The image features a central African wooden sculpture on a tall, textured post. The sculpture depicts a large, muscular figure with a tall, beaded headdress, holding a staff in its right hand and a smaller figure in its left. The background is a white page with a large, irregular red shape that resembles a map of the African continent. The word "HORIZONS" is printed in bold, red, sans-serif capital letters on the left side of the page.

HORIZONS

Haverford College Publication

update

COLLEGE SEEKS ETHICS PROFESSOR...

A faculty search committee has begun recruitment of qualified candidates to fill the position of Henry Luce Professor of Ethics and the Professions, whose appointment will be effective Sept. 1, 1977. The appointment is for one to five years, with the possibility of a three-year extension. The new faculty member's major responsibility will be development of a program of undergraduate teaching on ethical issues in the professions of law, medicine, business and education. That individual will also be responsible for organizing seminars bringing practitioners from these professions to campus to meet with students and faculty. In addition, the new appointee will be encouraged to develop and publish case materials. Although this is an academic chair, applications will also be considered from persons not currently holding academic appointments. Alumni and others interested in applying should send curriculum vitae to Prof. Robert Mortimer, Chairman, Ad Hoc Committee on the Luce Professorship, Haverford College, Haverford, Pa. 19041 as soon as possible. The professorship is supported by a five-year \$225,000 grant from the Henry Luce Foundation. (See Academic Focus on page 48 for details.)

HISTORIC MEETING AT HAVERFORD...

On Nov. 23, 1976 the governing boards of Haverford and Bryn Mawr met jointly for the first time in history on the Haverford campus. An estimated 80 persons attended the three-hour session which focused on the issues of cooperation between the two colleges and coeducation at Haverford. Discussion was carried on in "a spirit of friendly concern," according to one participant, and centered largely on the possible effects that changes in Haverford's admissions policy might have on Bryn Mawr. The meeting was convened to explore concerns of board members from both institutions before the scheduled December 10th meeting of the Haverford board of managers to decide whether or not to admit women.

LOEWY WINS NATO FELLOWSHIP...

Biology professor Ariel G. Loewy was the only representative of an undergraduate institution in this country to win a North Atlantic Treaty Organization (NATO) Senior Fellowship in Science. He was one of 36 U.S. citizens from 32 schools across the nation awarded a fellowship from among 310 applicants. Loewy plans to take the three-month fellowship over the next two summers. His field is molecular biology, and he will travel to England to study the interacting behavior of proteins in laboratories at the Medical Research Council in Cambridge, Bristol University and the University of Birmingham. NATO Fellows study new scientific techniques and development abroad to foster interchange of information among NATO countries and other participating nations.

HAVERFORD AWARDS ANNOUNCED...

Robert C. Good '45, John T. Hough Jr. '68, Martin C. Lehfeldt '61 and Jay Worrall '37 have been named to receive 1976 Haverford Awards. Instituted in 1970, the awards are presented annually to no more than four Haverford alumni who best reflect the college's expressed concern for the application of knowledge to socially useful ends. Profiles of each winner will appear in successive issues of Horizons.

FIRST CAMPAIGN GOAL REACHED...

Board member Robert MacCrate '43 has pledged \$50,000 to complete the music department auditorium in the remodeled Union Building. The announcement was made by board chairman John C. Whitehead, who is also chairman of the \$20-million 1976-80 Campaign for Haverford. The fund-raising drive was launched last spring and this is the first campaign goal to be completely met. The work, which was scheduled to begin in November, will include improved acoustics, a temperature-humidity control system to protect musical instruments, instrument storage facilities including separate cases for particularly valuable instruments, and construction of a separate outside entrance to the auditorium. Construction should be completed by January 15, 1977.

Haverford College Publication



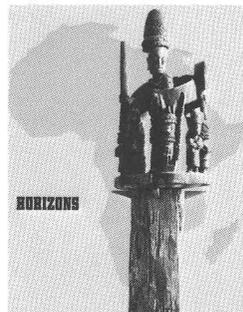
HORIZONS

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Editor: Diana Harrison
Assistant Editor: Virgil Renzulli



The central figure of this Yoruba icon is said to embody the virtues of kingship — "power, compassion and serenity." Philosophy professor Paul Desjardins keeps it in his office as a reminder that Africans can present us with as vivid a conception of man — as rational, political, and messianic — as Plato, Confucius or any artist from the East or West. (For story on Africa, see page 10.)

NOTED ACTOR VISITS CAMPUS...

Internationally known Shakespearean actor Ian Richardson conducted a seminar for drama students at Haverford on Sept. 16. Haverford and Bryn Mawr jointly sponsored his visit. Richardson, currently starring as Henry Higgins in a production of "My Fair Lady" in New York, has spent most of his career playing leading roles with England's prestigious Royal Shakespeare Company.

COLEMAN CHAIRS STATE COMMITTEE...

President John R. Coleman was selected chairman of the Student Relations Committee of the Pennsylvania Association of Colleges and Universities (PACU). Headquartered in Harrisburg and representing 118 public and private institutions of higher education throughout the state, PACU provides a forum where college and university leaders can discuss common concerns.

OLDEST PROF CELEBRATES 100 YRS...

Louis R. Wilson, who enrolled at Haverford in 1895, celebrates his 100th birthday in December. Wilson spent three years at Haverford before transferring to the University of North Carolina (UNC) because of his health. Awarded an honorary degree by Haverford in 1932, he completed a book, "Louis R. Wilson's Historical Sketches," at the age of 99. The oldest living alumnus of UNC, he is also believed to be the oldest living retired professor in the United States.

TWO STAFF MEMBERS DIE...

John Latney, a member of the buildings and grounds staff, died on June 18, 1976. Formerly a kitchen worker at the college, he had been employed at Haverford since 1946...Security staff member Michael Senn collapsed on campus and died on Sept. 12, 1976. Nicholas Poser and David Cowhey, both juniors, tried unsuccessfully to revive Senn while waiting for the emergency squad to arrive.



ATHLETICS

More students participate in intercollegiate, intramural and instructional athletics at Haverford than in any other extracurricular activity available on campus. Overall, the college's sports program is rigorous but flexible. Haverford's record in intercollegiate competition has improved dramatically over the past few years, and varsity teams continue to draw superior students to their ranks.

"If you can fill the unforgiving minute with sixty seconds of distance run, yours is the earth and all that's in it, and — which's more — you'll be a man, my son."

— Rudyard Kipling

For John Bartels the distance run is measured in miles and hours and sometimes in pain.

"I can run five miles now, no sweat," said Bartels '79, a mainstay of the cross-country and track teams. "But if I'm running hard, after six miles I feel it. After eight I'm hurting. But it's not the sort of pain that bothers you."

During the track and cross-country seasons Bartels devotes 20 hours a week to training on top of the 45 to 50 hours he normally spends on academics. That makes for a heavy schedule, but Bartels likes to run. He enjoys the companionship of running with teammates. Running also unwinds the stiffness from sitting in classes all day.

While others might be satisfied with informal jogging, Bartels thrives on intercollegiate competition and considers it the reward for the effort he puts into running.

AT HAVERFORD

high quality participation is the key.

"Running is an outlet," he said. "I would probably still run if I weren't on a team, but I wouldn't do it with this intensity. And if you take pride in what you do, you want to train yourself well."

Bartels, who played several high school sports, finds Haverford's athletics program suits the student body. The program is flexible because students have academic responsibilities and because there are individualists who want time to themselves. Bartels doesn't believe that he or most of the other runners would fit into a more regimented program.

He also feels that varsity sports help attract new students to Haverford. In fact, one of his initial contacts with the college was through former track and cross-country coach Francis "Dixie" Dunbar.

Intercollegiate sports not only attract students but also help make the student body more diverse. Admissions director William Ambler '45 has discovered that high school students and their parents often learn about a college through the sports pages of newspapers.

"A high school student will look at the opportunities a college provides," said Ambler. "The more opportunities, the more heterogeneous the student body will be."

Bartels, who is vice president of Students Council, received a Scott Paper Company Foundation scholarship for his academic and extracurricular achievements. Although academics are of primary importance to him, sports rank a strong second. He would rather make a full commitment to his sport and do it well than make a partial commitment and do it poorly.

Bartels said he and many other Haverford runners became more serious about their sport last season. Under the new coach, Tom Donnelly, the cross-country team went from a 1-9-1 season in 1974 to a 6-5 record in 1975. The track team, while not

improving its won-lost record, also became more competitive. Bartels enjoyed the more rigorous program and feels it is still compatible with Haverford's high academic standards.

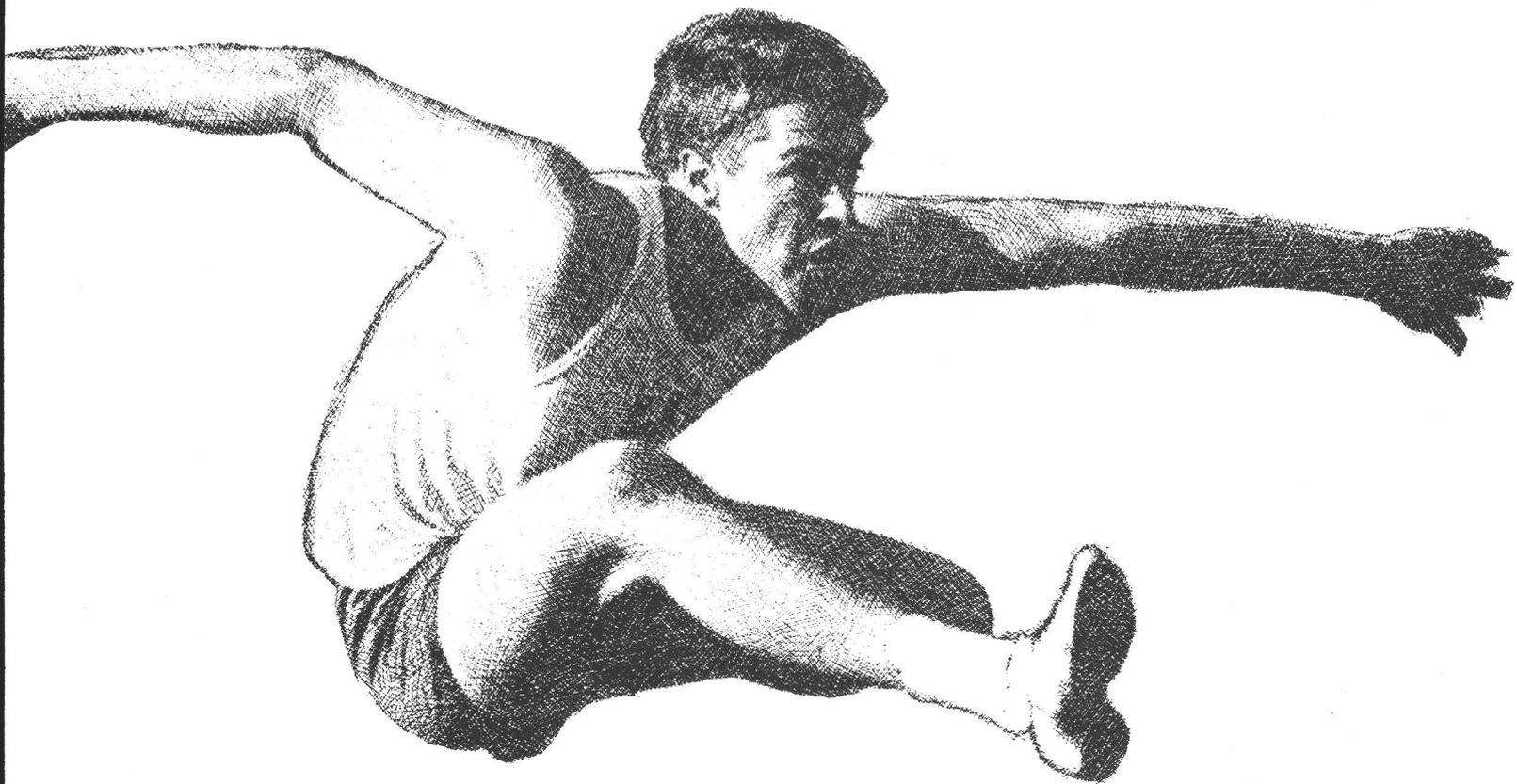
RIGOR. Intercollegiate athletics at Haverford can be rigorous without being highly regimented. For example, if a student doesn't want to miss an afternoon lab, he may be allowed to come late to practice. Or if the team bus leaves too early for him to attend a morning class, a coach may drive him to an away game. This kind of flexibility and awareness of students' academic responsibilities are values the athletics department seeks to maintain when it recruits coaches.

When we look for a coach, we want someone with the basic human qualities to be an educator," said Dana Swan, athletics director and lacrosse coach. "The body of knowledge in the field of athletics is pretty general. The coach's ability to communicate it is something else.

"We are very lucky in the coaches we have here. They understand what Haverford is about. They are good people and they are fundamentally educators."

Physical education at Haverford is intended to provide a variety of activities to meet students at their level of interest, ability and intensity.





"Intercollegiate sports are for those who want a rigorous, intense and competitive experience," said Swan. "They may want intercollegiate competition because they've achieved that kind of success in secondary school or because they haven't and would like to experience it."

About 30 per cent of the students play intercollegiate sports in an average year. Over a four-year period, half a given class participates on the intercollegiate level. While won-lost records are not the only basis for judging an athletic program, they are an important source of satisfaction and Haverford's intercollegiate teams managed a gratifying overall record of 91-83-4 in 1975-76.

The varsity tennis, soccer and cross-country teams, which improved their records substantially last year, had outstanding seasons. The cricket and freshman soccer teams were undefeated, and the lacrosse team posted its first winning record in six years of competition.

Several individuals also distinguished themselves last year. Peter Steenbergen was named an All-American for his outstanding performance in tennis. Richard Voith '77 and teammate David Stubbs '77 were named to the Middle Atlantic Conference Southern Division All-Star Basketball Team for the second consecutive year. Voith also became the college's all-time

scoring leader in his junior year.

Reid LaClair '79 broke the college record in the 440-yard intermediate hurdles in his freshman season. Another freshman, Richard Schwab, was named to the U.S. Lacrosse Association's division all-star team. His teammate, sophomore Ned Welbourn, made the second team of the Middle Atlantic Conference lacrosse all-stars.

Intercollegiate athletics are only one part of Haverford's athletics program, though. There are also intramurals and instructional classes, which are less intense and require a much smaller investment of time.

"Intramurals are more recreational in nature," said Swan. "They're for people who want exercise, competition and team association. Intramurals also foster an internal sense of community, whereas in varsity sports it's Haverford against the world."

Instructional classes are both educational and recreational. They're intended for students who want to acquire or polish a skill. Frequently students help organize and participate in teaching such classes themselves.

PARTICIPATION. Last year the athletics department recorded more than 2,000 individual participations in the entire

athletics program, or more than two for each member of the student body. These statistics may indicate a broad participation by the student body or an intensive participation by a segment of it. Swan believes it's a combination of the two.

There is a physical education requirement the first two years. But Swan said it would be a mistake to attribute the high level of participation to the requirement.

"The requirement protects the opportunity to play, and the students support it," he said. "The college can become very intense. In a choice between work and play, play may always lose out — unless there's a requirement to do it."

For a school its size, Haverford has a large and varied physical education program, and no one part of it (such as varsity sports) exists at the expense of others. On the intercollegiate level there are teams in soccer, cross-country, basketball, track, wrestling, fencing, baseball, lacrosse, cricket, golf and tennis, and JV soccer, basketball, tennis and lacrosse.

There are also intramural teams in flag football, soccer, basketball, volleyball and softball. And instructional classes include tennis, golf, body building, karate, modern dance, handball, badminton, sailing, billiards, yoga and first aid and personal safety.

Since the program is intended for student growth and education, Swan said any changes in it are likely to come from changes in student interest.

"In principle it's not difficult to add something to the instructional or intramural areas if the facilities and instruction are available," he said. "But there's a real constraint where finances, facilities and staff are concerned."

According to Swan, another unusual aspect of Haverford's athletics program is that intercollegiate athletes are also involved in the less demanding parts of the program. Varsity players, even an All-American like Peter Steenbergen, play intramurals and take instructional classes in other sports.

Steenbergen is an excellent example of the Haverford student-athlete. A pre-med student with a 3.7 grade-point average, he plays intramural sports as well as varsity tennis. In high school he played both varsity basketball and tennis and wanted to do something at Haverford in addition to studying. But he didn't think he had the time to devote to two varsity sports.

"Academics alone can drive you crazy," he said. "I felt my tennis ability was one of my strongest attributes and decided to concentrate on that. I enjoy playing a hard match against a good player and enjoy winning for myself and the team. I thought I could help the team at Haverford. With the varsity schedule and the constant playing, it was also a good way to keep up my game."

Occasionally Steenbergen wishes he had played varsity basketball, too. But he still enjoys the serious but friendly and less demanding competition of intramural basketball. At a bigger school he figures he would have had problems in simply making the tennis team. At Haverford he has been able to concentrate on playing the game, and the results have been gratifying.

Last season Steenbergen captured the Middle Atlantic Conference singles championship, posting a 14-1 regular-season record. He led Haverford to a 13-3 season and a second-place league finish. He also reached the semi-finals of the NCAA Division III Tennis Tournament held at Millsaps College in Jackson, Miss. last spring.





returning and that's the most we've ever had."

Unlike some colleges where winning is the soul as well as the heart of the athletics program, only once has Galen felt any pressure to win at Haverford. It was in the 1975 game against arch-rival Swarthmore, the featured event of a program marking the 75th anniversary of intercollegiate soccer in America. Haverford, enjoying a good year, was expected to win before a Homecoming crowd of more than 3,000.

Haverford won 4-0, and Galen was able to relax when he attended classes the following Monday.

Galen believes sports play an educational and socialization function and he views athletics clinically.

"Not everyone at Haverford wants to be a professor or doctor or lawyer," he said, "but it's difficult to be happy here without a strong academic identity. The athletics department is not drawn into the institution as much as it should be.

"The idea of play is very important — it's fundamental behavior — and sports are a part of play."

Galen claims that if Haverford had no intercollegiate athletics, many of the main student-contributors to campus life would not be here. Many students active in sports are scholars and are involved in other activities as well.

Galen is one example. He is a Scott Paper Fellow, a George F. Baker Scholar and one of three student representatives to the Committee on Student Standing and Programs.

He has also been involved in two community projects, which he learned about through his association with the soccer team.

One was at the Country Day School of the Sacred Heart where, following the lead of two other Haverford student-athletes, he taught 12th-grade science. The other was in the Germantown section of Philadelphia in a recreational and reading program started by soccer coach Dave Felsen '66.

"Athletics are part of Haverford College," said Galen. "It shouldn't be all of it and not the least of it. You can't exist here as a jock only, but it's important to some people to have an identity as an athlete."

PRESSURE. "There is some pressure to win here, but the concern is more for the individual," said Steenberg. "The coaches, for example, wouldn't risk an injury to win a match. Still, you have to remember that you're in competition. You can be very discouraged being on a team that has a 'who cares' attitude."

During the 1975-76 season Steenberg gained more confidence in himself as a tennis player. His coach, Marty Gilbert, said he has been an inspiration to the younger players on the squad. Steenberg himself says his tennis success has helped him in other ways. "I find, as I'm sure a lot of people do, that if I'm going well in one thing, it carries over into others, even academics," he said.

Another student who finds sports compatible with academics is Timur Galen '77, a soccer stand-out and captain of the varsity team.

"Varsity sports take a fair investment in time," said Galen, "but I do better academically in the fall when playing soccer. I'm more organized. The more I do,

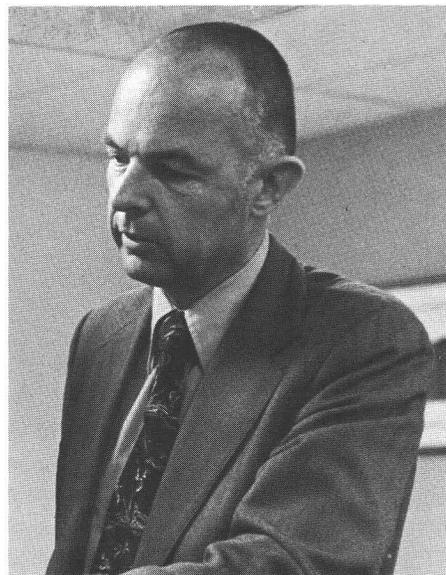
the better I do. People who don't do well academically may have too much time to worry."

Galen is not only a student-athlete but also a student of athletics and can speak from both points of view. He likes being a part of Haverford's soccer tradition and enjoys hearing stories of past teams and players. Galen is particularly proud the varsity has won the annual alumni game each of his three years here, although several former All-Americans have played for the alumni.

Haverford's intercollegiate soccer program offers competition on three levels — varsity, junior varsity and freshmen. Galen said that about 60 students play on the three teams and even inexperienced players may work their way up to the varsity:

"The team was 3 and 11 when I was a freshman," he said. "The next year, led by guys from that team who worked really hard, we were 6-5-4. Last year we were 11-3 and just missed an NCAA playoff berth. This year, we had 8 out of 11 starters

New Annual Giving Head Vows Anti-Deficit Fight



Bailey: "Fiscal Stability for What?"

In 1974-75, with the college as well as the rest of the economy reeling under the one-two impact of inflation and recession, Haverford's annual deficit (including interest on past borrowing) ran over a half million dollars.

The board and administration grappled with the problem, and the next year, 1975-76, the deficit was less than half as large: \$202,000.

For the current fiscal year, 1976-77, the board then asked the administration for a completely balanced budget. Indicators looked favorable: costs were down; income was up; donations to the college through 1976 Annual Giving were at a record high: \$497,000.

Then came the news that admissions to the new freshman class were slightly lower than expected, and the resulting loss of tuition income might unbalance the budget; an early guess was that the budget might be unbalanced by around \$40,000.

This was the picture when Omar Bailey '49 took office as 1977 Annual Giving chairman, succeeding David L. Wilson '33, who had served for two impressively successful years.

HAIRSBREADTH. "We are clearly a hairsbreadth away from a zero deficit," Bailey observed. "In great part, this is

because of an increasing level of Annual Giving."

Bailey vowed to keep 1977 Annual Giving at the \$500,000 level, and if possible to seek the increased donations needed to compensate for the lost tuition income.

His first moves in that direction were aimed at building a strong Annual Giving team. Robert Brobyn '61 was signed on as vice chairman, following three years of highly effective duty as a class chairman. Former chairman Wilson agreed to serve as special-gifts chairman for the Philadelphia region. Four former special-gifts chairmen were signed on again: John B. Hurford '60 for New York City; Russell R. Reno '54 for Baltimore; Louis J. Finger '41 for Wilmington; and Evan M. Wilson '31 for Washington.

Most of the 1976 division chairmen — each responsible for Annual Giving in five classes — agreed to help again in 1977. They included: Robert C. Smith '14, George A. Dunlap '16, John F. Gummere '22, Allen C. Thomas Jr. '28, William F. Maxfield '34, Paul M. Cope Jr. '43, Donald Hayes '49, James O. Lee '59, Gregory G. Alexander '60, and David L. Wilson Jr. '67.

Slowly, a team of about 300 volunteers took shape under Bailey's guidance.

ZERO. "If we can keep the deficit at zero for a few years via increased annual

giving," Bailey predicted, "the college has an excellent chance for the future. The \$20-million Campaign for Haverford that John Whitehead announced on Alumni Day should start producing new endowment by then, and the income from that endowment will help counter inflation and rising costs."

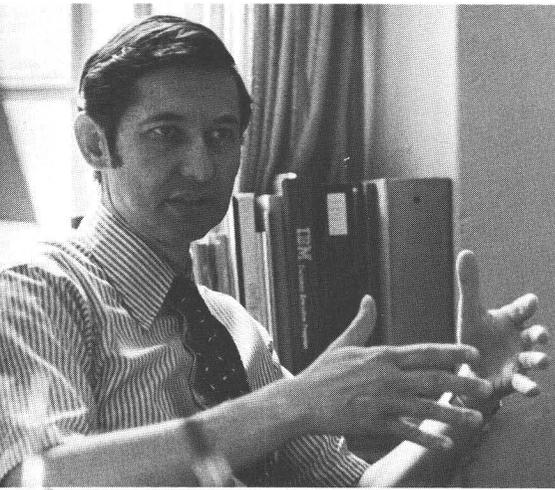
Bailey now says his talks with Haverford financial officials convince him that the college is clearly on the path to fiscal stability.

"Some people have asked 'fiscal stability for what?'" Bailey says. "For me fiscal stability represents the missing ingredient that will assure Haverford remaining the college of distinction we all remember — doing what it does best and operating under the optimum conditions for success.

"This means an exclusively undergraduate school, small by comparison with others, and offering a broad liberal arts curriculum, not narrow pre-professional training.

"It means an academically rigorous college, capable of speaking with an unfettered voice on matters of both education or conscience in testimony to a unifying Quaker sense of purpose.

"This is what fiscal stability has to offer," Bailey concludes, "and I believe it's within our capacity to see that it's offered now."



Harvey Glickman

American involvement in southern Africa has been simmering for some time. But the active and immediate concern of the United States was triggered by the recent internal warfare in Angola. Haverford's acting provost, Harvey Glickman, an expert on African politics, surveys events leading to the return of Africa to the "front burner" of American foreign policy.

What is at stake for the U.S.? What brings about journeys to Africa a few months apart in 1976 by Secretary of State Henry Kissinger and William Scranton, U.S. Ambassador to the U.N.? What specific American interests send Kissinger to Germany to meet with Prime Minister Vorster of South Africa?

One explanation, favored by Secretary Kissinger during the brief Angolan civil war, is that southern Africa is a new target of Soviet expansion. The theory behind this argument, "from chaos to communism," has yet to be proven. But it has trailed the forces of nationalism and decolonization all through Africa, as self-government and independence have spread from north to south since the late 1950's.

The perspective of the nationalists, on the other hand, views independence won peacefully, as in Ghana by 1957, or violently, as in Algeria in 1962, as the effort of an indigenous, proud though weak political elite, seeking outside aid: to modify patterns of economic dependency, to carry forward social and economic

Editor's note: This article is based on events that occurred up to June 1976.

ENDGAME IN AFRICA?

By Harvey Glickman

modernization, and to strengthen internal administrative institutions.

The issue of Communism, however, distorts American policy-making in this process. It transforms the American role into a search for "moderate" rather than "radical" politicians. It also ties assistance to tests of friendship and presses for economic development open to profit incentives.

Despite some differences in style and gesture between the Eisenhower and Kennedy administrations, America's Africa policy was forged in the Congo crisis more than 15 years ago. The Congo conflict involved territorial secession and U.N. fighting forces. But the object of American policy, similar to Angola, was to deny the Soviets any territorial gains from the victory of a radical regime.

In retrospect, the arrival of Cubans to help the radicals in Angola is not without irony. The spectre of the Communist takeover in Cuba dogged the foreign policy of the New Frontier. Later, refugee Cuban pilots, supplied by the CIA, served the Mobutu government in the Congo to put down radicals in revolt in the countryside.

The issue of Communism clouds American policy-making in another way. As several former U.S. government officials of the 1960's have now admitted, it was difficult to gain popular support for foreign policy measures in the absence of an apparent Communist threat. It was, thus, necessary to show how American help for political and economic development would pre-empt the Communists.

ANGOLA. Angola may close the book on the "knee-jerk anti-communism" aspect of U.S. foreign policy. Congressmen are not facing electoral defeat because they "lost Angola." Significantly, the only

quarter in which "the Communist threat to Africa" is emphasized today is within the South African and Rhodesian governments.

The Kissinger and Scranton trips to Africa could appear to mark acceptance of a nationalist perspective on political change, at least on the question of Rhodesia. Nevertheless, this apparent acceptance masks several important contradictions. They may prop up, rather than undercut, white minority domination in South Africa, especially after the Kissinger-Vorster discussions in Germany. Furthermore, the current official American position hides broader issues in our policy toward change involving the political economy of rich and poor countries in Africa.

Unlike Angola and Mozambique, nationalist activity inside Rhodesia, peaceful and otherwise, cannot expect the decline of an imperial will in the colonial "mother country." Rhodesia achieved internal autonomy from Britain in 1923. And it declared independence in 1965 although its sovereignty goes unrecognized by the world community. It has been partially isolated by U.N.-sponsored international economic embargoes and sanctions.

The 280,000 whites in Rhodesia run the country largely by and for themselves. Most of Rhodesia's 6.5 million blacks remain disenfranchised, physically segregated and in great numbers barely above subsistence level. But their labor is necessary for farming, mining and manufacturing.

Despite many attempts by the British to negotiate some sort of transition to majority rule over the past decade, the white oligarchy has hung on. Helping it are the porosity of international sanctions and the country's central role in regional economic interdependence. Zambian copper leaves the country via Rhodesian



This map of Africa is reprinted from the book, "The Political Economy of Africa," with the permission of the Schenkman Publishing Company in Cambridge, Mass.

railways. Mozambique's major port, Beira, depends on Rhodesian trade, with which South Africa is also intimately connected. Botswana's railroads are still owned by Rhodesia.

America's position in 1976, as stated by Kissinger in Africa, is to support majority rule via negotiation of peaceful transition. Against the background of almost 20 years of discussion and agitation and the outbreak of guerrilla activity in Rhodesia, that policy appears an overriding contradiction. America's own capacity to prod peaceful change has also been undermined by the "Byrd Amendment" to the Military Procurement Authorization Act of 1971. The amendment removes penalties against purchase of Rhodesian chrome by U.S. companies. Congress has failed to repeal the amendment several times, despite formal Presidential support for repeal.

SANCTIONS. Our apparent incapacities regarding sanctions and our talk of peaceful negotiations amid spreading violence make dire warnings about Soviet or Cuban military intervention in Rhodesia appear, to the African nationalists, as covert support for shreds of minority control. Kissinger's new promise of assistance toward "a secure future" and "civil rights" for whites only reinforces this impression.

For America as for all of southern Africa, however, "the main event" in the present set of conflicts is in South Africa. Although in one sense South Africa is also a state ruled by a white oligarchy, its foreign policy and internal politics are more complex than Rhodesia.

White South Africa is a modernized, industrially developed economy dependent

on black labor. The country is also an important source of raw materials and a growing market for European, American and Japanese industry. (One perspective on the Congo crisis of 1960 views the Katanga secession as the first defensive maneuver of Western multi-national corporations, tying together the minerals and markets of southern Africa with Europe and the USA.)

The gold and diamond mining of South Africa, once the country's main industry, would collapse without cheaper, foreign black labor from neighboring Mozambique and Malawi, both now independent and run by black African leaders.

Cultural divisions persist between the four million English-speaking and Afrikaner whites. Although the ruling National Party largely reflects Afrikaner interests —

the Afrikaner Boers (farmers) were among Africa's first anti-imperialists — political and class differences cut across both cultural groups.

To the South African government, apartheid means a policy of "separate development" to cope with the politics of race. Thus, the country's 15 million blacks have been divided into tribal nationalities to make them citizens of so-called "Bantustans," a series of black enclaves established by the white oligarchy.

The "Bantustans" are based on the rural tribal "homelands" and run by traditional chiefs. The South African government plans to develop them economically and eventually offer them autonomy. In its essence the system makes the blacks legal aliens in their own country and formally legitimizes the deprivation of their civil rights in white South Africa.

About half the blacks in South Africa are domiciled in the rural homelands, although most of the males work on yearly contracts in industries outside. They remain subject to deportation and the subsequent threat of starvation if they run afoul of South Africa's infamous police regulations for "non-whites."

BLACKS. More than five million blacks are urban-dwellers, however, with many second- and third-generation city folk segregated into black townships, further sub-divided (although less successfully) into tribal areas. (Soweto, the riot-torn suburb of Johannesburg, is the largest black African city in Africa. High school students there detonated the violence of June 1976, which spread from specific grievances to the destruction of symbols of white authority.)

By splitting South African blacks into a handful of client states with their own black (and compliant) "majorities," the South African government expects to stem the flow southward of black majority rule. Here lies the South African government's supreme gamble because black "nationalist" leaders have already begun emerging from among the chiefs in the homelands.

While careful not to risk open defiance of government, they are clearly interested in unity among the Bantustans and former High Commission Territories (These are officially independent yet economically integrated into South Africa as sources of labor and fields for investment; they have also abolished apartheid and other civil restrictions.) as well as assistance from countries other than South Africa. These leaders also continue to call for equal rights and civil liberties for blacks in "white" South Africa.

Within this strange dialectic, the South African government may be creating power bases for nationalism inside their own "laager," holes in the dike through which may yet flow the southward current of rebellion and guerrilla warfare.

Despite the antique qualities of South Africa's domestic ideology of separateness and paternalism, actual policies combine toughness and pragmatism. This is especially true in foreign affairs, where the South African government has pursued its own policy of "détente" in dealing with black African states.

South Africa's claim to internal sovereignty requires reciprocity. "Non-white" official visitors, as long as they are not hostile, are treated with formal respect. Japanese businessmen, black American diplomats (Haverford alumnus James E. Baker '56 was the first black American diplomat assigned to South Africa in 1972.), mixed blood rugby players and black African ambassadors can mingle with South Africans of all races, still not without awkward incidents.

The attempt to gain respectability within Africa has taken South Africa's Prime Minister, John Vorster, to several black African states beyond the southern African region. The appeal is twofold: mutual economic benefits and the high cost of overthrowing the present South African regime. So Vorster has now joined with neighboring African states, Britain and the U.S. to bring pressure on the Rhodesian government. In the process he has withdrawn a detachment of South African police from security duty inside Rhodesia.

APPREHENSIONS. Despite apprehensions, economic arrangements between South Africa and the new militantly socialist government of Mozambique remain undisturbed. (Mozambique has closed its border to Rhodesia.) And South Africa doggedly pursues its own complex "decolonization" policy, moving toward transferring responsibilities to perhaps a multi-racial council in South West Africa.

Nevertheless, South Africa is prepared to fight to defend its system. Military forces and police are strong and expanding. Their ruthlessness is legendary. Despite their differences, the whites are united in matters touching on their survival. The government is also not above military adventurism to protect or enhance specific South African interests, as evidenced in Angola.

South Africa is counting on American support to underwrite these complicated risks. South African soldiers and equip-

ment would not have gone into Angola without American acquiescence. Kissinger's Africa speech called for "reconciliation" of the races, not majority rule in South Africa.

The South African government interprets "separate development" as leading to an end to apartheid defined as purely racial discrimination. The South Africans believe they are complying with Kissinger's call for "a clear evolution toward equality of opportunity and basic human rights." And they resonate to his observation that white South Africans are Africans too, not foreign colonists.

Official American policy today offers a variety of economic inducements to all parties to resolve the Rhodesian crisis: compensation to countries closing their frontiers to Rhodesia; help for refugees from Rhodesia; administrative and technical training for Rhodesian blacks in a transitional period to majority rule; and aid (details unclear) toward "a secure future" for Rhodesian whites. There is also speculation about America promoting expanded trade and investment in South Africa.

Above the tactics of crisis diplomacy, however, hovers the American strategy of relying upon the leadership of what is still in South Africa basically a white oligarchic system, which may be promoting its own demise via internal fragmentation. For the U.S. in classic national interest terms, direct investment and trade in southern Africa is a quantitatively small stake. Access to certain important minerals is important but not decisive. For the U.S. as the bellwether of modern, corporate, mixed capitalism, southern Africa offers one of the last opportunities to promote change that recognizes the international interconnections of political, economic and social justice.

In one sense southern Africa raises the whole question of whether social and political change will be directed by and for the benefit of racial oligarchies. In the eyes of the largely non-white people of the Third World, southern Africa represents only one stage of a worldwide crisis of international, corporate capitalism in which racism and economic exploitation constitute the meaning of imperialism.

Thus, America's identification with a white minority in a possible race war in South Africa is a ghastly prospect. Equally disturbing would be the racial and political currents inside the United States. The "moral dimension" of America's link to Africa, of which Kissinger himself has spoken, the "cultural heritage of 23 million Americans," could polarize the politics of foreign policy-making at home on a scale unmatched since Vietnam.

What does a student receive for \$25,000 at Haverford that he could not obtain less expensively elsewhere? Associate physics professor Jerry Gollub answered the question in a talk to alumni several months ago. Here is an edited version of his remarks.

We all know how complicated personal development is. Think back to those experiences that dramatically influenced your own lives. When I do, I think of individuals — sometimes friends, but also teachers from my undergraduate and graduate years. Those who influenced me most significantly did so for reasons unconnected with their ability to lecture well in a physics course. Rather, they encouraged me in some personal way or helped me to see options I had missed.

In all cases, important influences resulted from interactions that went beyond the classroom and took into account my personal strengths and interests. For a school to be more than an organized environment for efficient growth, there has to be some facilitation of those kinds of interactions that have some chance of making a difference. I think Haverford does this much better than most other institutions, large and small. And I think this is an important reason for supporting Haverford.

Take the cases of recent Haverford graduates I have known. Mike Freilich '75 entered Haverford with a well-defined interest in oceanography. This is significant because Haverford has not a single course in this subject. Not one faculty member knows anything about it. However, Mike did not really need courses in oceanography. Rather, he needed two things: to learn how to think about scientific problems; and to gain some confidence in his own ability to make a mark in the world.

He was a student with great drive and initiative, but with limited experience in science. During his first three years, he took courses emphasizing physics and chemistry. During the summer before his senior year, I offered him a position in my laboratory, supported by a small stipend from a science grant made to the college by the Alfred P. Sloan Foundation. We spent several weeks trying to find a good experimental project for him.

Eventually we hit on a topic of some current interest in physics that was also related to Mike's hopes regarding oceanography.

INSTABILITY. The idea was to study something called a hydrodynamic instability, which is a dramatic change in the flow pattern of a liquid or gas, a bit like the whirls that develop in a cigarette stream that is rising, or in the wake behind a rock in a stream. Although it had applications to oceanography, we were interested in the basic physics of the phenomenon.

Our unique contribution was to be a new way of studying these flow patterns in fluids, using a laser. By electrically detecting the laser light scattered from the moving fluid, we hoped to determine its behavior much more precisely than could be done in other ways. We also wanted to test some mathematical relationships that had been predicted theoretically.

Three scientific papers emerged from these experiments, with Mike and me as coauthors. Mike even traveled to San Francisco to deliver a paper at a meeting of the American Physical Society. I heard through the grapevine that it was the best paper in that particular session, and stimulated a great deal of interest. Someone even asked Mike whether he planned to *remain* on the faculty at Haverford, or whether he might be interested in other jobs.

Well, to shorten a rather long story, Mike is now well on his way to becoming an oceanographer through graduate study at Scripps Institution of Oceanography, which is perhaps the best place in the country for this field. Haverford played a profound role in his education, I believe. Mike learned how to be a participant in the scientific process through his research in physics, and also through work in chemistry that he did concurrently.

He also found that he had some very great strengths that did not show up in courses. Had he gone to a large university, for example, these strengths might well not have been expressed during his undergraduate years. He might not have had research opportunities, because in other institutions these are often reserved for those whose course work is most outstanding.

Providing research opportunities to undergraduates does not always make them enthusiastic about continuing in science, though. Sometimes the effect is the opposite. Ned Hallick '72, for example, majored in physics and did experimental research with me in his senior year. He was quite good at it, and I would have been delighted to see him continue in physics.

However, he became very excited about doing theater set design, at first as an extracurricular activity at Haverford. He stayed on for a fifth year to complete a fine arts major, and is now doing set design in New York. I know from his work in experimental physics that any set he builds will not fall down.

OPPORTUNITIES. Again, Haverford provided him with opportunities for personal and intellectual growth that were well adapted to his needs. More importantly, members of the Haverford community supported him during the difficult period of transition between the scientific and artistic worlds. The faculty of Haverford really believes in liberal arts education, and will not abandon a student who has shifted the focus of his interest.

Another case — one that emphasized the role of liberal arts education in affecting the development of a student — is that of Rick Feigelson '75, who entered Haverford with an interest in English and history and took an introductory astronomy course just for fun. He discovered his metier unexpectedly and turned out to be an extremely talented scientist. He has published a paper on neutron stars that was entirely his own work, with very little help, and is now doing graduate work in astronomy at Harvard.

Do we ever fail? Yes, there are some students whose lives are in a state of confusion during their undergraduate years or afterwards. How, then, does Haverford differ from other institutions?

The answer is that we *worry* about our failures more. This is the place where Quakerism is firmly rooted. When a student is in trouble, we don't assume it's his fault. We wonder whether there isn't something we can do to help, some way we ought to change. We have institutionalized mechanisms for making sure that failures aren't just ignored.

Faculty members must inform the Committee on Student Standing and Programs of those who are having difficulty in their courses. This information is compiled, and an attempt is made to determine the source of the difficulty. The advisor of the student is notified, lengthy conversations are arranged between the student and his professors, and somebody is designated to keep an eye on the student for signs of further difficulty.

These maneuverings are simply the outward signs that somebody cares about each student, not just the most successful ones, and that the quality of human relationships at Haverford is usually sufficiently good to translate that concern into some kind of effective action.

This fall Haverford's dean, David Potter, went out on the road to talk about the college to alumni in Austin, Los Angeles, San Francisco, Seattle, Denver, St. Louis, Chicago and Pittsburgh. Graduates from the last ten years probably remember Dean Potter. But for those alumni who don't know him, here's a closer look at the man who regularly takes the academic pulse of the college.

The Dean: Tough, Yes! Inflexible, No!

In December 1967 David Potter '56 was appointed dean of Haverford College. To some members of the campus community, the move was the biggest gamble the new president, John R. Coleman, had taken so far. A number of faculty, like French professor Marcel Gutwirth, had more than a little trepidation about Coleman's choice.

"When Dave was appointed, he found himself in a delicate position," Gutwirth explains. "He was the first non-academic dean the college had had for a long time."

Not only was Potter *not* a member of the teaching faculty, but he had to fill some rather distinguished shoes. Preceding him had been historian John Spielman and chemistry professor William Cadbury, dean of the college for 19 years. Potter had been a member of Haverford's administration — as an admissions officer — for only one year prior to his new appointment.

Potter recalls his initial reaction to the news: "When the president called me into his office to tell me about it, for the first time in my life I was speechless!"

Possibly he also chuckled at the irony that the new dean of one of the most selective schools in the country might once have been considered a college dropout.

As a Haverford undergraduate in 1952, Potter got himself into what he describes as "fairly serious academic difficulty." While active in extracurriculars like the student newspaper and the campus radio station, he simply wasn't motivated academically.

"There's a good chance that the student standing committee would have leaned on me quite heavily," he says. "So, after three years I decided to leave, not really knowing whether or not I'd ever return."

He did return, though, a little older at the age of 24 and a little wiser, having married and worked full-time for three years. Re-entering Haverford was not easy for him, though. "I was taking a substan-

tial risk in my own mind," he explains of the thought he still might not finish, "complicated by the fact that I'd have to work full-time in order to support myself."

Two hectic years later in 1960, Potter graduated from Haverford. He did well, but he remembers what it's like to be a student in trouble.

After college he did alternative service teaching emotionally disturbed children at the Devereux schools in Devon, Pa. In 1961 he joined the guidance department at Kennett Junior-Senior High School in Kennett Square, Pa., later serving as department chairman. While working there full-time, he also attended Temple University and earned a master's degree in guidance and counseling.

Potter first joined Haverford's administration in 1966 as a member of the admissions staff. Little more than one year later he took up residence in the dean's office — and at a time when higher education was feeling the impact of the sexual revolution, Vietnam and racial tension.

Although Haverford in 1968 was a far cry from Berkeley, the college community still generated its own share of controversy. There was heated discussion about the Honor Code, especially as it applied to social life and parietals. The Educational Policy Committee had begun to re-examine the student-advising system. And some college juniors contemplating medical school or law school began to scrutinize more closely the faculty's relatively new policy of not releasing college grades of the first two years.

DESTINED. As dean, Potter was destined to become enmeshed in all of these issues, one way or another: as an *ex-officio* member of the Committee on Student Standing and Programs (CSSP) that reviews students' academic progress and, thus, determines their future at Haverford; as a member of Academic Council, which makes recommendations to the president on faculty hirings, promo-

tions and tenure; and a member of the Educational Policy Committee (EPC) dealing with curricular matters and admissions standards.

If Potter felt insecure about the months ahead, he didn't communicate it, however. Indeed his first message to the student community via the NEWS was unequivocal. "One of our commitments is to give people a chance to develop in as many ways as they can, and as they want to," he was quoted in an interview. He added, though, that this did *not* mean Haverford students were exempt from the right of the college to define academic expectations for them.

When Marcel Gutwirth observed the new dean at work in Academic Council and EPC, he soon dropped his reservations about Potter's ability to handle the job. "He reminded the faculty of their responsibilities and was not afraid to become unpopular in doing so," Gutwirth reflects. "While he didn't move into the academic area as a promoter of policy, he still showed a great deal of understanding of what was at stake, for example, in EPC."

One principal function of the dean of the college is quite literally academic umpiring. He is responsible for interpreting and enforcing the academic policy — covering course requirements, deadlines, leaves of absence and the like — set by the Haverford faculty: Potter emphasizes that it is not *his* policy but that of the faculty which he administers.

Initially Potter did not want to interject himself too far into academic affairs. "I first decided to let faculty and students settle questions of rules and deadlines themselves," he states.

"History showed that to be a bad decision.

"Often, the faculty couldn't say 'no' to students' requests. There were too many incompletes and the wrong students were getting them.

"So, I decided to play the heavy."



As the heavy, Potter has had to unravel some very complex policy issues whose solutions have not always been immediately apparent. A classic case was that of the former grade-release policy. "I walked right into the buzzsaw on that one," Potter notes.

In December 1966 the Haverford faculty instituted a policy prohibiting the release of grades of the freshman and sophomore years for what Potter says seemed to be "fine" educational reasons. During the early years of college — traditionally the period of greatest upheaval in students' lives — the Haverford faculty wished to relieve underclassmen from the pressures of grade grubbing and encourage them instead to experiment academically. A policy of withholding these grades from distribution outside might, people reasoned, inspire undergraduates to explore courses and projects they had never before tried.

GRADUATION. As the first classes affected neared graduation, the policy showed signs of backfiring. Graduate and professional schools to which students applied for admission demanded complete transcripts. Potter was obliged to reject their requests, and in several cases the schools replied that they could not then consider the Haverford student's application.

Tensions mounted — with angry parents, intimidated students and irritated admissions committees on one side; a well meaning small college faculty on the other; and the dean placed strategically in the middle. Although Potter did have the authority to grant exceptions, he would not

do so on principle. "It was the administrator's ultimate cross to bear," he says. "I had to enforce a policy with which I had no sympathy because of its consequences. But we had to act paternalistically if that policy was to mean anything at all."

His decision brought many painful moments. "What do you think it feels like to have a student sit there and tell you his future is going down the tubes because you won't way 'yes' when it's in your power to do that?" he says.

Potter's actions in the matter of the grade-release policy characterize his general philosophy about the function of his office.

"My job was *not* defined as one in which I was to exercise ultimate authority on behalf of the college in what I personally judged to be the best interests of students. I was given very substantial latitude in implementing policy. But I'm not expected to throw out existing policy.

"It is my job, beyond question, to bring issues to the attention of the people who do have the authority to make the decisions, but not to make them for them."

When Potter saw the chaos resulting from the grade-release policy, he immediately launched a study of its effectiveness. The results convinced him that it was not achieving its goals, and he recommended that the faculty abandon it. They did so in 1972.

In a broad sense Potter watches over Haverford's academic program so that, as Marcel Gutwirth put it, "there are no chiselers, no cheap degrees."

PHILOSOPHY. At the individual level Potter follows a "think clear, shoot straight" philosophy that initially seems harsh. But he sincerely believes honesty and frankness — no matter how painful the situation — offer the most humane way of dealing with people and their problems. Thus, when informing students that CSSP has dropped them from the college, he gets right to the point. "The first sentence is always 'The committee has made its decision, and you have to leave,'" he says. "Then we discuss how the student can best deal with it."

This direct approach does not go down well with some students or faculty, and Potter is realistic about the fact. "It's certainly part of the reason why I'm often seen as heartless, unbending, bureaucratic, inflexible . . . substitute whatever words you like."

Yet, others like history professor Linda Gerstein value Potter's candor. "The fact that people let him do so many things indicates the respect they have for him," she comments.

Not surprisingly Haverford's first affirmative action officer was dean David Potter.

Adds Gerstein: "People listen to his advice because they know they'll get a straight answer."

And college president John Coleman says: "There is no other colleague here who talks to me with such candor and genuine helpfulness. That alone is enough for me to love him both as an administrator and as a friend."

Potter has other sides, ones that most of the campus community never see. In his leisure time he acts as chief umpire of the Kennett Square Little League. He also serves as a board member of the Mental Health Association of Southeastern Pennsylvania, a trustee of Embreeville State Hospital, an overseer of the William Penn Charter School and a director of the American Conference of Academic Deans.

Looking back on his experiences at the college, would Haverford's hard-nosed dean David Potter have recommended former student David Potter for readmission?

"Let me think about that one," Potter replies. He pauses, grins.

"Of course, it's an impossible question for me to answer. But yes, I would have allowed him back in. I would have judged that the fact he'd have to pay his own way by sustaining a full-time job while trying to go through college suggested his motivation level was high."

Tough, yes. Inflexible, no.

Academic Focus

□ GRANT FUNDS STUDY OF ETHICS...

The Henry Luce Foundation has made a five-year \$225,000 grant to Haverford to support a professorship focusing on study of ethical issues in law, medicine, business and education. The Luce grant will also provide resources to bring to campus leading figures in various professions to discuss the most perplexing ethical issues in their work. Case materials for possible publication will be developed. The selection of the Luce Professor is being undertaken by a college search committee which started work this year. Haverford was one of about two dozen colleges and universities considered as finalists for the two Luce Professorships available this year. The Luce Foundation, established by the late Henry R. Luce, founder and editor-in-chief of *Time*, Inc., has funded professorships since 1969. Their purpose is to encourage academic innovation through an integrative approach to liberal arts.

□ SCHOLARSHIPS AWARDED . . .

Eighteen freshmen have entered Haverford this fall as Magill-Rhoads Scholars. The \$1-million national scholarship program was created by the late James P. Magill '07 in honor of Dr. Jonathan E. Rhoads '28. The scholarship program, which emphasizes philanthropy, selects recipients not just for academic excellence in high school but also for significant achievement in the arts, athletics, or school or community service. In addition to the scholarship, each recipient receives \$100 a year to donate to the philanthropic cause of his choice. This year's Magill-Rhoads Scholars include **Alexander Bien**, Hanover, N.H.; **Reid Blackwelder**, Decatur, Ga.; **Stephen Estner**, Pittsburgh, Pa.; **Noel Evans**, Philadelphia, Pa.; **Timothy Guinnance**, Cedar Rapids, Ia.; **Thomas Haw**, Catonsville, Md.; **Myles Hernandez**, Oakland, Calif.; **Michael Hoffmann**, North Miami Beach, Fla.; **John Hoffmeyer**, Luray, Va.; **John Larson**, Woodbury Heights, N.J.; **Bryan Monte**, Lakewood, Ohio; **Max Phelps**, Pueblo, Colo.; **Timothy Poindexter**, Lexington, Va.; **Paul Robbins**, Gainesville, Fla.; **Mark Schecter**, Port Chester, N.Y.; **Stephen Smith**, Houston, Tex.; **Philip Thorne**, Scottsdale, Ariz.; and **Douglas Turgeon**, New Orleans, La.

□ WALDMAN TO STUDY CONGRESS...

Associate political science professor **Sidney Waldman** has received a 1976-77 Congressional Fellowship Award from the American Political Science Association. Congressional Fellows spend a year in Washington working full-time in the offices of congressmen to gain first-hand experience in the national legislative process. Waldman, who had done research on institutional reforms in the House of Representatives, plans to work in the office of congressmen most concerned with House reform and reorganization of the House Democratic Party. He also won a summer grant from the National Endowment for the Humanities to continue his research in this field.

□ SABBATICALS FOR RESEARCH AND WRITING...

Five faculty members will take one-year sabbatical leaves during 1976-77. History professor **Roger Lane** will remain on campus to continue his research into the effects of the industrial revolution on social and criminal behavior. Associate French professor **Patrick McCarthy** will study and write about the French resistance movement during World War II. He plans to spend at least part of his leave in Paris. Biology professor **Melvin Santer** will do research on ribosomes and RNA. He will be on campus the first semester, then will travel to New Haven, Conn. Philosophy professor **Josiah Thompson** will spend the year in California writing a critical biography of Friederich Nietzsche. Physics professor **William Davidon** has been invited by Herald Wergeland, a professor of theoretical physics, to work at the University of Trondheim in Norway. Davidon has received a Fulbright-Hays Grant and a Norwegian Research Council grant to support his work. Four other faculty members will take one-semester sabbaticals. During the first semester, English professor **Edgar Rose** will prepare a new course on comedy and continue his research on imagination in literature and its history as a concept. He will work at his home near Lancaster, Pa. German professor **John Cary**, who will remain at Haverford, will study and write about German Romantic literature. Associate sociology professor **William Hohenstein** plans to continue his research of gambling patterns in Philadelphia and to finish a manuscript. English professor **Alfred Satterthwaite** will travel to Florence, Italy to continue his research on the Italian Renaissance. Cary, Hohenstein, and Satterthwaite all will take their leaves in the spring of 1977.

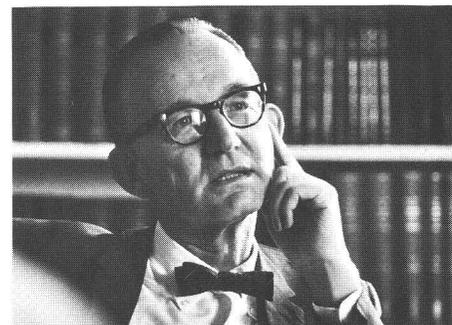
□ 100% ACCEPTED INTO LAW SCHOOL

... Of the 55 members of the Class of 1976 who applied to law schools, all 55 were accepted. Similarly, all but one member of

the class who applied to medical schools were admitted. Twenty of the 21 Haverford seniors who applied were accepted.

□ GREEN WINS FOSS AWARD... Louis

C. Green (photo), emeritus professor of astronomy, was named the 1976 recipient of the Martin Foss Award. Haverford's students council presents the award annually to "that member of the Haverford College community whose life speaks directly to the lives of his brothers by its powerful harmony of intellect, compassion and courage." Green, who has taught at the college for 35 years, has also served as director of the Strawbridge Memorial Observatory.



Green

□ GRANTS SUPPORT STUDENT RESEARCH...

Seven Haverford students completed research projects last summer through undergraduate research participation grants made to the college by the National Science Foundation (NSF). The grants, totaling \$12,240, helped support projects directed by chemistry professor **John Chesick** and associate physics professor **Jerry Gollub**. Gollub and physics professor **William Davidon** directed the physics research projects, which included a study of light scattering near a tricritical point and both computer simulation and experimental studies of hydrodynamic flows. **Gary Dolny '77**, **Steven Hulbert '76** and **Mitchell Schoenbrun '77** were the student participants in the program. Five seniors, **Charles Chodroff**, **Roger Breitbart**, **Mark Vandersall**, **William Greif** and Bryn Mawrter Joan Slonczewski, participated in the chemistry program. The NSF funds supported research projects for three of the five chemistry students. Two others were able to join the program through a grant awarded to chemistry professor **Robert Gavin Jr.** by the Dreyfus Foundation and a grant awarded to **Colin MacKay** as the William R. Kenan Professor of Chemistry. MacKay, Gavin and assistant chemistry professor **Terry Newirth** directed the research projects, which included the study of prebiotic model systems, polyene spectroscopy, and chromatin fixation.

Campus Briefs

□ DOCHERTY MEMORIAL DEDICATED

... The Walton Road fountain patio, newly landscaped, was formally dedicated to the memory of long-time Haverford coach and physical education professor, the late **William Docherty Jr.**, by members of Beta Sigma Rho at ceremonies held on Alumni Day. Beta Rho president **Bruce C. Iacobucci '70** presided over the unveiling of a bronze plaque commemorating Docherty's service to Haverford. Attending the ceremonies (photo) were: college president **John R. Coleman** (far left); **Patricia Docherty** (center), wife of the late Haverfordian; **Donald Hayes '49** (right), chairman of the Docherty Memorial Committee; and other Beta Rho members and close friends of the Docherty family. Docherty, who died in 1972, coached at Haverford for 35 years. During his career he coached the varsity football, basketball, baseball and golf teams and also directed the college's intramural and instructional sports programs.

□ FESTIVAL MARKS THIRD YEAR ...

This summer marked the third successful season of Haverford's **Festival Theater** run by students from Haverford, Bryn Mawr and Swarthmore colleges. Eighteen students began rehearsals in June for a season that extended through mid-August. The summer theater performed "Tonight at 8:30" by Noel Coward, "The Marriage of Figaro" by Beaumarchais, "The Importance of Being Earnest" by Oscar Wilde and "Picnic" by William Inge. The season closed with George Bernard Shaw's "Misalliance," which received impressive reviews in area newspapers. The News of Delaware County called it an excellent production — "not a single gibe fell on unappreciative ears." A reviewer for the Philadelphia Inquirer wrote: "An entourage of college actors took on Shaw's turn-of-the-century comedy and turned out an impressive evening of intellectual gamesmanship . . . The creditable acting, direction and set design are good testimony to Festival's ability to educate its theater students while also entertaining its large and enthusiastic audience."

□ COLLEGE PUBLICATION CITED ...

"Haverfordians on Haverford," a new publication produced by the college for alumni, recently received an award for graphic excellence from the Artists Guild

of Delaware Valley. The publication, which will be mailed to alumni, competed in the guild's annual exhibit held at the Moore Institute of Art in Philadelphia. The 24-page booklet featured five views of Haverford by: **David Wessel '75**, a reporter for the Middletown (Conn.) Press; **Stephen Cary '37**, the college's vice president for finance and development; **Marcel Gutwirth**, Haverford French professor; **John Whitehead '43**, chairman of Haverford's board of managers; and **Charles Mathias '44**, U.S. Senator from Maryland.

□ COLEMAN'S BOOK SOLD TO TV ...

President John R. Coleman has sold the rights to his book, "Blue Collar Journal: A College President's Sabbatical," to a West Coast production company, which has produced a movie for CBS and the General Electric Theater. The TV production is tentatively scheduled for December 27. **Ralph Waite**, who stars in the popular TV show, "The Waltons," will portray "John Chapman," a role modeled on Coleman. "Blue Collar Journal," published in 1974, describes Coleman's experiences as a garbageman, ditch digger and short-order cook during a sabbatical in 1973.

□ FUNDS SUPPORT OUTREACH ...

Through Haverford Jonathan Propper '77 was able to work for a Paris-based international transportation firm last summer as a field representative and translator to gain exposure to international business and improve his French. Propper was among 16 Haverford students who were awarded \$300 stipends by president John R. Coleman as part of an outreach program supported by a grant from the **Esther A. and Joseph Klingenstein Fund**. Coleman awarded the stipends to support projects giving students opportunities for closer contact with a variety of jobs, institutions and cultures. Other summer projects included a mapping and camping expedition in Wyoming and Idaho and work in a mobile health unit in an underdeveloped area of the country. Coleman also invited three speakers to campus as part of the outreach program. They were **Julius Cuyler**, warden of Graterford Prison, Graterford, Pa.; **Mike La Velle**, a steel-

worker and columnist for the Chicago Tribune; and **Sister Falaka Fattah**, innovator of a social work program with gangs in West Philadelphia.

□ RENZULLI NAMED TO PR POST ...

Virgil Renzulli was named assistant public relations officer effective in June 1976. He replaced **Joseph Quinlan '75**, who is now assistant to both the president and the dean of student affairs. Renzulli graduated from the University of Pennsylvania in 1966 and attended the Wharton Graduate School of Business. A former teacher, he also was a news reporter for the Main Line (Pa.) Times, managing editor of the Germantown (Pa.) Courier and an investigative reporter for the Delaware County (Pa.) Daily Times before coming to Haverford.

□ PYKE, GERLACH WIN VARSITY CUP

... **David Pyke '76** and classmate **Thomas Gerlach** won the Varsity Cup, Haverford's highest honor for a student-athlete. The cup is awarded by the Alumni Varsity Club for sportsmanship, leadership and athletic ability. It was presented last May at the annual Varsity Club dinner, attended by more than 175 alumni, coaches and varsity athletes. Pyke was co-captain and floor leader of the varsity basketball team. Gerlach, son of **Thomas B. Gerlach '50**, was co-captain of the soccer team, which finished its 75th-anniversary season with an 11-3 record. The A. W. "Pop" Haddleton Award, last awarded by the college in 1974, was presented to **David Spitulnik '76** for his "loyalty, perseverance and dedication." Spitulnik was a varsity letter winner in track and played junior varsity soccer for four years.

□ SCHWAB NAMED LACROSSE ALL-STAR ...

Richard Schwab '79 was named to the U.S. Lacrosse Association's mid-atlantic all-star team. Schwab, who was also Haverford's most valuable player, had 15 goals and six assists in eight league games last season. Teammate **Ned Welbourn '78**, son of **E. H. Welbourn '38**, was named to the Middle Atlantic Conference all-star second team. He had 16 goals and 10 assists during the season, making him the tenth highest scorer in the league.





Hoskins in 1966 . . .

The Haverford Award: Thomas Hoskins '66

Pagoda of Vietnam.

While the shooting continued in the streets, he and several alliance members drove to the city general hospital, which had been looted and vandalized. Along with two Vietnamese doctors, he helped get the emergency ward in operation again. Working with gunfire sounding over their heads, they treated scores of people — many of whom had bullet wounds.

Hoskins had been listening to a patient's heartbeat early that afternoon and when he removed the stethoscope from his ears, he noticed the difference in the level of street noise. The rifle fire had stopped.

As the casualties continued to arrive at the hospital, doctors, nurses and volunteers began to help care for them. By late afternoon groups of students had organized to transport the sick and wounded and first aid squads were operating in both the city's hospitals.

"Da Nang had been liberated while I had been working in the hospital," Hoskins said. "And yet, as I thought back on it, I had seen the process happening while I was in the hospital. The cessation of bloodshed; the citizens returning to their tasks; the working together for the care of the people."

He was the only American doctor to volunteer to stay in Da Nang after the North Vietnamese take-over and he continued working in the local hospitals with Vietnamese doctors.

Hoskins went to Vietnam with the American Friends Service Committee in

1973. He worked in a rehabilitation center in Quang Ngai. He also worked in the prison ward of the local hospital and made "house calls" to rural areas to help train young Buddhist para-medics.

He left Vietnam when his two-year duty with the AFSC ended. He felt that the new government was developing a well organized health program staffed by Vietnamese and there was little need for a foreign doctor.

Born in Princeton, N.J., Hoskins attended elementary school in Morristown, N.J. and high school at the Westtown (Pa.) School. After graduating from Haverford in 1966, he received an M.D. degree from the University of Rochester in 1971.

While in medical school, he was a medical assistant at the Sioux Lookout Indian Hospital in Ontario, Canada, working in outlying Cree Indian villages. He was also a medical assistant in a migrant labor health project in Rochester. And after he completed his internship at the University of Kentucky in Lexington, he worked in a National Health Service clinic in Northern California.

Associate biology professor Dietrich Kessler, who taught advanced biology to Hoskins, was impressed with his efforts to integrate the humanistic and scientific aspects of his life.

"He was an English major, not a science major," said Kessler. "Today many pre-meds are science majors, but Tom was already concerned with the personal value side of his education, as is indicated by his majoring in English. Because he was also interested in medical school, he took the science courses he needed.

"It seems to me that Tom's work with the AFSC symbolizes a successful resolution of the struggle we all feel as our aspirations for conventional success compete with the need to participate somehow in a higher social purpose."

Hoskins' resolution has been recognized. In 1975 he received a Haverford Award for "dramatically and poignantly applying his medical knowledge to aid war victims rather than war makers."

When communist forces were about to take control of the South Vietnamese city of Da Nang in late March of 1975, many people expected a major battle between the opposing forces. If the communists took the city, some Americans predicted there would be a "communist bloodbath" and many South Vietnamese feared reprisal bombings from their own government.

Da Nang's airport and wharf were packed with people who could afford a plane or boat ticket to Saigon. Dr. Thomas Hoskins '66 was one of the few people who traveled from Saigon to Da Nang. He knew there would be thousands of refugees streaming into the city and that they would need medical attention.

"The actual changeover of Da Nang was peaceful," he wrote in May of 1975. "But just before, on the 27th and 28th of March, there was fear, anarchy, looting and shooting in the streets.

"The police had abandoned their posts, abandoned any effort to maintain even the appearance of order. The remnants of Thieu's army ranged up and down the streets, discharging their M-16 rifles at any available target."

On the day Da Nang changed hands, March 29, 1975, Hoskins was asked to do medical work with the Alliance for National Reconciliation of the United Buddhist

This is the third 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 fourth winner will be featured in the winter issue of Horizons. Additional information and nomination forms are available by writing to: Haverford Award Panel, Haverford College, Haverford, Pa. 19041.

Facts & Figures 1976-77

Chairman of Board
President
Acting Provost

John C Whitehead
 John R. Coleman
 Harvey Glickman

Average student enrollment	850
Freshmen (Class of 1980)	215
Tuition	\$3,880
Room, board & student government fee	\$2,020
% Students getting financial aid from the college	35%
Total financial aid 1975-76	\$741,000
Operating budget 1976-77	\$8,000,000
Annual cost per student	\$9,000
% Cost charged to student	60%
Endowment at market value	\$20,000,000
Number of faculty (Full-time equivalent)	72
Student-faculty ratio	11.8 to 1
% Full-time faculty with Ph.D.	85%

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

Bryn Mawr-Haverford cross registrations 1975-76	2,945
Degrees conferred 1976	204
Number of volumes in library	337,000

Varsity athletic teams: Baseball, basketball, cricket, cross-country, fencing, golf, lacrosse, soccer, tennis, track, wrestling.

Do You Know Someone Who Ought to Know About Haverford?

Most students become interested in a college because they know someone who has a personal knowledge of it. People who know Haverford and talk positively about their experiences here often introduce us to some of our best candidates.

If you will tell us about a student for whom Haverford might be a good college, we'll be glad to send him college publications and application forms.

Student's Name _____

Address _____ street _____ city _____ state _____ zip _____

Now Attending _____ School. Year of Graduation 19 _____
 name of secondary school

Information about his academic or extracurricular accomplishments (if known).

Your Name _____
 we will use your name in contacting the student

Your Relationship to Haverford Alumnus, class of 19 _____ Parent of a Haverfordian Friend of the college

Mail this form to: William W. Ambler, Director of Admissions, Haverford College, Haverford, Pa. 19041



TRACK 1976-77

March	30	Lycorning @ Lebanon Valley	Away	3:30
April	2	Muhlenberg @ Wilder	Away	2:00
	9	F & M @ Washington	Away	11:00
	16	Hopkins	Home	2:00
	23	Swarthmore	Away	2:00
	25	Ursinus @ Del Valley	Away	3:00
	29	Penn Relays		
May	6-7	M.A.C. — Dickinson		
		Coach: Tom Donnelly		

FENCING 1976-77

November	27	Rutgers	Away	1:00
December	4	Stevens	Away	7:00
	11	Rutgers, Newark	Home	2:00
January	22	UMBC	Home	2:00
	29	Drew	Home	2:00
February	2	Temple	Home	7:00
	4	Geo. Mason Univ.	Away	1:00
	5	William & Mary	Away	7:00
	9	Muhlenberg	Home	2:00
	12	Hopkins	Home	2:00
	19	Lafayette	Away	2:00
		Coach: Henri Gordon		

WRESTLING 1976-77

December	1	Lincoln	Home	4:00
	4	Muhlenberg	Home	2:00
	8	Phila. College of Bible	Away	7:00
January	22	Hopkins	Away	2:00
	26	Albright	Home	4:00
	29	Drexel	Home	2:00
February	2	Baptist Bible @ Leb Valley	Away	6:30
	5	Widener	Home	2:00
	9	Ursinus	Away	8:00
	12	UMBC	Away	2:00
	19	Swarthmore	Away	2:00
	25	M.A.C. — Elizabethtown		
		Coach: Fritz Hartmann		

LACROSSE 1976-77

March	26	Stevens	Home	2:00
	30	Lafayette	Away	3:30
April	2	Lebanon Valley	Home	2:00
	9	West. Maryland	Home	2:00
	13	Widener	Away	3:00
	16	Dickinson	Away	2:00
	20	Wilkes	Away	3:00
	23	Swarthmore	Home	2:00
	30	Muhlenberg	Away	2:00
		Coach: Dana W. Swan		

BASKETBALL 1976-77

November	27	Drew	Home	8:00
December	1	Ursinus & JV	Home	8:30
	4	Stevens & JV	Away	8:00
	8	Eastern	Away	8:00
	11	Pharmacy	Away	2:00
	15	Ursinus & JV	Away	8:15
	17	Allentown	Home	8:00
January	3	Eckard	Away	8:00
	4	Chester Christian W & L Tournament	Away	
	7-8	Widener & JV	Away	8:15
	12	Hopkins & JV	Away	8:15
	13	Hopkins & JV	Home	8:30
	19	Lebanon Valley & JV	Home	8:30
	22	Western Maryland & JV	Away	8:30
	26	Widener & JV	Home	8:30
	29	Washington	Away	8:00
February	2	F & M & JV	Away	8:00
	5	Swarthmore & JV	Home	8:30
	9	Washington	Home	8:00
	12	Swarthmore & JV	Away	8:30
	16	Hopkins & JV	Home	8:30
	19	Clark	Home	8:00
		Varsity Coach: Tony Zanin JV Coach: Marty Gilbert		

Haverford College

**1976-1977
Sports Schedules**

Winter & Spring

CRICKET 1976-77

September	11 Staten Island	Home	1:00
	12 Merion	Away	1:00
	26 Oyster Bay	Home	1:00
October	2 Bankers Trust	Home	1:00
	16 Prior	Home	1:00

Coach: Kamran Rashid Khan

Spring Schedule to be announced.

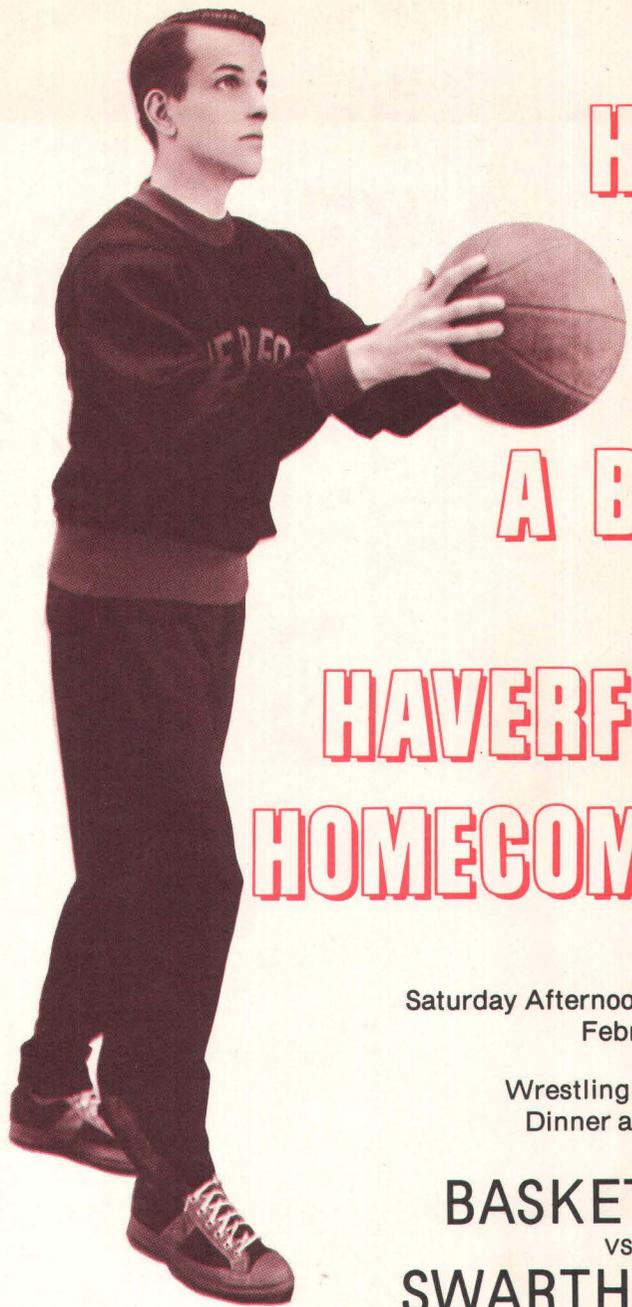
BASEBALL 1976-77

3:00
1:00
3:00
3:00
1:30
3:00
3:00
1:30
3:00
1:00
1:00
3:00
1:00

GOLF 1976-77

April	1 Lebanon Valley	Home	1:00
	7 LaSalle	Away	2:00
	8 Wilkes	Away	2:00
	11 MBIG & Textile	Away	1:00
	14 @ St. Joseph's	Away	1:00
	Widener @ Dickinson		1:30
			1:00
			2:00

TENNIS 1976-77



**HAVE
A BALL
AT
HAVERFORD
HOMECOMING**

Saturday Afternoon & Evening
February 5, 1977

Wrestling vs. Widener
Dinner at the College

BASKETBALL
vs.
SWARTHMORE

HAVERFORDIANS, COME HOME!

The fine figure of a model above is indeed one of Haverford's own, the late Herbert ("Otto") W. Reisner '31, captain of the 1931 varsity basketball team. That year the game with Swarthmore was a real cliffhanger which saw the Fords go down to defeat, 29-32, at the buzzer.

Haverford College Publication

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