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## Derek Bok Reflects on 20-Year Presidency

In an hourlong C-SPAN interview with Lew Ketcham, aired three times on New Year's Day, President Derek Bok spoke about the challenges facing American higher education and about Harvard's efforts to meet those challenges. Bok reflected on the Harvard presidency, offering advice to those currently seeking his successor and to the next president of Harvard. Following are excerpts from these remarks.

(The Gazette plans a series of articles in upcoming issues chronicling the President's initiatives in higher education over the past two decades.)

**Ketcham:** If you'd known in 1971 what you know now about the job, would you have taken the job?

**Bok:** Oh, yes. In fact, I had very serious misgivings about taking the job in 1971 and initially was not inclined to do it. Looking back I don't see anything I could have done that would have been stupider than turning it down. In 1971, however, it looked very tough. The university was engulfed in protest, there wasn't much of a sense of humor left, there was a lot of anger everywhere. In addition, the glory days of higher

education were coming to a close. The federal support, which had gone up by 15 percent a year for a long period of time, was now beginning to plateau. Inflation was beginning to rise. The oil crisis wasn't far away. The amount of federal regulation, which hadn't existed at all for higher education, was beginning to increase. So if you took a hard, cold look at it, you'd say nobody in their right mind would want that job. Looking back, of course, things that looked very difficult became less so. The student bitterness receded very quickly. One learned to live with inflation, and one

could really settle back and enjoy the opportunity to work in a wonderful institution at a task that really matters. So, I feel things have gotten steadily better, and I feel infinitely happier about the job now than I ever thought I would when I started.

**Ketcham:** *Newsweek* writes—this is shortly after you announced that you were leaving—that when you came in 1971, you were part of a new breed of university president. "They were crisis managers and problem solvers." What does this mean to

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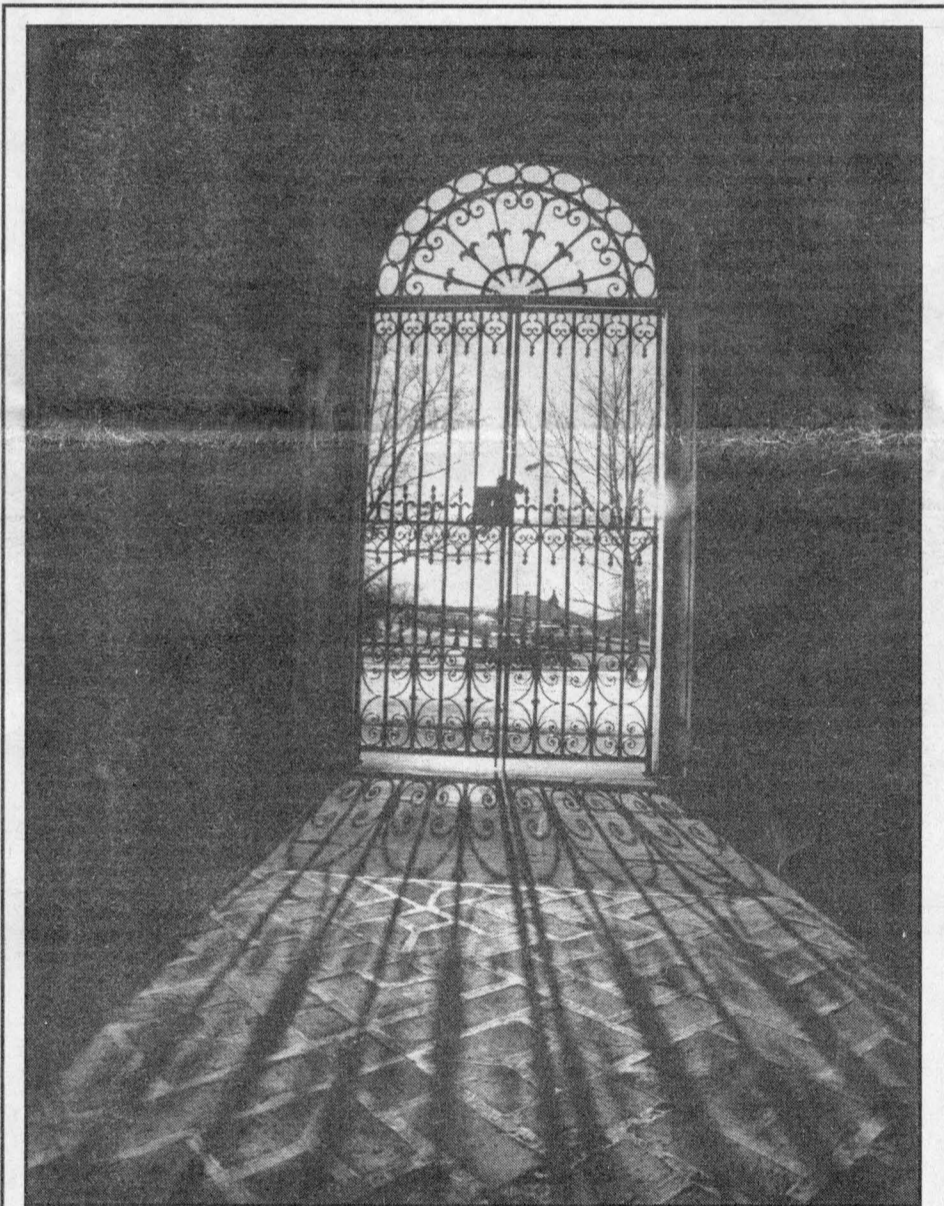


Photo by Laura Wulf

Late afternoon sun streams through a gate at Eliot House.

## Security Precautions Urged As War Continues in Gulf

The University Police Department has asked staff, faculty, and students to be more alert about security as war continues in the Persian Gulf, said Police Chief Paul Johnson.

The police also are urging members of the University to report any suspicious packages, letters, or activity, or threatening phone calls, he said.

According to Johnson, the Department has been in contact with other universities and with various agencies, including the State Department and the FBI, for information on potential terrorist targets such as American universities.

"So far there hasn't been any hard intelligence of any Harvard properties being targeted," he said. "However, we are informing our community that they should take some common-sense steps and notify us if anything suspicious happens, any untoward activities. They should be very careful with packages, and so forth."

In a letter to Harvard faculties, deans, departments, and offices, Johnson urged University affiliates to "pay careful attention to security during the current situation in the Middle East."

The Police Department can be reached 24 hours a day, seven days a week, at 495-1212 to receive reports, Johnson said. Anyone with questions regarding security precautions can phone 495-1780.

"Right now we're just doing our decision-making on a daily basis, as we get information," Johnson said. "We're just playing it day by day."

### State Dept. Travel Advisories Continue

According to the latest travel advisories released by the State Department, Americans are advised against traveling in or near countries involved in the Gulf conflict.

The Department advises Americans to defer travel to the following: Afghanistan, Djibouti, India, Iran, Iraq, Jordan, Kuwait, Libya, Nepal, Pakistan, Sri Lanka, Syria, West Bank (Gaza and East), and Yemen, as well as the Middle East, Africa, and South Asia.

Also, the State Department continues to advise Americans traveling worldwide to beware of terrorism.

Travel advisories, which are updated frequently, are generally warnings advising citizens to avoid travel to a country.

Anyone interested in an up-to-date travel advisory on a specific country can phone the State Department at (202) 647-5225 (or 5226, -7, -8, or -9)

The Department is also establishing a "fax alert program," or hotline, that will disseminate security information to various fax machines throughout the University, Johnson said. With the hotline, the

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## Efforts Aim To Help Students Cope with Trauma of War

By Amy Biancolli  
Gazette Staff

As hostilities continue in the Middle East, administrators throughout the University are addressing the concerns of students worried about war in the Persian Gulf.

At Harvard College, Radcliffe, and in several graduate and professional schools, deans and other University officials have written letters to the community, formed ad hoc discussion groups, and counseled foreign and American students—many in the thick of exams—who have friends or family in

**'To give students a chance to become informed through discussion is the best way to address their worries and distresses.'**

— John Mack, expert on the psychological effects of war

the Gulf.

"People are very torn about it. . . It occupies everybody," said John Mack, professor of psychiatry and an expert on the psychological effects of war. "People go around with a kind of ache in their bellies. They feel there's something wrong here, that there's some kind of

horror that we feel in our bodies, and a helplessness."

To cope, Mack said, students should take part in discussions "with people who are knowledgeable. . . I think teach-ins are the best thing.

"To give students a chance to become informed through discussion is the best

way to address their worries and distresses," he said. "Effective courses of action may then emerge."

For undergraduates, Dean of Students Archie Epps said the College "has sought to use its Houses and the freshman Yard to provide small forums where students might discuss the crisis. The masters, senior tutors, and freshman deans have already been busy at this. I am sure that this kind of effort will continue.

"In addition, there is a need to provide up-to-date information about travel and study abroad—and the career office has been a focus for that effort," he said. "We feel, with students, the anxiety that

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# Efforts Recognize the Need to Share Concerns about War

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this war brings and hope that this community can be mutually supportive through the time ahead."

Suzanne Repetto, associate director of the Bureau of Study Council, said the Bureau has set aside 1 to 2 p.m. daily for undergraduates who wish to discuss the war in a group with counselors and other students.

"It's a chance to talk about what's happening and how it affects the students in their personal lives—and how it affects people that they care about," she said. "It's a very difficult situation to have to be thinking about exams while this is going on in the background. It adds a dimension of stress that wouldn't usually be there during an already stressful period."

Repetto said the open sessions may or may not continue next week. "It depends on what happens and what the situation is," she said.

She said any group of students who wish to discuss the Gulf war but cannot come to the 1 p.m. sessions can make an appointment for another time. Also, individual Bureau counselors are available to speak with students in their Houses.

At Radcliffe, President Linda Wilson has initiated a series of Friday noontime discussion sessions on the war. Already held twice, four more discussions have been scheduled: today (Jan. 25), Feb. 1, Feb. 8, and Feb. 15. All are open to the Harvard community.

In addition, several University graduate and professional schools have responded to student concerns in a variety of ways.

Divinity School Dean of Students Guy Martin, for instance, spent last Wednesday evening—the night the United States launched its air war on Iraq—wandering through the residence halls.

"The night we actually went to war I ended up spending some time over in the dormitories after George Bush's speech," he said. "People were in different places, watching the news. I just spent some time and chatted a little bit for perhaps half an hour in each of the dormitories, just to see if anybody had anything they wanted to talk about, things they were distressed about."

The next day, Chaplain (and Andrew W. Mellon Professor of Divinity, *Emeritus*) Krister Stendahl provided time for reflection and meditation in the chapel.

"Seeing that we do have services of worship rather regularly here, that is an

opportunity for people to make some form of expression. . . . We have had the lines of communication for this thing open for a while," Martin said.

Although the Divinity School did not change its exam schedule, Martin said he informed dormitory proctors "that if anybody had a very real problem, they ought to let me know about it."

Ginger Brown, a first-year Master of Divinity student, said she and Martin are organizing an informal "conversation time" Tuesday night for students to air their worries. "It'll just be a community gathering for people to talk," she said.

Asked whether she found it difficult to keep her mind on anything but the war, Brown said, "Lord, yes. . . . It's been hard for me to concentrate on work because I have cousins in Saudi Arabia."

Margot Gill, dean for student affairs in the Graduate School of Arts and Sciences, said the GSAS has alerted students in the residence halls of security measures and has asked resident advisers to inform them when graduate students express a desire to meet and discuss the war. "We'll be reviewing that situation on a daily basis," she said.

Gill said the GSAS also plans to write to many students on Harvard-sponsored fellowships abroad, "alerting them to security and safety issues and appropriate contact with our embassies abroad."

"We will be writing to all of the students whose whereabouts we know, simply to provide them with recommendations and suggestions," Gill said. "This is just an advisory statement."

Some students have already returned to the States, she said.

Harvey Fineberg, dean of the School of Public Health, said the School has tried to reassure its large population of foreign students. "We have students here from 50 countries from around the world, including most of the countries in the Middle East—including, in particular, a student from Iraq," he said. "Throughout this academic year we have been very, very concerned to assure that. . . . [our Iraqi student] would have every assurance of his educational opportunity, and that he was a valued member of our community during his time here."

Fineberg said many students are organizing discussions, both formal and informal, addressing the war and involving staff and faculty.

Beyond that, he said, "There's the ongoing availability of student support

services, but there are no special numbers or people who've been assigned specific tasks related to the war in the Gulf."

Medical School students are organizing a program of talks relating to the conflict, said Edward Hundert, associate dean for student affairs.

The program, Hundert said, "would give people an opportunity to express their thoughts about the war. The idea is to allow them to express their thoughts on general issues [surrounding] the war and also special concerns about doctors and their role in the military."

The war has a particular impact on medical students, he said, because "we do have a lot of students in the military; it's a very popular way to go through medical school."

Dental School Interim Dean Joseph Henry said the School, as part of the Faculty of Medicine, will participate in the Medical School's program of discussions. He said student needs regarding the war can be addressed through the Medical Area's counseling service and University Health Services.

"And we have a full-time associate dean for student affairs who also will address any situation of individual students," he said.

Marisel Perez, director of student affairs at the Graduate School of Education, sent a notice to students listing phone numbers they can call and offices they can contact if they feel the need to talk. In addition, various informal discussion sessions have been organized by students for the Education School community.

At the Law School, Dean Robert Clark distributed a letter offering to help any students affected by the war and alerting them to support services in the Dean of Students Office, the Graduate Program Office, and University Health Services.

"I know many of you are very much concerned by the events in the Middle East. Some of you may have relatives and friends who are serving in the military. Some of you may be from countries in the region and have families who will be affected by the war," he wrote. "If the Law School can help you in any way, I hope that you will let me or other administrators know. . . . I, other administrators, and the faculty are all available to be of assistance."

The letter also urged students to be "understanding and compassionate" and

expressed hope "that during this difficult period. . . the diversity of which we are proud will not become a source of friction."

"Feelings are strong," Clark wrote. "There is always the temptation to criticize others for their beliefs or the decisions of their national leaders."

Mark Byers, director of Student Life Counseling at the Law School, said he mailed a memorandum to the "one hundred and thirty-some" foreign students in the Graduate Program of the International and Comparative Legal Studies program.

Mailed in cooperation with the dean of the Graduate Program, the letter articulated concerns "that the war may have disrupted or otherwise cast a shadow on foreign students' [lives] in the United States, and reminded foreign students that the Graduate Program's regular support services could provide advice and counseling in a confidential setting."

Eventually, Byers said, "we'll make similar overtures to the rest of the student body. . . . But my first concern was for the foreign-student community here, because they're here only for a year, and many of them may face serious dislocations of one kind or another."

Business School Dean John McArthur also distributed a letter to the community. In it, McArthur described the Gulf war as "profoundly disturbing and threatening for all of us."

"Some of us working and studying at the School will find it difficult if not impossible to keep going almost as though nothing has happened," he wrote.

He also encouraged students, faculty, and staff to "make a superhuman effort to be particularly sensitive, caring, and understanding of the needs and concerns of all others in this community."

The Kennedy School has organized a series of war-related talks to be held at the ARCO Forum of Public Affairs. Set to begin sometime next week, the series will address such topics as the United States' policy in the Gulf, press coverage of the war, and what might happen when the war ends. All forum discussions will be free and open to the public; anyone who wants more information on the series can phone 495-1380.

Internally, the Kennedy School will be organizing discussions for the School's faculty, staff, and students. Discussions will be described in a letter Dean Robert Putnam plans to mail to the Kennedy School community.

# Educators See Obstacles in the Path toward Successful Desegregation

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continue to prevent progress, and even contribute to a movement away from desegregation.

In 1986 in America's 25 largest school districts, 27 percent of black students, 30 percent of Hispanic students, and only 3 percent of white students were going to public school. This makes desegregation within cities very difficult, said Orfield.

"What we've seen from the 1970s to the present is a stagnation of desegregation for black students, a consistent pattern of segregation in the North rather than the South. For Hispanic students who have doubled [in number] during that period there is a clear and dramatic pattern of segregation in every part of the country," Orfield said.

There are almost no policies directed at their segregation. Not only is segregation increasing along racial lines but along economic lines as well, he said; much of the black and Hispanic middle class, as well

as the vast majority of whites, is outside of the central school system, said Orfield. In Atlanta 98 percent of whites are not in the central school system, he said.

According to Orfield, linking school desegregation with long-term solutions to housing and using the powers of the state government in that process are key issues for future discussion, he said.

Jay Heubert, assistant professor at GSE who teaches courses on the law and education, said that the Supreme Court has ruled that school districts must undo the continuing effects of past segregation. They must dismantle racially dual systems to the point "where we have neither black schools nor white schools but just schools, and to eliminate the vestiges of segregation root and branch," Heubert said.

A critical issue now before the Supreme Court concerns when is a desegregation case really over and whether, once it is, school districts can return to neighborhood schools even if such schools are racially identifiable.

In 1977 the Supreme Court ruled unanimously that physical desegregation of students and staff was not enough; school officials must also remedy the educational effects of past desegregation.

Since that time educational remedies have become a more important part of desegregation cases. The Supreme Court, for example, has approved the creation of magnet schools, of teacher training, of testing and diagnosis of students, of programs to improve reading skills, libraries, and early childhood education programs.

Kansas City, for example, has implemented an educational improvement plan that will cost an estimated \$500 million to \$700 million.

"I see that as a very positive development," Heubert said.

But, asked Heubert, under what circumstances are states legally required to take educational remedial action? One is where the state has deliberately drawn school district lines on a racial basis. In one recent case, a federal ruling found that

the state must pay 80 percent of the costs of remedying segregation.

He said he foresees continued segregation within schools; minority children are being disproportionately placed in low-track classes or in special education classes, for example.

He said that desegregation cases are going to afford less and less protection for minorities who came into the school system after initial desegregation.

Another issue is that of housing desegregation. Is housing segregation a continued vestige of school segregation, asked Heubert. Until a district has eliminated governmentally created housing segregation, it should not be allowed to go back to neighborhood schools, he argued.

If the Court does take a narrow view, Heubert predicted that the vast majority of desegregation cases would be shut down.

"If the Court takes a broader view of what constitutes the vestiges of discrimination, however, then desegregation remedies may continue," he said.