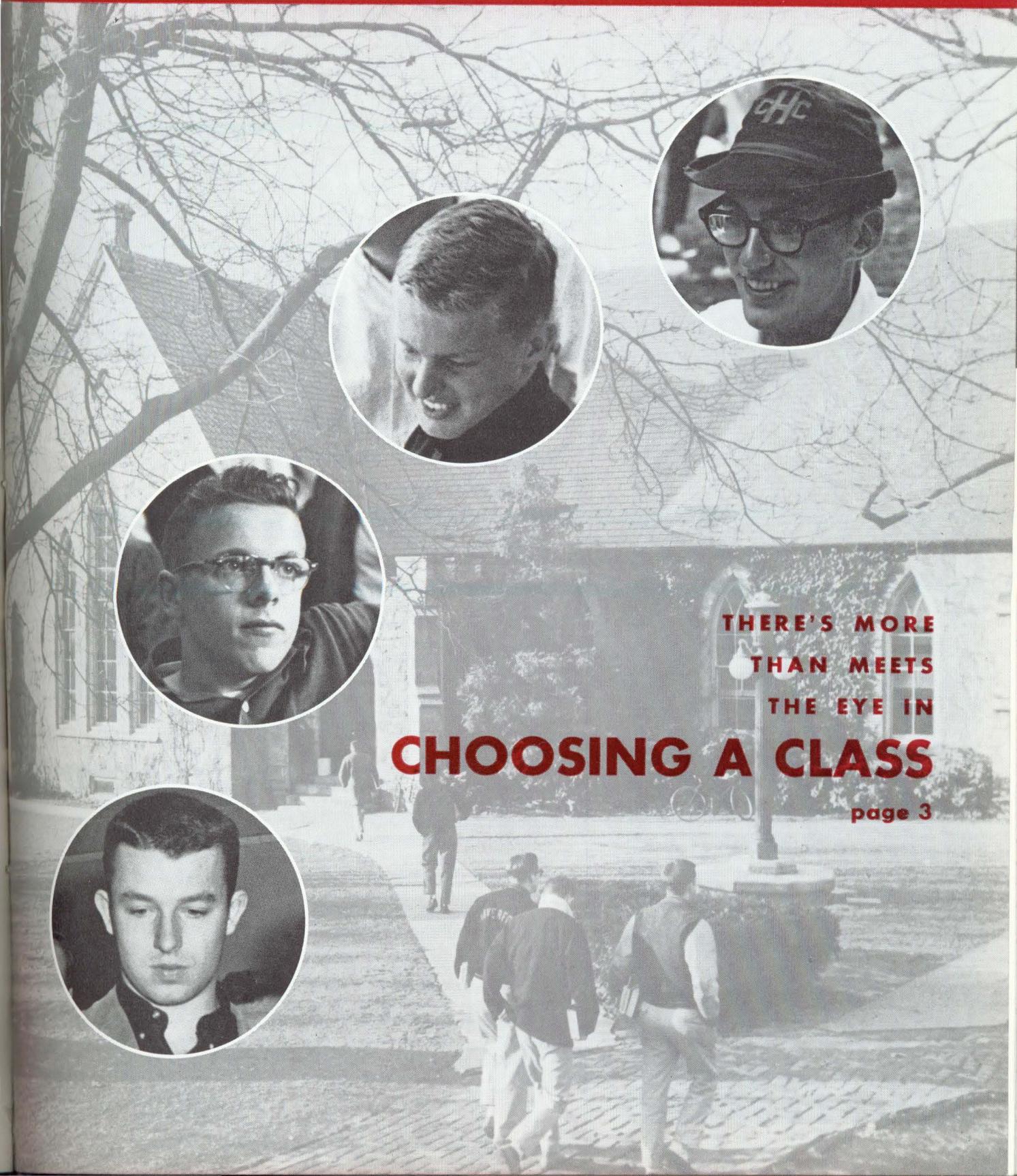
HORIZONS

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THERE'S MORE
THAN MEETS
THE EYE IN
CHOOSING A CLASS

page 3



MARKING TIME: A trio of sun dials point the hour for Haverfordians—at least for those who pause to notice. We'll bet there are alumni who can't name their locations! From top to bottom the dials are located on the south wall of the Union, in front of Lyman Beecher Hall chemistry building, and on the south wall of Founders. The dial in the center marks the site of the observatory of John Gummere which was erected about 1834. The Latin phrases: "I Don't Count the Hours Unless They Are Bright" and "They Vanish and Are Scored to Our Account".

photos by Theodore Hetzel '28

HAVERFORD COLLEGE HORIZONS

OCTOBER, 1963

VOL. 5, NO. 1

Editor: WALTER C. BAKER

Managing Editor: BARCLAY M. BOLLAS

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ABOUT THE COVER: Typical student? There is none. But here are four young men selected by Mac and Bill Ambler of the Admissions Office. They're pictured against a background of a building they visit often, the College library. *Library photo by Theodore Hetzel '28.*

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First, on a personal note, this is the writer's first opportunity to express his thanks to Haverford's alumni, parents, friends, faculty and students for their whole-hearted effort and generous support in the three-year campaign concluded on June 30th.

That you attained the \$1.6 million goal is gratifying.

That you exceeded by far the total raised in any previous campaign is admirable.

That you demonstrated in such measure your gratitude to Haverford, your belief in its tradition and your faith in its future is deeply encouraging to all who share a continuing responsibility for building the College of tomorrow.

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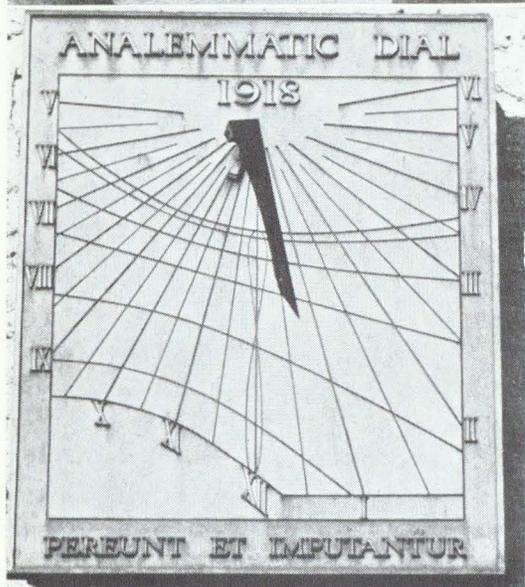
How are they chosen? How can I help? These and other pertinent questions in the area of admissions are asked by Bill Sheppard and answered by the man who has admitted over two-thirds of Haverford's living alumni, Vice President Archibald MacIntosh.

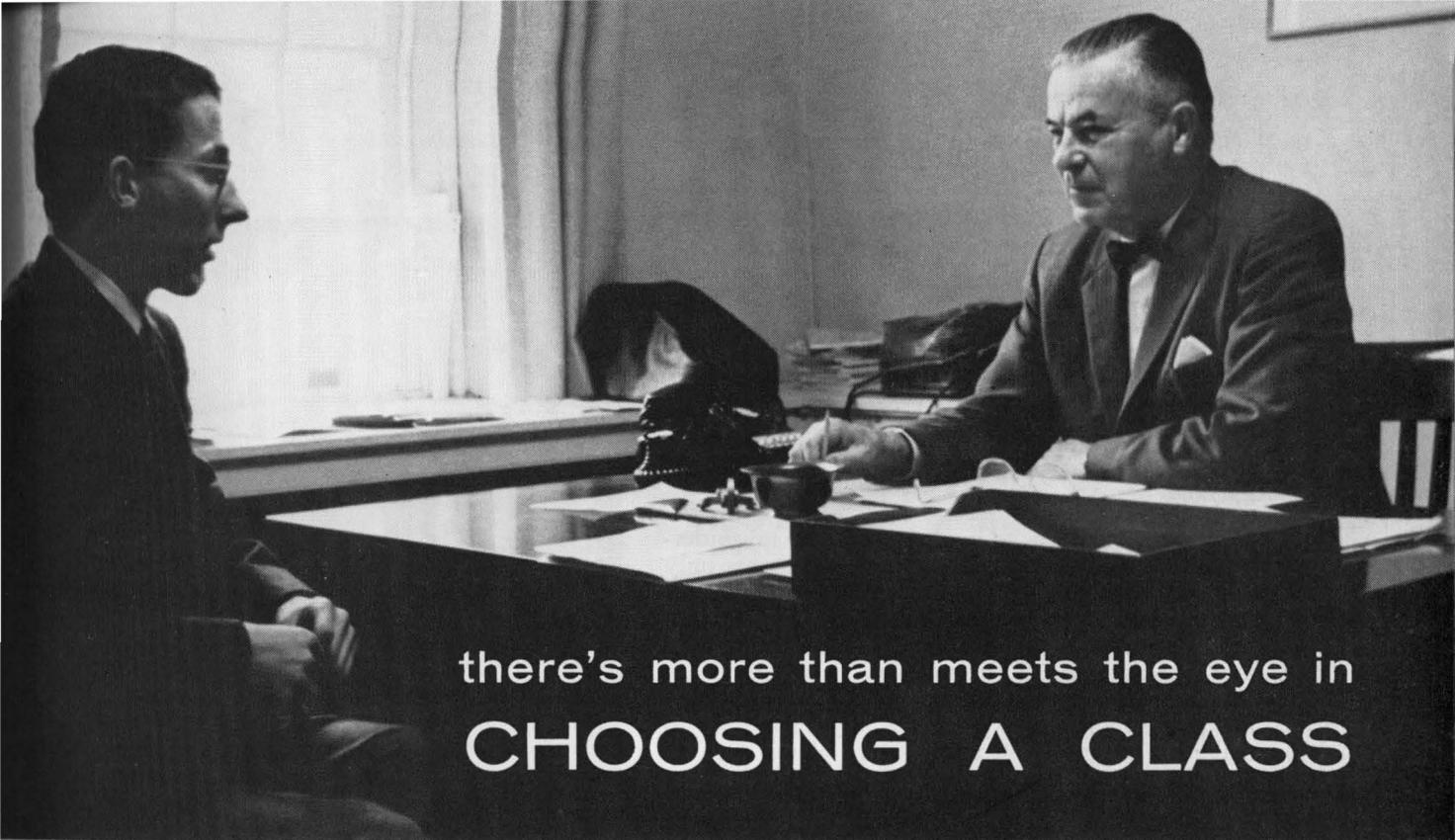
Haverford owes much to the men who have served over the years as chairmen of its Board of Managers. We are proud to present here the latest in this distinguished line of able and devoted servants of the College.

Turning from sub-freshmen to graduate students, we savor the life of a Fulbright Fellow in sunny France under the guidance of Curtis B. Watson '40, whose father, Frank D. Watson, taught sociology at Haverford from 1914 to 1955.

Finally, Alfred Diamant describes the preparation of a new curriculum for political scientists at the high school level, and Dave Leonard briefly discusses quiet dinners—a recent development on the Haverford campus which is appropriate both to our Quaker tradition and to the needs of students.

Walter C. Baker





there's more than meets the eye in
CHOOSING A CLASS

photo by Peter Dechert

What are the qualifications and characteristics of the boys who are being admitted to Haverford now, and how is Haverford helping these young men develop emotionally and academically during their undergraduate years? These are prime interests of alumni, according to Alumni Director William E. Sheppard, following many visits with Haverfordians around the country. Bill has assembled key alumni inquiries about admissions; Admissions Director Archibald MacIntosh is the man providing the answers.

aspects of the Haverford picture which interest prospective students.

It would be difficult to define a Haverford type. But, diverse as the student body is, and has been, there are some traits the students have in common. Chief among these are a seriousness about their education, a more than passing interest in the world outside the campus, and a conviction that in some form or other they wish to make a contribution to their fellowmen.

Q. What type of boy, would you say, becomes interested in Haverford these days?

A. No one *type*. The College appeals to many different students for many reasons. For some, a small college which offers the opportunity to know most of the members of the student body and promises a closer approach to the faculty has a strong appeal. For others, the breadth of the liberal arts curriculum and the opportunity for individual work in the upperclass years are important. The Quaker tradition of the College, a strong student government, the chance to take part in a broad extra-curricular and athletic program are other factors which attract applicants. The location of the College near a large city, the size and beauty of the campus, the idea of the cooperation with Bryn Mawr and Swarthmore, the visitors programs, are other

Q. What type boy do you feel can get most from Haverford and give the most while an undergraduate?

A. Those who get the most out of Haverford are students who are well-prepared, who are serious about their education, who have intellectual curiosity and breadth of interest. Some come to college with a well-defined sense of direction and in college many of these people change direction as a result of having new avenues opened up to them. Some regard the undergraduate years as the opportunity to decide which way they wish to go.

The full extra-curricular and athletic program at Haverford offers the opportunity for those interested in music, art, journalism, athletics, student government, community service, and other activities to express themselves outside of the academic program. With the stress now being laid on academic performance across the country, people frequently overlook the deep involvement and the

“... no able and responsible student who is seriously interested in Haverford should hesitate to apply because of a financial problem.”

significant accomplishments of the students in these other aspects of their college experience.

Q. Please discuss College Board scores and explain “verbal aptitude mean” and “mathematics mean” and tell how you use these yardsticks.

A. No part of college admissions is more misunderstood than the College Board scores. They are only one part of a candidate's credentials and they are not necessarily the most important item. High scores alone do not insure admission any more than low scores alone insure rejection. To make an admissions decision on Board scores alone doesn't make any more sense than if a physician were to make his diagnosis on temperature alone. The examination results are meaningful only if they are considered in the context of the candidate's entire record.

We require all candidates to take the Scholastic Aptitude Test, a three-hour test, divided into verbal and mathematical sections. The verbal section tests a candidate's ability to read with understanding and to reason with verbal material. The mathematical section tests his ability to solve problems.

We also require three achievement tests. These are one-hour multiple choice tests on specific high school subjects. And, finally, we require the writing sample which calls for an essay on an assigned topic.

Since we select students who have done well in school, it is not surprising that our score distribution is high. The scores on the 200-800 scale range from the low 500's on up, with the averages falling in the high 600's. Although our scores are high, they fall into the same pattern as those of the institutions which furnish us the most competition.

Q. Is it true that you accept only the number one boy in a high school class?

A. Definitely not. A rank of number one in a class on academic average is no guarantee that the candidate has the personal qualifications we seek. Nor, indeed, that he is as good an academic risk as the rank would imply, since this position may mean that his whole attention and effort has been centered on grades alone.

We do want students who have done well in school. Over 80% of our entering classes rank in the first quarter of their high school classes, but reliance on class rank alone is as dangerous as reliance on College Board scores alone. With the wide variations in school requirements and expectations and with the slight differences in marks that may move a rank up or down as much as ten or fifteen places in a homogenous class, one is well advised to treat rank with great care.



We want to know what kind of a student he has been and promises to be. We want to know the difficulty of his program, his approach to his studies, his intellectual curiosity, his imagination.

Q. Does the fact that a boy participates in one or more sports or extra-curricular activities interest you?

A. Yes, very much. The statement of admissions policy in the catalog is quite explicit on this point.

If a student has made a significant contribution in the extra-curricular life of his school and community it is likely he will make a similar contribution to the college community.

Usually over 40% of an entering class have won varsity letters in high school; almost all have earned athletic awards, or held positions in one or more school or community organizations.

Q. How is a candidate selected? Who selects him? When is he selected? Do you have “early decision” and, if so, just how does it work?

A. The faculty Committee on Admissions is concerned with admissions policy. It is kept abreast of developments in the Admissions Office all through the year, and it, with the admissions officers, endeavors to make sure that the admissions policy is in line with the objectives of the College.

Some changes that have been instituted fairly recently were (1) the decision to take more quali-



Increased alumni interest in Haverford's admissions program draws together Admissions Director Archibald MacIntosh (seated), his aide, Associate Director Bill Ambler, and Alumni Director Bill Sheppard (left).

photo by Earl Shull

Q. Do candidates for admission apply for a scholarship or is it granted without being sought? How does a candidate qualify for financial aid?

A. Our scholarships are awarded on the basis of financial need. Students and their parents file with the College Scholarship Service a Parents' Confidential Information form, which is duplicated by the Service and sent to the college which the candidate indicates. This form serves as the application to us, and it gives us complete information on the family's financial situation.

Over 300 of the College Board colleges, with a philosophy of financial aid similar to ours, participate in the Service. When the form is sent to us the Service includes their calculation of the financial need of the student. This calculation is based on a formula resulting from a study of financial aid at many colleges over a period of years. In the majority of cases our estimate of need agrees with the estimate made by the Service, but we are free to increase or decrease the figure when we think that such action is justified.

In addition to the scholarships, we have college loan funds which are available to our students, and there are work opportunities which provide additional financial help.

Over 40% of our students receive financial aid either from the College or from outside sources. Because of the various kinds of help available, either alone or in combination, no able and responsible student who is seriously interested in Haverford should hesitate to apply because of financial problems. In most cases a solution can be found.

Q. With the increasing number of students applying to college I would think that you would be able to produce almost anything you want in a class. Isn't that so?

A. To our regret this is not true. We are bound by the size and quality of our application list. On this list are many candidates who will be accepted by any college in the country, and, what is more important, any college in the country will be glad to have them. In other words, we are competing with a

"We are very definitely interested in having alumni encourage high school students to consider Haverford. . . . The help of our alumni, both in giving information about the College and in interviewing prospective students, has been of great value."

fied transfers in the sophomore and junior classes, (2) the institution of the "early decision" plan, and (3) the inclusion of the writing sample in the examination requirements. Contrary to the belief in some quarters, there has been no basic change in our admissions policy.

Under the "early decision" plan, which was put into effect for the class entering in 1963, we admit highly qualified students who have made Haverford their unquestioned first choice, and who are ready to make a definite commitment early in their senior year in high school. This plan has definite advantages both for the student and for the College, since matters are completed in October rather than in early spring.

The majority of the decisions (80%) are made in March or April, as is the case with the majority of the colleges with whom we compete. Some difficult or unusual cases are discussed with the Committee, but for the most part the direct operation of the selection process is in the hands of the director and associate director of admissions.

Q. Do sons of alumni and members of the Religious Society of Friends get any sort of preference?

A. Sons of alumni and Friends do receive preference in admission providing they are qualified to handle the academic program satisfactorily. Together, they generally account for 20% of our entering class.

group of high-quality colleges such as Harvard, Yale, Princeton, Swarthmore, Amherst, Williams and Wesleyan. We do well in this competition, but each of these institutions has its own special appeal, and the competition is stiff.

Q. I have heard that admission officers are interested in having a proper "mix" in a freshman class. What does this mean generally? What does it mean at Haverford?

A. Certainly we are interested in having a "mix." As you remember from your own college experience an important part of the educational process was exposure to people of different backgrounds, different aims, different interests and different abilities.

In the selection process it is important to keep in mind not only the individual student who is being chosen, but also the aggregate of these individuals—the class. The diversity of the educational and extra-curricular opportunities which the College offers serve as a guide in shaping the final result.

We do not want all scientists, nor all social scientists, nor all humanists. We do not want all students from one geographical area, nor do we want a student body from the same socio-economic background. We think that to some degree, at least, the college community should give our students the chance to spend four years in a situation which presents some of the problems, some of the personalities and some of the challenges which they will encounter later.

Q. I have a boy just entering high school. What should he do to prepare himself best for Haverford?

A. If a boy is just entering high school and has Haverford in mind as one of his college choices, he should get the Haverford catalog and study the entrance requirements. After he has done this, he would be well-advised to arrange an interview in the Haverford admissions office at which time the requirements will be discussed in detail and his four-year program will be outlined.

He should tell his high school guidance officer that he is considering Haverford so the guidance officer can help him in his planning, both as regards the subjects in his program, and the examinations he should take in his junior and senior years.

Q. How will expansion plans affect admissions at Haverford?

A. The plan to expand the size of the student body from the present 470 to 700 over a ten-year period calls for a gradual increase in the size of each entering class. The projection which has been prepared shows the additional number we expect to take each year and, in each case, it constitutes a readily manageable number.

Our experience with transfer students has been good, and the admission of well-qualified transfers

“. . . the college community should give our students the chance to spend four years in a situation which presents some of the problems, some of the personalities, and some of the challenges which they will encounter later.”

into the sophomore and junior classes is envisaged as an important facet of the expansion program and is another method of control.

Given the quality of our application list, and the predicted increase in the number of college applicants throughout the country, it seems reasonable to conclude that it will be possible to move to the 700 limit without difficulty and without any reduction in quality.

Q. Are you interested in having alumni encourage high school students to consider Haverford?

A. We are very definitely interested in having alumni encourage high school students to consider Haverford. The help that we have had from our alumni over the years has been greater in extent than is generally known. Individual alumni all over the country have steered candidates in Haverford's direction and many of our excellent undergraduates have come as a result of alumni effort.

With a small admissions staff it is not possible to cover as much territory as we would like to, and our alumni help, both in giving information about the College and in interviewing prospective students, has been of great value. We welcome help of this kind.

Q. I am interested in having Haverford get the finest applicants possible. What can I do to help?

A. We are interested in high school students of promise and we urge you to send us the names of boys who, in your judgment, are good prospects for Haverford. You may well know sons of neighbors or friends or learn about outstanding candidates through your church or Meeting affiliations, or through other community activities.

Once the Admissions Office has the name of a prospect (or "suspect") we will send him material about the College and, in most cases, we will ask him to visit the campus. If and as his interest develops, we will keep you informed. Because there is stiff competition among colleges for outstanding students, the chances are good that alumni of other institutions have made themselves known to the candidate. If he is accepted by Haverford, your interest and encouragement at this point may well turn out to be the deciding factor.

We are interested in building our list of alumni who want to work with the Admissions Office in this important way to serve Haverford. If you want to have a part in this, please let me know and we will send you informative and helpful material. ▼

THE rue Chardin, one of the tiniest streets in the fashionable Passy district of Paris, has almost invariably escaped the notice of the thousands of American tourists who pour into Paris each spring and summer even though it is just across the Seine from the Eiffel tower and close enough to be almost within its shadow. Even if a tourist should happen to wander into this street—in search perhaps of the famous “Caves de la Tour Eiffel” which are but a few blocks away—he would be likely to miss the unassuming sign which is the only indication that 9, rue Chardin houses the headquarters of the French Fulbright Commission and is, therefore, the temporary home of over 150 American Fulbright students and some 30 American college professors who spend an academic year in France.

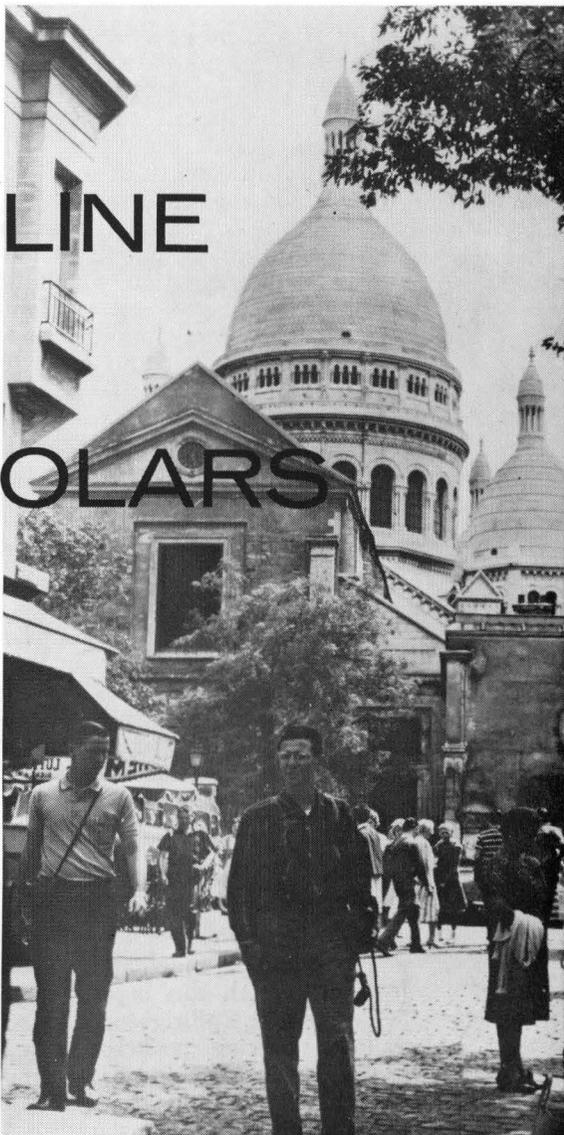
Last year Senator Fulbright came to Bonn to celebrate the 10th anniversary of the German Fulbright program and next year he will undoubtedly be invited to Paris to participate in ceremonies to commemorate 15 years of Fulbrighting in France. The Fulbright program, in short, has come of age. In 1963 there can be no doubt in either French or American intellectual circles that the “Commission Franco-Américaine d’Echanges Universitaires”—as America’s Fulbright Commission is commonly called in France—is the control center, however modest its setting, for a pipeline whose importance perhaps equals that of any of the famous pipelines, in France and in the United States, which link the oil producing regions with the industrial heartland of these countries.

If the only oil which this imaginary transatlantic pipeline could possibly convey would be for the purpose of scholarly illumination, its significance should not, therefore, be minimized since for the past decade and a half it has permitted a steady flow of exchanges between the most promising intellectuals of the two countries. France is one of the four big “Fulbright” countries with a million dollar budget. At the time of the program’s inception this meant that 220 American graduate students were coming to France from America’s best colleges and universities. (Now this figure is down to approximately 150 because of the sharp rise in the cost of living.) Each fall the Commission has sent off a slightly larger contingent of French “universitaires,” many of them brilliant theoreticians, who went to study the sometimes profound differences of approach which are apt to characterize the pragmatic, down-to-earth Yankee scholar when he tackles such diverse subjects as dentistry and medicine, nuclear physics and chemistry, English and American literature, and perhaps most striking, the case study methods which the Harvard School of Business Administration has made so famous.

What exactly does the Fulbright Commission do to be of help to somebody like Nathaniel Wing, a Haverford representative in France in 1962-63 (B.A. Haverford, 1959, M.A. Columbia, 1962), who selected France as the country of his choice since he is a Baudelaire specialist on his way toward a Columbia doctorate?

First of all, it is the Commission’s responsibility to scrutinize closely the dossiers and verify the quality of the graduate students and the professors who come to France each year. At this stage of the game the

PIPELINE for SCHOLARS



The Place du Terre, heart of Montmartre and one of the “villages” of Paris.

photo courtesy of Air France

by

CURTIS B. WATSON, M. A. '40

most important problem is that of placement. In the case of Haverford's Nathaniel Wing the decision did not, as is often the case, require an expert since all the world knows that M. Marcel Ruff is the outstanding Baudelaire specialist in France; it so happens that he has also served for a long time as the Fulbright advisor to American students assigned to the University of Aix-Marseilles.

When Mr. Wing and his graduate colleagues arrived in France in late September 1962 they had four weeks of orientation, which the Commission carefully organizes for its professors and student grantees. This gave them an opportunity not only to visit *la region parisienne* but also to perfect their French, if need be, at the famous language school of the Sorbonne and to attend lectures given by such outstanding French intellectuals as Raymond Aron and Jean-Louis Barrault. After the orientation program in Paris is finished in mid-October, it is the responsibility of Fulbright officials to see to it that Mr. Wing and his colleagues are well-housed, well-fed and intellectually nourished during their nine months' stay in France. As the world well knows, the feeding problem is no problem at all since France is anything but an underdeveloped country in this regard. It may be true that the wives of the Fulbright professors may need some serious orientation since daily shopping can be a real problem in a country which is only beginning to make use of refrigerators—and which would reject the American deep freeze if offered *gratis* as the ultimate threat to the French culinary arts.

HOUSING is a much more serious matter—indeed, one which can break the morale of even the best-fed Fulbrighters. Our American student grantees, barring pocket money from home, have been living on a modest \$120 a month and are hardly in a financial position to sample all the wonders of the French gastronomic paradise. But, like all American students registered at French universities, they can eat a square meal for a mere 25 cents at one of France's impressive chain of state-subsidized *restaurants universitaires*. In many French cities, particularly Aix-en-Provence, housing has become an almost insoluble problem because of the influx of French citizens who formerly resided in Algeria, many of whom seek the warmer climate of the Midi and who therefore are desperately in need of quarters in such ancient university towns as Aix, Montpellier, Toulouse and Bordeaux.

This means that if a young married couple like the Wings may find housing, the American visiting professor who arrives with a family of five may receive something in the way of a "cultural shock" if he is not

Curtis B. Watson, after two years of Fulbright teaching in Greece and seven years at the American University of Beirut, has spent the past five years in Paris in the field of cultural exchanges. From 1959 to 1963 he was assistant executive director of the U. S. Education Commission for France.

an American who happens to hail from crowded Manhattan Island. The vast stretches of sparsely populated land to which the American is accustomed, at least on his summer vacations—the Maine woods, the deserts of Arizona, or the timber forests of the State of Washington—simply do not exist in Europe. On the European continent one has to get used to living in crowded quarters; this is just as true if one is living in Toulouse

“. . . it is important to destroy the prevalent European cliché that all Americans are wealthy

...”

or Bordeaux as it is if one is living in *la region parisienne*.

It is the job then of the French Fulbright Commission to see to it that its grantees are well-housed and well-fed. They will also, of course, want to be well-clothed. As many Americans do not yet realize, they do not need to bring several steamer trunks with them, since thanks to the startling Americanization of Europe—in the final analysis probably only skin deep—it is now possible to buy blue jeans made in France, loafers for the teenager, and, of course, for both young and old the chic dresses and handsomely tailored suits for which the French have been justly famous for centuries. Bermuda shorts, incidentally, are not in fashion. Whether Fulbright student or American tourist, you will look ridiculous in French eyes if you wear them.

Is the Fulbright grantee sufficiently well-paid? The American graduate student may grumble a bit on this score since the \$120 a month which he receives may be sufficient to live on in most provincial cities but certainly will not pay for trips up the sunny Nile during his Christmas vacation or luxury cruises of the Aegean islands at Easter. The American student must realize, however, that the average European student manages to visit the seven wonders of the world, as a participant in a student tourist organization, at a phenomenally low cost, and that the American, as a duly registered student in a European university has the right to benefit from the same startling reductions for student-organized travel. Indeed, he may well discover that joining a group of French students on a ski trip to Austria may be the shortest road to a real friendship with some young European students.

AS FAR as maintenance allowances are concerned, the French Fulbright Commission has been mindful of the fact that it is important for the American abroad to help destroy the unfortunately all too prevalent European cliché that all Americans are wealthy. In order to prevent feelings of envy, the American professor in France has been given approximately the same salary as his French counterpart receives at the Sorbonne; hence a young Fulbright instructor with a growing family may find it necessary

to supplement his Fulbright grant with sabbatical leave pay.

In view of the fact that housing in some southern French cities is now almost impossible to come by, the Commission has been forced to increase considerably the allowances for its professor grantees. It is an unfortunate fact that this means that fewer grants will be offered; a million dollars can only be stretched so far.

Policy matters of this sort are decided by the Fulbright Commission's "Board of Trustees" who are, in the nature of things Fulbright, binational in composition. Thus, the president of the Commission Board has traditionally been the Cultural Attaché of the American Embassy, although this may not be true of other Fulbright Commissions since, to an amazing extent, and quite properly, each Commission is given autonomy so that it can work out solutions to exchange problems appropriate to the needs of a given country.

If I had sufficient space I could amply document the many achievements of our young American Fulbrighters and of the research scholars who spend an academic year in France. Tangible proof of the accomplishments of these scholars is to be found in the Commission's growing library of books which has been produced as the result of a Fulbright year in France and in the warm expressions of gratitude for the opportunity for a Fulbright year which are to be found in many of the final reports and in personal letters which grantees have written.

The intangible proof of the ripening of American

“... the program is not intended to lead to an uncritical acceptance of things French or things American ...”

musical talent, as the result of a year of skilled supervision by some of the world-renowned musical instructors to be found in Paris, is evident in the abundance of concert tours and of music festivals in which our gifted musical apprentices participate. For our young painters, the fruits of a winter in Paris have to be crated home after having been cleared both through the French and the American customs to prove that artistic treasures of priceless worth are not being taken in or out of the country.

As far as the French exchange students are concerned, the results, in terms of greater facility in spoken English and in maturing scientific skills, are immediately obvious.

Fulbrighters are supposed to be not only serious scholars but also unofficial good will ambassadors and it is perhaps here that the program of Fulbright exchanges proves most rewarding; if the reader is interested in this aspect of the program he may want to have a look at my article on the Fulbright program



photo courtesy of the Cultural Services of the American Embassy, Paris

Fulbright students attend an orientation lecture at the Sorbonne.

which has just appeared in the *Yearbook of Comparative Literature* for 1963.

Occasionally, it is true, wine does turn to vinegar and instead of producing a Francophile the year's experience has produced a Francophobe. (Or an "Americanophobe" in the case of French students.) As a matter of fact the program is not intended to lead to an uncritical acceptance of things French or things American on the part of the young people of our two nations. As one of our young professors wisely observed, the Francophile and the Francophobe, if they let emotion replace a reasoned evaluation, are both equally blind, but there is no point trying to transform their vision because the blind come to enjoy the dark. The French, a critical race in the best sense of that term, would be the last to suggest that the exchange scholar should permit himself to be carried away by such blind emotional bias. At this critical moment in the relations between the United States and its oldest European ally let us hope that the future will lead to an expansion of the Fulbright, and similar programs, so that the chances for a really deep understanding of each other's attitudes and motives will lead to an increased respect for the role which both *la civilisation française* and American intellectual and artistic culture can play in enhancing the world's respect for western civilization in the difficult decades which lie ahead.

S. EMLEN STOKES '14

EMLEN STOKES has asked us to release him from the heavy responsibilities which he has been carrying for the past eighteen years as president of the Haverford Corporation, and chairman of the Board of Managers, and its executive committee. We do not easily reconcile ourselves to the prospect of losing his invaluable services in these capacities. Yet as we think of all that he has given to the advancement of the College for so long a time we feel ourselves under compulsion to accede, regretfully and gratefully, to his request.

As we look back upon the period of his leadership and remind ourselves of the formidable problems and matters of high importance which have confronted the College during those years, we become increasingly conscious of the extent of his contribution. When he took office at the close of the Second Great War the College faced an extremely troubled world and an emergency situation. The times called for fresh consideration of Haverford's role in the educational realm and its relation to the Federal Government, especially the developing military preparedness program. A further formulation of College purposes and policies adequate to the circumstances was needed. We sought light with respect to the best size of the student body, our thought evolving from the decision to maintain the number at about 450 to our present conclusion that we should gradually increase to about 700. There was urgent need to raise faculty salaries. This has been steadily done. Mounting operating costs have brought frequent increases of tuition and scholarships.

The need for largely augmented capital funds has been apparent. Two munificent bequests, a generous gift, and three campaigns have brought substantial additions to our endowment and provided funds for building purposes.

After the war the physical plant was in urgent need of renovation, and later we moved into our recent era of extensive new construction and remodeling—Leeds dormitory, field house, the science and mathematics building, remodeling of Sharpless Hall, and the old chemistry building and the additional dormitory soon to be constructed.

As we recall such aspects of Haverford's progress during Emlen Stokes's presidency of the Corporation and chairmanship of the Board, we become increasingly aware of our manifold indebtedness to him. He has been in the front rank of contributors to Haverford's financial needs. Two College presidents, Gilbert

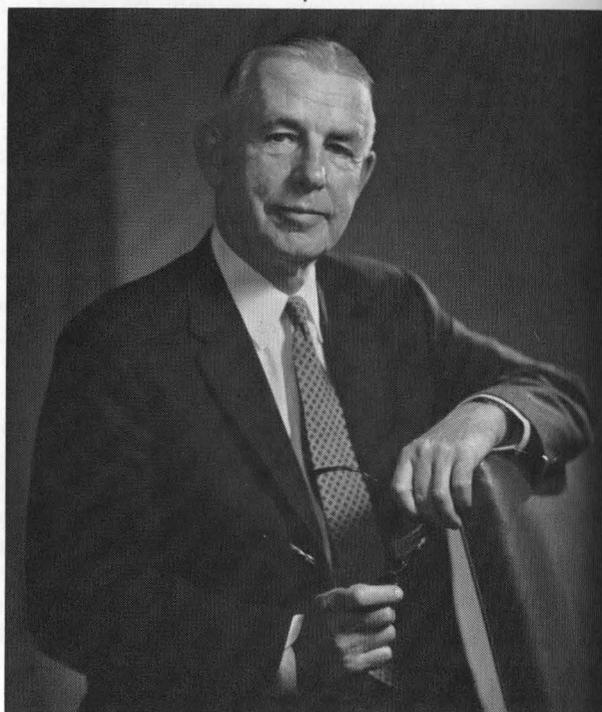


photo by Fabian Bachrach

DR. S. EMLEN STOKES '14

White and Hugh Borton, have turned to him constantly for consultation and guidance and he has unstintingly responded with the best that he could give. He has brought to the affairs of the College deep loyalty, wisdom gained through wide contacts, willingness to merge his own views with those of others and always a steady devotion to Haverford's welfare as a Quaker college. With him in the chair at our Board meetings we have enjoyed a spirit of comradeship and a confidence that he would keep the door open to expressions of all views.

There is something yet more which we would say. Underneath our appreciation of such qualities as we have mentioned, there is our grateful sense of his friendship to each of us. Between him and us there is a warmth of feeling which makes cooperation in Haverford's adventure a pleasure. We are glad that, though resigning from his offices, he will remain as our colleague and admired associate on the Board. ▼

Minute of Board of Managers of Haverford College at its meeting on Oct. 8, 1963, upon the resignation of S. Emlen Stokes as its chairman.

HAVERFORD GETS A

JONATHAN E. RHOADS '28

HAVERFORD's new board chairman—Dr. Jonathan E. Rhoads '28—is a distinguished surgeon, medical educator, and former Provost of the University of Pennsylvania.

A member of the Board of Managers since 1948, he has been chairman of two capital campaigns, has accepted other significant assignments, and is intimately familiar with the College's traditions, current programs, and future goals.

Honored by his Alma Mater in June 1962 with a doctor of science degree, the new board chairman and president of the Corporation of Haverford College also holds an honorary degree from the University of Pennsylvania Graduate School of Medicine. He received his M.D. degree from Johns Hopkins in 1932.

Dr. Rhoads is currently the John Rhea Barton Professor of Surgery at the University of Pennsylvania School of Medicine and is chairman of its Department of Surgery. He is also director of the School of Medicine's Harrison Department of Surgical Research and is Chief of Surgery at University Hospital. He has been on Penn's staff since 1935.

A native of Philadelphia, Dr. Rhoads and his wife have six children, two of whom are Haverford graduates and are now studying medicine at Harvard. They reside in Germantown.

Dr. Rhoads was honored in 1960 by the University of Pennsylvania alumni with their "Alumni Award of Merit."

He is a member of the Society of Friends and has worked in the Far East with the American Friends Service Committee. He has also been active with the Red Cross.

Among his many affiliations are: member of the board, Bryn Mawr College; trustee, Associated Universities, Inc.; regent, American College of Surgeons; director, Provident Mutual Life Insurance Co.; member, National Academy of Sciences, American Philosophical Society, Sigma Xi, Phi Beta Kappa, Fellows of American Studies, American Board of Surgery. He is past president of the College of Physicians of Philadelphia, the International Surgical Group, the Society of Clinical Surgery, and the Philadelphia division of the American Cancer Society.

Dr. Rhoads is affiliated with the hospital and gradu-

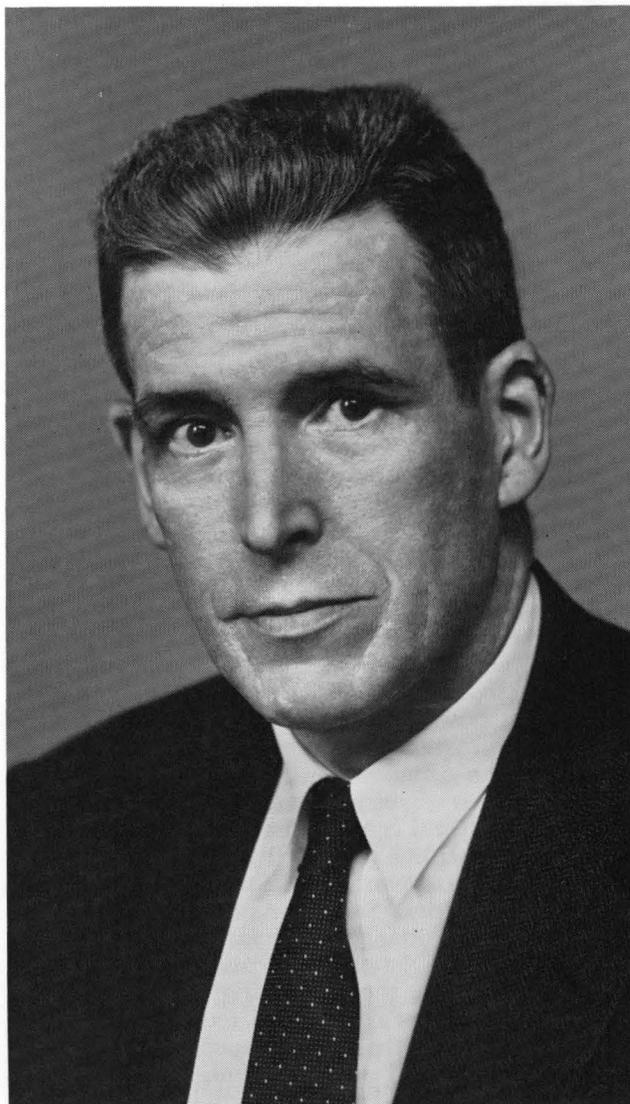


photo by Reuben Goldberg

DR. JONATHAN E. RHOADS '28

ate hospital of the University of Pennsylvania, Germantown, Bryn Mawr, and Veterans Administration hospitals in the Philadelphia area and at the Monmouth Medical Center in New Jersey. ▼

NEW BOARD CHAIRMAN

Clearing Curriculum Cobwebs

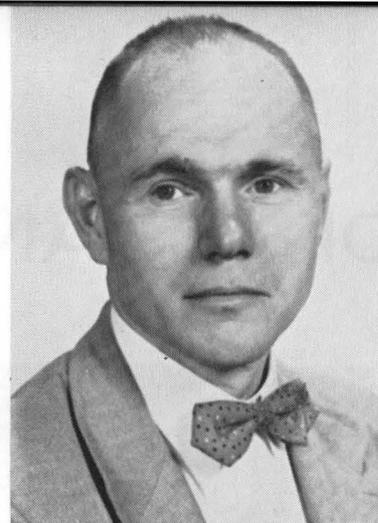
IN THE past some college faculties have deplored the inadequate preparation given by secondary schools to students entering college, while disclaiming any responsibility for helping the schools provide a more effective education. On the other hand, the professional societies in the fields of physics, chemistry, and biology have recently sponsored the preparation of excellent teaching materials for secondary schools.

My own interest in college-secondary school cooperation stems from a request by the American Political Science Association that I help prepare a teachers' guide for courses dealing with communism and the development of the Soviet Union. Such courses have been forced on several public school systems by state legislatures or state education officials without giving the schools sufficient time to obtain reliable teaching materials or train teachers to handle these topics competently. During the summer of 1962 my colleague (Professor Byrum E. Carter of Indiana University) and I produced such a syllabus which has been distributed widely by the American Political Science Association.

In an attempt to place the study of communism and of the Soviet Union into a broader perspective, new courses in comparative government are now being developed in many high schools. I was asked to prepare a paper on the place of the comparative study of political systems in the secondary school curriculum and on the structure and content of courses in comparative government. I presented this paper in September of this year at a joint meeting of the American Political Science Association and the National Council for the Social Studies (a department of the National Education Association) and it served as the basis for discussion by a panel consisting of college and secondary school teachers. I hope that a permanent program of preparing political science materials for high school teachers can be established, like the series of teachers' guides to the historical literature now being published by the American Historical Association.

These cooperative efforts by college faculties and their professional associations have a strong, selfish motive as well: the better the academic preparation provided by the high school, the less time need be spent in college on introductory instruction—time which can then be used for work in greater breadth or depth. In this way, liberal education will profit and the secondary school will benefit from the assistance, advice, and support given by college and university scholars.

by ALFRED DIAMANT
professor of political science



Robert I. Walter

photo by Norman Wilson

CAMPUS CO

compiled by

UP THE LADDER: Alfred Diamant (political science) and Robert Walter (chemistry) now full professors; new associate professors: Harmon Dunathan (chemistry), George Kennedy (classics) . . . George M. Ridenour, on Yale faculty since 1956, becomes associate professor of English. A graduate of Wooster and Yale, he is author of *Style of Don Juan* . . . new assistant professors: Philip Green, political science; Roger Lane, history; George Salomon, German; William R. Smith, English; Mrs. Helen Vendler, English; Daniel P. Weeks, chemistry . . . Miss Danielle Hennequin, French, part-time . . . new visiting faculty members: Paul Beik of Swarthmore, history; Alan Cassels of Penn, history; J. Arthur Hanson, University of Michigan, classics, and Michael H. Jameson, Penn, classics . . . Professor of music emeritus Alfred Swan is teaching again part-time . . . John Joseph Stoudt '33, a leading authority on the Pennsylvania Dutch, named a research associate in religious history.



NEW CAPTAINS: '64 spring sports captains include J. Bruce Ruppenthal '64, cricket; Robert Riordan '64 and John Tomaro '64, baseball; Eliot Williams '64, golf; James House '65, tennis; Ramsay Liem '65, track. Dave Olton '64 remains as commodore of the sailing team.



HOME AND AWAY: Faculty returning from leave are John Cary (German), Paul Desjardins (philosophy), Harvey Glickman (political science), Louis Green (astronomy), Holland Hunter (economics), Ariel Loewy (biology), Colin MacKay (chemistry), Francis Parker (philosophy), Ira Reid (sociology), Edgar Rose (English), Melvin Santer (biology), and



Alfred Diamant

—AIRING BAUDELAIRE—

Early bird Haverfordians in the Philadelphia area may want to buckle down to some pre-workday studies in a 7 to 7:30 a.m. course being given over WFIL-TV, Channel 6, by Marcel Gutwirth, professor of Romance languages.

The Tuesday morning show, one of eight which comprise the "University of the Air" series, is on Baudelaire. Program started October 1 and concludes January 28.

COMMENTARY

BY BAILEY M. BOLLAS

Louis Solomon (mathematics) . . . on leave for all or part of this school year are John Ashmead (English), Philip Bell (economics), James Brooks (mathematics), Harmon Dunathan (chemistry), Irving Finger (biology), Clayton Holmes (engineering), John Spielman (history), Douglas Steere (philosophy).



KUDOS: Honored at the end of the last term for academic or extracurricular-athletic activities were: to Phi Beta Kappa, William H. Beik '63, Charles C. Bernheimer '63, John R. Cole '63, Richard M. Cooper '64, David C. Daneker '63, Edwin M. Hartman '63, David Hunt '63, Stephen C. Johnson '63, Kermit V. Lipez '63, John D. Margolis '63, Michael S. Nelson '64, Robert L. Ruberg '63, Charles W. Smith '63, Stephen S. Smith '63, Michael W. Werner '63 . . . the George Haines Buzby award for the outstanding member of the baseball squad, John Tomaro '64 . . . the Walton Cup for scoring the most points on the track team, Stu Levitt '63 . . . Joseph W. Sener, Jr. trophy for the top performer on the sailing team, David Olton '64 . . . A. W. Haddleton award to trackman William Kelley '63 . . . John Cole, Varsity Cup as the "outstanding scholar-athlete" in the Class of '63 . . . Cope Fellowships for graduate

study to David Daneker '63 and David Hunt '63 . . . Lyman Beecher Hall prize in chemistry, William S. Kelley '63 . . . George Peirce prize in chemistry and mathematics, Michael J. Wichura '63 . . . William Ellis Scull prize for greatest achievement in voice and the articulation of the English language, Andreas P. Lehner '63 . . . Newton prize in English literature, Kermit V. Lipez '63 . . . William B. Baker prize in Greek, Edwin M. Hartman '63 . . . S. P. Lippincott prize in history, Monroe R. Sonnenborn '64 . . . Class of 1902 Latin prize, Roger W. Eaton '66 . . . Class of 1896 prizes in Latin and mathematics, John P. Rosso '65, James W. Johnston, Jr. '65, and Robert C. Perisho '65 . . . mathematics department prizes for freshmen, Melvin I. Strieb '66 and Robert P. Feinland '66 . . . Harold P. Kurzman prize in political science, David Daneker '63 . . . John B. Garrett prize for systematic reading, William R. Fry, III '65 . . . Scholarship Improvement prize, Anthony F. Vincent '63 and George P. Barber '63 . . . Ellison P. Morris and Elizabeth P. Smith Peace prizes, David Leonard '63 and Stephen S. Smith '63 . . . Edmund Jennings Lee prize for student group which has done the most to advance the interests of the College during the past year, the orchestra . . . John G. Wallace Class Night award (best actor cup), Robert W. Nolte '63 and William G. Riggan '63 . . . Hamilton Watch award, Michael J. Wichura '63.

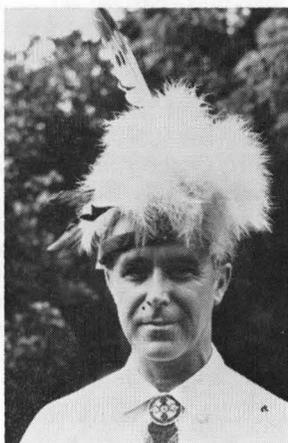


FACULTY CIRCUIT: Clarence Pickett (Christian ethics) honored with the Eleanor Roosevelt Peace Award of the Greater Philadelphia Council for a Sane Nuclear Policy . . . Douglas V. Steere (philosophy) commencement speaker at The Biblical Seminary in New York and baccalaureate speaker at Guilford College . . . Martin Foss (philosophy, emeritus) cited by Lebanon Valley (Pa.) College where he has been a visiting professor of philosophy "in recognition of his singular qualities of mind and heart which have

"As Pope John XXIII so aptly expressed it in his encyclical on April 11, the great task before these graduates and before each of us in this room is that 'of restoring the relations of the human family in truth, in justice, in love and in freedom. . . . There can be no peace between men unless there is peace within each of them: unless each one builds up within himself the order wished by God.' If you take this as your life's task, you will build a better world than have your predecessors."

from commencement remarks by Hugh Borton '26, June 7, 1963

blessed the entire college community" . . . **Howard Teaf** (economics) chaired a conference at Buck Hill Falls at which representatives of 50 liberal arts colleges discussed means of de-emphasizing grades in evaluation of students' performances . . . a review by **Charles Holbrow** (physics) appeared in the *American Journal of Physics* . . . **Howard Comfort** (classics) told the University of Kentucky's 16th annual foreign language conference that experience has shown that the elimination of a textbook enables college beginners in Latin to learn in four weeks or less all that is necessary for the intelligent reading of standard Latin authors . . . **Robert Walter** (chemistry) quoted in *Science* on his views of the importance of high school level programs in combating dropouts . . . **Philip Bell** (economics) elected honorary member of Phi Beta Kappa . . . **Ira Reid** (sociology) participant in Harvard Summer School lecture series . . . **Robert Butman's** (drama) re-creation of Bernard Shaw's "A Village Wooing," produced at Haverford last year, presented in July over TV outlets in New York, Philadelphia, Los Angeles, Chicago, and St. Louis, with Haverford Drama Club receiving mention . . . **Peter Kreeft** (philosophy) received New York Newman Club alumni award . . . **William Davidon** (physics) a frequent speaker on subject of arms control . . . **Theodore Hetzel** (engineering) traveled to Alaska to attend an Indian Rights Assn. pow-wow; returning East he was one of three adopted by the wolf clan of the Seneca Indians at a ceremony commemorating the treaty of 1794 at Canandaigua, N. Y. He was chosen to represent Philadelphia Quakers, who were being honored for over 160 years of work and friendship with the Seneca Indians . . . **Holland Hunter** (economics) participant on WPEN's Red Benson Show in Philadelphia; he, **Marcel Gutwirth** (Romance languages) and **Alfred Swan** (music emeritus) are teaching in the Main Line School Night programs this fall . . . **Eugene Smolensky** (economics), author of "An Interrelationship Among Income Distributions" in recent issue of *The Review of Economics and Statistics* . . . "Conflict, Accommodation, and Progress: Some Socioeconomic Observations on Medical Education and the Practicing Profession" subject of article in *The Journal of Medical Education* by **Anne Somers** (research associate) . . . Comptroller **Aldo Caselli** wrote on "Sergio Pacifici: A Guide to Contemporary Italian Literature" in fall issue of *Critique* . . . As discussed more fully on page 12, **Alfred Diamant** (political science) gave paper on "The Comparative Study of Political Systems in the High Schools" at annual meeting of American Political Science Assn. in New York and also participated in summer faculty research seminar at Indiana University sponsored by Ford Foundation . . . **Mary Hoxie Jones** (research associate) speaker at N. Y.



Theodore Hetzel '28

Yearly Meeting of Friends . . . **Ariel Loewy** (biology) co-author of college textbook, *Cell Structure and Function*.



GRID WARS: A communique from mentor **Bill Docherty** promises a "complete change" in football tactics this fall. He's dropping the pro-type flanked ends offense of past seasons and will work out of a "T", winged "T", and short punt offense. Work on fundamentals, a shift of returning personnel, and a crop of incoming frosh prospects may brighten the outlook, but Bill makes no promises. As usual, depth will be a problem. The Fords started working out Sept. 9 for the opener against Wagner at Staten Island Oct. 5. Sophomore quarterback **Danny Murphy** is slated to fill **Steve Dallolio's** ('64) role; the latter moves to fullback. Other key returnees: captain **Johnny Aird** '64 and **Chuck Lawrence** '65, halfbacks; **Reed Fry** '65 and **Max Bockol** '64, tackles; **Haigh Fox** '65, **Mark Slotkin** '66, and **Doug Spaeth** '64, guards; ends **Keith Tunnell** '66, **Tillman Saylor** '66, and **John Tomaro** '64. Center? A real problem; look for a freshman there. Captain Aird told *Horizons* that his Fords "will control fifty yards of Walton Field, or any other field, and maybe more. This in itself will make the '63 team vastly different from its recent predecessors."



HELPING HAND: Among recent grants: \$6000 to **John Chesick** (chemistry) from U. S. Dept. of Health, Education, and Welfare to assist in a study of reactions of electronically-excited hydrocarbons . . . \$25,000 from the Kresge Foundation for the new science building . . . \$13,150 from the National Science Foundation for new chemistry equipment . . . NSF also gave the College \$17,700 to be used by **Louis Solomon** (mathematics) to support research on "Finite Groups and Topology," \$10,700 to be used by **Eugene Smolensky** (economics) for a study of urban growth areas, and \$1,065 for a research project of **Sidney Perloe** (psychology) . . . \$15,000 from U. S. Steel Foundation . . . \$5000 from the American Oil Foundation . . . Haverford College research grants went to **Frank Quinn** (English literature), **Douglas Heath** (psychology), **William Davidon** (physics), **Paul Hare** (sociology), **Charles Holbrow** (physics) . . . \$7740 from National Institutes of Health to **Irving Finger** (biology) . . . \$56,900 to the College to support continued research by **Fay Selove** (physics) on the ways in which nuclei absorb and emit energy . . . a major grant of \$75,000 from the Grundy Foundation to support the extensive historical and Quaker collections at the library.



NEW CROP: From 20 states, the District of Columbia, and four foreign countries they came last month, the 130 members of the Class of '67. They were drawn from 114 schools; 89 of the young men at

"What our liberal arts colleges need first of all is a faith to proclaim—a faith in the intellectual value of a liberal arts education and in the unique worth of the separate liberal arts college."

John D. Millett, Executive Director, Commission on Financing Higher Education

tended public high schools, while the remainder graduated from private and parochial schools. Sixteen, as listed elsewhere in this issue, are alumni sons. The class includes 35 editors of publications, 30 class officers and student council members, and 62 varsity letter winners. A busy orientation week included a series of tests, conferences with faculty members, a "mixer" with several Main Line schools, and a variety of other student-faculty programs.



MUSIC IN THE AIR: Orchestra plans a Dec. 6 program here . . . Glee Club schedule calls for concerts this fall with Douglass College, Oct. 20 here; Nov. 2, a Parents Day program here; and Nov. 9 and 10 at Mt. Holyoke College . . . a program of sacred, secular, and folk music was scheduled Oct. 11 here by the Student Madrigal Choir of Muenster (West Germany). The 55-voice choir is on its third tour of this country, during which it will visit twenty colleges and universities including Harvard, Yale, and the University of California.



DURING THE SUMMER: Between commencement and orientation some 2400 persons attended 11 conventions or special programs at the College.



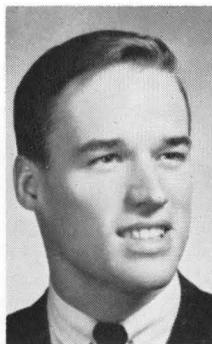
SUCCESS: Founder's Bell rang in July this year when Haverford's alumni and other friends reached their \$1.6 million goal for individual gifts to the Development Program campaign. In the three years since the drive commenced, Haverford has received \$3,163,763 for its current and capital needs. On the docket—continued approaches to corporations and foundations, and resumption of annual giving as a separate effort rather than one of the campaign's objectives.



SPEAKERS: Among early fall speakers on campus are labor columnist Victor Riesel, "Labor and Politics"; Colin W. Bell, executive secretary of the American Friends Service Committee, "Civil Rights and Civil Responsibilities"; Haverford sociology professor Ira Reid, "Japan and Nigeria: Some Outrageous Hypotheses" . . . coming in November: Joseph S. Clark, U.S. Senator from Pennsylvania; Dr. Alexander Gerschenkron, Harvard University professor of economics; Dr. Henry S. Hughes, Harvard University professor of history; and Baron Dr. Herbert von Buttlar-Brandenfels, art historian and general secretary of the Berlin Academy of Fine Arts. ▼

MEALS AND MEDITATION

—an exercise in silence—



MONDAY 6:00 P.M. You walk into the faculty dining room. There are a few fellows sitting around one of the tables. They aren't talking. It is silent. You sit down. Others come in and join you. As you are waiting quietly, Sam sticks his head through the door and quickly counts heads. He returns with food for all of you and begins to serve it. Someone may begin to read at this point; often

no one does. Then everyone simply eats in silence—thinking, meditating, worshipping, or simply enjoying the peace as he sees fit.

Frequently, however, one person has chosen something beforehand, and he shares it aloud with the others. As he reads, each individual listens or shuts him out as he wishes. Those who do want to hear find themselves introduced to a piece of meditative literature that they may not have heard before. As Protestants, Catholics, Jews, humanists, and agnostics share with one another, each can glimpse the broad range of experience that seekers and finders have to offer. Out of that half-hour many Haverfordians glean a chance to re-collect, to think of things in perspective, to calm down, and to look at matters in an eternal light. Perhaps one should be able to do these things on one's own, but doing it at a time which really doesn't take much extra time (eating) and with others who feel the same need, it becomes easier.

This exercise in silence began in the fall of 1961. About 15 students and faculty had gathered at Pendle Hill to consider the religious life of the College. One of the students responsible for planning the weekend introduced the silent meal to give the meeting a retreat atmosphere. There had been no thought of using the device at Haverford, but before the meetings were over everyone there felt that it had come to belong. So it was started on the campus. It had a simple beginning, but the silent dinner has found its place and has lasted.

by DAVID LEONARD '63

