A monochromatic photograph in shades of teal and black. In the foreground, the dark silhouette of a person's head and shoulders is visible, looking out of a window. The window is divided into four panes by dark frames. Outside, a large, textured tree trunk is on the left, with several bare branches extending across the sky. In the background, a multi-story building with white window frames and a porch is visible. The overall mood is contemplative and serene.

HORIZONS

Haverford College Publication

\$185,000 SUPPORTS FACULTY...

The Andrew W. Mellon Foundation has awarded a \$185,000 grant to Haverford for faculty development during the next three years. The grant, to be supervised by the provost and the faculty's Committee on General Programs, will fund one phase of college plans for curricular enrichment. Three-quarters of the faculty are expected to participate in activities funded by the grant.

BOARD PASSES BALANCED BUDGET...

At its March retreat, the Haverford College Board of Managers approved a 1976-77 budget with a projected surplus of \$7,055, the first balanced budget in 10 years. The surplus is based, however, on the college's ability to meet its 850-student enrollment goal for 1976 as well as a \$485 increase in room, board, tuition and other fees combined.

ALUMNI TO RETURN IN MAY...

Haverford's 1976 Alumni Day is scheduled during the weekend of May 21-23, and returning alumni may stay in dormitories on campus for the first time. Major events scheduled include: a concert by Haverford music professor John Davison '51; luncheon in the field house; a Haverfordiana auction with President John R. Coleman as auctioneer; a talk titled "2076 and All That"; an alumni-faculty softball game; and a dedication by Beta Rho Sigma of a fountain near Walton Field in memory of the late William Docherty, long-time Haverford coach.

COLLEGE HISTORY HIGHLIGHTED...

Haverford is one of 12 local colleges sponsoring a bicentennial exhibit in the Independence Mall area of Philadelphia throughout 1976. Titled "Learning, Revolution and Democracy," the exhibit traces the development

and history of the schools. Commenting on Haverford's display titled "Training for Service," associate librarian David Fraser, who helped plan the exhibit, explained: "The core of our exhibit features eight alumni who show how Haverford has equipped them to help others." The eight alumni are Albert Keith Smiley 1849, Rufus Jones 1885, Maxfield Parrish 1892, Henry J. Cadbury '03, Christopher Morley '10, Philip Noel Baker '10, Joseph Stokes Jr. '14 and Charles Mathias '44. Located in the Penn Mutual Tower at 6th and Walnut Sts., the show is open to the public daily. Admission is 50 cents for adults, 25 cents for children. Haverford is responsible for providing guides for eight days in July and October. Those wishing to volunteer their services for a half-day should write: Mrs. John Gummere, c/o President's Office, Haverford College, Haverford Pa. 19041.

WORKSHOP ON CAMPUS, IN LONDON...

Haverford's 1976 summer liberal arts workshop will travel to Philadelphia and London to study the American Revolution. The workshop is a summer program in continuing education established by the Haverford College Alumni Association in 1969. The first part of this year's two-week session will meet on the Haverford campus on June 29 to July 6. Morning mini-courses taught by Haverford professors include: "Philadelphia and the Age of Franklin" by English professor John Ashmead, "The President and Congress: A 200 Year Perspective" by associate political science professor Sidney Waldman and "The World Turned Upside Down" by John Wells Gould '61, Haverford director of alumni affairs and history lecturer. Afternoons are devoted to touring Philadelphia or using the college's recreational and academic facilities. On July 7, the optional

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second part of the workshop begins when workshoppers fly to London for seven days of tours of British historical sites, returning July 14. Alumni, parents and friends of the college are invited to enroll in either or both of the sessions. Cost of the on-campus session is \$195 for resident students and \$145 for day students. The base price for the overseas workshop is \$329 and includes round-trip airfare, hotel accommodations, ground transportation and tours. For more information, contact the Haverford alumni office, Haverford College, Haverford, Pa. (215) 649-9600, ext. 315.

POSITION OPEN AT HAVERFORD...

Haverford seeks a new assistant director of development to begin on July 1, 1976. Qualifications include approximately two years of professional experience in development, with specific experience and skills in executing special events and in writing development proposals and promotional material. Will work closely with alumni, so first preference will be given to Haverford alumnus. College hopes to fill post during May. Candidates call William Balthaser, (215) MI 2-0340, reverse charges, immediately, and send resume by mail.

GIFT TOTAL REACHES 66 PER CENT...

Haverford's 1976 Annual Giving Campaign reached 66 per cent of its goal by April 15, according to campaign chairman David L. Wilson '33. The 35-per-cent alumni participation as of April 15 is slightly lower than the same date last year, and the \$327,000 raised from all sources is approximately \$26,000 less than last year. Another \$29,000 in matching funds has been raised for the Richard K. Mellon Foundation library challenge grant.

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Editor: Diana Harrison

Assistant editor: Joseph P. Quinlan '75



"On the surface, today's students seem more preoccupied with strictly educational internal matters . . . than their predecessors," observes *Horizons* editor Diana Harrison. (See story on page 4.)

doing what haverford does best

Horizons highlights some of the most significant happenings at the college during the past year or so...

A JOYOUS OCCASION

"It was a typical Haverford non-event.

"They had built a huge pyre right under the power lines [no one realized until it was too late] behind the field house parking lot. As we all waited for the lines to come down (they never did), the kazoos kazooed, the 'band' played (including a cellist in a wheelchair—he could have walked, but his cello couldn't), the cheerleaders cheered, the team was introduced and the octet sang.

"It was very cold, but it was joyous. And the joy continued on Saturday afternoon when we faced Swarthmore on Walton Field in soccer. The half-time was a symphony in amorphous formations and chaos with a flaming baton thrown in for good measure. And the game itself was a pleasure—Haverford 4, Swarthmore 0."

That's how Robert S. Tannenbaum '62 later described 1975 Homecoming, last November 15th, to his classmates in a report on the Alumni Council meetings he'd attended that weekend. His observations must have encouraged those alumni who had worried that today's Haverford students were too self-conscious, overly serious, possibly even grim.

Haverford students had plenty to be joyful about that day, however. They could take pride in the fact that their college, the first one in America to have fielded a soccer team in 1901, was celebrating the nation's 75th anniversary of collegiate soccer. They could also revel in the sight of hundreds of Haverford alumni cheering among an estimated 3,000 noisy spectators around Walton Field, along with national sports commentator Heywood Hale Broun and a bevy of newspaper and TV reporters.

Although the day was "joyous," some Haverfordians did regret the conspicuous absence of a football game. An important athletic development during 1974-75 had been Haverford president John R. Coleman's decision not to reinstate football in the college's intercollegiate athletics program. In taking this position, Coleman had reluctantly for economic reasons rejected a recommendation to reintroduce the sport made by the Athletic Advisory Council, which had studied the issue in depth.

"To preserve strength for the future," Coleman said at the time of his decision in December 1974, "we need to husband resources more carefully and concentrate on doing well those things at which we are best."

There was disappointment in some quarters over the football verdict, but there could be no doubt that the less publicized 1973 decision to strengthen support of the college's overall athletics program was paying handsome dividends. While it was too early to speak of an athletic renaissance, Haverford had seemingly turned an important corner. One indication was the overall 1974-75 intercollegiate athletics record of 90 wins, 87 losses and 10 ties and one of the strongest intramural programs ever. Another was a varsity basketball team whose 15 wins in 25 games proved that, as Sports Philadelphia magazine suggested, a school could still come up with a winning team "using only its academic reputation to attract players."

The soccer squad finished with a 6-won, 5-lost, 4-tied record that included a 1-1 bout with arch rival Swarthmore, the NCAA Division III runner-up in 1974. The fencing team got back to its winning ways after a number of lean years. Tennis piled up 11 wins in 14 matches while the lacrosse team climbed to fourth out of 13 teams in the Middle Atlantic Conference, the best season since the sport was started in 1970.

In retrospect, the 1974-75 year and months thereafter were perhaps especially notable for the entire college community's efforts at self-evaluation to continue, as Coleman had suggested, "doing well those things at which we are best."

LIBERAL ARTS REVISITED

Certainly one thing which Haverford had done well over the years was its core task: liberally educating undergraduate students. But has the effort been good enough?

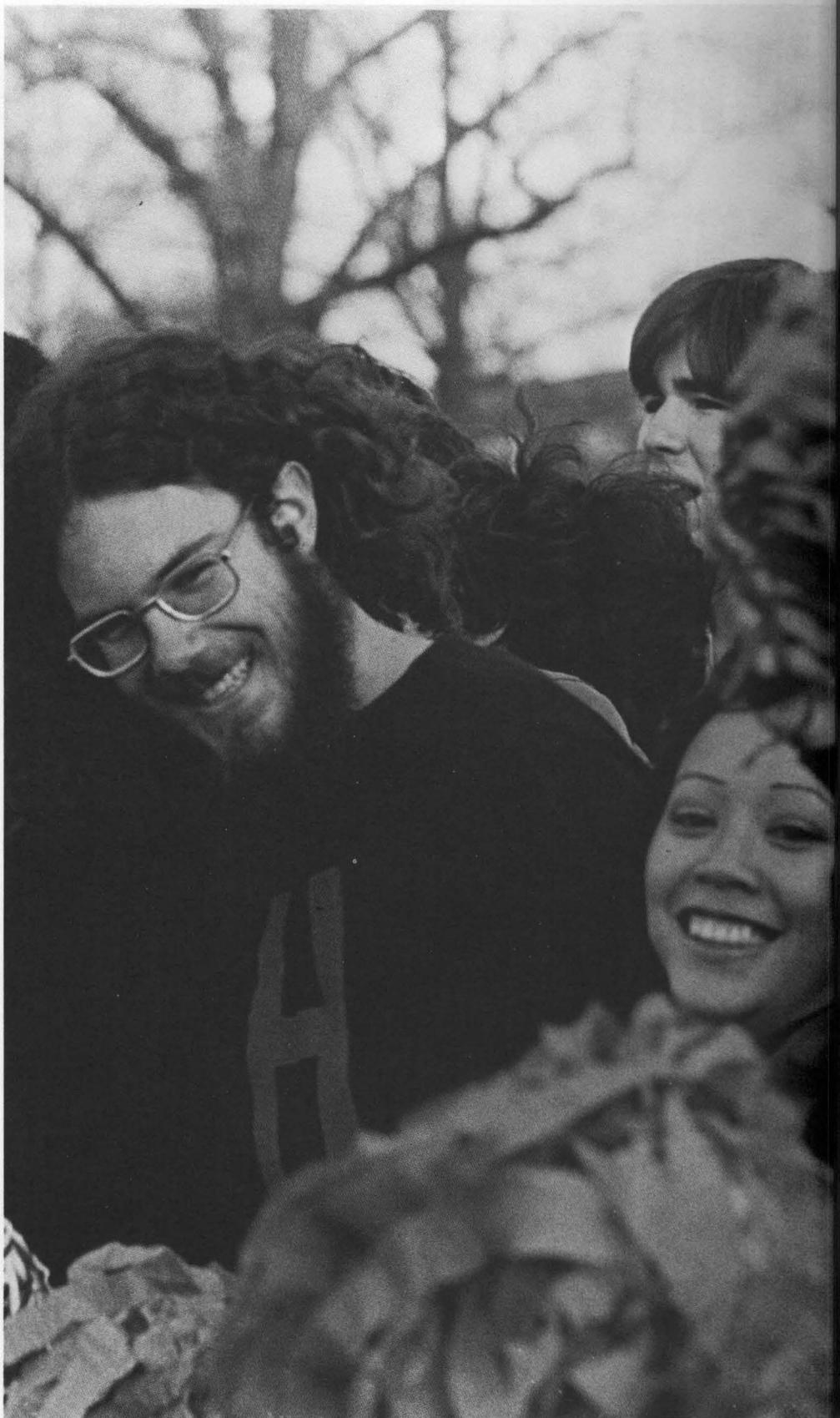
Since the late 60's the Haverford faculty had seriously questioned whether the college's students were, in fact, receiving a "liberal" education. Virtually all distribution requirements had been dropped, and a strengthened advisory system had been looked to for ensuring breadth in men's education. Somehow it hadn't worked as well as hoped, though.

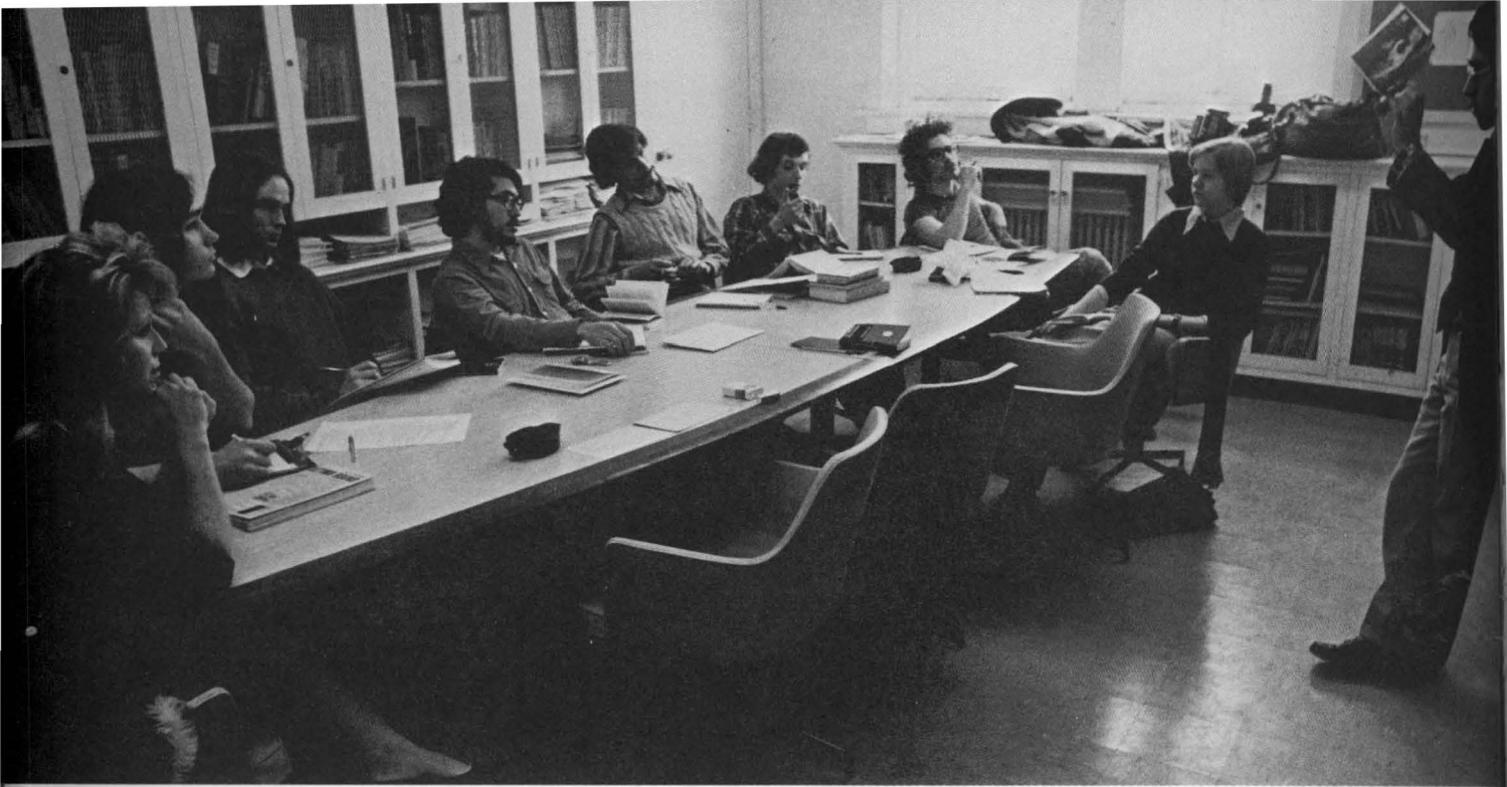
Many of even the best students were found to be taking course programs that seemed disturbingly narrow in scope. The challenge of the mid-70's was to find ways of making sure that students got meaningful breadth in their education along with the depth of their chosen major.

Simultaneously the faculty worried about preserving its own academic vitality in light of the fact that as a body it was relatively young, heavily tenured and unlikely to grow much in size over the next two decades. In addition, the delicate balance between high-quality, pre-professional preparation and broad education that Haverford had struck so successfully in the past was in danger of being upset by pressures from the outside—expanding professionalism and overspecialization.

The college's response? A new committee. But one with a difference. In the fall of 1974 the faculty created a funded body called the Committee on General Programs. Consisting of representatives from the three academic divisions of the college—the humanities, social sciences and natural sciences—the Committee was conceived as an organizational structure to supervise all non-departmental aspects of the curriculum and develop ways of better equipping current faculty to teach the liberal arts. The strategy here was to put money, comparable to that allocated to any traditional department, into the Committee's hands and allow it to buy the services and commitments of those who could best help achieve its objectives.

Among its major tasks, for example, would be administration of the highly successful Freshman Seminar program, introduction of more courses of a general nature into the curriculum and promotion of faculty growth and development, particularly along cross-departmental and interdisciplinary lines. While the Committee might develop new courses within regular departments, it would also create interdisciplinary offerings (One of the first was a very successful "Science and Public Policy" seminar) falling directly under its own jurisdiction. And it would support new skill leaves for faculty,





make team-teaching possible, and permit professors to audit one another's courses on a released time basis.

Last fall Haverford received a major grant of \$185,000 from the Andrew W. Mellon Foundation to fund the Committee's work specifically in the area of faculty development. Far from the biggest grant in college history, it might nevertheless prove to be one of the most significant precisely because it speaks to core issues in liberal education and faculty development alike.

Haverford faculty could take pride in the fact that their students were still winning prestigious fellowships—Fulbright, Danforth, National Science Foundation and Watson, to name a few. Several seniors had produced research sophisticated enough to share with the academic community outside. One was astronomy major Rick Feigelson '75. Encouraged by professors Louis Green and Bruce Partridge, Feigelson developed his theory about an unusual, pulsating X-ray star into a paper published by the leading science journal, *Nature*.

Sadly, four of Haverford's best known professors announced their departures. Astronomer Green, at Haverford since 1941, and music professor and choral conductor William Reese, a member of the faculty since 1947, retired. In addition, Thomas Benham, who had taught engineering and physics at the college for 34 years, announced plans for retirement. Harmon Dunathan, after 18 years on the chemistry faculty, left the college to assume the post of provost and dean of the faculty of Hobart and William Smith Colleges in New York.

College treasurer William Morris Maier '31 also retired, having served the college loyally for 26 years. Fortunately Maier had an able replacement in Maurice A. Webster '39, a certified public accountant and former managing partner of the Philadelphia office of Peat, Marwick, Mitchell & Co.

TOWARDS FINANCIAL STRENGTH

In April 1974 Haverford's academic program won resounding applause from an observation team from the Commission on Higher Education of the Middle States Association. The group's generally glowing report of its findings during a four-day visit to the college praised Haverford as "the envy and pride" of undergraduate, liberal arts colleges everywhere. At the same time, the team pinpointed Haverford's fiscal area as its "most significant weakness." The educators had counseled: "Haverford must reverse a trend of deficit operations and shrinking endowment. Failure to do this quickly will, within less than a decade, remove Haverford from her role as one of America's leading liberal arts colleges."

Nor was there much comfort in knowing that almost all of higher education was in financial trouble. Haverford's task was to straighten out its own problems and adapt itself to a new world.

The college's 1973-74 operating budget deficit of \$544,000 had shocked everyone: it was twice the amount originally projected. High interest rates, rampant inflation and

soaring fuel costs were all contributing factors.

The college took action. During 1974-75 the operating deficit was slashed to \$247,500, and during 1975-76 that deficit should not exceed \$150,000 in a total budget of \$7.46 million. Haverford was able to cut the deficit in part by launching a campus-wide energy-saving campaign that went on throughout the year. Sharp tuition and room-and-board hikes also helped. And institution of a new, computerized budget-reporting system and start of a computer-aided program of long-range financial planning promised better fiscal management of the college in the future. In addition, relocation of the office of the treasurer from downtown Philadelphia to Hilles Hall on campus would more fully integrate its operations into the college's business and accounting structure.

Still, the key to eventually operating in the black remained the additional revenue to be generated by expansion. A December 1975 review of the case for enlarging the student body—prepared by associate vice president Samuel Gubins—reaffirmed that total income generated by expansion would rise at a considerably faster rate than total costs through 1980. While the total outlays for 1,000 students in 1979-80 were estimated to be 6 per cent greater than for an enrollment of 850 students, total income would be 9.8 per cent greater from the bigger student body, according to Gubins' projections.

Other potential sources of annual income were already being vigorously pur-

sued, as in the case of annual giving. A record-breaking 61.5 per cent of Haverford's alumni had donated more than \$482,000—\$7,000 over the goal—to 1975 Annual Giving to underwrite current operating expenses. The percentage participation was not only the highest in Haverford history but possibly one of the—if not *the*—highest in the nation in 1975. Particularly gratifying was the participation of the younger classes of 1969 to 1975 which had averaged 56 per cent—an astonishing figure considering the traditional non-giving patterns of young graduates everywhere.

While philanthropic giving to higher education generally showed signs of deteriorating, 1974-75 saw a remarkable 25.4-per-cent increase in state aid to higher education, led among others by Pennsylvania. Under legislation enacted July 18, 1974, Pennsylvania agreed to give private colleges up to \$400 in new Institutional Assistance Grants (IAG's) for each enrolled student receiving one of its higher education scholarships.

Haverford's president had strongly opposed the bill creating IAG's—let alone the college's entry into such a program—on the ground that the grants were an inefficient way to help students and threatened future state interference in private education. The final board consensus, though, was in favor of application for IAG's on the assumption that they offered no immediate threat of intervention. While the decision brought the college extra income of \$17,000 to help educate in-state students, the issue of accepting state or federal assistance remained in principle controversial and a source of frank disagreement.

In general, the financial position of the college had improved markedly. Survival had never been an issue, but survival in strength was. And now it seemed that the business affairs of the college were in much better shape.

Including the unprecedented support from annual giving, Haverford received contributions totalling \$2.2 million during fiscal 1974-75. The year marked completion of a productive three-year campaign to add \$5 million to the college's endowment, a drive spearheaded by a small group of dedicated alumni led by Robert D. Williams '48.

Groundwork was also laid for what seemed to be an increasingly necessary drive for as much as \$20 million, primarily to strengthen Haverford's endowment. The endowment had remained relatively stationary during the growth period of the 60's because of heavy investment in a building program completed in the early 70's. If successful, the drive would assure Haverford's entry into the 1980's in a renewed position of financial strength.

SOME DISQUIETING TRENDS

Despite the board of managers' 1974 decision to expand the student body by admitting larger classes through 1980, some Haverfordians wondered if, in fact, the college could recruit additional qualified students when faced with a declining pool of 18-year-old males across the nation.

During its first two years, the expansion program went well; students came in larger numbers, their quality was as high as ever, and the books were on the way into balance. In 1974-75 the average enrollment was 760, or 10 more than the expansion goal. During 1975-76 average enrollment grew to 845, or 45 more than the 800-student model for that year.

The academic and personal quality of the 229-member Class of 1978, the first new class to enter after the expansion decision was made, was as high as others, admissions director William Ambler reported. Four out of five of the freshmen had been in the upper fifth of their high school class, and 18 of them were National Merit Scholars. Among the entering students were also the college's first 14 Magill-Rhoads Scholars selected for outstanding academic achievement plus extracurricular performance in the arts, athletics, school or community service under the program endowed by the late James P. Magill '07 in honor of Dr. Jonathan E. Rhoads '28.

The enrollment figures may have proved somewhat misleading, though, since the enrollment goals were met largely through the fortuitous circumstance of a small graduating class and lower attrition, Ambler explained in a November 1975 memo. "I must emphasize that we would not have met the 1975 enrollment goal if there had not been a substantial decline in attrition in 1974-75," Ambler wrote.

Thus, while Haverford's 10.5-per-cent enrollment increase looked remarkable compared to the national average increase of 5.5 per cent, the college's admissions-recruitment picture revealed some disquieting trends. Freshman applications to the college numbered 1,149 in 1975, a 4-per-cent increase over the 1,099 received in 1973. Yet, the college had to admit more applicants (an increase of 15 per cent) in 1975 since the number of students accepted who finally matriculated dropped. Why? Increasingly stiff competition for a declining national pool of candidates, increasing costs of private-college education and changing attitudes about higher education, according to Ambler.

A "UNIQUE EXPERIMENT"

Haverford's board of managers had hoped that its January 1974 decision to

achieve a more coeducational environment at the college through closer cooperative programs with the nearby women's college, Bryn Mawr, would increase Haverford's appeal to high school males. There might also be modest economic gains in coordinating educational and administrative services, some reasoned. At best the cooperation route might prove "an interesting, unique experiment in the developing relationships between men and women," as an Amherst College Visiting Committee on Coeducation had described the situation to its own constituency.

How was the experiment doing? Some viewers saw how far the two colleges had come; others saw how far Haverford at least had to go in achieving its aims. So, for example, the Haverford contingent of the Joint Committee on Cooperation, set up by the boards of the two schools, could report: "Any fair observers of Haverford today will have to say that we have achieved much of what is normally thought of as coeducation and that there is more of it today than there was..." Equally, others could express disappointment that the two colleges had not proved more flexible in dealing with one another.

A prospective applicant would find that with few exceptions extracurricular activities at Haverford were almost entirely coeducational. He would be able to register for twice the number of courses available at either college alone. On the other hand, he would note that there were still only a small number of Bryn Mawr women in many Haverford classes.

In May 1975 the Haverford faculty adopted a policy permitting a student to major in any academic department of Bryn Mawr if he so chose. The Bryn Mawr faculty, however, was not immediately willing to approve a reciprocal academic arrangement for their students. They, in fact, decided—and recently reaffirmed the position—that Haverford students could not major in Bryn Mawr departments with counterparts at Haverford and that Bryn Mawr women could not major in any Haverford department with a counterpart at Bryn Mawr, a fact that may have affected the enrollment of women in Haverford classes.

Although the record was mixed on the economic benefits of cooperation, Haverford's buildings and grounds department and James P. Magill Library could count dollars saved by coordinating activities with Bryn Mawr. In the spring of 1975 the colleges teamed up to buy much needed campus equipment that neither could have afforded independently.

Under the Haverford-Bryn Mawr Cooperative Libraries Program, Haverford found it could obtain a much larger, more

comprehensive collection of books without expending greater sums of money.

Before the cooperative program began, Haverford's library had been able to buy only about 70 per cent of the newly published scholarly books it wanted during any one year. Inevitably, almost 90 per cent of those were also purchased by Bryn Mawr.

Cooperation, however, meant that the two colleges began to think of their separate collections as a shared entity. Thus, Haverford with Bryn Mawr was able to buy 90 per cent of the new books it wanted and decrease duplicate purchases by 80 per cent.

Library cooperation in addition attracted a \$150,000 challenge grant from the Richard K. Mellon Foundation, to be used specifically in support of the cooperative libraries program. Haverford set out to raise its share of the matching funds through 1976 Annual Giving.

Another result of the cooperative-libraries project was a new computer-terminal hook-up which provides direct access to catalog information for a phenomenal 1.7 million books.

Haverford's library generally remained in fine condition. Staff found a way to transform duplicate material in the collection into funds for needed new acquisitions. The October 1975 sale of the library's second complete set of autographs of the signers of the Declaration of Independence (which had come to Haverford through the estate of William Pyle Philips '02) yielded more than \$110,000 in cash for a new William Pyle Philips Fund for purchase of additional

books and periodicals of American history and literature.

The rest of the physical plant and campus of the college was in satisfactory shape. A bird sanctuary was being created at the north end of the Duck Pond, and several hundred new azaleas added to the beauty of what were already very attractive grounds. Scheduled improvements in the plant included installation of upgraded fire-protection systems in seven student residences, thermostatically-controlled heating in other buildings, and additional lighting throughout the central campus plus a new roof for Founders and construction of women's locker-room facilities in the old gymnasium.

The most striking addition to Haverford's campus was the 21-building Haverford Park Apartments complex which the college bought for \$2 million in January 1975. In view of Haverford's plans for expansion, acquisition of the 13-acre property touching the southeast border of the campus looked fiscally desirable for several reasons. The apartments would provide the extra dorm space needed at approximately half the cost of any new construction, the board had estimated. More important, they offered Haverford flexibility in its expansion plans with the option to rent housing units not used by the college to off-campus tenants.

A MATTER OF CONSCIENCE

Expansion of the Haverford student community had not perceptibly diminished academic quality, but people wondered about its impact on the moral and ethical dimension of a Haverford education. Some of the older Quakers among the alumni had

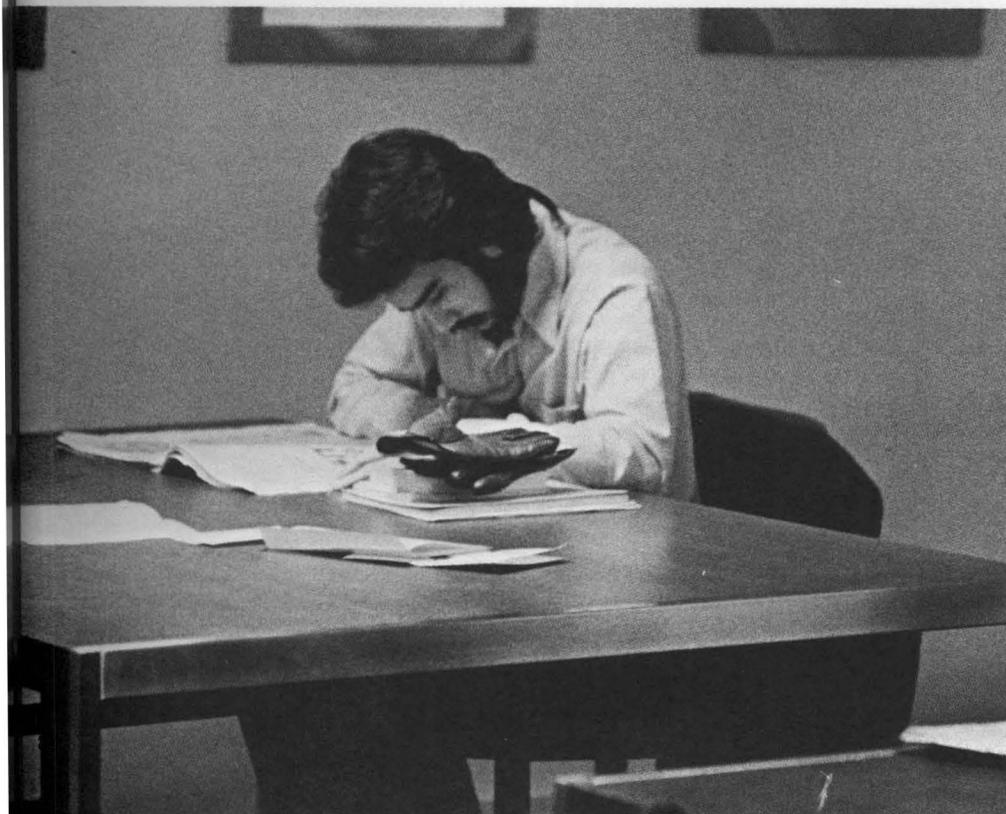
already questioned whether or not "Quaker concern" was as much in evidence on campus in the 70's as it had been in the era of, say, Haverford's revered philosopher, Rufus Jones.

On the surface, today's students seemed more preoccupied with strictly educational internal matters, like classes and careers, than their predecessors. Yet, it was also true that students organized a campus-wide hunger campaign to collect funds for the relief of the millions starving in the African Sahara. They participated in externships in a wide variety of fields. They tutored, taught and worked in politics. And closer to home, a substantial amount of campus ferment developed over the Honor Code at the beginning of the 1974-75 year.

In September 1974 a freshman left the college after declining to sign the Honor Code Pledge, which the Haverford faculty and later the student plenary previously agreed should be compulsory for matriculation. The student felt, as a matter of conscience, that he could not abide by a provision that, in his opinion, asked him to police the activities of his fellows.

When rumors of "dismissal" and "expulsion" confused the real reasons for the student's departure, then Honor Council chairman James Flower '75 sought to place the matter—painful for everyone—in its true perspective. "The responsibility for [the student's] withdrawal," Flower reminded his contemporaries in an October 11th editorial in the NEWS, "rests with those people who decided at plenary to retain very high and very difficult standards for Haverford students." The departing freshman won wide respect for his integrity of conscience, but the student community felt that the code and the provision for implementing it were sound and should be preserved.

If promoting what Rufus Jones called "the spiritual health" of Haverford students was the thing the college still tried to do best above all else, the institution showed that this concern remained vigorously alive. While undergraduates at some other colleges and universities in America were dismantling campus codes of ethical conduct, Haverford students were reaffirming the importance of the Honor Code in their college life. And Haverford president John R. Coleman was still receiving letters like the one he got last November from a 1971 graduate, now a practicing lawyer, saying: "I measure what I do today by whether it would be acceptable at Haverford. My expectations of myself and other people are based on the performance I observed at Haverford...In experiencing Haverford and learning something of the higher levels of accomplishment which are possible, I obtained a standard which helps me now."



WHO IS THE TYPICAL HAVERFORD MAN?

by John Wells Gould '61, Director of Alumni Relations

Who is the typical Haverford man?
Who can fit into the Haverford plan?
What should he look like?
What should he be?
Is it Hugh, is it Mac, is it Cadbury?

The world little noted, nor long remembered, that refrain from the finale of a Class Night show more than 14 years ago. And properly so. Most class night material has a half life measured in milliseconds. But those forgettable lyrics kept floating through my mind as we tried to establish once and for all who the typical Haverford man really is—according to the 1975 Alumni Census.

We herewith reveal for the first time our findings together with some gratifying comparisons of the typical Haverfordian with the typical Swarthmorean, made possible by a recent survey of Swarthmore alumni similar to our own. As you will see, Haverford deserves several Hood Trophy points in the census competition. First, for its 77.6% response rate, compared to the Garnet's 52.8%.

The "typical" Haverfordian, as the profile emerged from our research, is almost certain to be male, though many women have received graduate degrees and even a few B.A.'s. He is probably from Pennsylvania originally and lives there today. He can most frequently be found in the Northeast between Boston and Washington, D.C. He is married, has at least one child, and a total family income of \$26,332. He continued his studies at the graduate level for at least one year and has a profession, very likely in the field of education. Politically, he is a liberal and involved in his community. He believes that he received the kind of quality education he expected at Haverford. The college played a major role in his choice of occupation and the way he lives. He would like his son—and many would like their daughters—to attend Haverford to receive that same quality education.

He is also hardworking and comparatively well paid for his efforts. More than 77% are working full time, more than 6% part time with 12% retired. This leaves fewer than 5% unemployed, or perhaps loafing, well below the national average.

David Sappington, a senior economics major at Haverford, studied the economic returns of a Haverford education using the aggregate income figures reported, kept anonymous of course. Sappington found it pays to go to Haverford (a heartening thought for those of you currently footing the tuition bills) compared with other colleges

generally. The mean individual income for Haverfordians amounts to \$21,177 while the mean income for graduates of other colleges, according to U.S. census data, is \$18,582. Total family income for Haverfordians averages \$26,332, other colleges \$23,492.

Education is far in front as the career choice of Haverfordians: almost 19% of them are involved in the field as teachers or administrators. If we add those who currently are students in graduate and professional schools, slightly over 6%, we find that roughly one-quarter of all Haverfordians are producers or consumers of education.

If he is not an educator, then he is most likely to be a doctor or a lawyer. (We came across very few beggars or thieves.) Almost 14% designated medicine as their field while almost 9% are in the legal profession. Sappington found mean incomes in these professions rather lower than the norm, apparently because so many have chosen service rather than salary as the chief reward. A remarkable number are involved in academic medicine or public interest law of some type. Taken together, almost half of all Haverfordians are educators, doctors or lawyers.

Walt Whitman would have had a field day depicting the rich variety of Haverfordians' endeavors, including the 7% who designated "other" as their occupation. Among them are tillers of the soil, men of affairs, men of the cloth, money changers, men in uniform, makers of steel, painters of pictures—and houses. Haverford has produced more accountants than farmers or members of the armed forces; more manufacturers than businessmen or bankers. There are almost as many clergy as engineers, as many dentists as diplomats, more chemists than consultants, and more Haverfordians in government service at the federal, state or local level than in any of the above.

Diverse as this list appears, if we define "business" loosely enough to encompass a range of economic activities—like banking, insurance, sales and related services such as accounting and public relations—we can then say that almost 22% of them are engaged in it.

*One thing sure, he's the integrated man—
The integrated, acclimated, educated man!*

Our class night show contained some statistics—rough and impressionistic to be sure—but valid nevertheless. Even before

the 1975 Alumni Census, we already knew that the Haverford man is:

*The one man in four with the
Inner Light,
The one man in three to put up a fight,
The one man in two with the power
and the poise,
But way down deep, he's just one of
the boys!*

We knew then, that whatever else he is, the Haverfordian is "the integrated, acclimated, educated man."

What, you may well ask, did Haverford have to do with all this integration, acclimation and education?

We could point to Sappington's findings to demonstrate that Haverford makes an economic difference. We can point to more convincing proofs of the other differences the college made, though.

First, more than 12% have chosen higher education as their life's work. This suggests that the years at Haverford were meaningful and that they wished to share that meaning with others.

Second, those who attended Haverford believe that the college played a major role in shaping their future. Almost 65% reported that the academic work at Haverford was an important influence on their choice of career. Thirty per cent reported that extracurricular activities had been an important influence as well. In contrast, 58% of the Swarthmore alumni thought their academic work influenced their choice of career, while 21% cited extracurricular activities. Haverford *does* make a difference, and perhaps more of a difference than comparable institutions.

But should we measure the value of a Haverford education solely by its influence on men's working lives? We at the college would like to think that Haverford makes more of a difference than that. The college "seeks to prepare men for lives of service, responsibility, creativity and joy." Has Haverford fulfilled that much broader, more challenging purpose?

Haverfordians believe that it has. Some 97% agree that Haverford contributed in a positive way to their present attitudes, philosophy, enjoyment and satisfaction—the way they live their lives today. Haverford *does* make a difference in ways that count far more than income or profession, in ways that shape and sustain the inner man for the rest of his life.

Three for the Road

This year for the first time ever, Haverford alumni as far away as Seattle, Wash. were able to attend evening lectures given by distinguished members of the college's current faculty as part of its new national seminar series. *Horizons* profiles three of them here.

Since Aryeh Kosman came to Haverford in 1962, he has taught more than 1,000 students in philosophy. But only about a half dozen of them now teach the subject themselves.

"Our purpose," he says, "isn't to train philosophy scholars. It's to try to continue the tradition of Rufus Jones, to educate people in a moral way."

This year, Kosman is educating himself via a sabbatical leave to do research at the Center for Hellenic Studies in Washington, D.C. He was one of only eight scholars from around the country who received 1975-76 fellowships from the center to support a year's work there. The center's program is expressly for young professors, and at 40, Kosman demonstrated enough youth to qualify.

At the center, he lives in almost monastic style, boarding with other colleagues. Studying the relationship between Plato's philosophy and philosophic style occupies most of his time. But a characteristic exuberance also takes him out jogging along Rock Creek and through the Georgetown University campus, and home to his family via motorcycle on weekends.

Kosman arrived at Haverford in 1962, a 27-year-old philosopher of science. The previous year he had been a teaching fellow at Harvard; before that, a teaching assistant at the University of California. He received B.A. and M.A. degrees from the University of California at Berkeley and later completed requirements for the Ph.D. at Harvard.

"When I came to Haverford, I was supposed to be the department's logical positivist, the linguistic philosopher," Kosman says, recalling long-crossed bridges. "After I'd been here a while, I realized how much I liked the classics."

In the past five years, he has spent more and more time on the classics—mostly on ancient philosophers, although his interest extends to the moderns, from Spinoza to Wittgenstein, Hume to Bertrand Russell.

Kosman is one of five professors in Haverford's philosophy department—a group that has a widespread reputation for vital and vigorous approaches to learning. During the past few years philosophy at Haverford has become known as one of the most exciting, challenging areas of the academic curriculum.

"Part of our success is that we maintain a department where the faculty disagree about a lot of things," says Kosman. "But we agree in practice—on a commitment to rigorous intellectual standards, serious and hard philosophy."

"At the same time we value teaching people who will never become philosophers."

That's the paradox of one of Haverford's most popular departments. Yet, while most of the department's students are historians, biologists or musicians, its professors consistently attract among the largest number of declared majors annually.

Kosman, who is a quick-witted conversationalist as well as a good listener, remains one of the most engaging faculty members at Haverford today. He's very popular with his students, and largely on their recommendation he became one of the few professors in the country who were accorded "Super Prof" status by *Esquire* magazine in 1966.

"Law and order" is an issue that has built and wrecked many a political career during the past 15 years. And while many people claim that crime is on the upswing, Haverford's resident expert on the subject, Roger Lane, disagrees.



Prof. Aryeh Kosman

Lane, a 42-year-old Haverford history professor, is among the nation's leading experts on American crime. He has served as a consultant to the National Commission on the Causes and Prevention of Violence. And his 1967 book, "Policing the City: Boston, 1822-1855" about city lawmen there, was the first scholarly work published about an American police force.

As recently as 10 years ago, the history of crime was a field much neglected—except by Lane, whose conclusions about the course of crime in this country defy the conventional wisdom.

In a 1968 article titled "Crime and Criminal Statistics in 19th-century Massachusetts," Lane came forth with a startling revelation. Violent behavior in Massachusetts was not increasing, as was generally thought, but had been declining since the 19th century. "Recent rises are real enough," Lane maintains, "but they only reflect short-term societal dislocations and don't offset the striking long-term drop." His explanation for the decline is "the settling, literally civilizing, effect of industrial urbanization."

In the coming years, Lane plans to take a closer look at criminal and penal history as a whole, starting with a study of the industrial revolution's effect on social, and especially criminal, behavior.

Lane joined the Haverford faculty in 1963, after completing a doctorate in history at Harvard. Before Harvard, he had attended Yale, receiving a B.A. in history summa cum laude in 1955.

In research, Lane is thorough and meticulous in the tradition of his Columbia mentors, among them social historians Richard Hofstadter and Oscar Handlin. First, though, Lane is a teacher.

A popular Haverford offering is his two-semester American history course with enrollments of 100 students and more, most of them non-history majors. Lane also teaches courses in Western Civilization, violence in American history and historiography, which surveys the often divergent approaches historians take to identical sets of facts.

Despite his teaching load and research, Lane's interests range wide. He's an active member of the community outside the confines of Haverford classrooms.

He was for several years board chairman and director of the college's Serendipity Day Camp, the on-campus summer program run primarily for local black children from 1964 to 1970. When open housing became a hot issue, he worked with a number of local fair housing groups.

The extracurricular activity dearest to Lane's heart, though, is the Main Line Interdenominational Choir, and he has long served as the group's chief publicist, social director and on-campus ticket seller. As a result, the name of Roger Lane and the choir's annual gospel concert held on campus have become inextricably linked over the past 10 years. To a degree, both have become campus institutions.

When Colin MacKay joined Haverford's chemistry department in 1956, it was on a "temporary" one-year appointment. That temporary position lasted 20 years—19 years longer than MacKay expected after he saw Haverford's facilities.

The chemistry department in those days was located in the Lyman Beecher Hall Building which had declined into something less than a tribute to the structure's namesake, Haverford's first chemistry professor.

Today, though, the department thrives in the modern, well-equipped Stokes Hall complex. Where 20 years ago the chemistry instrumentation was minimal, perhaps \$10,000 worth in all, now the college boasts some \$150,000 of equipment—almost \$10,000 of equipment per student major.

Science at Haverford has gained and held a rather exalted position over the years. And MacKay holds the community's respect for an academic commitment that has gone far beyond the classroom, into other activities like the Educational Policy Committee and the Academic Council.

MacKay came to Haverford at the request of a former teacher, Russell R. Williams, a physical chemist who left the University of Notre Dame to assume chairmanship of Haverford's chemistry department. Williams had been a friend of MacKay's since his enrollment as an undergraduate at Notre Dame



Prof. Roger Lane

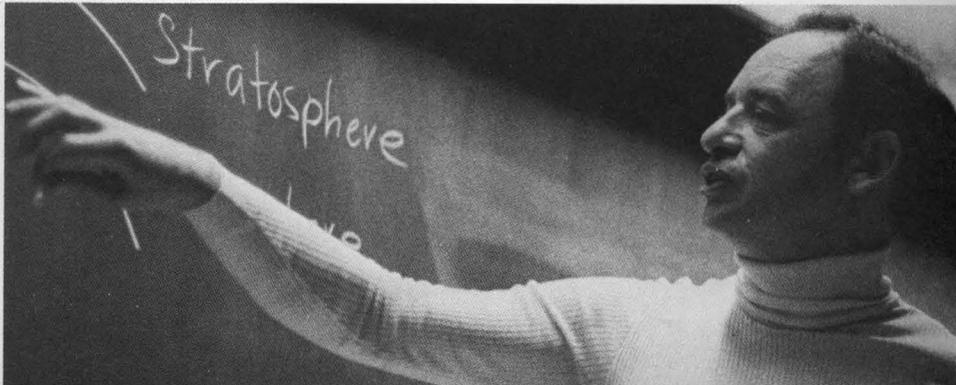
in 1946. It was Williams and another professor, W. H. Hamill, who introduced MacKay to the field of radio chemistry and later inspired him to pursue graduate work under the Nobel Prize winning chemist, W. F. Libby, at the University of Chicago.

Since then, MacKay has been fascinated by the chemistry of highly reactive substances, especially the carbon atom whose multi-bonded structure makes it a challenging element to study.

"Carbon is one of the more versatile of nature's elements", MacKay explains. "It ordinarily forms four chemical bonds rather than one. To study the free carbon atom, all those bonds have to be broken. And that process requires a high level of energy, like that generated by a nuclear reactor."

Although Haverford has no nuclear reactor, MacKay has been able to isolate the carbon atom using other methods. He's written several dozen papers, a number of them on different aspects of C-atom chemistry. He also co-authored a textbook, "Principles of Physical Chemistry," with colleagues Williams and Hamill. His most recent contribution is a chapter on carbon-atom chemistry for the text, "Carbenes II," published last year.

Prof. Colin F. McKay



MacKay will probably never be able to explore the mysteries of the carbon atom as fully as he'd like. "Just not enough time," he says. Teaching for him comes first, and there are more chemistry students than ever before. The pre-med boom has hit Haverford like every other college in the nation.

Thus, states MacKay: "While our up-to-date equipment does facilitate faculty research, its main purpose is to introduce students to the uses of modern techniques and analysis in their studies as well as their own research.

"Watching students discover talents and abilities they didn't know they had is really the most enjoyable part of teaching."

This dedication to teaching is well known at the college. In 1972 MacKay was chosen as Haverford's first William R. Kenan Jr. Professor of Chemistry. The professorship was made possible by a \$750,000 grant from a charitable trust in New York. When the award was announced, President John R. Coleman summed up MacKay's achievements this way: "To an unusual degree, he represents what we mean by the term 'the inspired teacher-scholar'."



Haverford's noted chamber music ensemble treats the audience in Roberts Hall to a lively quintet by American composer W. W. Gilchrist during one of its winter concerts. Seated (l to r) are: William de Pasquale, Robert de Pasquale, Sylvia Glickman, William Stokking and Joseph de Pasquale.

The dePasquale String Quartet & Pianist Sylvia Glickman: Haverford's Finest

For ten years Haverfordians and others from around the Philadelphia area have delighted in the sonorous chamber music played by the college's distinguished musicians-in-residence, pianist Sylvia Glickman and members of the de Pasquale String Quartet. Here is their story.

Louis XVI of France might have compared the Roberts Hall stage and its five musicians in black evening finery to a concert in the morning room of the Tuileries. Degas perhaps would have thought of a painting—one capturing the intense pause of four serious men whose eyes seek an almost imperceptible nod from the petite, raven-haired woman at the piano.

Concert-goers seated in Haverford's auditorium were watching the college's distinguished musicians-in-residence, pianist Sylvia Glickman and the members of the de Pasquale String Quartet—the chamber music ensemble that has delighted the campus community for nearly a decade.

Pianist Glickman had originally conceived of a schedule of summer concerts in 1966. As the concerts grew in popularity, it became clear that Haverford had in the performing artists a valuable academic resource. Within three years the summer concerts blossomed into a year-round series, and Sylvia Glickman and the quartet members assumed teaching responsibilities as "musicians-in-residence" in a full-fledged instructional chamber music program for Haverford and Bryn Mawr students.

The audience in Haverford's Roberts Hall is a mixed one—students in jeans breaking from Sunday night studies, impeccably dressed Main Line couples, music lovers from around the Philadelphia area. They all applaud as four tuxedo-clad musicians stride confidently onto the stage, take seats facing one another and prepare to open the evening program with Haydn's String Quartet in D Major.

The campus appearance of the well known and gregarious de Pasquale brothers, and most recently cellist William Stokking, meant several members of "Philadelphia's Finest"—as the world famous Philadelphia Orchestra is fondly called—were moving right into Haverford's own backyard. The musicians represented some of the richest talent in the city—if not the country—in the persons of the orchestra's associate concertmaster, violinist William de Pasquale, its principal violist Joseph, violinist Robert and cellist Francis de Pasquale, whose death in 1972 was to bring William Stokking into the group.

Their liaison with Haverford was the start of an illustrious partnership of Italian machismo and Jewish chutzpah, a combination that worked musical magic. As William de Pasquale explains the chemical reaction of five very artistic temperaments: "Sometimes we argue in rehearsals, but not for long. Playing together comes easily. A nod, a wink or a look is enough to communicate."

The musicians communicate their artistry so well, in fact, that their popularity has spread outside the bounds of Haverford, and their professional excellence has made local critics sit up and take notice. In 1974 one Philadelphia Bulletin reviewer, after attending a sell-out summer concert, wrote that Haverford possessed "possibly the most significant series of musical events in the area."

The musicians' performance at Haverford only begins with the concerts, though. Hidden from audience view is their intimate involvement in an instructional program of coaching some 60 Haverford and Bryn Mawr students in preparation for their own concerts twice a year. Says Sylvia Glickman of this activity: "We have some very talented musicians who receive advice on advanced technique, but we work with students at all levels. They get very excited about studying with the de Pasquales, then going to the Academy of Music to hear them play."

Violinist Robert has a similarly high opinion of students he teaches: "Haverford students attack their work with an excitement and enthusiasm you would not believe. When they play at the student concerts, they pull for each other. That's very refreshing. At music conservatories, students often go to see each other make mistakes."

The original de Pasquale String Quartet of William, Joseph, Robert and Francis was a father's dream come true. The senior de Pasquale, with firm hand, tried to keep his athletic-minded sons off the baseball diamonds and on their music studies. Although not always successful, he did plant the seeds of his dream. In 1964 the "first all-brother quartet in musical history," as the four were billed, took up permanent residence in the Philadelphia Orchestra under the baton of Eugene Ormandy.

They were good, too. Time magazine wrote of the brothers' New York debut: "Their tempos ... were brisk and lively, their tone as rich and heady as a May wine..."

"Their approach was marked by a warmth and intuitive sensitivity."

Sadly, the most important person was missing from the audience that evening—the family patriarch who had died in 1956. "He would have busted his buttons with pride," says Joseph.

The death of Francis in 1972 caused another big hole in the heart of the quartet, but they had in William Stokking a long-time friend and a fine cellist to fill the empty chair.

On stage the four are all business. Off stage, however, they abandon their violin cases and sheet music for a variety of non-musical interests. William de Pasquale particularly enjoys golf while Joseph thinks nothing of donning overalls to work on the farm he owns 50 miles west of Philadelphia.

Brother Robert likes jogging and horseback riding. One wonders whether it was the dark, flashing de Pasquale eyes or the trim physique that placed him on Philadelphia magazine's list of the "Ten Sexiest Men" in the city. The other William of the group, Stokking, in the meantime, takes pleasure in adding more hours to the log of 6,000 he's built up in 26 years as a pilot.

The musicians' enjoyment is evident as they work their way through the Haydn quartet. As the final notes echo throughout the hall, the audience applause brings two curtain calls. Next on the program is Beethoven's "Waldstein" piano sonata, bringing Sylvia Glickman to center stage.

People who hear Sylvia Glickman perform often marvel at her musical versatility and the apparent ease with which she moves from Bach to Copland on the keyboard. Few realize, though, the extent to which her promotional talents have helped Haverford's concerts attract critical acclaim and sell-out crowds.

As founder and director of the program, she has had to oversee ticket sales, publicity, writing of program notes and researching of scores. Almost nothing goes into a concert that she does not look after personally. As an assistant professor of music at Haverford, she coordinates scheduling of the musicians' coaching sessions and of student concerts. Somehow she also finds time to be the wife of Haverford political science professor Harvey Glickman and the mother of three children.

At the piano Sylvia has charmed audiences and reviewers since she was eight and Time magazine featured her as a child prodigy. Her musical credentials are as sterling as those of her colleagues—boasting study at the Juilliard School of Music, the Royal Academy in London on a Fulbright fellowship, concerts in Carnegie Recital Hall as well as tours of Kenya, Israel, Great Britain and Tanzania. Most recently, she taped a series of programs of American piano music for a Philadelphia radio station.

Besides playing the piano, she has also composed her own music, bringing more plaudits like the Hecht Prize in Composition awarded by the Royal Academy.

Despite her key role in Haverford's chamber music program, she is quick to credit those who assisted her in its development, like President John R. Coleman and then-provost Louis Green whose enthusiastic endorsement of the project enabled her to attract initial funding from several foundations and individuals.

The late Ruth Marshall Magill, wife of a distinguished 1907 Haverford alumnus, in particular held a deep affection for the program, offering financial support that helped put it on a firm footing in the early years. Appropriately the group holds their summer concerts in the striking, neo-gothic foyer of the James P. Magill Library, whose expansion in the late 1960's was guided by a committee headed by her husband.

James Magill himself was showing the musicians the new foyer of the library when one de Pasquale snapped his fingers, finding quite by accident that the room's acoustics were excellent.

Now in its 10th year, Haverford's chamber music group seems to have established itself as a permanent cultural attraction at the college, and most Haverfordians would probably agree with William de Pasquale that the "program has become an integral part of Haverford life."

The concert closes with a quintet by American composer W. W. Gilchrist followed by a long ovation from the audience. As the clapping dies down, the house lights come up and the audience heads slowly for the exits. The music they've heard still rings softly in their memories. "They're really good," murmurs one student to a friend. "Not just good," says the other, "the best!"

Sylvia Glickman



LIBRARY COOPERATION 'A QUIET REVOLUTION'

The Richard K. Mellon Foundation has promised \$150,000 to finance a money-saving program at the Haverford and Bryn Mawr College Libraries, but only if each college attracts \$75,000 in matching gifts. Here's an inside look at the cooperative library project and the crucial role 1976 Annual Giving plays in its success.

Edwin Bronner and James Tanis are a pair of historians who, strangely enough, spend much of their time looking into the future.

Bronner is head of Haverford's James P. Magill Library, and Tanis is director of libraries at Bryn Mawr College's Mariam Coffin Canaday Library. "Our goal is the total coordination of both collections and the realignment of the library staffs so they become virtually federated into one," they explain.

The Haverford-Bryn Mawr Cooperative Program is such an ambitious and innovative program that the Richard K. Mellon Foundation recently made a sizable grant to support program operations, salaries and purchases.

The grant is for \$150,000, one-half the estimated cost of the program's second phase. (In 1971, the foundation gave \$55,000 to help initiate the program.)

The money was given on a challenge basis, however. This means Haverford and Bryn Mawr both must match the foundation grant with \$75,000 each in new gifts.

Cooperation between the two libraries has increased rapidly, but without public fanfare. "You might call the program 'a quiet revolution,'" says Bronner. "Getting the two

staffs to know and talk with one another was crucial to the success of the program."

One method he points to is the telephone "hotline." A staff member can pick up a telephone and dial directly to the other campus.

One of the more important projects that depends heavily on staff cooperation is the joint acquisitions program, started four years ago. Once a week, a group of librarians from both colleges meets to approve selected purchases and decide the final shelf locations of new books.

"Both libraries used to do this independently," explains Haverford's humanities librarian Shirley Stowe. "Before the cooperative program began, Haverford's library was able to buy only about 70 per cent of the newly published scholarly books it wanted for that year. Inevitably, almost 90 per cent of what Haverford bought was also purchased by Bryn Mawr. We duplicated each other's books because neither college knew what the other planned to buy. And naturally we both bought the same good books.

"By working closely with Bryn Mawr in terms of thinking of our separate collections as one shared collection, Haverford has been able to acquire more than 95 per cent of the current books its library wants, and duplicate purchases have decreased by 80 per cent.



Associate librarian David Fraser teaches Carl Delacato '77 how to interpret information transmitted by the library's new computer terminal that will help Haverford and Bryn Mawr create one comprehensive reference collection.

COLLECTION. "In short, Haverford is obtaining a much larger, more comprehensive collection of books for the same money.

"Sometimes, of course, certain books are needed for both libraries, but usually one copy between us is enough."

Stowe's Bryn Mawr colleague, Charles McFadden, agrees: "I think I have a better feel for the people, the interests and the curriculum of both colleges.

"Five years ago, territorial jealousy wouldn't have allowed for this program."

"The time is ripe for this sort of library cooperation, though, and we're proud to be taking a leadership role in this area."

In addition to the creation of one comprehensive library collection, the Mellon grant will help fund such projects as the production of a single set of subject headings in the card catalogs for the more than 800,000 plus books the two libraries hold.

One exciting innovation to help achieve this is the use of computers in the two facilities. Both have terminals that provide access to catalog information for 1.7 million books via a service called "OCLC," the Ohio College Library Center.

"At first, staff members were scared to death by it, but now they almost stand in line to use it," Haverford librarian Bronner states.

"You push a few buttons and the information you'd find on a complete catalog card appears on the screen. Push another button and it prints cards and sorts them in alphabetical order.

"Instead of a librarian having to look in four or five places, the machine does the busy-work. We save a lot of manpower.

"At the moment, we use it primarily for cataloging, but later we'll use it to record acquisitions of books and periodicals. The computer will also be a real time-saver in processing bills for book purchases.

"Cooperation and the computer," he adds, "have helped us make our collections more comprehensive and our operations more efficient."

Haverford and Bryn Mawr are sharing equally in raising the \$150,000 needed to match the Mellon gift. Haverford already has obtained \$25,000 in matching gifts and has turned to 1976 Annual Giving for help in raising the \$50,000 balance.

Academic Focus

□ POLICY LEADERS VISIT CAMPUS . . .

Consumer advocate **Ralph Nader**, speaking on nuclear power, headed a roster of 11 guest lecturers brought to the Haverford campus last fall as part of a new course titled "Science and Public Policy." Organized by astronomy professor **Louis Green**, the public lectures were the basis for the first of a new series of inter-departmental faculty-student seminars. These seminars are designed around a schedule of visiting lecturers and consist of small-group discussions involving faculty and students from various departments. Students can obtain academic credit by using the content of the talks as a foundation for independent study projects. As outlined by the Educational Policy Committee, the new courses will try "to draw together student project courses, faculty seminars and distinguished visitors into a cohesive unit... within a cross-departmental framework." Other policy leaders who visited campus for Green's course included Scientific American publisher **Gerald Piel**, deputy assistant secretary for defense Major General **Winant Sidle** and the American Cyanamid Company's senior vice president, **Borden R. Putnam**.

□ FAMED SOCIOLOGIST TO TEACH . . .

World renowned German sociologist-philosopher **Jürgen Habermas** will be teaching a sociology course at Haverford during the fall 1976 semester. Habermas, director of the Max Planck Institute for Research on the Social Implications of Science and Technology in Stanburg, Germany, is the author of 11 books in the area of social philosophy. He taught previously at the University of Heidelberg and the University of Frankfurt. His visit is sponsored jointly by Haverford and the University of Pennsylvania, where he will teach a graduate-level course.

□ LIBRARY EXHIBITS HIGHLIGHT '76 . . .

Trans-Atlantic lobbying for peace just prior to the American revolution was the theme of the first exhibit in a series planned by the James P. Magill Library during the bicentennial year. On display were books, correspondence, manuscripts and illustrations focusing on such prominent figures as London physician **Dr. John Fothergill**, Philadel-

phia merchant **John Pemberton** and his three sons (photo), Philadelphia educator **Anthony Benezet** and American statesman **Benjamin Franklin**. Among the exhibits, assembled exclusively from the library's own holdings, will be showings of the college's set of autographs of the Signers of the Declaration of Independence.

□ PHILOSOPHER ANALYZES THEORY . . .

Haverford philosophy professor **Richard Bernstein** has completed a new book, "The Restructuring of Social and Political Theory," a critique of contemporary political and social thought. It is scheduled for publication this summer by Harcourt, Brace and Jovanovich. Another book by Bernstein, "Praxis and Action" (1971, University of Pennsylvania Press), recently was published in a German edition and also will appear in Spanish.

□ LIBRARY AIDS NBC . . .

A 60-minute NBC documentary on the roles of women in religious history, including that of noted Quakeress **Margaret Fell**, was produced last spring with the help of Haverford's James P. Magill Library. The library provided NBC with background material on Margaret Fell, the Englishwoman who became the wife of George Fox. Bibliographer **Barbara Curtis** also put the show's producers in contact with prominent British Friends, who could verify facts for the documentary. Entitled "A Determining Force," the show was aired in early December.

□ GOLLUB PROMOTED . . .

At its November 1975 meeting, the Haverford board of managers promoted **Jerry Gollub** to the rank of associate professor of physics and

awarded him tenure. Gollub joined the Haverford faculty in 1970.

□ BENHAM RETIRES . . .

Associate professor **Thomas Benham '38** will retire this spring after 34 years of teaching at Haverford. Blind since age two, Benham has received national recognition for inventing devices to aid the blind and visually handicapped. He is the founder of Science for the Blind, a non-profit organization that provides scientific information and technical workaids for visually handicapped scientists, technicians and hobbyists. Originally a professor of engineering, Benham has been teaching courses in the physics department since 1972.

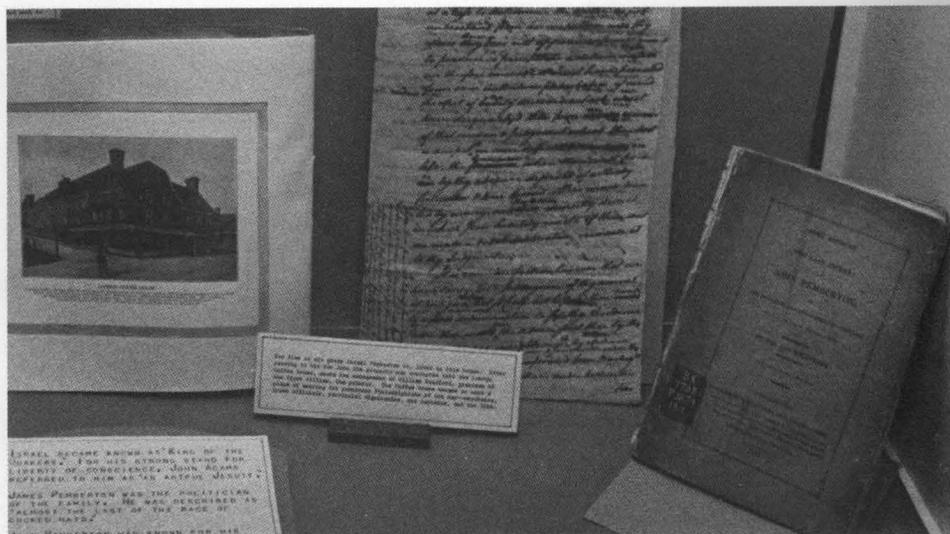
□ HAVERFORD COMPOSER PRAISED . . .

Assistant music professor Harold Boatrite's new composition, "Elegy for Strings," was praised as a "well-written, attractive piece" by the music critic of the Philadelphia Bulletin. The piece was presented by the Mostovoy chamber orchestra at Philadelphia's Walnut Street Theater in early December.

□ BRONNER AUTHORS ARTICLES . . .

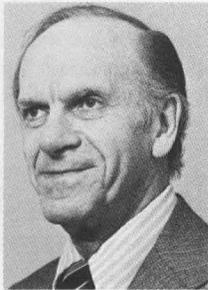
Haverford librarian and history professor **Edwin Bronner** recently authored three historical articles on subjects including William Penn, London Quakers and the American Revolution. Bronner's essay, "1775: Philadelphians Respond to English Rejection," was published in a commemorative series by Philadelphia's Central Penn National Bank. The other scholarly publications were "The Other Branch: London Yearly Meeting and the Hicksites, 1827-1912" (London Friends Historical Supplement #34) and "William Penn: 17th-Century Founding Father" (Pendle Hill Pamphlet #204).

Bicentennial exhibit



Campus Briefs

□ **EXXON DONATES \$75,000 . . .** The Exxon Education Foundation has made a grant of \$75,000 to Haverford to aid the college's program for financial and educational planning. Haverford's associate vice president for planning and finance, **Samuel Gubins**, said the grant will be used to improve accounting and budgeting procedures, create a budget-forecasting model, and develop a computerized storage and retrieval system for educational data.



Somers

□ **CLASS OF '75 REPORTS . . .** More than 63 per cent of the class of 1975 have enrolled in graduate or professional school, according to results of a poll conducted by Haverford's career planning office. Around 32 per cent of the most recent graduating class reported full-time employment, while only 4.2 per cent indicated they were still seeking employment. A total of 142 out of 152 graduates were represented in the poll. The most popular disciplines for '75 alumni in graduate school included: arts and sciences (33), law (27), medicine (16) and business (6). Other graduates reported working in banking and finance, business, communications, education, government, insurance and social service.

□ **ENRICHMENT PROGRAM WORKS . . .** An "academic enrichment" program, called the Saturday Program, run by Haverford and Bryn Mawr students for inner-city high school youths, recorded its largest enrollment since it began seven years ago. Haverford sophomore **Michael Hicks**, coordinator of the 1975-76 program, reported that 60 students from three Philadelphia high schools are currently enrolled in the program. Courses in such areas as chemistry, mathematics, photography, Black studies and Spanish are taught by 11 college students, who are members of Haverford's Black Students League, Bryn Mawr's Sisterhood and the Puerto Rican Students at Haverford. According to Hicks, high school counselors' interest in the program has increased because it has proved successful in motivating students to continue their education in college. Counselors select students to attend the program based on their ability and potential to do college preparatory work.

The annual program, which is an entirely student-run project, is held on 12 Saturdays throughout the academic year on the Haverford campus. Funding for the 1975-76 session was provided by grants from the Dolfinger-McMahon Foundation and the Lebensburger Foundation.

□ **THREE NAMED TO BOARD . . .** A political scientist, a judge and a corporate executive have been appointed to serve three-year terms on the Haverford College Board of Managers. Prof. **Herman Somers** (photo) of Princeton University and Judge **Edmund B. Spaeth** (photo) were nominated by the Cor-



Spaeth



Tuttle '49

poration of Haverford College. **Edwin E. Tuttle '49** (photo), executive vice-president of the Pennwalt Corporation, was nominated by the executive committee of Haverford's alumni association. Tuttle, who has been an active member of the association, served two years as vice president of the executive committee. Somers is a world-renowned authority on social welfare programs. He is also former chairman of the political science department at Haverford, where he taught from 1948 to 1963. Spaeth served for 10 years in Philadelphia Common Pleas Court until 1973 when he became the first justice named to the Pennsylvania superior court under the state's new merit selection process. He was recently elected to a 10-year term on the bench. Spaeth is also president

of the trustees and chairman of the board of directors of Bryn Mawr College.

□ **MAIER RETIRES AS TREASURER . . .** **William Morris Maier '31** (photo), treasurer of the Corporation of Haverford College for 26 years, was honored at a retirement dinner held on campus Nov. 14. In recognition of his service, a plaque honoring Maier was unveiled by Haverford president **John R. Coleman** and board chairman **John C. Whitehead '43**. The plaque was later placed in the new treasurer's office, now located in Haverford's Hilles Hall. Maier, who is an attorney with the Philadelphia firm of MacCoy, Evans and Lewis, joined the board of managers in 1938 and assumed the treasurer's post in 1949.

□ **SOCCER TWINS HONORED . . .** Haverford sophomores **Matthew** and **Philip Zipin**, who are identical twins, were named to the Middle Atlantic Conference all-star soccer team for their outstanding play during the 1975 season. Matt, a fullback, and Phil, center forward, were named to the first and second teams respectively. Both are graduates of Cheltenham High School in suburban Philadelphia. Haverford finished its 1975 varsity soccer season with an 11-3 record, the most wins in the school's history.

□ **QUAKERISM REPORT GIVEN . . .** Last November, the College Objectives Committee of the Haverford board of managers submitted a report examining the state of Quakerism at the college. Reaffirming the importance of Quakerism in college life, the committee made a series of recommendations, including establishing a Quaker Visitors Fund and continuing college efforts to increase the number of Quakers among Haverford students and faculty. President **John R. Coleman**, stating that the report contained "several solid recommendations," called board discussion of the issue "the richest and most useful on the topic" of any during his nine years at the college.

John R. Coleman with William Morris Maier '31 (right)



homecoming 1975



Some 600 students and alumni revel in the fiery blaze of a towering bonfire, which kicked off Homecoming festivities on Friday night.



National sports broadcaster Heywood Hale Broun, the college's special guest for Homecoming, boasts not one but two "Kick Swarthmore" buttons while watching his alma mater suffer a crushing defeat.

HOMECOMING ...A cold, crisp Saturday—Nov. 15th, 1975—attracted several thousand people to Haverford's campus to celebrate its 75th anniversary of collegiate soccer during Homecoming. Here are some of the highlights of a spectacle which warmed the hearts of many.

Haverford booter Daniel Kim '76, with three goals, sparks the Ford offense on to a 4-0 win over the Garnet.



in celebration of 75 years of college soccer . . .



An estimated 3,000 spectators, including hundreds of alumni and others from off campus, crowd the sidelines of Walton Field to watch the Fords steam roll their way to a decisive victory over rival Swarthmore.

Haverford soccer mentor Elmer Thomas, coach of the 1913-14 teams, enjoys reminiscing with Mitchell Winn '53 about the glorious past.



Almost 200 Haverfordians renew old acquaintances during the soccer-anniversary luncheon which honored soccer players, past and present.



homecoming 1975



Haverfordian Philip L. Corson '19, a member of the college's 1917 national championship soccer team, recounts tales of the old days to a local TV reporter who covered the 75th-anniversary celebration.



Haverford and Bryn Mawr students frolic through a zany half-time show during the November 15th Homecoming game with Swarthmore.



College provost Thomas D' Andrea (right) beats the drums for the jazz ensemble, appropriately dubbed "The Red-Belly Stompers," whose lively tunes at the post-game reception brought Homecoming to a rousing close.



Swan in 1930

The testimonies to Fred Swan's 42 years of teaching at Westtown School are the kind that really matter.

"He was one of the people we really looked up to—and I still do," says one of Swan's former students now attending Haverford.

"He has a way of breathing life into the classroom. He was the type of teacher you could get the most out of, because he put so much of himself into what he taught. You just had to admire and learn from him.

Swan says he taught physics. Generations of his students say he taught them more—much more. So much, in fact, that when he retired in 1972, the senior class yearbook called him "Mr. Westtown", intimating that the title honored the school as much as the man.

Swan arrived at Westtown in 1930, having just graduated from Haverford. Thereafter, for more than forty years, he taught sciences, coached several sports and served Westtown in a variety of administrative posts.

"I had a wide range of interests and the school had a vast array of needs, so we matched up pretty well," Swan says.

This is the first in a series of biographical sketches highlighting recipients of 1975 Haverford Awards. Up to four of these awards are presented annually to Haverford alumni who best reflect the uses to which the college's alumni put their knowledge, humanity, initiative and individuality. The sec-

The Haverford Award: Frederick W. Swan

Swan and his wife, Sarah, whom he met while both were on Westtown's faculty, were familiar figures on the school's campus, where they raised four children, all of whom became teachers.

He never let his teaching duties prevent him from being an active participant in Friends' concerns, however. Swan worked for peace and racial justice by sharing in vigils, marches and communicating with government officials.

He served as clerk and overseer of Westtown Monthly Meeting. He also served on the Philadelphia Yearly Meeting's nominating committee, as well as its committees on Japan and social order.

During World War II, the Swans worked with Japanese Americans on Sarah's family farm where eight displaced West Coast families were sponsored.

In the summer months, Swan pursued his interests in academic enrichment as well as in travel and social service, visiting Quaker groups around the U. S. and in Japan.

One of his primary concerns was summer youth camps, and he directed his first one for the American Friends Service Committee in Tennessee in 1936. Swan says fondly of that initial experience: "Sarah and I had just been married, and it was like having 44 high school boys on our honeymoon." In the 1950's, the Swans helped the Canadian Friends Service Committee with their summer youth programs.

When the Sputnik ushered in revolutionary science-teaching methods, Swan met the challenge by attending summer school to update his skills, emerging an even better teacher.

and winner will be featured in the next issue of Horizons. Additional information and nomination forms are available by writing to: Haverford Award Panel, Haverford College, Haverford, Pa. 19041. Deadline for nominations for the 1976 Haverford Awards is Aug. 31, 1976.

Last October, Haverford honored Swan with a 1975 Haverford Award. The award citation commended him for "making an enduring contribution to the intellectual, physical and spiritual growth of countless students."

Fred Swan says his four years at Haverford aimed him at teaching as a career.

"At Haverford, I enjoyed a certain intimacy with my professors that gave me a special educational experience—in and out of the classroom," he says.

Outside the classroom, Swan served as headwaiter, class president, chairman of the Customs Committee and played two varsity sports.

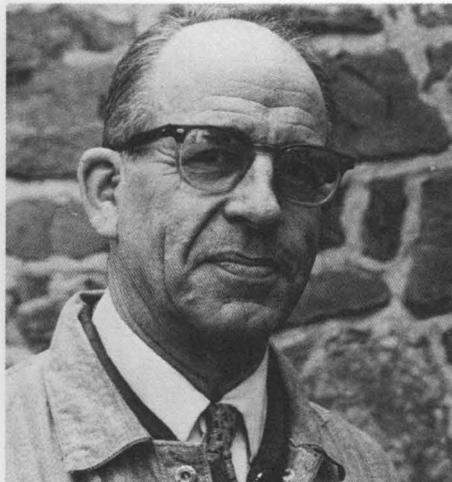
Swan comments: "One thing I especially appreciated at Haverford was studying with professors with whom my father (Fred A. Swan '98) had studied. I was happy my son (Fred C. '61) could have a similar experience."

At Westtown, Swan's 42-year career offered many students there that same inter-generational opportunity.

"I got into teaching because I thought I could make a difference," he says.

Westtown students from the past four decades testify to the difference he made. Said one quite simply: "He taught us a way of life."

...and in 1975



FACTS & FIGURES 1975-76

Chairman of Board	John C. Whitehead
President	John R. Coleman
Provost	Thomas J. D'Andrea

Average student enrollment	845
Freshmen (Class of 1979)	230
Tuition	\$3,455
Room, board & unit fee	\$1,965

%Students getting financial aid from the college	30%
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Total financial aid 1974-75	\$532,837
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Operating budget 1975-76	\$7,460,000
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Annual cost per student	\$8,900
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%Cost charged to student	56%
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Endowment at market value	\$20,000,000
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Gifts, grants, bequests	
1972-73	\$3,262,000
1973-74	\$1,307,232
1974-75	\$2,122,535

Number of Faculty (Full-time equivalent)	72.33
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Student-faculty ratio	11.78 to 1
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% Full-time faculty with Ph.D.	83%
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Faculty salary range	
Instructor	\$10,000 - \$12,000
Asst. Professor	\$12,000 - \$15,500
Assoc. Professor	\$15,000 - \$19,000
Professor	\$18,000 - \$32,250

Academic departments: Astronomy, Biology, Chemistry, Classics, Economics, English, Fine Arts, French, German, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Russian, Sociology & Anthropology, and Spanish. In cooperation with Bryn Mawr College, Haverford students may major in Classical and Near Eastern Archeology, Geology, History of Art, and Italian.

Bryn Mawr-Haverford cross registrations 1974-75	2,440
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Degrees conferred 1975	152
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Number of volumes in library	330,000
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Varsity athletic teams: baseball, basketball, cricket, cross-country, fencing, golf, lacrosse, soccer, tennis, track, wrestling.



Former soccer goalie J. Howard Marshall '26 draws cheers from an expectant Walton Field crowd as he kicks out the official game ball which sent the Ford booters to a Homecoming victory over Swarthmore. Last November Marshall joined golden-anniversary teammates (pictured here, l to r) Robert Haines '26, past college president Hugh Borton '26, Donald Baker '26 and Henry Evans '26 (not shown) on the campus for festivities celebrating Haverford's role as the birthplace of American college soccer. (See photo highlights on page 18.)

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