

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

16 September, 1968
4:15 p.m.

- Minute 1: The proposal that members of the Students' Council should meet with the faculty, after the completion of the business on the agenda for this meeting, was approved.
- Minute 2: The minutes of the meeting of 23 May were approved.
- Minute 3: New members of the faculty and administration were introduced: Michael Showe in biology, Oliver Zafiriou in chemistry, Edward Bauer in German, Smith Fussner in history, Francis Connolly in mathematics, Yehouda Landau and Asoka Gangadean in philosophy, Jeannette Ringold in French, Ethel Sawyer and Edward Batson in sociology, Bruce Long in religion, Samuel Gubins and Bruce Robinson in economics. Bruce Robinson is also Assistant to the President, John Williams is Assistant Director of Admissions, George Couch is Public Relations Associate, and James Vaughan, a member of the counselling staff, is also teaching psychology, effective this autumn.
- Minute 4: President Coleman announced the appointment of two special committees.
- a) A committee to advise on policy with regard to the University City Science Center: Colin MacKay, Sara Shumer, Dr. Joseph Stokes, Jr., Stephen Cary, and two students yet to be named.
 - b) A Visiting Committee to review the College's purposes and progress: Maxwell Dane (Chairman), Stephen Cary, Gerald Rorer, Robert MacCrate, John Emlen, Northrop Frye, James Redfield, Charles Silberman, and two students to be named. The Committee will first visit the campus on December 5 - 6.
- Minute 5: President Coleman spoke of the excellent introduction to "Fifth-Day Meeting" held for freshmen on the 13th, and expressed the hopes that more members of the faculty will attend mid-week Meetings this year. Those who attend find it worthwhile, and more students will participate if faculty members do. The faculty is also urged to attend Collection. Students are required to attend, so every effort will be made to make Collection attractive. The subject of the first three Collections in October will be urban affairs. Other scheduled Collections: the dePasquale Quartet and Sylvia Glickman, Robert Heilbroner, McGeorge Bundy. Collection tomorrow will be on the subject of drugs on campus.
- Minute 6: Albert Wallace spoke of the work of the Development Office. A two-month campaign concentrates on annual giving. Charles Perry has been successful in increasing the number and amount of the gifts. A major capital campaign has been launched with a goal of \$32 1/2 million. Board members have already subscribed \$2 1/2 million. A special gifts solicitation is now under way, to be followed by a solicitation of all alumni. A 12th edition draft of a case statement of the character, purpose, and program of the College was distributed at the rise of the meeting. Members of the faculty were urged to respond with comments in writing before September 19.

Minute 7: The faculty gave approval to the inclusion of Bruce Robinson in the meetings of the Academic Council, where he will serve as Executive Secretary. On behalf of the council he announced the personnel of newly appointed ad hoc committees.

Astronomy: Comfort (Ch.), Gavin, Green, Selove.
Chemistry: Cary (Ch.), Dunathan, MacKay, Santer.
English: Spielman (Ch.), Gutwirth, Rose, Santer, Satterthwaite.
Fine Arts: Bernstein (Co-Ch.), Gutwirth (Co-Ch.), Ransom, Trela, a representative from Bryn Mawr, and Kitao from Swarthmore.
French: Gerstein (Ch.), Cary, Cook, Gillis, Gutwirth.
History: Gillis (Ch.), Finger, Lane, Spielman.
Religion: Davidon (Ch.), D'Andrea, Slater, Spiegler
Sociology: Kessler (Ch.), Hare, MacGaffey, Perloe.

Minute 8: Harmon Dunathan reported on the meeting of the Board of Managers on 13 September. The deficit for 1967-68 is about \$142,000. Restrictions on some smaller funds have been removed so that their yield may be used for general purposes. Another house on Berkley Road in Ardmore has been purchased. The strike of rod-setters is delaying the construction of the dining center. Completion will not be before next summer. It is hoped that three entries of Lloyd will be renovated before Christmas. Preparations for the new maintenance building are in progress.

Minute 9: President Coleman called attention to the 25 years of service of Dr. Else Goldberger, the Acquisitions Librarian.

Minute 10: Richard Bernstein reported for the Educational Policy Committee. The committee has been enlarged and divided: subcommittee on policy - Bernstein (Ch.), Lane, Robinson, Santer, and Spiegler; subcommittee on course changes - Rose (Ch.), Gavin, MacGaffey, Potter, and Spiegler. Two students will be on each subcommittee. Requests for course changes should be submitted to the Provost.

Minute 11: President Coleman reminded the faculty that topics for consideration at faculty meetings should be submitted in advance to the Provost for inclusion on the agenda. However, urgent new topics, not on the agenda, can be raised for initial brief discussion when time permits. He also announced that the Rockefeller grant that supports the Post-Baccalaureate Program has been renewed for a minimum of two and a maximum of three years. The grant will not be renewable thereafter.

Meeting adjourned at 5:00 p.m.

Theodore B. Hetzel
Secretary of the Faculty

TO ALL MEMBERS OF THE FACULTY:

Reminder

The Regular Faculty Meeting of September 16

The first meeting of the faculty for this academic year will be held in Stokes Auditorium on Monday, September 16, at 4:15.

Agenda for the Faculty Meeting of September 16

If a committee chairman, or a faculty representative to the Board or a Board committee, wishes to present a report he should so inform the Provost's office, preferably in writing, by noon on Wednesday, September 11. Faculty members who wish to present suggestions of topics to be considered under the headings of old or new business should follow the same procedure.

Regular Faculty Meetings for the Academic Year 1968-69:

Monday	September 16, 1968	4:15 p.m.
Thursday	October 17, 1968	4:15 p.m.
Thursday	November 21, 1968	4:15 p.m.
Thursday	December 12, 1968	4:15 p.m.
Thursday	January 16, 1969	4:15 p.m.
Thursday	February 20, 1969	4:15 p.m.
Thursday	March 20, 1969	4:15 p.m.
Thursday	April 17, 1969	4:15 p.m.
Thursday	May 15, 1969	4:15 p.m.
Monday	May 26, 1969	9:15 a.m.

All Faculty meetings, unless otherwise announced, will be held in Stokes Auditorium.

Gerhard Spiegler
for Theodore B. Hetzel
Secretary

Faculty Minutes should be sent to the following:

- Note: * Absent on leave, first semester
** Absent on leave, second semester
+ Here first semester only
++ Here second semester only

Manuel Asensio
John Ashmead
+Edward Batson
Edward Bauer
Thomas Benham
Richard Bernstein
Harold Boatrite
Edwin Bronner
Robert Butman
John Cary
John Chesick
Ting Shih Chia
John Coleman
**Howard Comfort
Bradford Cook
Francis X. Connolly
Thomas D'Andrea
William Davidon
John Davison
Frances de Graaff
Paul Desjardins
William Docherty
Harmon Dunathan
Irving Finger
Frank Fussner
Asoka Gangadean
Robert Gavin
Linda Gerstein
Harvey Glickman
Daniel Gillis
Peter Goldberg
Louis Green
Samuel Gubins
Marcel Gutwirth
A. Paul Hare
Theodore Hetzel
Helen Hunter
Holland Hunter
Richard Jayne
Robert Kane
Dietrich Kessler
David Kraines
Vicki Kramer
Samuel T. Lachs

Yehouda Landau
Roger Lane
John Lester
J. Bruce Long
Richard Lubarsky
Wyatt MacGaffey
Colin MacKay
Seymour Mandelbaum
Maria Marshall
Edward Michael
Douglas Miller
Martha Montgomery
Robert Mortimer
Mark Oxman
Sidney Perloe
Ernest Prudente
Frank Quinn
Doris Quinn
**Roy Randall
James Ransom
Richard Raskin
Therese Rawson
William Reese
Jeannette Ringold
Bruce Robinson
Edgar Rose
Amelie Rorty
Harry Rosenzweig
Preston Rowe
Melvin Santer
Ralph Sargent
Alfred Satterthwaite
Ethel Sawyer
Gustav Sayer
Fay Selove
Frederick Schulze
Sara Shumer
Michael Showe
++Grace Simpson
Peter Slater
Gerhard Spiegler
John Spielman
Howard Teaf
Josiah Thompson

Walter Trela
Paul Wehr
Edward Yarosh
Joseph Yeager
Oliver Zafirou
James Vaughan

Faculty on Leave
1968-69:

Douglas Heath
Dale Husemoller
Aryeh Kosman
Ariel Loewy
Wallace MacCaffrey
Craig Thompson
Sidney Waldman

Administration

David Potter

Wm E Cadbury Jr.

September 9, 1968
Provost's Office

September 12, 1968

To: All Members of the Faculty and Administration

From: Gerhard Spiegler

Re: Explanation of the Friends' Business-Meeting Method,
as Used in Faculty Meetings

All Faculty meetings are conducted under the Friends' business-meeting method, which is quite different from usual parliamentary procedure. The accompanying explanation is intended to acquaint new members of the Faculty with the Quaker method.

Because this presentation of the Quaker method is, we think, an improvement over the one previously circulated and because some "old" Faculty members apparently did not receive the first version, we are distributing this to all Faculty and Administration.

Questions and comments are invited.

The Haverford College Faculty Meeting

The Haverford College Faculty has used an adaptation of the Quaker method of conducting its meetings for about 20 years. This is not unique. Since the 1940's an increasing number of business and government organizations., e.g., boards of directors, the Committee for Economic Development, the International Monetary Fund, and the Federal Reserve System in its open-marked meeting every third Tuesday are using adaptations of the Quaker method of conducting business meetings. It should be noted that the adoption of this method is most frequent in small or moderate-sized groups in which there is a relatively high degree of intimacy among the members. "The Quaker method is likely to be successful in proportion as the members are acquainted with one another; better still if real affection exists among them."¹

Because many new members of the Faculty are not familiar with this method, the following explanation is offered. This is taken from Howard Brinton's Guide to Quaker Practice, a Pendle Hill Pamphlet, 1950, pages 31-35. Brinton, formerly Director of Pendle Hill, is one of the best contemporary spokesmen on Quaker belief and practices.

"The Friends' Method of Doing Business"

"In the transaction of business the meeting assumes that it will be able to act as a unit. No vote is ever taken. If a high degree of unity cannot be reached, the meeting does not act. The only necessary official is a clerk whose business it is to apprehend and record the sense of the meeting. The deliberations of this type of meeting are notably different from procedure by parliamentary rules.

"Gathering the Sense of the Meeting"

"The business before the meeting is generally presented by the clerk, but it may come through a committee report or from an individual speaking under a sense of concern. The members of the meeting should freely express their opinions regarding the action which they think should be taken. By listening to these expressions the clerk seeks

¹Brinton, Howard, Friends for 300 Years, London: George Allen & Unwin, 1953. p. 111.

to gather the sense or opinion of the meeting as a whole. When the discussion has reached a stage that indicates that the meeting is arriving at a fair degree of unity, the clerk, or his assistant, prepares a minute which states the judgment at which he thinks the meeting has arrived. The minute is read, either immediately after the decision is made or at the close of the meeting, the former being the historical practice which is still followed in some areas. Corrections or additions may be suggested by members at large. The minute is not valid until it has been both read to the meeting and approved by it.²

"On routine affairs little or no discussion may be necessary, and the clerk may assume that silence gives consent. In such matters the clerk may prepare his minute before the meeting begins, but it must in any case be read and approved in the course of the meeting. On matters which require it, time should be allowed for members to deliberate and to express themselves fully. A variety of opinions may be voiced until someone arises and states an opinion which meets with general approval. This agreement is signified by the utterance of such expressions as 'I agree,' 'I approve'....If a few are still unconvinced they may nevertheless remain silent or withdraw their objections in order that this item of business may be completed, but if they remain strongly convinced of the validity of their opinion and state that they are not able to withdraw the objection, the clerk generally feels unable to make a minute. In gathering the sense of the meeting the clerk must take into consideration that some Friends have more wisdom and experience than others and their conviction should therefore carry greater weight. The opposition of such Friends cannot, as a rule, be disregarded. Chronic objectors must be dealt with considerately, even though their opinions may carry little weight.

"If a strong difference of opinion exists on a matter on which decision cannot be postponed, the subject may be referred to a small special committee with power to act,

2

It has been the practice in Haverford Faculty meetings for the President (or other presider) to state orally his understanding of the sense of the meeting. Not infrequently, revisions are suggested, or there is further discussion and reformulation of the proposed action. The Faculty Secretary reduces the minute to writing and all the minutes of the meeting are circulated to the Faculty and presented for approval to the following Faculty meeting.

or else to a standing committee of the meeting....³

"Difficulties and Value of This Method

"As compared with parliamentary procedure this method of conducting a meeting requires more patience and takes more time. To succeed fully the members should be bound together by friendship, affection and sympathetic understanding. Factions and chronic differences are serious obstacles....Here the Quaker method differs from several other consensus methods. Persons who are dogmatic, who speak with an air of finality or authority and who go to the meeting determined less to find the truth than to win acceptance of their opinions are exceedingly difficult to absorb. The attitude of a debater is out of place. The object is to explore as well as convince.

"Questions before the meeting could be decided quickly by taking a vote, but the object is not speed but right decision. Sometime insight into the one truth accessible to all evolves slowly when many trends of thought interpenetrate. The voting method, depending as it does on quantitative relations, is mechanical, but the Friends' method of attaining results exhibits principles typical of organic growth. The synthesis of a variety of elements is often obtained by a kind of cross-fertilization, and the final result is not therefore, or at least it ought not to be, a compromise. Given time and the proper conditions, a group idea, which is not the arithmetical sum of individual contributions, not their greatest common divisor, but a new creation or mutation, finally evolves.

"....Each speaker credits every other speaker with at least some genuine insight. Thus the united judgment is slowly built up until it finds such expression by some individual as can be endorsed by the meeting as a whole. No minority should remain with a feeling of having been over-ridden."

³ "Not infrequently the minority withdraw their opposition in order that the meeting may come to a decision. It is, however, surprising how often real unity is reached, even though the discussion in its initial stages shows a wide variety of opinions, or a pronounced cleavage arising from strongly held convictions. As the consideration proceeds, unity gradually emerges and is finally reached. The decision may be along lines not even thought of at the beginning. This procedure takes more time and patience than the voting method, but the results are generally more satisfactory to all concerned." Brinton, Friends for 300 Years, pp. 107-108.

The following additional appraisal and comment are from Brinton's Friends for 300 Years, pages 109-10.

"At its best, the Quaker method does not result in a compromise. A compromise is not likely to satisfy anyone completely. The objective of the Quaker method is to discover Truth which will satisfy everyone more fully than did any position previously held. Each and all can then say, 'That is what I really wanted, but I did not realize it.' To discover what we really want as compared to what at first we think we want, we must go below the surface of self-centered desires to the deeper level where the real Self resides. The deepest Self of all is that Self which we share with all others...."

"It might appear that, because the Quaker meeting must wait for unity, this method would tend toward conservatism. This is sometimes the case, but, in general, Quaker pioneering in social reforms shows that conservatism has not generally prevailed. The first response of many people to a new proposition is negative; hence the voting method which is the quickest may itself produce a negative response. Minorities tend to be more radical than majorities. If decision is postponed in the effort to secure unity, time is given for an advanced minority to convince the majority. In the end a more novel decision may result."

Undoubtedly the Haverford Faculty is an imperfect practitioner of the idealized method described by Howard Brinton. But those who have lived with and worked with the Faculty's version of the Quaker business-meeting method for a score of years have been convinced that it has "paid off" -- in the facilitation of the development of ideas, in the avoidance of a feeling of division (especially when votes might be very close), and in the encouragement of a feeling of unity in a common cause. Minor changes in procedures have been made from time to time; other changes almost surely will be made in the future. Comments and suggestions will be welcomed by the Administration and the Faculty.

Howard M. Teaf, Jr.
September 12, 1968

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

17 October 1968
4:15 p.m.

- Minute 1: The minutes of the meeting of 16 September were approved.
- Minute 2a: President Coleman reported that corporation managers will be on campus all day Friday, 8 November. They will meet with the Educational Policy Committee in the morning; the regular Board meeting will be in the afternoon. Faculty members are urged to get to know corporation managers, to which purpose a series of dinners could be arranged if that is desired.
- b: The Advisory Committee on University City Science Center has been very helpful. Other institutional members beside Bryn Mawr and Swarthmore now share our concern about some aspects of the Center. Haverford has been assured that we will be invited to attend a meeting of the UCSC executive committee which will feature a review of policy with regard to classified defense contracts.
 - c: A committee on Community Relations has been appointed, composed of Roger Lane (Ch.), Carol Kessler, Florence Butman, Burt Wallace, Barbara^TCurtis, Steven Bailey, Frank Santoro, David Kelly. Faculty ideas are invited. Thefts and vandalism on campus have raised issues which must be clarified. We wish to assure the safety of persons and property on campus, while at the same time making visitors welcome.
 - d: Public announcement will be made tomorrow of the appointment of Dana Swan as Director of Athletics. No decision is contemplated at this time on his status as a member of the faculty.
- Minute 3: Bruce Robinson presented a recommendation from the Academic Council: "That each Division of the Faculty elect an alternate member to the Council. The alternate member will serve on the Council during those occasions when the procedures governing the conduct of Council business require a divisional representative to withdraw from chambers." This recommendation was approved by the faculty.
- Minute 4: Richard Bernstein reported for the Educational Policy Committee.
- a: It was recommended that written evaluations instead of numerical grades may be given in Humanities 3-4, in cases approved by the Associate Dean. This was approved.
 - b: The proposal for a "Formal Establishment of a Five Year Program" (Annex 1) was approved (with the minor alteration, to read "sophomore or junior years", in the last line).
 - c: A discussion of revision of the calendar, to complete the first semester before Christmas, is continuing. However, no change is possible for next year, or before curricular requirements are more clear.
 - d: The "Danforth Workshop Report", dated July 3, 1968 was distributed for the information of the faculty.
- Minute 5: Paul Hare introduced Edward Batson, Visiting Professor of Sociology, and reported for the Committee on the Computer Center. The IBM 360/44 is here, also a PDP 8. Some components to link the latter with Bryn Mawr and Swarthmore are yet to come. There will be an open-house to show the new equipment in the near future.

- Minute 6: Colin MacKay presented a recommendation from the Committees on Academic Standing and on Academic Flexibility (see Annex 2), that the student members of those committees shall participate fully in all activities of those committees. This was approved, with the understanding that students whose cases are up for review before these committees could ask to have fellow students excluded from the discussions.
- Minute 7: Sidney Perloe reported on the recent meeting of the Board of Managers.
- a: The College has received \$50,000 from the George Baker Trust, to be spent in three years, to aid students preparing for careers in business.
 - b: The College has invested \$40,000 in the M-REIT Housing Trust. The income is a little lower than the College could receive elsewhere, but the contribution to society is appreciable. Since the uses to which the College's investments are put are a matter of concern, William Morris Maier, Treasurer, is always willing to discuss with faculty members the investment policy of the College.
 - c: Robert P. Roche, a member of the Board, has been retained as a special fund raising consultant for six months.
 - d: Charles Smith supplied figures showing that funds for scholarships have increased slightly over the past three years. Other statistics: The deficit for last year was \$138,000 (but this was only 3% of the budget, compared to a 6% deficit in the budget of 100 years ago). The cost of the Duck Pond Lane houses, including access and utilities connection, came to \$37,000 apiece.
- Minute 8: Thomas D'Andrea urged faculty members to call the attention of students to the Rhodes Scholarships.
- Minute 9: David Potter reported the success of the new procedure of Freshman Advisors.
- Minute 10: Under new business, Robert Mortimer presented a concern that College contracts be only with equal opportunity employers. After some discussion it was felt that our Faculty Representatives to the Board should report to the Board that the faculty has this concern, but not to present any prepared statement or policy recommendation.
- Minute 11: In November a special meeting of the faculty will be called to consider next year's budget.

Meeting adjourned at 6:05 p.m.

Theodore B. Hetzel
Secretary of the Faculty

HAVERFORD COLLEGE

from: Richard Bernstein [for the EPC] to: The Faculty
re: Formal Establishment of a Five Year Program date: October 17, 1968

At the request of the Committee on Academic Flexibility, which has received a number of requests for five year programs, the Educational Policy Committee has reviewed the advisability of establishing, as a separate entity, a five year program at the College.

Although such programs have been possible for some students under the existing program of Academic Flexibility, the Educational Policy Committee recommends to the Faculty, for its approval, the formal establishment of a separate and distinct five year program for two major reasons:

- 1) There is now a sufficient interest [due to the Kearny School Project and other individual programs] to establish this as a regular part of the curriculum and to make students more aware of its availability.
- 2) Establishment of a program as a separate entity may help serve as clarification for units of the Selective Service System which may be called on to determine whether our students should be permitted to engage in a five year effort under the concept of "normal progress".

We note below the relevant portion from the section on academic flexibility in the catalog as it now stands [p. 52], and then its revision, together with the new section on a five year program.

[Present]

GRADUATION IN MORE THAN EIGHT HAVERFORD SEMESTERS: Although most students are expected to graduate in four academic years, some, as indicated above, may take less and some may be permitted to take more. The Committee on Academic Flexibility may permit some students to remain at Haverford for a fifth year. Examples would include students with physical handicaps which prevented them from carrying a full load, students who change their goals or who have aspirations [such as a double major] for which more than four years might be required, and students who wish to take, simultaneously with their work at Haverford, part-time work elsewhere [such as journalism, design, etc.] for which ACADEMIC credit at Haverford is not appropriate.

[Proposed]

GRADUATION IN MORE THAN EIGHT HAVERFORD SEMESTERS: Although most students graduate in four academic years, some, as indicated above, may take less and some may be permitted to take more.

Students who wish to take a five year program with no modification of requirements should secure the approval of their adviser and the

Associate Dean. In all other cases of extended programs, even if no modification of academic requirements is involved, the student should petition the Committee on Academic Flexibility.

Examples of the latter would include students with physical handicaps which prevented them from carrying a full load, students who wish to complete a program in four and one half years, and students who wish to take simultaneously with their work at Haverford, part-time work elsewhere [such as journalism, design, etc.] for which ACADEMIC credit at Haverford is not appropriate.

FIVE YEAR PROGRAM

Haverford offers a five year program in addition to its regular four year program.

A student becomes eligible for the five year program by an adequate demonstration of educational need to his adviser and the Associate Dean. If, in the judgment of the Associate Dean, modification of the normal requirements is involved, the student must also secure the approval of the Committee on Academic Flexibility.

Students will normally be expected to request admission to the program during their sophomore ~~and~~ junior years.

OR

Annex 2

Haverford College

Committees on Academic Standing and
from: Academic Flexibility to: All Faculty
re: _____ date: October 15, 1968

The Committees on Academic Standing and Academic Flexibility recommend that the faculty approve full student participation in all activities of these committees. The Committee on Academic Standing has prepared the following statement which is endorsed by the Committee on Academic Flexibility.

The Committee on Academic Standing recommends to the faculty that it approve full participation in all committee activities by student members of the committee. Currently the student members of the committee meet with it when matters of policy are discussed, but leave sessions when academic problems of specific students are brought up. However the committee makes very few general policy decisions since the student situations presented to it are so varied. As a result the students' participation in the work of the committee is more a matter of form than of substance. This seems to us to be an unsatisfactory arrangement.

We see several significant advantages in full student participation. The committee deals with students who have been found by one or more faculty members to be failing to meet the academic standards of the college. It is charged with deciding what course of action is then best for both student and college, with the ideal aim being academic rehabilitation. A diversity of viewpoints is most useful in this situation, and the student viewpoint would be of great value. Another important advantage lies in the area of communication with the student body. The committee makes important decisions affecting the future of students who come before it. It is most desirable that students be assured in as many ways as possible that the committee's often amorphous and to them mysterious proceedings are carried out with sympathy and with a genuine attempt at understanding.

There are several obvious questions which might be raised regarding the proposal. The first involves the propriety of students passing academic judgments. In our view this is not involved. Individual faculty members pass academic judgments. The committee deals with the consequences of these judgments. A second question involves the ability of students to function effectively in roles in which they must make decisions affecting the futures of other students. Our experience with the Honor System indicates that they have this ability.

There are other questions as well. However, on balance we believe that the advantages of full student participation in committee activities far outweigh the potential disadvantages.

HAVERFORD COLLEGE

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FACULTY OF HAVERFORD COLLEGE

Regular Meeting
Provost Spiegler presiding

21 November 1968
4:15 p.m.

Minute 1 : The minutes of the meeting of 17 October were approved.

Minute 2a: Provost Spiegler announced that Dean Gordon Brown of MIT would not be visiting Haverford on the 22nd as planned, and that

b: members of the faculty who wish to meet a candidate for an appointment should so inform the chairman of the ad hoc committee.

Minute 3a: Bruce Robinson reported for the Academic Council.

An ad hoc committee for an appointment in political science has been named: Kraines (Ch.), Ashmead, Glickman, Mortimer, Shumer.

b: The Educational Policy Committee has been reconstituted: Rose (Ch.), Gavin, MacGaffey, Potter, Spiegler, (Davison named subsequently), Harris '69, Eisdorfer '71. A separate ad hoc committee on the lower classmen program (formerly a sub-committee of the EPC) has been appointed: Bernstein (Ch.), Lane, Robinson, Santer, Spiegler, Schotz '70, Stern '69.

Minute 4 : Edgar Rose reported for the Educational Policy Committee. (Annex 1).

Proposals for the following new courses were approved: Classics 11b, Classics 20 (which may be crossed-listed as a course in history), Economics 3, Economics 34, German 12, Political Science 61, 62 (approved for two years Psychology 42, Sociology 42, Political Science 31b, 44, and 50 were included for purpose of information only. subject to review after first year.

Minute 5 : Douglas Miller reported for the Committee on Faculty Compensation. Salary increases will be included in plans for future budgets. Donors are sought to fill our quota in the blood program. Faculty members were reminded to take advantage of a physical check-up in our program of clinical medical care. A study of fringe benefits is nearly completed, concerning which comments and suggestions are solicited.

Minute 6 : John Chesick reported for the Faculty Research and Study Committee. Updated principles governing allocation of faculty research funds were distributed recently. These now include grants for study with the expectation of future scholarly work and publication in that area.

Minute 7 : Harmon Dunathan reported for the Faculty Representatives to the Board. The Board met on campus for a full day. In the morning they discussed the curriculum with what is now the ad hoc Committee referred to in Minute 3(b). The suggestion that Haverford explore exchanges of students with Vassar and Bryn Mawr was approved. New construction has started or will soon start on campus; a building for Maintenance Department, a green house, a guard house at the Field House parking lot. The foot-bridge to the Meeting House will be repaired, and the duck pond will be dredged and a catchment basin constructed to keep the pond clean. The Board approved the construction of a fourth dormitory. The Board agreed with the concern of the faculty that our contracts be with equal opportunity employers, and asked the Comptroller to obtain information about our contractors' practices. At future Board meetings the Faculty Representatives will be on the agenda for regular reports.

- Minute 8 : Fay Selove reported on faculty, administration and staff participation in the development campaign. So far 35 have contributed, with pledges averaging \$450 each.
- Minute 9 : Theodore Hetzel reminded the faculty of the existence of the "Faculty Flower Fund", available for our use to express our affection to colleagues and others at times of sickness or bereavement.
- Minute 10: David Potter presented a statement, "Extensions on Term Papers" (Annex 2), which was approved. He also presented a student proposal for the revision of final exam procedures (Annex 3), which was not approved.

Meeting adjourned 5:45 p.m.

Theodore B. Hetzel
Secretary of the Faculty

HAVERFORD COLLEGE

from: E. S. Rose (for the EPC) to: The Faculty

re: Course Proposals date: November 21, 1968

At the faculty meeting of November 21, the Educational Policy Committee asks for faculty approval of the following course proposals submitted by the various departments, as listed.

Classics

Classics 11b: Intensive Philosophical Greek Mr. Michael
The rudiments of ancient Greek, with reading material drawn almost exclusively from the Presocratics, Aristotle, and Plato. Emphasis on rapid sight-reading. The principles of modern descriptive linguistics would be employed. Four hours weekly.

NOTE: Credit for meeting the language requirement in Greek would be given in this course provided the student also completes the sequel to it, a course in Aristotle in the original, as proposed by the philosophy department for the fall of 1969.

Classics 20: Classical Civilization Miss Simpson
Change of topic from Republican History to Imperial Development: Rome to the Fifth Century A.D. With change of content the course may be repeated for credit.

NOTE: We ask approval not of the topic, but of this as a topics course, with variable content.

Economics

Economics 34: Human Resources Mr. Coleman
Policy problems in the allocation of labor resources in the American economy. Labor markets in theory and practice. Case studies in contrasting markets: unskilled and professional labor. The rise, maturation, and present impact of labor unions and professional associations. The educational system and the world of work. The outlook for manpower planning. Course involves field work in labor market analysis and in employer-employee relations.

NOTE: To be taught at Bryn Mawr in the spring of 1969.

German

German 12: Elementary German Staff
The proposal calls for five class meetings per week instead of three. This change would be contingent on a reduction of assignments so that the student would be asked to work one hour outside class for every hour in class. The teaching load, including class work plus outside preparation and paper work, would remain roughly the same.

NOTE: While expressing concern over the demands made on the student in a five-course program and the scheduling conflicts that a five-hour course produces, the committee asks that you approve this change on its educational merits, for this year. The German department is aware that these are problems that must be solved.

Political Science

Political Science 61, 62 Selected Topics in Political Theory and Analysis Staff
Topics chosen and classes conducted by students, with staff supervision.

Minimum enrollment: eight students.

Topics in 1968-69:

61: Student rebellions

Supervisor: Mr. Coleman

Associate Supervisor: Mr. Glickman

62: Conflict Theory, Strategy, and Political Gaming

Supervisor: Mr. Glickman

Associate Supervisor: Mr. Mortimer

A two-year experiment. Approval for two years requested. To be listed for this year (1968-69) and next year with change of topics.

NOTE: One condition must be met if these topics courses are to be given next year: the minimum number of students must secure faculty supervisors. It is the understanding of the committee that additions to the teaching staff of the college will not be required. The committee speculated on the possibility that other departments might find merit in similar group projects of their own to be numbered in the 60's, reserving the 80's for individual projects.

Political Science 31b: Political Behavior

Dr. Ross (BMC)

Listed in the BMC catalog as 230B.

Political Science 44: Selected Topics in Modern Political Thought Dr. Frye (BMC)

Discussion of current issues, such as socialism, New Left, revolution, etc. In BMC catalog as 309B.

Political Science 50: Eastern European Politics

Dr. Jezernik (Philips Visitor)

Examination of current social forces & trends in selected countries in Eastern Europe.

NOTE: These three courses, to be offered in the spring of 1969, are listed for your information.

Psychology

Psychology 42: Topics in Social Psychology

Mr. Perloe

Topic for spring, 1969: Aggression and Violence.

Seminar on problems of current interest in social psychology. Philips visitors will be utilized. Empirical research by students where appropriate. May be repeated for credit with change of topic.

Prerequisite: Psychology-Sociology 16 or permission of instructor.

Sociology

Sociology 42: Socialization

Miss Sawyer

An analysis of basic theories of socialization, including socialization of adults into organizational and institutional structures, subcultures, deviancy, etc. Some emphasis is to be given to the problem of how black children are socialized into American society and the consequences. Students are encouraged to select and research some aspect of socialization of special interest to them.

Annex 2

HAVERFORD COLLEGE

from: David Potter to: The Faculty
re: Extensions on Term Papers date: November 21, 1968

A number of questions have been raised about extensions on term papers under the new calendar set-up.

The present due dates for first semester require that all papers except those in lieu of a final examination, be turned in not later than noon on December 21st, the last day of classes. Those papers in lieu of finals [and laboratory notebooks] are due as scheduled by the instructor, but not later than 4:00 P.M. on January 15th.

Since it may be appropriate in some courses to permit students the vacation period to work on their papers, and since some individual cases may warrant extensions, each instructor may, at his discretion, extend the due date for papers in his courses, but not later than 4:00 P.M. on January 8th. If it seems desirable to grant an extension beyond January 8th, then the device to be used is an "Incomplete", since the student will not be able, in most cases, to submit his paper in time to complete the course and have the work evaluated and reported to the registrar by January 25th.

[A student requesting an incomplete should be sent to this office for a simple form to be filled out by him and signed by the instructor and the associate dean. The form will state the work to be done and a final completion date.]

In permitting extensions another criterion which must be considered is the due date for grades to be turned in to the Registrar's Office, which is by 9:00 A.M. on January 25th. One of the extremely important reasons for meeting the January 25th deadline on grades is its relation to the deliberations of the Committee on Academic Standing. The Committee needs not only student grades for the semester, but also some current information on those students in greatest difficulty. Deciding who is in such difficulty and consulting concerned faculty can begin only after all grades are in and takes several days preparation prior to the Academic Standing Committee meeting. Since the meeting date is fixed far in advance, the net effect of turning in grades late is to deprive the Committee of the kind of information upon which it is more likely to make sound judgments.

HAVERFORD COLLEGE

from: David Potter to: The Faculty
re: Student Proposal for Revision of Final Exam Procedures date: November 21, 1968

The following proposal was submitted by Laird H. Simons, III, Students' Council Treasurer. The ideas in it have been endorsed by the Faculty Relations Sub-Committee of Students' Council.

The Educational Policy Committee has reviewed the proposal, and it is submitted now for consideration by the Faculty.

Proposed that:

Where feasible, final examinations given first semester be made take-home examinations, prepared by the faculty and distributed to the students on or before the last scheduled meeting of that class preceding Christmas vacation. These finals may be taken by the student whenever he wishes up to the end of the assigned examination period. The tests are then to be sent [registered mail] to the professor by the student upon their completion. The final due date for examinations shall be the same as that specified in the college calendar, the dates for large and small course examinations being strictly observed.

This has been done in the past for students on an individual basis and is more generally being done this first semester of 1968-1969. The primary reason why this proposal becomes relevant now, when it has never been discussed widely prior to this, is that there is no longer a week of classes between Christmas vacation and finals week. What this, in essence, means is that students have no classes between December 21 and January 27. Thus, for the vast majority of students there is no reason to return to campus between these dates except to take their one or more exams.

Philosophically this idea of take-home examinations seems to be the culminating of the freedom now offered by the Academic Honor System. Practically, this system is advantageous to the registrar, the faculty, and the students. The registrar is released from such unnecessary tasks as distributing exam envelopes, collecting same, and constantly changing examination schedules. The faculty has more time to grade the exams, for they will be coming back over a four-week period rather than in a matter of days. The greatest advantages accrue to the student who is the object of each examination. By enlarging the finals period, this proposal would permit students either to devote more time to each subject, thereby relieving much of the pressure of this time, or to take the tests early in the period and have a longer time to rest before starting the push of second semester. Financially, this proposal would be a boon to many students. Those who live so far away that they could not justify the expense of travel for a two week vacation might now with five weeks consider it feasible. For a large group of students, there would be savings of \$100 and more by having to buy only one round trip ticket instead of one for each vacation. The above considerations are perhaps the most important, but the days saved from packing and traveling twice can definitely be used more profitably and undoubtedly many other advantages will occur to you.

TO ALL MEMBERS OF THE FACULTY:

Reminder

Regular Faculty Meeting, Thursday, December 12, 1968 at
4:15 p.m. in Stokes Auditorium

Theodore B. Hetzel
Secretary

Agenda for the Faculty Meeting of December 12

If a committee chairman, or a faculty representative to the Board or a Board committee, wishes to present a report, he should so inform the Provost's office, preferably in writing, by noon on Tuesday, December 10. Faculty members who wish to present suggestions of topics to be considered under the headings of old or new business should follow the same procedure.

Gerhard Spiegler
December 6, 1968

Please note:

Special Faculty Meeting, Thursday, December 19, 1968
at 4:15 p.m. in Stokes Auditorium

Report of Ad Hoc Committee on the Freshman Year

Special Faculty Meeting, Tuesday, January 7, 1969
at 3:00 p.m. in Stokes Auditorium

The Proposed College Budget for 1969-70

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

12 December 1968
4:15 p.m.

Minute 1 : The minutes of the meeting of 21 November were approved.

Minute 2 : President Coleman made several comments and announcements.

- a: A special meeting of the faculty will be held on 19 December to consider the report of the ad hoc Committee on Long Range Educational Policy.
- b: A special meeting of the faculty will be held on 7 January to consider the budget.
- c: The Engineering Department Review Committee (Hunter, Ch.) expects to make a report of its recommendations within two months.
- d: The Committee for Dormitory Planning is now actively at work on plans for a new dormitory to be ready by 1971.
- e: The report of the Committee on the Athletic Program and Facilities Plans was circulated last spring. It will be re-appraised now by the new Director of Athletics and brought back at a later date for faculty discussion.
- f: The report of the Community Relations Committee will be circulated within the next few weeks.
- g: The Academic Council has been asked to consider a revision of some current practices with regard to faculty salary and promotions. Fixed periods of time in academic ranks, and no overlap of salary between ranks, restrict the administration unduly.
- h: The Visiting Committee was here last week and will return in May. Among other things, they commented that Haverford has unique potential and opportunity in Black affairs, but that more faculty participation is needed.
- i: A bequest has been received from the C. Mahlon Kline estate for \$250,000 for support of work in the Biology department. James Magill has given the College \$4200, and an anonymous gift of \$10,000 will enable the College to have the services of Sylvia Glickman and the DePasquale brothers as Musicians in Residence, effective this spring.

Minute 3 : The faculty approved the appointment of David Potter as Secretary of the Academic Council. He then reported in the absence of Marcel Gutwirth.

- a: An ad hoc committee has been set up for an appointment in Political Science, Kraines (Ch.), Ashmead, Glickman, Mortimer, Shumer.
- b: Rosenzweig has been appointed to the Committee on Distinguished Visitors and Library.

Minute 3 (continued)

- c: Rowe has been appointed to Committee for Dormitory Planning, and to the subcommittee of the Board Committee on Property and Physical Planning.
- d: Davison has been elected Humanities Division Representative to the Educational Policy Committee.
- e: MacKay, Slater and Spielman have been elected Alternates to the Academic Council.

Meeting adjourned at 4:40 p.m.

Theodore B. Hetzel
Secretary of the Faculty

FACULTY OF HAVERFORD COLLEGE

Special Meetings on Long Range Educational Policy
President Coleman presiding

19 December 1968

9 January 1969

Minute 1 : These two meetings, lasting five hours in all, were for the presentation and discussion of the Report of the Ad Hoc Committee on Long Range Educational Policy (Annex 1). They were not for action or for decision at these times.

Minute 2 : Some information that was presented in writing is attached to the file copy of these minutes:

(Annex 2) Some English Department Views of the Proposed Freshman Seminars.

(Annex 3) Guidelines, Planning a Course of Study (Weslyan)

(Annex 4) Program of course for freshman year at Yale.

(Annex 5) Statement for the language departments, presented by John Cary.

Theodore B. Hetzel
Secretary of the Faculty

Report of the Ad Hoc Committee on Long
Range Educational Policy

Roger Lane
Melvin Santer
Bennett Schotz
Dennis Stern
Gerhardt Spiegler
Richard J. Bernstein, Chairman

December, 1968

I

In accord with the directive of the Faculty that our committee concern itself with basic issues of educational policy at Haverford, we decided to focus our attention on the freshman year, although our inquiry, recommendations, and proposals extend beyond the freshman year. We decided to focus on the freshman year for a variety of reasons. First, because this is the crucial year of adjustment to the College. Our students come from diverse backgrounds and with a great variety of types of preparation. Many come with high expectations about the excitement of college. We want to maximize the interest and enthusiasm that a student has when he comes to college. We want to help the students to realize the various ways in which serious academic study can inform and enrich their lives. Secondly, the habits, attitudes, and dispositions shaped during the freshman year frequently determine the student's approach to his education during the rest of his college career. Thirdly, we felt that many of the general problems of educational policy have their origin in the freshman year.

Our first task was to determine what precisely are the major educational problems of the freshman year. We have met weekly since the beginning of the fall semester in two hour sessions. We have invited various members of the faculty from all divisions to share with us their own concerns and views about educational policy. We have tried to keep ourselves in touch with student, faculty, and administration opinion. We have drawn upon our own knowledge and experience of Haverford and other educational institutions. It was especially helpful to reflect on issues raised in last year's colloquium and the Danforth report, and to interview several members of the faculty involved in writing the Danforth report.

II

After careful consideration, it is our judgment that there are basic problems with the freshman year. We do think that there is much that can be done to make the educational experience of the freshman year more vital, more focussed, more imaginative, and more intellectually stimulating. As we considered the individual courses and components that make up freshman year, we came to the conclusion that main difficulties do not stem from individual courses, but rather from certain structural difficulties. With our present requirements: English 11-12, language requirements, and distributional requirements, the structure of the student's freshman year is relatively fixed and predetermined. The student comes to Haverford expecting that his freshman year will be an exciting intellectual experience in depth, but too often he finds himself spending a large amount of his time and energy mastering basic skills, and continuing studies which although they increase his sophistication in a given field, are continuations of the sorts of educational experiences he has had in secondary school. A student frequently feels an "intellectual" letdown during his freshman year. We are fully aware that if a student is seriously to pursue some field of knowledge, he must acquire the skills and techniques that are necessary. But without sacrificing intellectual integrity, we believe that the freshman year can be reshaped and improved.

III

Principles. In the course of our collective inquiry and in discussing

problems, proposals, and recommendations, we were forced to become increasingly self-conscious and self-critical about the goals of liberal education and the values of liberal education that we want to affirm in theory and practice. We can best epitomize our ideal of liberal education by calling it "Socratic." By this we mean the following: (i) A liberal education ought to "speak to" the deepest intellectual, emotional, and practical concerns of our students. The lesson that Socrates teaches us is that effective education begins with a sympathetic appreciation of the concerns, opinions, attitudes, and biases of the students. This does not mean that education is to be determined solely by what the students believe is important and vital to them. (ii) A liberal education ought to be challenging, effectively making students aware of their own ignorance. We want to make our students self-conscious and critical of their unquestioned beliefs and values. In this respect, one important role of liberal education is disruptive and critical. (iii) We want to help our students ~~to~~ perfect the skills for intelligent self-mastery and disciplined thought and speech. These include the arts of written and oral communication, the specific techniques and skills needed for comprehension of new fields of knowledge and inquiry, the ability to make intelligent assessments of novel situations whether they be theoretical, practical, or emotional. (iv) We want a liberal education to be liberating. By this we mean that an education ought to expand the intellectual horizon of our students, to open for them new fields of inquiry, and new disciplined ways of relating their vital concerns to the existing state of knowledge and practical affairs. We want to help our students to experience the satisfaction of serious, intellectual inquiry. (v) A liberal education ought to be integrative. By this we mean that we want to show our students that the "intellectual life" is not something apart from "real" life with its vital concerns but that it is the way of informing and enriching one's entire life.

These are traditional values and principles of liberal education. But if we are to approximate them, then we must constantly attempt to explore new ways of achieving them designed to meet new conditions. We do not think that there is any single way to achieve these ideals. We positively affirm that there are many ways in which a man can be liberally educated and that there is no set of subjects, courses or formal requirements that is a sufficient condition to achieve these ideals. We think that this can best be done by serious dialogue between faculty and students, dialogue which places a greater responsibility on the student in shaping his course of study and a greater responsibility on the faculty in guiding the student with meaningful advice.

We realize that the success or lack of success of any plan or set of proposals ultimately depends on the interest, enthusiasm, skills, and "virtue" of those who participate in it. We think of the proposals that we are making as a modest step toward the realization of the ideal sketched above. Our plan is therefore intended to be a constructive one whereby we can bring our present curriculum closer to the ideal of liberal education.

We think of following proposals and recommendations as parts of a single plan to increase the level of involvement in joint intellectual inquiry and to help break down the dichotomy that many of our students feel between their personal and social concerns and their academic studies. (i) We have first listed the proposals that are primarily concerned with

the freshman and sophomore years. (ii) These are then explained in greater detail. (iii) We have then listed a special set of proposals concerning language study at Haverford.

Proposal 1. We propose that the total course requirements for a Bachelor's degree at Haverford be reduced from 36 to 32 so that a normal program during each semester of the freshman and sophomore year would consist of four courses instead of five.

Proposal 2. We propose eliminating all distributional and language requirements.

Proposal 3. We propose offering a new program of freshman seminars. Further we propose the appointment of a special freshman seminar program committee with the Provost as chairman to plan, institute, and approve course proposals for this program and to supervise the technical details in the running of this program.

Proposal 4. We propose changing the present freshman advising system by having the instructor of the freshman seminars serve as adviser to the students who participate in his seminar.

Proposal 5. We propose instituting "sophomore inquiries."

Proposal 6. We propose a Spring festival to be held at the same time as the sophomore inquiries.

1. Reduction of course requirements. The diligent student confronted with five different courses during his first two years frequently finds himself impossibly divided. Many of our courses have also increased their work loads over the years. One justification for a five course load has been that it provides the student with an opportunity to "sample" a variety of subjects before making a decision about a major. But the present system tends to encourage superficiality where a student will let one or two of his courses "slide" in order to keep up with his other courses. Another way of encouraging the idea of exposure to different fields is to offer a greater number of single semester courses at the introductory level rather than full year courses. Thirty-two semester courses will now be required for Bachelor's degree. Nineteen semester courses must be passed in departments other than the student's major.

We recommend that departments offer a greater variety of single semester courses at the introductory level. In those cases where it is feasible, some introductory courses should be given during the Spring semester.

2. Eliminating distributional and language requirements. (Concerning language study, see our special set of proposals). In proposing the elimination of distributional requirements, we are not giving up the ideal of liberal education that emphasizes breadth and depth. Rather, we are affirming that we think that there is a better way of achieving this expectation. We think that this can be achieved by intelligent, sensitive advice in which the student actively participates. Under our present system the role of the freshman adviser is minimal because of our present set of requirements. Under the system we are proposing, there will be a greater opportunity to shape a course of study designed to meet the

special needs, interests and weakness of incoming students. We expect that the principles outlined above will serve the adviser and the student as guiding principles in determining the student's course of study.

3. Freshman seminars. The main new element that we want to introduce into the freshman year is a new sort of educational experience which we have called the "freshman seminar." These will be taught by interested faculty from all divisions. Our aim is to offer a variety of "seminars" which will not be bound by the limitation of introducing a student to a specific discipline but will be "open" but rigorous intellectual adventures in which the student will have an opportunity to actively participate in the development of the course. It is our expectation that these seminars will be a central part of the freshman year. One aim will be to help facilitate the skills and power of oral and written communication on the part of the student. All seminars will place a heavy emphasis on developing the skills of written and oral communication. But we hope that a variety of approaches, methods, concerns, will be explored. To implement the freshman seminar program, we are proposing that a special committee be set up to encourage and approve the teaching of these seminars. These seminars will have a variety of formats to be determined by the instructor and the students involved. Tutorials, reading periods, projects, field trips, etc. may be used. Meetings may be held in dormitories, faculty homes, or under the nearest tree. In some cases the structure and content may be completely open and shaped by the students and instructor participating. In some cases two or more members of the faculty may participate in a single seminar. In some cases the instructor may propose a seminar in a particular problem or area which is of special interest to him although not necessarily limited to his special discipline. In some cases a faculty member may work closely with an upperclassman in offering such a seminar. We hope that these seminars will be designed to help break down the barriers that students feel between "academic" pursuits and the rest of their lives. They can provide an ideal setting for faculty and students to join together in a common inquiry. In addition to the role of these seminars in the freshman year, we hope that it will provide a testing ground for trying out new approaches to education which may be applied to upper level courses. We suggest the optimum size for such a seminar is twelve students to one instructor. If two or more faculty members want to participate in a joint course, the ratio of one faculty member to twelve students shall be maintained (although they are free to propose whatever teaching format they think best for the proposed course). Each seminar will last a semester and a freshman will be expected to take one seminar in his fall semester and one in his spring semester. Final evaluation of the freshman seminar will be on a pass/fail basis.

The role of the freshman seminar committee will be extremely important. The criteria to be employed by the freshman seminar committee in evaluating proposed freshman seminars are those principles stated above. This committee will take the initiative to encourage faculty to participate in the program. While the program will allow for a wide range of formats, we hope that effective team teaching will be encouraged. The staff of the freshman seminars will meet regularly to discuss problems arising from freshman seminars and assess and evaluate the program. A set of descriptions of the seminars will be made available to all incoming freshmen and they will have an opportunity to discuss the nature of these seminars with the respective instructors. The committee will have the responsibility of working out a system of assigning students to seminars.

English 11-12 would no longer be a required course. The tutorial format of English 11-12 has clearly been one of the most successful teaching situations. We hope other departments will consider use of a tutorial format.

4. Freshman advising. With the elimination of all distributional requirements, careful advising will play an even more important role than it now plays. We want to improve the advising system. We think the best type of faculty advising system takes place when the faculty adviser has the student in a class. In this way he can come to know the particular interests, strengths and weaknesses of the student. Consequently we are proposing that the instructor of the freshman seminar serve as the freshman adviser for the students participating in his seminar.

5. Sophomore inquiries. These "inquiries" would take place in March or April of the sophomore year when a student has decided upon a major but before he has signed up for junior courses. At this "inquiry," one faculty member from each of the divisions and one senior would be present. It would be an oral inquiry lasting at least one hour. The inquirers would make an effort to learn as much about the student during the three day period. They may want to meet with the students in a variety of informal ways in addition to the "oral inquiry." The inquirers would try to find out if the student has been making good use of the opportunities available at Haverford, whether he has been intelligently shaping his liberal education. If the inquirers find that this is not so in a particular case they would recommend to the student additional areas he should investigate. A report on each student would be written and be made available to the student and his major adviser and the Associate Dean. These comments should be advisory only but it is likely that the recommendations of people he respects will provide a strong guide to a student. In addition the "inquiries" would provide feedback for evaluating the elimination of distributional requirements. Some of our better seniors would also serve as "inquirers." The sophomore inquiries will involve teams of three faculty members plus a senior. Given the present number of faculty we think it is realistic to expect 15 such panels (involving 45 faculty members and 15 seniors). Each panel would have the responsibility of meeting with approximately 12 sophomores.

6. Spring Festival. The period of time needed to conduct these inquiries can be used to have a college-wide "festival of the spirit." We therefore want to propose that at least three days be set aside for these inquiries in the Spring (including a Saturday). A specially appointed committee consisting of students and faculty would have the responsibility for planning a "festival" for these three days. Such a festival may be dedicated to the arts involving performances and participation of the community. Or it may be dedicated to a specific problem involving symposia, discussions and special readings. Or it may involve some of the features of last year's colloquium. The theme and form of the "festival" will be determined by the committee. One of our reasons for proposing such a festival is to explore the desirability of educational experiences that depart from our normal course structure and involve the entire college.

Language Study

While focusing on the freshman year, the committee was led to a general consideration of the role of foreign languages at Haverford. Foreign language study forms an important part of the student's curriculum during

his first two years at Haverford. Foreign language competence has been one of our requirements for liberal education. But our present system has been a source of frustration to many students and faculty. Many students are not really motivated to study a foreign language but take it merely because it is a "requirement." Having a large group of students who are not really interested in studying a foreign language also has a demoralizing effect on the staff teaching foreign language. The most important consideration for the committee is that even the student who is highly motivated to study a foreign language rarely finds an opportunity to use his knowledge of a foreign language in the course of his studies.

Our main aim is to foster a spirit in which the study of foreign language is taken more seriously. We would like to see a greater use of foreign languages in enriching the student's major field of study when knowledge of a foreign language is relevant and we would like to see a greater number of majors in foreign literature. To this end we are making the following proposals:

Proposal I. We propose that the admissions committee seek out a greater number of qualified students who have shown evidence prior to coming to Haverford of mastery of a foreign language and a serious interest in the literature of this language.

Proposal II. A greater number of Haverford students should be encouraged to strengthen their foreign language skills by attending special summer institutes and participating in special language programs in foreign countries either for a summer, semester, or year. In the case of scholarship students who are expected to earn part of their tuition costs by working during the summer, we hope that special arrangements can be made to allow them to pursue supplemental language studies when these are judged educationally desirable. We also propose that the President investigate the feasibility of establishing a semester-abroad program where Haverford would arrange for a definite program of studies at a foreign institution.

Proposal III. We propose offering courses in comparative literature (either taught jointly by various members of the literature departments or individually) where a student is expected to read at least one foreign language.

Proposal IV. We propose that individual departments offer a greater number of courses which make an effective use of a foreign language in those areas where competence in a foreign language can enrich the subject matter of the course.

Proposal V. We propose that greater initiative should be taken by the Distinguished Visitors Committee to invite foreign scholars to the campus. These scholars should be invited to give "courses" (either full year or semester courses, or courses for a shorter period) in a foreign language. These visitors need not be restricted to scholars of foreign literature. For example, we might invite distinguished French or German sociologists, political scientists, historians, etc.

In "testing" our language proposals with our colleagues, we have been asked why the committee dedicated so much concern to this specific area of the college. We have already indicated that we think this is a major source

of difficulty in the curriculum, especially during the freshman and sophomore years. We are proposing the elimination of a formal language requirement. But simply to eliminate this requirement is not to achieve our primary aim. The committee does not think that there is anything objectionable in having formal requirements per se. It is our conviction, however, that the present language requirement does not achieve the aim of serious study and use of foreign languages. We are affirming that one of the paradigms of liberal education involves knowledge, sensitivity and use of foreign languages. Therefore we consider our special language proposals extremely important. We have already investigated in a preliminary way the feasibility of these proposals. A number of our colleagues in different departments have indicated their willingness to integrate foreign literature sources into their courses and some have indicated their willingness to establish a reading knowledge of a foreign language as a prerequisite for a course. We have discussed the possibility of increasing the number of students who come to Haverford with high competence and interest in a foreign language with Bill Ambler and he has indicated his willingness to cooperate with this proposal. Members of our literature departments have indicated that it is feasible to increase the number of courses in comparative literature (sometimes taught jointly) that will require reading knowledge of at least one foreign language. When necessary, funds from the Old Dominion grant and the Ford grant might be used to support preparation and institution of such courses.

To insure that steps are taken to carry out these proposals, we want to charge the provost working in conjunction with Educational Policy Committee to take the responsibility to carry out these proposals. For the next four years an annual report would be made to the faculty indicating what steps have been taken and what progress has been made in carrying out the proposals.

Implementation. If the plan that we have submitted is approved, we think that it is possible to implement the program for next academic year. The greatest problem we foresee will involve instituting the freshman seminar program. However many of the features that we are advocating for this program are presently being introduced in English 11-12. We expect that for the first year a number of faculty now teaching English 11-12 will participate in the new freshman seminar program. If the present plan is approved before (or shortly after) the beginning of the Spring semester, then we hope that arrangements can be made with various departments for allowing faculty to participate in the freshman seminar program.

If the plan is adopted then we charge the provost working in conjunction with the Academic Council to take the necessary steps to institute the plan.

Appendix

With our present requirements, the normal schema for a freshman program is:

English 11-12	}	Distribution
Foreign language		
Social Science		
Natural Science		
Humanities		

Under the proposed plan, the normal schema would be:

Freshmen seminars
plus three options

Haverford College
Haverford, Pa. 19041

Dec. 18, 1968

To: English 11-12 Staff

Dear Colleagues:

The following memorandum represents my understanding of our discussion of Dec. 17. I am sending it to you in two copies so that one may be revised or amended as you see fit, and if possible, dropped off at my office (Chase 3) Thursday afternoon in advance of the faculty meeting proposed for Dec. 19, 4:15 pm.

Rough draft

Some English Department Views of the Proposed Freshmen Seminars.

1. General.

The English Department welcomes the general concept of the proposed Freshman Seminars, to which all departments of the College will give their genuine commitment, & to which all departments will assign comparable amounts of staff time.

The English Department welcomes the stress in the proposed Freshman Seminars on certain proven features of English 11-12: the tutorials, the individually designed seminars of English 12, the training in writing.

In passing, the English Department notes that the amount of writing assigned in English 11-12 is about 6000 words each semester (including a 1000 word examination essay in the first semester, and a long terminal essay in the second semester). Careful reading and annotation of this writing requires a great deal of staff time. The Department also notes that the tutorials now given in English 11-12 are only possible because each staff member contributes two extra hours of teaching time per week, that is, he teaches 11 hours, instead of the College requirement of 9 hours.

2. Administration.

The English Department believes that academic courses should be run by faculty and not by administration. The management of this ~~compulsory~~ course for all freshmen should not be the responsibility of the office of the Provost, but of the faculty.

3. English 11-12.

In the past, English 11-12, as a compulsory all-College course taught by the English Department, has had a double function.

(1) English 11-12 has served as a general introduction to great works of the western (and even occasionally of the eastern) humanities. It has also served as a general introduction to rhetoric. *And it has provided a common core of experience in the humanities for the Freshman Class*

(2) English 11-12 has been a required introductory course to other work in the English Department, with a function comparable to that of, say, History 11-12 for the History Department. Directly or indirectly, it has served as a preparation for literary history, literary criticism, creative writing, and recently creative film making.

The English Department assumes that much of function (1) will be taken over by the Freshman Seminars. The need for function (2) will remain, and will not be satisfied by the Freshman Seminars.

If in fact the proposed Freshman Seminars come into existence, the English Department will drop English 11-12 completely, and will develop a new introductory course--tentatively named here English 13-14--with tutorials, & with strict training in writing on the present scale of English 11-12, but with a more literary content than the Department has felt was not suited to^a compulsory all-College course such as English 11-12.

English 13-14 would perhaps be able to use some materials from current sophomore work in English (and these courses would consequently be upgraded). The English Department has already begun discussions with its majors of a complete revision of its major program, and the exact nature of English 13-14 will take shape accordingly.

In any event, as with certain other departmental introductory courses, English 13-14 will be an optional course, available only to freshmen and sophomores. It will, however, be required of all students who wish to take advanced courses in English or who wish to major in English. ~~The proposed Freshman Seminars will not be accepted as a substitute for English 13-14.~~

4. Staffing the Freshman Seminars.

If the Freshman Seminars are in fact approved by the Faculty, the English Department will of course take part, on the same scale as other departments.

Perhaps many faculty are unaware that the present level of staffing of English 11-12 is accomplished by using about fifty per cent part-time faculty. That is, of 13 English 11-12 sections in the first semester, and 10 such sections in the second semester, for a total of 23 sections (each consisting of about 13 students on the average), 11 sections are taught by part-time faculty and 12 by full-time faculty. Presumably, with the dropping of English 11-12, these part-time faculty will be released.

If we may judge from consistently large enrolments in upper-class English Department courses, the required introductory course, the new English 13-14, will also have a large enrolment. In part because of the amounts of writing required ~~in both~~, and also because the English Department policy has been against requiring instructors to work more than one third time on freshman level courses, the Department will not wish to have its instructors teach in both the Freshman Seminars and in the new English 13-14.

The proposed new Freshman Seminars will then not be able to count on any large pool of suddenly released English 11-12 permanent staff time (unless, of course, these Seminars take over the present part-time staff).

Conclusion.

In the past, when the English Department has offered to share the English 11-12 teaching with other faculty, particularly in the Humanities Division, it has almost always been turned down. Perhaps one measure of genuine faculty commitment would be the clear and comparable participation by a majority of departments in the Freshman Seminars.

proposed

Respectfully submitted,

John Ashmead
Chairman, English 11-12

REQUIREMENTS FOR DEGREES

BACHELOR OF ARTS

Wesleyan University confers only one undergraduate degree, that of Bachelor of Arts. The requirements of the regular program for this degree are: (1) satisfaction of the guidelines for generalization and the requirements for concentration, and physical education, (2) satisfactory completion of 34 semester courses, or the equivalent, with the average grades required for promotion, (3) a senior year and final semester average of 74%, and (4) the final year in residence.

The normal academic load is four courses in six semesters and five courses in two (usually the sophomore year). If conversion to semester hours is required, each course may be assigned a value of three and one half semester hours.

According to usual standards (one class hour and two preparation hours per week per semester for one semester hour of credit), one Wesleyan course presupposes an investment of approximately 140-150 hours of time for credit, or at least 10 hours per week per course.

See also College Programs pages 95-100.

GENERALIZATION

Each student must develop a program which satisfies the guidelines in generalization given below.

GUIDELINES IN GENERAL EDUCATION

Planning a Course of Study

It is fundamental to Wesleyan's philosophy of education that students should mature in an atmosphere of freedom and responsibility. Each student is responsible for designing his own program of study, suited to his particular needs and interests, and consonant with Wesleyan's tradition of liberal education. The university does not dictate any specific courses which must be taken by all students. Nor does the faculty prescribe a student's program of studies, though his program must meet with the approval of the faculty (generally through the agency of the student's advisor).

So far as formal requirements are concerned, an education at Wesleyan consists in a minimum of thirty-four courses, of which about one third are devoted to the student's major field of concentration. A student is required to choose a field of concentration, not only in order to begin his preparation for a specific profession --indeed a student's major may or may not have anything directly to do with his vocational plans--but primarily because intensive work and a degree of disciplined mastery in a major field of learning provides one indispensable dimension of a liberal education. In addition to this dimension, for which we may employ the metaphor of depth, a liberal education should also have a dimension of breadth. The student's program of general education, the program of courses elected to broaden his understanding of several areas of knowledge, is as important as his choice of a major field, and should be chosen with equal care. Each student's program of general studies should be venturesome enough to lead him into the great diversity of inquiries being carried on in the university, but should also, together with his

major program, have some coherence as a whole. These "guidelines" are to aid the student in designing his program of general education.

Diverse Areas of General Education

The variety in the kinds of studies being conducted in the university cannot always be sorted out along departmental lines. But we suggest that there are seven broad areas of study represented in the curriculum which are clearly enough differentiated that the student should bear them in mind in providing scope and diversity in his program of general studies:

- English language and composition
- Ancient and modern language and literatures
- Philosophy and religion
- The Arts
- History and the social sciences
- Mathematics
- The natural sciences

A student should generally plan, in the course of his four undergraduate years, to do some disciplined work in each of these areas. The emphasis will of course fall differently for different students. But if a student neglects any of these areas altogether, he should be prepared to defend the omission by reference to the educational goals of his program as a whole.

A student entering Wesleyan may have considerable preparation in some of these fields, which he can use to proceed at once to intermediate and advanced courses. In disciplines such as mathematics and languages, where skills already acquired will deteriorate if not kept in regular use, a freshman should ponder very seriously the consequences of interrupting his studies. At the same time, the student will probably want to be introduced to subjects he has not studied before, either through introductory courses within a department, the special research seminars, or through the Integrated Programs.

At the end of his freshman year, the student should make at least a tentative choice of the department or program in which he will major; if he wishes to enter one of the colleges, he must do so at this time. In selecting courses for his freshman program, therefore, the student must note the prerequisites of departments in which he is interested, and should not cut off the possibility of majoring in them by, for example, letting his mathematics or languages lapse. Nevertheless, he should continue to explore widely in both his first and second years; changing of career plans and prospective majors is common, and if the student has chosen a program of sufficient breadth, he will be prepared to enter most majors at the end of his sophomore year. Specifically, by the end of the sophomore year, a student should have done some work in most of the broad areas of the curriculum. And, it is hoped that he will continue general studies throughout his college career.

In what follows we attempt to suggest the role each of these areas may play in a student's general education program:

Basic Disciplines

English, foreign languages, and mathematics may be said to be of fundamental importance, since besides being worth studying for their own sakes, they are required for the study of other subjects.

The ability to speak and write English effectively is necessary in all Wesleyan's intellectual enterprises. It is not only impossible for us to communicate ideas to other people without the skillful use of language; we cannot even develop, criticize, or fully understand our own ideas if they are not stated with force and precision. A student should, therefore, take several courses in which he will be required to give extended oral presentations and to write a number of papers which will be evaluated for their clarity of expression, and where specific suggestions for improvement will be made. Obviously, such courses will be found particularly in the English Department; examples are English 101, 151, 152 and 161, and Oral English 101. Because of the very universality of the demand for effective speaking and writing of

English, several other departments give particular attention to these skills, including Classics, History, Philosophy, the College of Letters, and the College of Social Studies. But in whatever department a student studies speech and writing, he cannot appreciate the full resources of the English language unless he studies some of the masterpieces of English literature; nor will he fully know English if English is the only language he knows.

Besides attaining skill in English composition and literature, a student should be able to understand, speak, read, and write a language other than his own, and be acquainted with the literature in that language. Reading a foreign literature in translation has aptly been compared to kissing through a veil; only when he knows how the language sounds and what are the distinctive features of its grammar and vocabulary will a student gain a full appreciation of the literatures which are taught at Wesleyan. In addition, there are more utilitarian advantages, which account for the widespread establishment of commercial language schools; knowledge of foreign languages is invaluable in government service, in some branches of the law, and in the steadily-increasing overseas operation of American businesses. The tendency of the peoples of the world to come into ever-closer contact will inevitably set a progressively-higher premium on the knowledge of languages.

Because of the desirability--and often the necessity--of reading works of literature, philosophy, and recent scholarship in the original languages, graduate schools usually require knowledge of German--especially for science students--and French, and, in certain fields, of Russian, Latin, Greek, or oriental languages as well. Some graduate schools ask for proficiency in these languages at the beginning of graduate work. It is not only more advantageous, but also proportionately easier, to learn a second foreign language once the first has been mastered; in the languages, particularly, the rewards are greater the longer one carries on the study of them.

Mathematics is the language of the sciences, both natural and social; and it is coming into use in some of the humanities as well. Some knowledge of mathematical modes of thought is essential to understanding the operation of computers, which are pervading all aspects of life. Thus, someone can hardly be considered liberally educated if he is ignorant of mathematics. Not every kind of mathematics is useful for every subject, and freshmen thinking of majoring in the natural or social sciences should seek advice from the departments in which they are interested; however, Mathematics 106, 117, and 161 are generally appropriate for students wishing to understand some of the fundamental ideas of mathematics. It should be stressed that mathematical skill, like that in a foreign language is likely to vanish if it is not used and increased; therefore, a student with good preparation should consider electing some intermediate or advanced work at some stage in his college career.

General Studies in the Arts and Sciences

In addition to these basic tools of thought, every educated man should have a thorough acquaintance with the achievements of Western civilization. Of these, the natural sciences are perhaps the most remarkable. Within the last four centuries, human reason and disciplined observation have entirely transformed our understanding of nature and, at the same time, the conditions of everyday life. Although original research by students is fostered in almost every department at Wesleyan, it is particularly emphasized in the natural sciences, where well-qualified students can do work of graduate-school caliber. Science 101, 102 is intended to give the student an introduction to biology and physical sciences. Beyond these, a sense of the power of the scientific method can best be attained by a laboratory course in one of the sciences; such a course is recommended for all students.

The very successes of the natural sciences throw into prominence the social sciences which, by analogous methods, hope to clarify and resolve the problems of social life, many of which are made much more difficult, and sometimes dangerous, by technological advances. In some of the social sciences, such as economics and sociology, there is a body of theory to be mastered and certain courses to be taken in sequence; but, besides the introductory courses in the various departments, there are research seminars open to beginners, and components of the Integrated Programs

which display the range of methods now available to the social scientist.

Although we cannot understand our own times without some knowledge of the social and natural sciences, we also need the critical perspectives of analysis and imagination which can only be gained from history, art, literature, philosophy, and religion. For most students, the best introduction to the great books of Western civilization which are the traditional core of liberal education will be gained from Humanities 101, 102, and the Integrated Programs. These are intended to suggest the range of the Western tradition and to provide a basis for further investigation in areas which the student finds particularly relevant to his interests. Within the past ten years, Wesleyan has made special efforts to bring to the study of non-Western civilization some of the same opportunities that have long been available for Western cultures. Those wishing to know something of the cultural tradition of the majority of the human race may pursue work in the following courses: Humanities 153 and 154, Great Books of the Near and Far East, World Music plus selected courses in Art, Government, History, Religion and Asian languages and literatures.

Courses in the history of art and music complement those in the history of thought; but in addition, Wesleyan offers an unusual range of studio courses. Since we know best what we have made, Humanities 341 and other studio courses in music, theater, and the plastic arts put a kind of experiment and research in the center of artistic appreciation.

FRESHMAN YEAR

A freshman program of studies consists of four or five courses each semester in addition to Physical Education 101, 102.

Freshmen will select their courses from among the special Freshman Integrated Programs, the freshman seminars, and other courses numbered 101-200. In addition any freshman may elect an upperclass course for which he is qualified. Some of these courses will require the permission of the instructor.

(Note: The Freshman Integrated Program and freshman seminars are not open to upperclassmen except under the following condition: if in September the instructor feels more students are needed in the course he may admit others with priority given to sophomores.)

For freshmen who plan to major in one of the natural sciences a program of five courses, including mathematics or a second departmental course in a laboratory science, is specifically recommended. Similarly a program of five courses, including two foreign languages, classical or modern, is recommended for freshmen with linguistic aptitude who plan to major in language and literature.

A student who has studied any foreign language in secondary school for more than one year and wishes to enroll in the elementary course (101&102) in that language at Wesleyan must have the permission of the language department concerned and the approval of the Dean of the College. In the event of such approval he will be granted academic credit on his Wesleyan record for only those semesters in which he earns a grade of at least B-.

SOPHOMORE YEAR

The normal course load of the sophomore year is five courses each semester and Physical Education 151, 152. Not more than three courses per semester may be selected from any division and not more than two from any department.

CONCENTRATION

This graduation requirement will be met by completing satisfactorily in the junior and senior years a departmental major, an interdepartmental major (see below), or a collegiate major.

leges, which were made possible through gifts from Edward Stephen Harkness, B.A. 1897, are not merely living quarters; they are small communities, whose members know one another well and learn from one another. Each college has its own library, dining hall, kitchen, common rooms, squash courts, and athletic teams; each college offers discussion courses for which academic credit is given; and each college celebrates the progress of the academic year with various festivities, which often include concerts and dramatic presentations.

At the head of every college is a resident master. Associated with him as fellows are about forty members of the faculty, drawn from different departments. A few of them reside in the college, and many have studies there in which to meet with their students. Freshmen are assigned to a college as nonresident members; they may take a limited number of meals there and participate fully in the life of the college. After his Freshman year a student moves from the Old Campus to live in the college to which he has been assigned and normally continues a member of the same college throughout his undergraduate career.

There are twelve colleges—Berkeley, Branford, Calhoun, Davenport, Timothy Dwight, Jonathan Edwards, Morse, Pierson, Saybrook, Silliman, Ezra Stiles, and Trumbull—in each of which a dean advises the Freshmen and upperclassmen in both academic and non-academic matters. A list of college deans follows:

Berkeley, Richard H. Bell
 Branford, Thomas K. Edwards
 Calhoun, Jeffrey Barnouw
 Davenport, Robert R. Porter
 Timothy Dwight, James S. Davie
 Jonathan Edwards, Robert E. Kuehn
 Morse, David P. Behan
 Pierson, F. Seth Singleton
 Saybrook, James K. Folsom (to June 30); Martin I. J. Griffin, Jr.
 (from July 1)
 Silliman, John J. E. Palmer
 Ezra Stiles, Ernest F. Thompson
 Trumbull, Edwin S. Redkey (to June 30); P. T. Magee (from July 1)

FRESHMAN YEAR

Much of the lasting benefit of undergraduate study at Yale will depend on careful selection of courses from this bulletin. To assist students, Yale College furnishes special advisers who may be con-

sulted: the dean of the residential college with which each student is affiliated; the faculty program adviser assigned to him from the fellowship of his college; and his resident Freshman counselor. Each will advise the Freshman with respect to the rules and principles described below.

One of the distinguishing features of a liberal education is that it has no single definition. Rather, therefore, than prescribing which specific courses must be taken by all students, Yale College requires that each student design his own program of study, suited to his particular needs and interests, from the multitude of courses available to college students within a university. Only two specific rules will limit the selection of courses outside the major.

1. A Freshman may take no more than one course (or two term courses) in a single department and no more than three courses (or six term courses) in a single division (there are three divisions: Natural Sciences, Social Sciences, and Humanities; see p. 23). He may, however, take as many as two courses (or four term courses) in a department that embraces several different disciplines, such as Classics or Romance Languages.

2. Every student, during his four years at Yale, must take at least eight courses (or sixteen term courses) outside the department of his major, of which at least six courses (or twelve term courses) must be outside the division of his major. For the purposes of this rule, as many as two language courses at the introductory or intermediate level may be deemed automatically to fall outside the division of the major.

The purpose of these requirements is that which dictated the Distributional Requirements imposed on the Classes immediately preceding that of 1970. A student is required to spread his courses widely among departments in the Freshman year in order to ensure exposure to a variety of ideas and ways of thinking. Many students come to Yale with advanced preparation in several fields. Early in his college career, such a qualified student ought to take advantage of any head start he may have in a subject to pursue it at a higher level than would otherwise be possible: a college course in a familiar subject often discloses unfamiliar aspects. In addition, in disciplines like mathematics and languages, where the maintenance and improvement of skills greatly depend on continuity of application, the student ought not lightly to interrupt the progress of his studies during his Freshman year. But nevertheless during his first year, he should also explore some subjects that he has never studied before. At the end of his Freshman year the student should make at least a tentative choice of the department or program in which he will

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major; science majors *must* do so. In choosing Freshman courses, therefore, the student should give attention to the prerequisites for any major in which he anticipates particular interest. But he should not close his mind to other possibilities. He should use his first year to explore, and not hesitate to change his mind during his second year. If he has selected his courses wisely, he will have the groundwork to enter most majors during or at the end of his Sophomore year.

A student will not be required to take specific courses in specific departments. Instead, he is encouraged to design his own program for himself with three interrelated purposes in mind: first, he ought to consider what program might best reflect his own intellectual interests; second, he ought to plan a program that will open up the maximum variety of subjects to him, so that he can expand those interests; and third, he ought always to keep before him the relevance of his program to that most elusive of goals, a liberal education.

Educated men by no means agree about everything that a liberal education should include, but nearly all would agree on the propositions below, which should serve the student as Guidelines. In applying these Guidelines, a student should seek advice not only from his college dean, counselor, and faculty program adviser, but also from directors of undergraduate studies or other faculty members in the various departments and divisions. Although no adviser will prescribe a particular set of courses, the student should make use of all the advice he can get in order to plan the most effective program. The courses by which a student achieves his educational goals must depend on his individual interests and needs, but courses ought to be selected according to a reasoned plan of study in which none of the principles outlined below is ignored.

The final check on specific course selections will be a screening of each student's program to identify any that departs markedly from these Guidelines. A student whose program does so will be obliged to persuade the dean of his college and his faculty program adviser that it will achieve for him in its own way the goals of a liberal education. Every student's program must be approved by his dean and adviser, and every reasonable program will be approved. Printed on pages 10 and 11 are some charts of typical course patterns for students with different needs and backgrounds. These illustrate the principles described below, but are suggestions, not prescriptions.

GUIDELINES

1. It is a commonplace that an educated man should be able to express himself clearly in his own language, both in speech and in

writing. It is a frequent illusion to suppose that a man can think clearly if he cannot write clearly: words are the basic tools of thought. If a man cannot use them skillfully, he will be handicapped not only in communicating his ideas to anyone else, but also in developing, defining, and understanding them himself. A student should therefore take at least one course, and preferably several, that will require him to write papers and have them criticized for clarity of expression by the instructor. The most obvious department in which to find such courses is English. Examples are English 15, 25, and 29. But several other departments offer courses that give strict attention to writing. Among them are Classics, History, and Philosophy.

In whatever department one studies writing, it would be well to take at least one course in English literature. Although language is an essential tool for any kind of study, a student will not fully understand its possibilities and the avenues of thought and feeling it can open, unless he can appreciate the use made of it by its greatest masters. A student will be missing one of the rewards made possible by his own increased skill unless he follows or accompanies the study of writing by the study of English literature.

2. Besides attaining skill in English composition and literature, a student ought to be able to understand, speak, read, and write a language other than his own, and be acquainted with the literature of that language. Mastery of a foreign language increases subtlety of mind and sharpens sensitivity to the use and meaning of words in one's own language. In addition, a student's knowledge of a foreign language ought to be carried to such a level that he can not only speak it fluently, if it is a modern language, but also read it freely and with enjoyment. Skill acquired in a foreign language can only be preserved through use, and will enable the student to read works of literature, philosophy, or recent scholarship in the original (even when they have been formally assigned in translation).

Only through study of a foreign literature will skill in language serve its purpose of widening a man's perspective by opening another culture more fully to him. It is, for example, quite possible to learn to speak a foreign language perfectly and yet remain parochial. The question of which language or languages to study will depend on a student's previous preparation and future goals. Graduate schools, for example, usually require knowledge of French and German or Russian, and, depending on the field of graduate work, of Latin or Greek as well. A student should also consult his own interests and tastes: if he likes English romantic poetry, for example, he might study French romantic poetry; or if he likes Spenser or Milton, he might want to read Vergil in Latin. In any event, it is advantageous to acquire more than one foreign language. There is, however, little

to be gained by taking only one course in a new language. At least two years of work or an intensive, double course taken in a single year is usually necessary before a student can use a new language effectively either in speech or in writing. He may then usually proceed to a literature course in that language. Many Freshmen at entrance have already acquired a high degree of proficiency in one language or another. Such students ought seriously to consider taking a literature course in that language during their Freshman year, because both confidence and skill in languages can easily wane with a year's disuse.

3. The study of a foreign language and its literature will help to overcome geographical provincialism, but there is also such a thing as temporal provincialism. An educated man should seek historical perspective on his own times by studying the older civilizations from which his own has developed. No student ought to leave college without having studied the history, art, music, philosophy, religion, or literature of the ancient world or the middle ages (before the sixteenth century). Courses in the more recent history of these subjects may serve a similar purpose; and students who have not had a good general course in American history in secondary school ought to take one in college. Ideally a man ought to study the art, artifacts, and ideas both of the modern and the ancient world. But if he must choose between the two, it would be wise to begin with the ancient.

4. A man should not consider himself educated today unless he has an understanding of the mathematics that underlies many of the basic fields of study. Mathematics is not only necessary for an understanding of most subjects in the natural and social sciences, but it proves an increasingly useful tool in some of the humanities. Not every subject requires the same kind of mathematics, and the most useful course for a particular student's purpose may not be given in the Mathematics department itself but in the following departments: Administrative Sciences, Economics, Engineering and Applied Science, Philosophy, Political Science, Psychology, Sociology, or Statistics. Each of these departments offers courses in the mathematical and statistical methods used in its discipline: Administrative Sciences 25a, 26b, Economics 25, Engineering and Applied Science 30b, 31b, 32a, 57b, 58a, Philosophy 20, Political Science 29b, Psychology 40a, Sociology 40a. Unless, however, a student has already attained proficiency in mathematics at the level of the calculus, he probably should acquire this degree of mathematical skill in Mathematics 10a and 15b before proceeding further. If he wishes to widen his opportunities for advanced study in a variety of fields, he should continue to pursue the study of mathematics in his Sophomore or Junior year.

Skill in mathematics, as in the languages, is likely to vanish if it is not used and increased.

5. As a student ought to couple the study of languages and writing with the study of literature, so he ought to couple mathematics with the sciences. Therefore, building on the mathematical foundation he has already acquired in secondary school or is developing at Yale, he ought to become acquainted with at least one of the natural sciences. These are areas where human reason and imagination have made their most dramatic progress in the last three hundred years and especially during the twentieth century. Indeed, the creative effort of the sciences so dominates modern culture that no person in this century may consider himself educated without an understanding of science. Students intending to major in a science may need different introductory courses from those who are studying a science simply as a part of their general education. Before selecting a science course, a student should consult his college dean and the director of undergraduate studies or placement officer in the department concerned.

6. Finally, to understand the duties and problems facing him as a human being among other human beings, the student should become familiar with at least one of the social sciences. The social sciences, like the natural sciences, often rely heavily on mathematics; but the subject matter is people rather than things. At a time when the people of the world are increasing in both their numbers and their discontents, their future and the future of all that they have hitherto achieved depends heavily on the social sciences. An educated man should have some understanding of what men have learned and are learning about living together. Moreover, he cannot afford to be totally ignorant of the peoples of Eastern Europe, Asia, Africa, or Latin America. The Yale curriculum contains a wide variety of courses on these areas, dealing with comparative social systems, governments, economics, histories, and cultures.

ADMISSION WITH ADVANCED CREDITS AND STANDING

An ever-increasing number of entering Freshmen have completed advanced or honors work either on their own, or under the auspices of the Advanced Placement Program, or by enrollment in a college course before matriculation at Yale. Yale stands strongly in support of this superior attainment and opens to each matriculant who has done such work in English, history, foreign language (ancient or modern), mathematics, chemistry, biology, or physics the opportu-

A Statement by the Foreign Language Departments

1. We find ^{that} the recommendations of the Ad Hoc Committee on Long Range Educational Policy are based on inadequate evidence, ^{at best as they at least is discernible in the report}. Consequently we urge the faculty to delay a final decision on the report until there has been time for the faculty to discuss thoroughly the need for, and the implications of, the changes proposed in the report.
2. The language requirement, here as elsewhere, is a statement we make to ourselves, and to the rest of the world, of our convictions regarding the nature of higher learning. Dropping that requirement will be a signal to the secondary schools that they needn't invest a large share of their resources in the expensive business of retaining teachers whose training will have taken them abroad, in order to prepare their students for a life which, by Haverford College's admission, may be lived profitably and usefully on the highest level without knowledge of a second language. To our students this move will spell the end of any pretention on the College's part to a role in the definition of education. If we believe that the learning of another language broadens and deepens knowledge both of the mother tongue and of another significant portion of the human species and of the human achievement, in short, of culture, then we should require it of all who aspire to higher learning under our guidance.
3. We find it unrealistic to expect that readings in foreign languages can be included in other courses as stated in Proposal IV of the "Language Study" section, both because it remains undemonstrated that many faculty members are themselves competent to deal effectively with such a task and because the student constituency of those voluntarily undertaking the reading ^{of} technical foreign texts will be minimal. We also ask that more evidence be presented about the effects of the present advising

system before we decide whether or not we ^{to} should abandon it in favor or a new scheme.

4. Students ought to be able to look forward to study as foreign centers under the administration of the College. This expectation, and the experience and training that study abroad could offer, would invigorate the foreign language program. Certain criticisms of the present program could be met by specific improvements which will vary according to the department. For example, there is a critical need to reduce the size of Spanish classes through an increase in the teaching staff. The German department would like to increase the number of contact hours for the elementary and intermediate levels. This, too, will require additional staff. Finally, we need a stronger language laboratory program. All of these changes could help to meet some of the dissatisfaction with the present program.

5. We need to keep up the pressure on the secondary schools. To this end we might ^{for example} permit the student to fulfill his foreign language requirement through a specified level of achievement in a sophisticated, but standard, achievement test. This would be a signal to the secondary schools, to the teacher and his student, that they should aim at facility in mastery of a foreign language during some of the best learning years, and before the student encounters the College's academic demands and opportunities, such as study abroad or courses involving the reading of a foreign language.

Finally, it should be recognized that in the case of a difficult language such as Russian, the present requirement of two years' instruction is not only minimal, but inadequate. No matter what changes are made in the teaching methods, the requirement in Russian ought to be raised to six ^{the equivalent of} ₁ semesters.

FACULTY OF HAVERFORD COLLEGE

Special Meeting on the Budget
President Coleman presiding

7 January 1969
3:00 p.m.

- Minute 1 : President Coleman commented that the increased deficit in the proposed budget (\$411,000 next year versus \$120,000 this year) is principally due to the following rises in costs:
- a: Inflation of 4½%, which applied to all budget items could account for as much as a \$200,000 rise in expenditure just to hold our present level of services and real incomes.
 - b: High cost of faculty excellence, which in today's market necessitates average salary increases of at least the 7½% which Haverford proposes to apply in 1969-70.
 - c: Equity in non-faculty salaries and fringe benefits.
 - d: More adequate maintenance and security.
 - e: More realistic planning, including greater awareness of the initial costs and income from the Computer's operations.
 - f: High cost of indebtedness, including additional interest changes in 1969-70 of as much as \$45,000.
- Minute 2 : Budgeted income will increase only slightly due to increased charges for board and room. No increase in tuition charges is proposed. Only a modest increase in endowment income is expected.
- Minute 3 : President Coleman thanked those members of the faculty who have contributed to the development campaign. This expression of financial support -- and those that ~~may~~ come from other faculty members in the future -- strengthens his persuasion in approaching others for contributions.
- Minute 4 : Comptroller Charles Smith distributed a draft budget (Annex 1), discussed it item by item and answered questions about it.
- Minute 5 : At the suggestion of the Academic Council and with the approval of the President, it was agreed that a small committee of faculty members would meet with the Comptroller to go over a detailed copy of the budget. The President stressed that (i) no item in the budget, except for individual salaries, is secret from the faculty, and (ii) he viewed faculty comments as particularly helpful in shaping the budget. He added that the size of the proposed deficit was so great that the Board might hesitate to accept it, and that, in any event, further additions should only be made by reducing items elsewhere in the budget.
- Minute 6 : ~~The~~ administration agreed with a faculty suggestion that more money needed to be provided for start-up costs in the Fine Arts.

Minute 7 : When matters concerning the new dining center were discussed, the subject of a faculty dining room came up. The faculty approved the proposal that a room be reserved for faculty use at noon.

Minute 8 : With warm appreciation to Charles Smith for his presentation, the meeting adjourned at 5:05 p.m.

Theodore B. Hetzel
Secretary of the Faculty

Annex 1

HAVERFORD COLLEGE
DRAFT BUDGET 1969-1970

7 Jan 69

<u>EXPENDITURES</u>	<u>BUDGET</u> 1968/69	<u>PROPOSED</u> <u>ADDITIONS</u>	<u>DRAFT BUDGET</u> 1969/70
I. <u>Educational & General</u>			
a) <u>Administration</u>	\$ 286,000	\$ 38,000	\$ 324,000
<p>The additions are for increases in salaries and cost of services & supplies. There will be no additions to the staff. <i>inc. ad hoc committees = \$1000/department = 6000.</i></p>			
b) <u>Student Services</u>	\$ 203,000	\$ 16,000	\$ 219,000
<p>The additions include the post of Freshman Advisor not budgeted last year. We have also increased the counsellors by 1/3 of a person. The balance of additional requirements is for increases in salaries and cost of supplies.</p>			
c) <u>Staff Benefits</u>	\$ 250,000	\$ 47,000	\$ 297,000
<p>We propose to do the following:</p>			
(1) Introduce a formal non-faculty pension plan costing \$7,000 per year.			
(2) Offer our non-professional employees a single membership in Blue Cross/Blue Shield and Major Medical Plan paid by the College. This would replace their present membership in the faculty medical plan. The <u>net</u> additional cost is estimated at \$3,000 per year. The staff will of course receive greater benefits.			
<p>Other funds are needed for staff benefits because:</p>			
(1) Social security payments have been raised.			
(2) Salaries have been increased, TIAA/ CREF payments will likewise increase.			
d) <u>General Institutional Expenses</u>	\$ 324,000	\$ 63,000	\$ 387,000
<p>We face two main items of additional expenditures:</p>			
(1) Printing \$18,000			
(2) Interest on bank loans 45,000			

EXPENDITURES (continued)	BUDGET 1968/69	PROPOSED ADDITIONS	DRAFT BUDGET 1969/70
I. Educational & General (continued)			
e) <u>Instruction</u>	\$1,203,000	\$101,000	\$1,304,000
<p>(1) A sum equivalent to 7-1/2% of faculty salaries has been set aside for faculty salary increases (\$70,000).</p> <p>(2) Departmental supplies and services (\$9,000 added cost).</p> <p>(3) Additional faculty secretarial expenses (\$5,000).</p> <p>(4) New Programs: (e.g.) Comfort Basement (\$ 5,000) Black Studies (\$10,000) <i>Musicians in Residence - special grants</i></p>			
f) <u>Computer Center</u>	\$ 35,000	\$ 20,000	\$ 55,000
Because this is a new venture a more detailed budget is attached to these sheets.			
g) <u>Sponsored Research</u>	\$ 203,000	-	\$ 203,000
h) <u>Libraries</u>	\$ 226,000	\$ 15,000	\$ 241,000
<p>(1) We have planned to make some reduction in the total of professionals employed, replacing them with non-professionals. <i>46 students here vs. 62 inventories prop. blown</i></p> <p>(2) We have budgeted for a further increase in book funds. <i>(2x increase over 5 yrs)</i></p>			
j) <u>Maintenance & Operation</u>	\$ 409,000	\$100,000	\$ 509,000
<p>(1) We hope to increase wages of lowest paid workers 15¢ per hr., bringing minimum at the college to \$2.15 per hour.</p> <p>(2) We shall also provide a pension plan for the staff at a cost of \$12,000 per year.</p> <p>(3) Social security payments will increase \$9,000.</p> <p>(4) <i>Utilities</i> Heating costs will be up some \$24,000 over last year's budget.</p>			

BUDGET 1968/69	PROPOSED ADDITIONS	DRAFT BUDGET 1969/70
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EXPENDITURES (continued)

I. Educational & General (continued)

j. Maintenance & Operation (continued)

- (5) Two additional staff will be hired (\$10,000). To provide maintenance for the central heating system, made particularly necessary through addition of new buildings.
- (6) The security budget will provide two watchmen on duty 24 hours per day 7 days per week. This is no net addition over that which we now have. One additional watchman was recruited in November as a result of discussions with Students' Council.

Total Educational & General	\$3,139,000	\$ 400,000	\$3,539,000
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II. Auxiliary Enterprises

	\$ 720,000	\$ 82,000	\$ 802,000
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This includes additional monies required for:

- (1) Athletics \$ 9,000.
The budget includes requests for new equipment needs costing about \$7,000. The wrestling mat (\$3,500) must be purchased. If sailing does not get financial support it would die.
- (2) Dormitories \$17,000. Here, again, 15¢ per hour, bringing minimum to \$2.15 per hour.
- (3) Dining Room \$18,000.
- (4) Infirmary \$ 5,000.

*athletics
bookstore up 6%
etc
faculty housing + \$24,000
Arts & Services
Serendipity*

III. Student Aid

	\$ 485,000	-	\$ 485,000
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TOTAL EXPENDITURES

	\$4,344,000	\$ 482,000	\$4,826,000
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INCOME

I. Educational & General

- | | | | |
|--|-------------|-------------|-------------|
| a) <u>Student Fees</u>
25 additional students | \$1,376,000 | \$ 57,000 | \$1,433,000 |
| b) <u>Endowment Income</u> | \$ 953,000 | \$ 20,000 | \$ 973,000 |
| c) <u>Gifts & Grants</u> | \$ 632,000 | \$ 15,000 | \$ 647,000 |
| d) <u>Computer Center</u> | \$ 35,000 | (\$ 15,000) | \$ 20,000 |
| e) <u>Other Sources</u> | \$ 78,000 | \$ 2,000 | \$ 80,000 |
| Total Educational & General | \$3,074,000 | \$ 79,000 | \$3,153,000 |

INCOME (continued)

	<u>BUDGET 1968/69</u>	<u>PROPOSED ADDITIONS</u>	<u>DRAFT BUDGET 1969/70</u>
II. <u>Auxiliary Enterprises</u> Room and Board rates to be raised \$200 per student (\$120,000)	\$ 792,000	\$128,000	\$ 920,000
III. <u>Student Aid</u>	\$ 369,000	-	\$ 369,000
TOTAL INCOME	\$4,235,000	\$207,000	\$4,442,000
TOTAL EXPENDITURES	4,344,000	482,000	4,826,000
	\$ 109,000	\$275,000	\$ 384,000
 Faculty salaries. Amount payable from unrestricted funds mostly paid from restricted funds last year. This includes:		\$ 27,000	\$ 27,000
Old Dominion \$17,000			
Sloan 4,000			
		<i>} will be chargeable to College</i>	
ANTICIPATED DEFICIT	\$ 109,000	\$302,000	\$ 411,000

Sloan rates \$4000 from College
Old Dominion \$7,000

CWSmith
7 January 1969

Further considerations made but not included in the budget because of the financial position.

1. Guidance Counselling. We would have liked to expand our counselling services more than we have been able to provide for in the budget. We have added a freshman advisor and increased one of the counselling posts from 2/3 time to full time. We have felt unable to provide the secretarial assistance and office equipment requests. The cost of these is estimated to be \$3,500.
2. Student Activities. We have been pressed by Students' Council for additional funds for social activities. We have not felt able to increase the per capita allocation for 1969/70.
3. Public Relations - Printing. We have had to eliminate the following from the budget request:

Slide film	\$ 1,000
Founders Bell	2,000
Pocket calendar	200
Athletics brochure	200
Alumni Directory	9,000
Admissions Brochures	
Flexibility	\$1,200
Social Service	1,200
Humanities	<u>1,200</u>
Time Advertisement	3,600
Distinguished Visitors brochure	1,000
Reduction of various other requests	200
	<u>12,300</u>
	<u>\$30,000</u>

4. New Program. Here again there is much more we would like to finance but feel unable to recommend more than we have included.
5. Library. The librarian has impressed on us the need for additional funds. We have provided a modest increase in the general book funds. These will have doubled in the period 1965 to 1969. We are not satisfied but find it difficult to allocate more funds at this time.

6. Maintenance & Operation. We have provided increased funds for our maintenance program. It is some \$62,000 less than requested. Some preventive maintenance will, therefore, not be carried out.
7. Athletics. We are still financing a minimum program. The budget submitted has been cut by \$5,000.
8. Dining Room. When we open the new dining center next fall we had hoped to be able to allow the faculty to continue to have free lunches if they ate in the students' dining room. There will be no faculty dining room in the new building and we propose that faculty should pay for all meals taken there. Had we been able to provide lunch free of charge we estimate the budget would have increased by \$5,000.
9. Serendipity Day Camp. Here is another area where we wish we could have made an increase in our appropriation.
10. Student Aid. We will maintain our total percentage of fees involving Scholarships and employment but we feel unable to increase the figure.
11. Faculty Housing. Some proposed amendments to the existing policy have been circulated to the Faculty Compensation Committee and we hope to have their comments before the end of January.

CWSmith
7 January 1969

The Joint Computer Center was completely reorganized in the fall of 1968. Swarthmore joined Bryn Mawr and Haverford in the venture made possible by a half million dollar grant from National Science Foundation. The Joint Center now owns an IBM 360 Computer and necessary ancillary equipment.

The staff is comprised of a director, three analysts, four operators, and a secretary.

The attached budget shows direct costs only.

CWSmith/ynt
7 January 1969

Haverford College

Joint Computer Center

1969/70 Budget

	<u>Proposal</u>	<u>Additional</u>	<u>Total</u>
<u>Expenditures</u>			
Salaries	\$ 92,925	\$ 5,075	\$ 98,000
Maintenance	35,593	2,407	38,000
All other expenses	<u>8,700</u>	<u>4,882</u>	<u>13,582</u>
	137,218	12,364	149,582
 Fringe Benefits	 <u>13,600</u>	 <u>1,000</u>	 <u>14,600</u>
	<u>\$150,818</u>	<u>\$13,364</u>	<u>\$164,182</u>
 <u>Finance</u>			
NSF			\$ 19,867
Bryn Mawr			70,999
Swarthmore			17,833
Haverford			<u>55,000</u>
			<u>\$163,699</u>
 Shortage to be shared 50/50 by Bryn Mawr and Haverford			 \$ 513
 Cost of Center to Haverford			
Share of Finance			\$ 55,000
Share of Shortage			<u>257</u>
			\$ 55,257
 <u>Less Anticipated Income</u>			
Business Office	\$ 2,500		
Development	1,000		
Registrar	1,000		
Provost	<u>250</u>		
		\$ 4,750	
Government Research, etc.		<u>15,250</u>	\$ 20,000
<u>Net Cost to Haverford</u>			<u>\$ 35,257</u>

Note: No charge for overhead and amortization appears in these figures.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

16 January 1969
4:15 p.m.

The meeting opened with several minutes of contemplation in memory of Courtney C. Smith, President of Swarthmore College, whose sudden death this morning was a tragic loss, especially to our two colleges.

- Minute 1 : President Coleman commented on attitudes expressed by many administrators, at the annual meeting of the Association of American Colleges, all expressive of an alienation between the administration on one hand and the students, Board and faculty on the other. It is agreed that there is a need for change, but there is little agreement on either the form or the speed of the change. Haverford may not have the alienation now, but we have problems. We have not found the proper degree of involvement of the faculty in administrative functions. So that the faculty's voice is heard and yet faculty members are not over-burdened with administrative matters. He appreciates the sense of caring that he finds here, and the acceptance that he feels, but he urged that we do communicate more creatively with each other.
- Minute 2 : The minutes of the meeting of 12 December were approved. The 4th minute of 21 November was corrected to read "Political Science 61, 62 (approved for two years, subject to review after the first year)".
- Minute 3 : The report of the Community Relations Committee was presented for distribution. (Annex 1).
- Minute 4 : Douglas Miller reported for the Committee on Faculty Compensation. Library and research staff will be eligible for major medical reimbursement, but campus housing preference is only for faculty (on appointment for two or more years), and for senior administrators. A new mortgage policy is under review: 4½% for 20 years or less, and for 100% of appraised value, for property in the immediate neighborhood of the campus with a recapture clause. Other property, at slightly greater distances from campus might then be mortgaged for 90% of appraised value.
- Minute 5 : Holland Hunter reported on the progress of the Development Campaign. Members of the Board of Managers and other friends subscribed \$6.2 million, 65 members of the faculty and staff have contributed an average of \$424 each. One-third of the first stage goal has been reached. Support from on campus shows others that we believe in the purposes of the campaign, and is essential for its success. A number of long-time loyal members of the faculty and staff have not yet contributed.

Minute 6 : Richard Bernstein opened the discussion of the Report of the Ad Hoc Committee on Long Range Educational Policy (Annex 1 of 19 December), after the President had presented a petition favoring the committee's report in toto and signed by 360 students. The ad hoc committee has revised its recommendations in the light of the discussions in the recent special meetings to the following:

- a: Reduction from 36 to 32 courses for graduation.
- b: Eliminate all distribution requirements, retaining only a requirement of one year of a foreign language at college level.
- c: Draft guidelines for a liberal education that will meet faculty approval.
- d: Institute Freshman Seminars.
- e: Institute Sophomore Inquiries with examinations which all must pass.
- f: Institute a Spring Festival of the spirit.
- g: Proposals I through V, on page 6 of the earlier Report.
- h: Introductory courses to be studied by a new ad hoc committee.

Minute 7 : After nearly two hours of discussion, President Coleman asked around the room for the views of those who had not spoken. These were all in favor, or could at least accept the proposals. No one stated that he could not accept the proposals. President Coleman's conclusion that the faculty approved the recommendations was greeted with applause.

Theodore B. Hetzel
Secretary of the Faculty

16 January 1969

Mr. Joseph B. Shane
Vice President
Swarthmore College
Swarthmore, Pa.

Dear Joe:

On behalf of the faculty of Haverford College, I write to express to you and to the Swarthmore College community our sympathy, our sadness and sense of loss in the tragic death of Courtney Smith.

We are shocked. When I met colleagues on campus, even before noon, all had heard and were stunned by the news.

I am sure the cordial relations between Swarthmore and Haverford will continue, and we will remember and be thankful for the contributions of Courtney Smith.

Sincerely yours,

Theodore B. Hetzel
Secretary of the Faculty

*Bryn Mawr and Haverford Colleges
will hold memorial services
in the Haverford Meeting House
on 28 January at 4:15 pm.
H-BMC - Arranges W.F.M.S.
28 Jan 4:15*

Community Relations Committee

The Community Relations Committee has devoted three full sessions over a four week period to the problem of campus security. We have solicited advice and testimony from the entire community, and two students involved in recent incidents. And while we cannot fairly claim to have exhausted the subject, we may say that we are tired of it, and would like to discharge this part of our obligation by offering our conclusions.

It should be made clear, first, that there is only a tenuous relationship between Campus Security and "Community Relations." Misguided security policies or personnel may worsen relations with our immediate Ardmore neighbors. On the other hand, no imaginable community program or policy will secure us immunity from vandalism, theft, and incidents of violence. All of these stem from several sources and are caused by no one group.

It is our impression that campus security problems are endemic rather than epidemic; we find no evidence that there has been any recent rise. It will probably be necessary to increase the campus security forces in the future, but this should be done simply because there is more to protect, and not because of any proportionate increase in unpleasant incidents.

Nevertheless, the inadequacies of campus security in the past have been a constant source of irritation, both inside and outside of the campus. And if we expect more visitation and growth, there is room for improvement. The committee would like to commend the steps already taken by Mr. Bogart and Mr. Anderson in the direction of improving communications and clarifying the responsibilities of the campus guards. And we would add the following suggestions of our own.

1. The man, or men, deployed in the College Lane Duckpond Area must be the best guard available. The duties in this area - which involve constant interaction with young members of the Ardmore Community - require an unusual combination of tact and firmness if unpleasant incidents are to be avoided.
2. A responsible administrative officer should set policy for prosecuting those accused of serious offenses against students. While the decision to press or drop charges belongs squarely to any injured student who chooses to exercise it, he should be informed as to what this involves, and doubtful cases should be resolved by an accountable adult. In no case should this decision be left to members of the security force.
3. A firm policy, involving reporting to parents, (in some cases from the police station), should be adopted for dealing with young vandals or mischief-makers caught by the security guards or others on campus. Kids should not be chased unless there is an intention to catch them, and should not be caught unless there is an intention to do something further.
4. Students should be persuaded that juveniles of either sex have no business in college buildings, and especially in men's dormitories, unless invited and escorted. It is not too much to say that some youngster - including those from faculty families - have been or are being "corrupted" by an excess of student indulgence. Such kids have been tempted into misbehavior and theft. Some are supplied with cigarettes or beer. It is only a logical extension of this which has brought local teenage girls to the campus

in search of drugs. Students who encourage young visitors may be leading them into serious future trouble, as well as endangering the property of their fellows.

Perhaps the Students Council should discuss this. It should somewhere be a rule that people under sixteen, say, must be accompanied by a Haverford student if inside a college building. And perhaps those who do invite or accompany them, and (in a switch) allow themselves to be exploited, should be 'confronted' by other students.

5. It is clear that the campus guards, for good reason, are only secondarily responsible for the dormitories. Students must be alerted to this, and act accordingly.

As a corollary to this same suggestion, Student groups which sponsor events bringing large numbers of visitors to the campus may wish to consider hiring additional security for the evening.

6. The campus should be better lit. Simply in the interest of pedestrian safety, the lighting, for example, at the entrance to Walton road, near Drinker Hall, and between the Field House and Sharpless should be improved. And in areas prone to vandalism, as along College Lane, the lights must be breakproof.

7. The committee feels that the fence extending along the back of French House serves no useful function, in that it poses no real problem for an active youngster bent on mischief. We would not insist on its removal if there are strong and numerous objections. But we do recommend, as a minimum, that that gate be kept open from 6 a.m. until midnight, and that the hours be clearly stated. The present earlier, and erratic, closing hours serve simply to inconvenience legitimate travellers in both directions.

THE STUDENTS' COUNCIL

Haverford College
Haverford, Pennsylvania 19041

February 11, 1969

President John R. Coleman
Haverford College

Dear President Coleman:

We request that, at the next meeting of Haverford's faculty, you raise the question of allowing student representatives to participate in the deliberations of the Academic Council as well as the faculty as a whole.

The concept of community at Haverford is of prime importance to us, the officers of the Students' Association. For several years, the Students' Council increasingly has considered the viewpoint of the faculty and administration in regard to the Honor System, the basis of Haverford's community life. In fact, we now expect faculty members to respond in the same manner as students to situations they believe inconsistent with the principles and standards of the Honor System. That this expectation has evolved is one indication of our respect for the faculty as members of the same community to which we belong.

We appreciate the interest shown by various members of the faculty during the past semester over the issue of drugs at Haverford. This above all was a demonstration to us that our teachers generally consider us as feeling human beings and not merely as students. Our initial presentation to the faculty of the drug issue, however, made it clear that faculty and students are far from an adequate understanding of one another. The Students' Council came to that faculty meeting unprepared for the reaction it received. The faculty justifiably resented the off-hand approach to an issue with which they were by and large totally unfamiliar. Having never attended a faculty meeting, the students had no clear conception of how the faculty, as a corporate body, works. Would it not have been a more fruitful meeting had the student body known, through its representatives, the correct procedure to follow at a faculty meeting? Would the faculty not have benefited by having representatives report the progress the students were making in regard to drug use through the course of the semester? Would student representatives to faculty meetings not have a healthy effect on faculty-student relationships at a college that places such a premium on community life?

In the debate over the report of the Committee on Long Range Educational Policy (the Bernstein Report), no student had more than second-hand information about the arguments being made in faculty meetings for or against various proposals. Until a petition with approximately 400 students' signatures was submitted to the faculty, that body had received no real indication about student opinion. Anyone attending the January 7th Collection easily could have left with a feeling that the students for the most part did not care about the proposals. Might communication of student sentiment have been facilitated if regular student representatives had been present, able to express in person the collective opinion of the student body? Might not the faculty's opinions about some of the proposals have been given wider circulation if student representatives could have taken the various viewpoints to the student body?

A question about the operation of the Academic Council was raised by a substantial portion of the student body last semester. Many people questioned the decision itself. Still more questioned the method by which the decision was made. Specifically, was there any real attempt to gather student opinion? There was a lot of confusion among the students, mixed with some anger and annoyance, because they seemingly had been excluded totally from exercising any effective influence over the fate of one of their teachers. We are not questioning here the correctness of the decision that was made. We do see a tremendous benefit to the community as a whole as well as to the Academic Council itself in allowing two students to be present at the meetings of this Council. Our belief is that by their presence at the deliberations, these students could have saved the college community much unnecessary turmoil simply by making sure that student opinion was not passed over. It is conceivable that their voices might have changed the decision arrived at by the Council. In any case, it is more likely that the Council's decision, had it been a different one or exactly the same, would have been received with better understanding on both sides.

We are aware that you and the faculty are uncertain of the extent and intensiveness of student interest in the academic realm of the college. Certainly the concern shown by the student body about the status of one of their teachers as well as the interest of students in the report of the Bernstein Committee indicate how sincere our desire is to take part in this realm of college life. The most significant indication may be the impressive number of completed questionnaires being received by the Course Evaluation Committee. As of Saturday, February 8, the committee had received

responses from 68% of the student body. The co-chairmen of the committee expect at least 10% more of the students to respond. The single largest response on the part of the student body prior to this semester was 39%. In pointing out this large display of student interest, we hope to dispel any feeling that Haverford's students do not want to participate in the academic affairs of the college.

It is conceivable to us that some faculty members might view the request expressed in this letter as a means of gaining "student power" at Haverford. This view would be in keeping neither with the spirit of community which we seek to reenforce nor with our own understanding of our request. We do not doubt that the faculty acts in the interest of the community when it collectively comes to a decision. Nor do we feel that the Academic Council acts contrary to the students' interest. What is most important to us is that each body on campus seek to help the others, that we learn from each other, and that we avoid unnecessary misunderstanding.

We do not request full membership for the two student representatives to the faculty and Academic Council. Rather, we ask that they be allowed to take full part in discussion, trusting in the good will of the faculty and administration to act in the interests of the entire community. To demonstrate the importance we ascribe to these positions, we suggest they be given to two elected officers of the Students' Association, perhaps the Second Vice President, a senior, and the Secretary, a junior.

In closing, we again cite your expression of confidence in our ability to contribute to the development of this college and this community, that any decision can be made better with student participation. We believe that our request is fully consistent with that sentiment.

Sincerely,

The Officers of the Students' Association

Joel Cook

Joel Cook
President

Robert Armstrong

Robert Armstrong
Second Vice President

Laird Simons

Laird Simons
Treasurer

George Winfield

George Winfield
First Vice President

Herb Massie

Herb Massie
Secretary

copies to:

all faculty
Haverford News

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

20 February 1969
4:15 p.m.

- Minute 1 : The minutes of the meetings of 19 December 1968 and 16 January 1969 were approved. However, attention was called to the indefinite character of decisions recorded in minute 6 of 16 January.
- Minute 2 : Next year's budget, in a somewhat pruned form, has met with the approval of the Executive Committee of the Board. The current draft foresees an operating deficit of \$337,000.
- Minute 3 : Bruce Robinson reported that the College administration is considering an exchange of students with several women's colleges. Several representatives will visit Vassar shortly. President Coleman stated that first priority is being given to cooperation with Bryn Mawr. The Administration's position is that only if such increased cooperation is not possible, or if they go coeducational on their own, would we consider going coeducational on our own.
- Minute 4 : President Coleman reported on the meeting he held yesterday with students and some members of the faculty on the subject of the University City Science Center. Dissenting students have legitimate concerns about secret research and the impact of the UCSC on housing in its area. Only Haverford, of the Board of Directors of the UCSC dissented from the reaffirmed UCSC policy to accept defense classified research, but we can accept the University of Pennsylvania Council's new policy proposal. At this point, Haverford can do more to benefit the UCSC than it can us, and for this reason we should stay in it.
- Minute 5 : The Student's Council has presented its statement on drugs to President Coleman. A general session of the student body is to discuss it. The faculty prefers that this discussion take place on a Saturday afternoon.
- Minute 6 : A number of colleges are discussing policy with regard to science research on 4 March. Collection that day, on the subject of science policy, will be planned and conducted by Bernstein, Davidon, Loewy, Shumer, and students. Where appropriate, classes on the 3rd and 4th might also consider this subject.
- Minute 7 : Marcel Gutwirth reported for the Academic Council.
- a: ~~An ad hoc committee for a fine arts appointment has been named: Trela (chmn.), Ransom, Kitao (Swarthmore), Hanson (Bryn Mawr).~~
 - b: A committee to plan the Freshman Seminars: Loewy (chmn.), Gubins, MacKay, Potter, Ransom, Spiegler.
 - c: An advisory committee on policy with regard to timing of consideration of promotions: Bernstein, Gutwirth, MacKay, Santer, Spiegler.

7a. Trela has been named chairman of the ad hoc committee for a fine arts appointment. (See minute 3c (14 March 68) and minute 5 (18 April 68).)

- Minute 8 : Howard Teaf, for the Committee on Faculty Compensation, recommended that the Medical Expenses Reimbursement Plan pay up to \$42 per day for hospital room charges. This was approved.
- Minute 9 : Daniel Gillis reported for the Committee on Distinguished Visitors that former Ambassador Edwin Reischauer and former Senator Wayne Morse will be on campus to speak in the near future. There is no money in the Rhoads account at present, and only \$300 in the account for Scholars in the Humanities, but there is an adequate amount in the Philips Fund.
- Minute 10: Edgar Rose presented the recommendations of the Educational Policy Committee. See Annex 1. Music 21, 22 - seminar in Analysis and Performance Practice, and Music 25, 26 - Private Music Study. The approval of the instructor by the chairman of the Music Department shall be done in consultation with the Provost. The recommendations were approved.
- Minute 11: The proposal of the Students' Council that student representatives should attend meetings of the faculty and of the Academic Council was discussed at some length. It is expected that the Board may invite students to its meetings. There seemed to be general disapproval of student presence at meetings of the Academic Council, but the consideration of student attendance at faculty meetings was tabled for further discussion next month. In the meantime, those who wish to express their views in the matter are invited to convey them in writing to the Provost or to join a small group to present an amplified or altered proposal next month.
- Minute 12: President Coleman reported that the following recommendations from the Advisory Committee described in minute 7-c had been approved by the Academic Council and accepted by the Administration for transmittal to the Board of Managers:
1. Members of the faculty promoted to Associate Professor shall normally be considered for further promotion to full Professor in time for that promotion to take place after the completion of five years of service as Associate Professor. However, the Academic Council, on its own initiative or on the request of the President and Provost, may consider an Associate Professor for earlier promotion when circumstances warrant. And the normal five-year term makes no presumption that every Associate Professor will become a full Professor after that period of time; each case shall be reviewed on its own merits, with the candidate measured against agreed upon guidelines for full Professorships at the College. Where such a promotion does not take place after the first five-year term as Associate Professor, the case will automatically be reconsidered at least once in every two-year period thereafter.
 2. While the normal period of service for an Assistant Professor newly entering academic work will be two terms of three years each, the Academic Council, on its own initiative or on the request of the President and Provost, is free to consider any Assistant Professor for promotion to Associate Professor at any time after an initial three years of academic service.

Minute 11 continued:

3. For the time being, the College reaffirms its policy of no overlap between the salary ranges of Assistant Professor, Associate Professor, and Professor. Should this policy seem unduly restrictive in the future, the President and Provost will again discuss it with the Academic Council in search for further advice.

Meeting adjourned at 6:20 p.m.

Theodore B. Hetzel
Secretary of the Faculty

20 Feb 69

HAVERFORD COLLEGE

from: E. S. Rose (for the EPC) to: Members of the Faculty
re: Proposal for new courses in the Music Dept. date: Feb. 17, 1969

At the faculty meeting on February 20 the Educational Policy Committee will ask for faculty approval of the following course proposals submitted by the Music Department.

Music 21, 22 SEMINAR IN ANALYSIS AND PERFORMANCE PRACTICE

The work of this course will consist of

- 1) regular participation in a choral, orchestral, or chamber music group under the Department of Music, and
- 2) class discussion and analysis of the music being performed by these groups in any given semester, with attention given to problems of performance practice.

Prerequisite: One semester of study in a music theory or music history course and consent of instructor.

Music 25, 26 PRIVATE MUSIC STUDY

Academic credit may be granted for private instrumental or vocal study under the following circumstances:

- 1) The instructor must be approved by the Music Department chairman, to whom he will submit a detailed report of the student's work at the end of each semester.
- 2) The student must demonstrate his accomplishment in his chosen field of study at an audition before members of the music faculty, or at a public recital.

Prerequisite: One semester of study in a music theory or music history course, or the equivalent.

Music 36 (OPERA) is being dropped. Bryn Mawr offers an opera course.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

20 March 1969
4:15 p.m.

- Minute 1 : President Coleman announced the resignation of Albert Wallace as Vice-President for Development, and his return to Hamilton College. This is a great loss to us, for he has worked very successfully for Haverford. It is hoped that a Haverfordian may be found to fill this position. And faculty members were asked to suggest names to the President.
- Minute 2 : The minutes of the meeting of 20 February were approved with the following changes. Minute 1: "The minutes of the meetings of 19 December 1968, 9 and 16 January 1969..." Minute 7a. Trela has been named chairman of the ad hoc committee for a fine arts appointment. (See minute 3c, 14 March 1968, and minute 5, 18 April 1968.)
- Minute 3 : The faculty approved the proposal that several seniors be admitted to the meeting to present a proposal for a reconsideration of policy with regard to comprehensive examinations, and that several other students be admitted to present a proposal for a colloquium to be held in April.
- Minute 4a: Marcel Gutwirth reported for the Academic Council that a faculty committee on the budget is to be named. It will consist of three members, appointed for one, two and three year terms initially, and one of whom shall be a member of the Educational Policy Committee.
- b: Messrs. Hunter, Loewy and Spielman have been appointed to a joint committee with Bryn Mawr, to be called the Coordinating Education Committee. The Provost will also be a member of this committee.
- Minute 5 : Ariel Loewy, for the Committee on Freshman Seminars, reported that 16 faculty members have volunteered to teach Freshman Seminars next semester. This is just enough, but it does suggest the possibility that more enthusiasm will be needed to assure enough top quality seminars in the future.
- Minute 6 : Joel Cook, Edward Helme, Stanley Murphy, and Paul Weckstein presented a Senior Statement on Comprehensive Exams. (Annex 1) After considerable discussion the faculty united in making two responses. First, all departments are urged to confer with their senior majors about ways to make this year's examination a valuable educational experience. Second, the Educational Policy Committee is asked to continue its current review of the 100 courses and the comprehensive examinations, with the hope that recommendations can be brought to the faculty at its October 1969 meeting.
- Minute 7 : Edgar Rose, for the Committee on Educational Policy, presented the report of the Task Force on the Senior Year (Annex 2). Robert Gavin made a progress report, stating that there is no uniformity in present practices of different departments. A recommendation will be presented to the faculty next month.

Minute 8 : The Educational Policy Committee presented recommendations on Independent Study Courses (Annex 3). This designation is to apply to 81, 82 courses sometimes previously called project courses. Except with permission from the Academic Flexibility Committee, a student may take only one such course per term. Faculty members are under no obligation to offer such courses., which are not recognized as part of regular teaching assignments; the College catalog will make it clear that there is no obligation for faculty members to take on such courses. This was approved.

Minute 9 : Edgar Rose, for the Educational Policy Committee, presented Course Proposals (Annex 4). Approval was given to all the following: Chemistry 11, 17, 24, 18, 23, 20, 33, 35, 36, 40; English 25 a & b (open to freshmen), 27, 35, 36, 37, 38; German 13-14, 17 & 18 next year only, 23, 24, 26; History 41, 42,; Music 36; Political Science 91, 92 (a student may not take both without the approval of the Academic Flexibility Committee). Consideration of proposals for courses in Religion, and for a major in Urban Studies was deferred until the April meeting.

Minute 10: Holland Hunter presented the report of the Committee to Review the Engineering Program. (Annex 5). This recommends as follows:

1. " Phase out the present program.

For reasons that are set forth more fully below, the Committee recommends that the Department of Engineering and Applied Science at Haverford College be ended in its present form. This would mean that all students presently in College would have engineering courses available to them, but that prospective freshmen would be informed that an engineering major at Haverford will no longer be possible. Ted Hetzel completes his service to the College in the spring of 1972; consequently the phasing out of the department as it is now constituted would coincide with his retirement. The expectation is that Tom Benham would then be absorbed into other teaching at the College, so long as his interests and the College's needs makes that a feasible step.

2. " Look toward development of a new engineering program.

The broad field of engineering is in the course of rapid evolution, with powerful concepts and new areas being formed. In our view, some attention to this part of human knowledge can play a legitimate and important part in our liberal arts curriculum. But topics like information theory, systems analysis, operations research, and systems engineering are not yet well organized for undergraduate presentation. Leading centers of engineering training are just beginning to design new curricula; the subject matter reaches into the social sciences as well as physical sciences and building a coherent program will take some time. We therefore recommend that in the spring of 1970 an on-campus committee be appointed to examine national developments and determine the feasibility of establishing a new engineering program."

Several viewpoints were briefly presented. Hetzel objected to an item not listed on the agenda being presented so late in a long meeting. The committee's recommendations were accepted.

- Minute 11: Harmon Dunathan reported on the last meeting of the Board of Managers. They are concerned over the large deficit in the budget, and do not contemplate further construction other than one dormitory until money is in hand. A Faculty-Board committee is to study the utilization of College resources as reflected in the budget. A decision on the placement of the new dormitory will be made by the Executive Committee on the 22nd. This will be an open meeting, in Stokes 121, at 1:30 p.m. At 11 a.m. the faculty members of the Long Range Planning and of the Dormitory Committees will be in the Faculty Room in Founders to discuss the location with members of the faculty.
- Minute 12: President Coleman announced the promotion to full professor of Messrs. Cary, Chesick, Davidon, Dunathan, Finger, Glickman, Perloe, Spielman. Douglas Miller is granted tenure.
- Minute 13: Under new business, students John Ottenberg, Stephen Eisdorfer, Stanley Murphey presented a Colloquium Proposal (Annex 6). The faculty was in favor of having such a colloquium, but there was no agreement as to the dates. A committee composed of Davison, Desjardins, Mortimer was named to meet with the students to set dates so as to cause minimum interference with other scheduled events.

Meeting adjourned at 7:11 p.m.

Theodore B. Hetzel
Secretary of the Faculty

Agenda for the Faculty Meeting of Thursday March 20, 1969,
4:15 p.m., Stokes Auditorium

A. Minutes of the meeting of February 20, 1969

B. Academic Council

Marcel Gutwirth

C. Reports and Announcements:

1. Committee on Freshman Seminars

Ariel Loewy

2. Committee on Educational Policy

a) Senior Year

b) Statement on Project Courses

c) Course Proposals

Edgar Rose

3. Committee on Faculty Research and Study Grants

John Chesick

4. Committee on Academic Standing

Colin MacKay

5. Committee on Student Representatives in Faculty Meeting

Roger Lane

6. Faculty Representatives to the Board of Managers

Harmon Dunathan

Sidney Perloe

New Business:

1. Teaching Opportunities in Philadelphia Black Communities

Preston Rowe

2. 100 Courses

Harvey Clickman

Gerhard Spiegler
March 19, 1969

Annex 1 20 March 69

Haverford College

To: All faculty

March 18, 1969

Re: Comprehensive Examinations

From: Senior Class

Because of unfortunate misunderstandings regarding both the intent of the senior petition and the meaning of the term "comprehensives," we offer a clarification of the original petition. There was no intent to deliver an ultimatum or to "blackmail" the faculty. Moreover, the petition was directed against a narrow interpretation of "comprehensives" and not against the idea of "an integration and application of the knowledge acquired in the field of major concentration."

We thus propose the following:

Each year, the faculty and senior majors in each department shall determine the form of the senior program, with the goal of providing a synthesis of the knowledge in the major field. One of the options open to a department shall be the offering of several different programs, depending upon the needs of the individual majors. The faculty and senior majors shall also decide upon the form of evaluation for that program.

This statement shall replace the following sentence on page 44 of the Haverford College Catalog:

He must also include course 100 in his major department during the senior year, at the end of which he must take the comprehensive examination in that department and receive in it a grade of at least 70.

In addition, the references to the senior major program on pages 47 and 48 shall be revised accordingly.

We propose that these changes go into effect this year.

THE STUDENTS' COUNCIL

Haverford College

Haverford, Pennsylvania 19041

TASK FORCE ON THE SENIOR YEAR:

Professor Robert Gavin
Professor Holland Hunter
Doug Johnson '71
Terry M. Krieger '69, Chairman
Jeremy D. Nicholson '70
Professor Frank Quinn
Professor Edgar Rose
Richard Santore '71
John Stanco '71

STATEMENT BY TERRY M. KRIEGER '69, CHAIRMAN, TASK FORCE ON THE SENIOR YEAR, TO BE PRESENTED TO THE MEETING OF THE HAVERFORD COLLEGE FACULTY TO BE HELD 20 MARCH 69

Over the past few weeks at Haverford, there has been considerable concern and activity over the "100" courses, the comprehensive examinations, and the entire senior year. Unfortunately, in the course of this activity, there have been instances when, intentionally or unintentionally, prompted by conviction, confusion, or fear, coercive techniques and abusive language have been employed. I would like to express to the faculty the position of the Task Force on the Senior Year in regard to this regrettable situation.

It is the strong belief of the Task Force that those who would substitute demands in place of dialogue conducted in a spirit of candor and mutual respect only damage our ongoing efforts to create and maintain a humane, open community. No person or group here or elsewhere possesses a monopoly on truth or educational insight, and no person or group has a right to treat human beings as less than human. Sincere feeling is important but it must be accompanied by sound thought if it is to be used to persuade others of one's position. If not, strong sentiment, however noble in the abstract, can serve as a rationale for any extreme behavior. On this campus, there are strong feelings on what shape the curriculum should take. A curriculum that is true to ideals of academic excellence, that is intellectually challenging, that encourages creative endeavour, cannot be easily or quickly created. It cannot be built on inveterate appeals to the past. It cannot be established by introducing a hastily

THE STUDENTS' COUNCIL

Haverford College

Haverford, Pennsylvania 19041

Statement by Terry M. Krieger

Page 2

and incompletely conceived program in a petition. It cannot be constructed in an invidious atmosphere of threats and counter-threats, taunts and reactions. If some members of the community approach educational policy as if they were trying to win an election or wage a military campaign, they are setting the stage for needless antagonism and educational chaos on this campus.

The Task Force feels that the faculty and administration must resist and reject demands that are attended by threats, and the Task Force deprecates and deplures such threats. Furthermore, the Task Force urges the faculty not to adopt, on the basis of a few unfortunate incidents, an attitude of suspicion, distrust, or hostility toward all those, whether students, faculty, or administration, who come in a spirit of good will and offer serious and thoughtful suggestions and programs.

The Task Force believes that most students and faculty members at Haverford want to work together to develop the most meaningful and exciting curriculum and community life that they possibly can. The existence of our Task Force is a concrete example of this commitment to excellence. Some appearances to the contrary, much of the activity in the senior class has been similarly motivated. As this statement is being composed, a new petition, which clarifies the original petition, is being circulated among members of the senior class.

The function of our Task Force is not to endorse, oppose, or comment on petitions. It is also not to excuse irresponsible or primarily negative activities. What the Task Force wants to do, as it starts out on a comprehensive study of the senior year, is to call for a renewal and revitalization of reason and human concern in the life of our community. A reconciliation between the faculty and senior class should take place, not through ignoring or yielding to force and threats but by rejecting and moving beyond them. The Task Force hopes that, at this meeting and future meetings, the faculty will be open to all proposals for change, including change in the senior year. Each proposal should be considered on its merits and its possible effect on the total curriculum.

THE STUDENTS' COUNCIL

Haverford College

Haverford, Pennsylvania 19041

Statement by Terry M. Krieger,
Page 3

The Task Force has faith in the faculty and trusts that the faculty will join with all other members of the community not in lingering over our few prejudices and animosities but in moving toward our many hopes.

20 March 69

HAVERFORD COLLEGE

from: The Educational Policy Committee (ESR) to: Members of the Faculty
re: Independent Study Courses date: March 19, 1969

For inclusion in the College Catalogue or other official source:

Independent Study Courses

Most departments offer Independent Study Courses, numbered 81, 82, for the purpose of encouraging independent work by qualified students. These courses provide opportunities to investigate topics not covered in formal courses, to do extensive reading on a subject, to do field work, or to do library research. A student wishing to undertake Independent Study must secure the permission of a faculty supervisor prior to registering for the course. Independent study done without faculty supervision will not be given college credit. Requirements such as examinations or papers are determined jointly by the instructor and the student. Written evaluation of the work performed may be submitted in place of a numerical grade.

A student may register for only one Independent Study Course per term. To undertake more than one, he must secure permission from the Academic Flexibility Committee. A student wishing to explore more thoroughly a subject covered in an existing course is urged not to undertake an Independent Course, but to consider the "double credit" option.

For inclusion in "Information for the Faculty" (to replace current statements on Reading and Project Courses):

[The statement above, plus the following:]

A faculty member is under no obligation to take on 81, 82 courses. Each must decide for himself how much time he can devote to this work and how many students, if any, he can reasonably handle.

As distinguished from Independent Study Courses, courses numbered in the 50's and 60's are intended for small numbers of students studying a selected topic at a relatively high level. These courses make considerable demands on faculty time and, unlike Independent Study Courses, count as part of a faculty member's regular teaching assignment. Admission is by consent of the instructor.

The Educational Policy Committee intends to submit this statement for faculty approval at our meeting this Thursday the 20th of March.

Annex 4 20 March 69

HAVERFORD COLLEGE

from: The Educational Policy Committee (ESR) to: Members of the Faculty
re: Course Proposals date: March 18, 1969

The Educational Policy Committee submits the following proposals for faculty consideration at the meeting on March 20.

Chemistry

Drop Chemistry 13, 14, and 15 from the curriculum and replace them by:

Chemistry 11: An Introduction to Chemistry

Development of the basic concepts of importance in the field of chemistry. Open to students with no previous science and to those whose previous training did not permit placement in Chemistry 17.

It is expected that one-third of the freshmen taking chemistry will go to Chemistry 11.

Chemistry 17: The Chemistry of the Light Elements (I)

This course will limit itself to an examination of the chemistry of the elements of the first two rows of the periodic table, hydrogen through chlorine. Simple structural, energetic, and kinetic concepts will be developed and used as tools in the analysis of the chemistry of these elements. This course will have a laboratory. Prerequisite: previous chemistry and assignment by the department.

It is expected that two-thirds of the freshmen taking chemistry will qualify for this course.

Chemistry 24: Topics in Chemical Science

An examination of selected topics in chemistry of potential interest to the non-scientist. Some topics might be: Pre-life Chemistry on Earth and its Relation to the Origin of Life; The Geo-chemistry of the Developing Earth; The Chemistry of Air, Pristine and Polluted; Ammonia Synthesis, Famine, and War; Chemistry and Archaeology. No laboratory. Topics will depend on the instructor. Not offered to less than 12 students. To be given in alternate years.

Since carbon is a light element, Chemistry 17 has a natural relation to organic chemistry. Therefore it is proposed that the courses in elementary organic chemistry (25 and 26) be dropped and replaced by:

Chemistry 18: The Chemistry of the Light Elements (II)

This course emphasizes organic chemistry. It would be very much like the current Chemistry 25. Laboratory. Prerequisite: Chemistry 17.

Chemistry 23: Topics in Light Atom Chemistry

An examination of selected topics in light atom chemistry building on the principles of Chemistry 17 and 18. Content will closely parallel the current Chemistry 26. Laboratory. Prerequisite: Chemistry 18.

Physical chemistry program: It is proposed that the current program in physical and inorganic chemistry (Chemistry 16, 21, 22, 51) be replaced by a new program with one "gateway" course serving as the sole prerequisite for all other courses in this area.

The new Physical Chemistry program:

Chemistry 20: An Introduction to Physical Chemistry

Basic concepts in thermodynamics and kinetics will be developed and applied with particular emphasis on solution physical chemistry. Laboratory. Prerequisites: Physics 13 or 19, Math 14 or 19, and previous chemistry, or consent of instructor. Math 14 may be taken concurrently.

This is the "gateway" course.

Chemistry 33: Chemical Thermodynamics

A course in classical and statistical chemical thermodynamics. No laboratory. Prerequisite: Chemistry 20 or Physics 19.

To be offered every other year in alternation with Chemistry 35.

Chemistry 35: Chemical Kinetics

A course in chemical rate phenomena with particular emphasis on microscopic processes and on mechanisms. Prerequisite: Chemistry 20 or Physics 19. No laboratory. To be offered every other year in alternation with Chemistry 33.

Chemistry 36: Quantum Chemistry

This represents essentially a re-numbering of Chemistry 22.

Prerequisite: Chemistry 20 or Physics 19. No laboratory.

To be offered every year.

Chemistry 40: Topics in Physical and Inorganic Chemistry

Variable content depending on the interests of students and faculty involved. To be offered in alternation with Chemistry 24. No laboratory. Prerequisite: Chemistry 20 or Physics 19.

Chemistry 33, 35, and 36 provide coverage of the three essential areas of physical chemistry. Chemistry 40 represents an opportunity for faculty and students to broaden their horizons. Topics which could appear here include x-ray diffraction, scattering, radio-chemistry, group theory applied to chemistry, complex ion chemistry, biophysical chemistry.

English

English 25a, 25b: The Reading of Literature

Staff

The course provides a disciplined grounding in the skills of appreciation, analysis, and interpretation. It will emphasize the close reading of a small number of exemplary texts, drama and film as well as poetry and fiction, with some secondary readings in theory and criticism. The course would incorporate to some extent the tutorial and the stress on writing of the former English 11-12. A one-semester course, offered both semesters. Required of all English majors, but not a prerequisite for English courses taken by non-majors.

Linguistics (English) 27: Linguistics, Rhetoric, and Literature

An inquiry into applications of the new linguistics and the new rhetoric to the study, appreciation, and writing of literature. Each year the course would concentrate on a special topic, usually with the aid of visiting scholars. For 1969-70 the concentration would be on socio-linguistics and literature, with special reference to modern urban and Black English, as a means of deeper understanding of Black culture and literature.

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English 35: American Literature and American Studies before 1890

An inquiry into the relationships of American literature and American culture mainly before 1890, centering on examination in depth of a few related issues, forms, or topics, especially as these have relevance today. For 1969-70 the specific topic would be:

"Discontinuity and Revolution in American Literature and Culture."

There will be an examination of the political and cultural break with the past that began with the American Revolution and with the transcendentalists; this movement will be compared with the current anti-establishment and anti-Vietnam movement of Mailer, Ginsberg, and others. To be given every other year in alternation with English 37.

English 36: American Literature and American Studies since 1890

An inquiry into the relationships of American literature and American culture since 1890, centering on examination in depth of a few related issues, forms, or topics. For 1969-70 the specific topic would be: "Attitudes towards War and Peace in American Literature and Culture. To be given every other year in alternation with English 38.

English 37: Selected American Authors, Issues, and Literary Theories, mainly before 1890

An exploration in depth of a few related authors and their works, especially as these mark significant and lasting new directions in American literature. The specific topic would be announced each year the course is given. To be given every other year in alternation with English 35. Not offered in 1969-70.

English 38: Selected American Authors, Issues, and Literary Theories, mainly since 1890

An exploration in depth of a few related authors and their works, especially as these mark significant new directions in American literature. The specific topic would be announced each year the course is given. To be given every other year in alternation with English 36. Not offered in 1969-70.

Comment: The alternating sequence, English 35, 36 and English 37, 38, is an attempt to meet the needs of the steadily growing number of students who wish to concentrate in American literature and who need both more variety and more depth of study than was provided in the former survey course, English 35, 36. These courses are based on experience with the two experimental courses offered this year (English 37, which is like the proposed 37, 38 sequence; and 38, which in fact would be repeated in the proposed English 36).

German

German 13-14: Intermediate German: Reading and Aural

To be offered four, instead of three, times a week.

Students do much of their learning of language forms and structures in the presence of a skilled prompter, that is, when they are

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in the classroom. Five meetings per week might be better, but in that case the teaching staff would be overloaded. In the future, perhaps in 1970-71, a German student might be brought over for some of the drill sessions.

German 17, 18: Reading Course

Mr. Bauer

Suggested for two semesters, the first would concern itself with any grammatical weaknesses among the students, as well as a thorough introduction to the techniques of vocabulary building, the art of reading and working on texts in the original. The second semester would then have one topic which would be explored in some depth or, depending on the make-up of a particular class, would introduce readings in a variety of fields, with opportunity for individual work as the semester progressed. Prerequisite: German 12 or equivalent.

For students who would like to improve their ability to read primarily expository prose. This course would not fulfill the language requirement. Although the second semester would naturally build upon the first, either would be complete in itself and could be taken separately.

Courses in translation:

German 23: The Twentieth Century German Novel

Mr. Bauer

The German novel of the 20th century mirrors the spiritual crisis in Western society. The best of these novels belong to world literature, among them Rilke's The Notebooks of Malte Laurids Brigge, Mann's The Magic Mountain, Hesse's Demian, Kafka's The Castle, Broch's The Sleepwalkers, and Grass's The Tin Drum. Readings and discussions in English.

German 24: Three Cosmologies

Mr. Stiefel

A study of three epics, each of which is a major document of the German cultural tradition: Wolfram von Eschenbach's Parzival (c. 1200), Goethe's Faust (c. 1800), and Thomas Mann's Joseph and His Brothers (c. 1935). Readings in English or German; discussions in English.

German 26: Musical Drama in Austria and Germany, 1750 to the present

Mr. Stiefel

A literary and intellectual-historical study of dramatic texts written or adapted for music. Problems of musicology, dramaturgy, and stagecraft will be considered according to the interests of those taking the course. Works to be studied would include The St. Matthew Passion of Bach-Picander, The Magic Flute of Mozart-Schickaneder, The Ring of the Nibelungen by Wagner, selected writings of Nietzsche, Elektra and Ariadne by Strauss-Hofmannsthal, Wozzeck by Alban Berg, Moses and Aron by Schoenberg, and Mahagonny by Weil-Brecht. Conducted entirely in English, although students with a reading knowledge of German will be encouraged to turn to the original texts.

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Comment: "The German Department wants to try a ratio of one literature course in translation to two in the original for one year in order to try to get more students involved in German literature and culture. We want to couple this attraction with more intensive language preparation, including especially some study abroad. What we are aiming at is an increased interest in reading German literature and thought in the original."

History

No new courses for 1969-70. The one change proposed is the revival of the second semester of Topics in American History.

History 41, 42: Topics in American History Mr. Wood
May be repeated for credit with change of content. Topics for 1969-70: Jeffersonianism in American thought, institutions, and art (fall); Afro-American history (spring).
History 41, 42 used to be two semesters, but for two years only one semester has been given. Jerome Wood from Temple University will be visiting assistant professor on 1/3 time replacing Roger Lane, who will be on leave. The general American history course will be taught at BMC.

Music

Music 36: Opera Mr. Reese
To be kept in the curriculum, contrary to what was previously stated. Not offered in 1969-70.

Political Science

Political Science 91, 92: Political Analysis: Association in Teaching
Student association with staff in Political Science 11, 12. Open to selected political science senior majors only, usually as an alternative to a Political Science Research Seminar (41, 43, 45, 47) and/or the thesis part of Political Science 100.

Comment: The new courses, Political Science 91, 92, embrace a new idea—"association in teaching." This would involve participation on the part of selected Political Science senior majors in the work of the introductory course, Political Science 11, 12. Student association in teaching would consist of participation in preparation of material for class discussion in Political Science 11, 12, participation in classes, occasional leadership of class discussions, assistance in setting and evaluating examinations and papers, and in evaluating performance of students.

Note that the Political Science department ~~does~~ ^{shall} not contemplate relieving the teaching staff of present tasks in order to place them in the hands of student associates. The hope is for a process of mutual inspiration and enrichment in student-faculty co-operation in teaching.

Seniors enrolled in Political Science 91, 92 would be evaluated on the basis of their performance as associates. It seems appropriate to eliminate a numerical grade and to file a written report.

Political Science 91, 92 (continued)

Political Science 11, 12 is being reconstructed to consist of a number of three-to-four-week units which focus on policy matters of contemporary and vital import, and which lend themselves to discussion of fundamental political principles. Current suggestions of policy units, suitable for discussion, include:

- "The Selective Service System"
- "The Politics of Oil in America"
- "The Cuban Missile Crisis"
- "Revolution in China"
- "The Governance of the College Community"
- "The Politics of Education in the USA"
- "City Politics: the New York Teachers' Strike"
- "Israel and the Arab World"
- "The Nuclear Proliferation Treaty and Arms Control"

The Political Science department would expect seniors in the program to be able to contribute to and learn from discussions of substance and methods of political analysis in connection with these topics. It would expect likewise underclassmen in Political Science 11, 12 to profit from the greater sophistication of political science senior majors.

Religion

The Religion Department requests the following additions to its course offerings in view of the appointment of Richard Luman full-time and Samuel Lachs part-time:

Religion 20: Judaism

Mr. Lachs

A study of the origins of and developments within Rabbinic Judaism in its historical setting.

This course will be offered on the Bryn Mawr campus in return for Howard Kee's teaching one of his courses on our campus. The department proposes to cross-list all of Kee's courses as counting towards a major in religion.

Religion 49: Seminar in Religious Thought

Mr. Spiegler

Intensive study of some major thinker or set of problems in the field. May be repeated with credit with change of content. Topic for 1969-70: Heidegger and his influence on modern theology. Prerequisite: consent of instructor.

This course complements Religion 42, which is to be called Seminar in the Philosophy of Religion. Mr. Spiegler and Mr. Slater would thus each have a seminar.

Religion 51: Modern Trends in Religion

Mr. Slater and Staff

Advanced study of methodological and substantive issues in the field of religion, including various approaches to the comparative study of religions, problems of history and interpretation in the study of religious traditions, and the influence on modern theology of existentialism, Marxism,

EPC: Course Proposals

March 18, 1969.

positivism, and process philosophy. Required of all senior majors and open to other interested upperclassmen with consent of instructor.

This course is intended to replace Religion 100. It would not be preparatory to the Comprehensive Examination.

REPORT OF ENGINEERING COMMITTEE

February 10, 1969

I. Introduction

A. Terms of reference

The Ad Hoc Committee to Review the Engineering Department was appointed on October 1, 1968 by the Academic Council. Its three faculty members were John R. Coleman, former faculty member at the Massachusetts Institute of Technology and former faculty member and Dean at the then Carnegie Institute of Technology; John R. Chesick, Associate Professor of Chemistry, with an undergraduate degree in Chemical Engineering from Purdue University; and Holland Hunter, Haverford '43, Professor of Economics, serving as Chairman of the Committee. Two student members were appointed by the Students Council: Thomas A. Pleatman, class of 1969 Engineering major, and Jordan S. Pober, class of 1971. The Committee was asked to report to the President of the College.

The Committee's assignment was to look into the situation of the Haverford Engineering Department, in the light of national trends in undergraduate engineering training. Student enrollment in engineering courses has been low and declining for the last ten or twenty years, a problem that has plagued other engineering departments too. Haverford is increasingly unusual among liberal arts colleges in continuing to offer undergraduate engineering courses. Drastic changes in the subject matter of the physical sciences, the social sciences, and engineering have tended to separate engineering somewhat from these related fields. As a result, what was forty years ago a popular and lively department at the College has become rather isolated and lonely, a matter of concern to all of us.

B. The Work of the Committee

Over the period from October through January, the Committee met eleven times, six for discussion among ourselves and five times with visitors. There were luncheon meetings with Theodore Hetzel, Chairman of the Department of Engineering and Applied Science, Thomas A. Benham, Associate Professor of Engineering, and George Michael, Director of the Computing Center. At the Committee's invitation, two consultants spent a day visiting the College, conferring with interested parties and giving their observations to the Committee. The first was Professor Herbert L. Toor, head of the department of Chemical Engineering at Carnegie-Mellon University. The second was Dean Gordon S. Brown, Dean of the School of Engineering at the Massachusetts Institute of Technology.

The Committee reviewed a 1963 report to the Haverford Board of Managers on the future status of the Engineering Department at Haverford, the portion of Swarthmore College's extensive self examination that dealt with its engineering division, released in November 1967, and some summary enrollment data for Haverford engineering courses, 1948-1968. These are attached herewith as exhibits, together with a page entitled "Engineering at Haverford," giving Professor Toor's comments.

C. Alternatives considered

In view of the affection and respect that Haverford engineering has earned in the past from dozens of students well served by their Haverford preparation, the Committee considered whether the Engineering Department should be continued in its present form.

In view of all the changes that appear to have made our kind of undergraduate engineering no longer viable, the Committee examined the advantages and disadvantages of ceasing to offer Engineering altogether.

As a third alternative, the Committee sought guidance on the feasibility of developing a new program of undergraduate engineering offerings that might do for Haverford undergraduates in coming decades what was so ably done for them in the past.

II. Conclusions

A. Phase out the present program.

For reasons that are set forth more fully below, the Committee recommends that the Department of Engineering and Applied Science at Haverford College be ended in its present form. This would mean that all students presently in College would have engineering courses available to them, but that prospective freshmen would be informed that an engineering major at Haverford will no longer be possible. Ted Hetzel completes his service to the College in the spring of 1972; consequently the phasing out of the department as it is now constituted would coincide with his retirement. The expectation is that Tom Benham would then be absorbed into other teaching at the College, so long as his interests and the College's needs make that a feasible step.

B. Look toward development of a new engineering program.

The broad field of engineering is in the course of rapid evolution, with powerful concepts and new areas being formed. In our view, some attention to this part of human knowledge can play a legitimate and important part in our liberal arts curriculum. But topics like information theory, systems analysis, operations research, and systems engineering are not yet well organized for undergraduate presentation. Leading centers of engineering training are just beginning to design new curricula; the subject matter reaches into the social sciences as well as physical sciences and building a coherent program will take some time. We therefore recommend that in the spring of 1970 an on-campus committee be appointed to examine national developments and determine the feasibility of establishing a new engineering program.

III. Analysis of the Situation

A. Does Engineering belong?

We have asked ourselves, first of all, whether engineering belongs in a Quaker educational institution. On this, our answer is clear. The religious approach of the Society of Friends concentrates on individual experience of the inward light, but it is always tempered by experimental evidence and checked through a search for common ground with other seekers. This way of testing insights against reality has led Friends from the beginning toward a very practical concern for earthy matters. Friends were prominent among the early manufacturers, scientists, and social reformers in both England and the United States. A modern Quaker educational institution can continue this tradition through providing broad training for pioneering technicians, problem-solving unifiers, and men of practical vision.

We next asked ourselves whether engineering belongs in a liberal arts institution. Here it seems clear that vocation or trade-school engineering, principally because it is so specific and subject to rapid obsolescence, is not likely to serve the goals of a liberal education. Vocational engineering training fits awkwardly in a modern liberal arts program. However, advances in the physical sciences and social sciences have opened up a number of new areas that provide intellectually challenging topics for inclusion in a liberal arts curriculum, and several of them fall within the engineering domain. Information theory, for example, drawing on mathematics, logic, psychology, and electrical engineering, is a rapidly expanding field of knowledge that can incorporate many valid liberal-arts concerns. Information theory stands above the designers and users of

electronic computers in a commanding way. There may thus be broad and unifying topics in contemporary engineering that can contribute very effectively to a liberal arts curriculum.

There is, however, the related and more difficult question of whether engineering training belongs in an undergraduate college. The national trend appears to suggest a negative answer. Professional engineering training is increasingly given at the graduate level, building on foundations in mathematics, physics, and chemistry laid down in the undergraduate years. It is possible, nonetheless, that some conceptual fundamentals can appropriately be presented at the undergraduate level, as part of a liberal education for students whether they go on to professional engineering or not.

This brings us to the question of whether engineering belongs at Haverford. First, we note that one former justification for engineering at Haverford no longer applies. The combination of introductory engineering and a first-rate liberal arts program that has been Haverford's pride is now available at a number of excellent institutions. Haverford has no unique service obligation in this area. Students who wish this combination can now get it, for example, at MIT or Carnegie-Mellon University.

With an unusually small faculty and student body, Haverford has always had to select a limited portion of the many subjects that can be taught, stressing the quality of the teachers who present them. The trend has been for subject matter to grow and subdivide, making it less and less feasible for a one-man or two-man department to deal with a field of knowledge.

In order to attract and hold first-rate faculty members, a department now requires a nucleus of competence with a critical size, below which mutual intellectual reinforcement is very hard to maintain. Thus, if engineering is to be offered at Haverford, it seems likely to require three or four department members.

Moreover cross-fertilization and mutual reinforcement are aided if there is enthusiasm and respect in neighboring departments and in the faculty generally for the subject matter and the individuals presenting it. This has been a problem for engineering on liberal arts campuses everywhere, and Haverford would have to make special efforts to surmount the problem here. It appears to us that nothing less than a fundamentally new program is likely to succeed.

B. Advantages and disadvantages of making a change.

The main disadvantage of making a change is that it would withdraw from Haverford students the opportunity of getting a humanistic background for a technically-based business career. This has been seen as a valued service by some students, alumni families, and Board members. The appendix table of enrollments in engineering courses since 1948 shows, however, why the program involves relatively high-cost use of college resources.

The main disadvantage of not making a change would be continuation of poor morale, reflecting the difficulty of offering adequate coverage, the existing weak links with related departments, and the weakness of professional links with the outside world. There would soon be an additional difficulty in seeking to attract new faculty of high caliber, of the kind who

would remain as professional engineers, willing to teach so few students under such lonely conditions.

If the present program were given up, endowment funds which are legally free for other uses would be released, along with building space that could be devoted to other educational purposes. We would be abandoning an ailing activity that uses faculty talent ineffectively and makes a disproportionate claim on college resources. A further advantage would be the elimination of uneasiness and professional insecurity within the faculty, reflecting even in this small community some of the disparities that have beset engineering in the outside world.

C. Organizing a new Engineering Department

This would require a major effort at present, since a settled body of courses does not lie ready at hand. Intellectual trends indicate, however, that increasing faculty interest will develop among social scientists, and possibly among physical scientists and humanists too, in the new areas that are emerging. Thus if a small group of Haverford faculty and students were able to consult with outside advisers when the picture gets clearer, a solid and exciting new program might be put together. With enthusiastic initiative arising in the community, the new program might win widespread support.

A major effort would then be required to find and recruit two or three first-rate young faculty members. Well trained people in these new fields are scarce and very highly paid. They tend to gravitate toward university or industry positions.

It might well take some time to attract more than a limited number of students into such a program, which would be a demanding one.

On the other hand, the new program could introduce undergraduates to the information theory that organizes the formulation of problems that can be tackled with computers. We could introduce the kind of systems analysis that combines logic and mathematics with empirical constraints. The intellectual stimulus for students could be very great indeed.

The new kind of engineering opens up for undergraduate students some powerful new approaches to dealing with human problems. The focus is coming to be on interaction between human society and man's physical environment.

Problems of designing and managing a decent urban environment involve aesthetic considerations that require a humanist's perspective and social considerations that bring in the social scientists too. The effect could be to provide an intellectual bridge among the three divisions of the curriculum. The program could offer organized perspective that would incorporate human values into a empirical analysis of man's environmental problems. Surely this is worth putting on the college's agenda, as the way opens.

Annex 6 20 March 69

Colloquium Proposal

We propose a combination Colloquium and Festival for Friday and Saturday, April 11 and 12. Last year's colloquium demonstrated that we have much to say to each other and that the college grows through this process. We must take note of the ground broken by last year's colloquium and proceed from there, but also this colloquium should have a spirit of its own.

It will have a distinctive spirit in two respects. Firstly, this is an important period of transition for Haverford. The recommendations of the Bernstein report represent significant changes in the academic structure for next year. Also at a time when many colleges are becoming co-educational, Haverford has been forced to examine its position in relation to the changing scene. Thus it seems particularly important at this time to discuss with Bryn Mawr the nature and possibilities of our ties. The second respect in which this effort will be a distinctive one is that an attempt will be made to show that the techniques of discussion and introspection are not the only approach for gaining an understanding of our problems. Strong emphasis will be placed on "doing" type activities. We propose a variety of events from work projects to pure frolic through which we can obtain some new perspectives on college life at Haverford.

A tentative schedule of the activities of the two days proceed as follows:

On Friday at 12:30 there will be a picnic lunch with music, poetry readings, frisbee, and other forms of general amusement. This period will have the effect of sharply differentiating the colloquium with the week of classes as well as for providing for general relaxation. At 2:30 there will be

an initial assembly of Haverford and Bryn Mawr people on the general topic of cooperation between the two schools. This assembly will serve the purpose of providing a common experience and general point of departure for the group discussions which will follow immediately, probably at about 3:30. These discussions will be structured with the hope of reaching some form of consensus which can be reported back to the entire community. These events will last till dinner.

The evening hopefully will be an exceptional one with such possibilities as a bon fire, informal theatre, music, square dancing etc. Later that evening there will be a sleep-in in the field house for all members of the community, faculty, student and canine, who think they can persevere.

On Saturday morning a special steak breakfast will be served in the field house at 9:30, again collecting the campus together. At 10:30 work will start on a common project. This project could involve building a playground, planting trees, painting the grandstands, etc. Perhaps several of these will take place. Emphasis on the choice of projects has been on things with which a concrete accomplishment can be seen by those who participated.

In the afternoon are planned topic oriented workshops. Their function will be not only to discuss but to formulate ideas and proposals on a wide range of subjects. The topics will include the marking system, relations with graduate schools, a year away from campus, sensitivity training, and/ or any other areas which generate current interest. The day will end with a final assembly at which reports from the various group sessions will be made.

We welcome any ideas which you would like to offer. Many of the activities are experimental in nature and we urge faculty members to contribute to the planning as well as participating in the colloquium. Also we welcome your suggestions at this meeting.

Colloquium Committee

John Ottenberg-Chairman

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
Provost Spiegler presiding

17 April 1969
4:15 p.m.

- Minute 1 : The minutes of the meeting of 20 March were approved.
- Minute 2a: The Provost announced the following departmental chairmanships: MacKay in Chemistry, Gillis in Classics, Gubins (Acting Chmn) in Economics, Satterthwaite (Rose, Acting, for first semester) in English, Bauer (Acting) in German, Husemoller in Mathematics, Davison in Music, Davidon in Physics, Slater in Religion, MacGaffey in Sociology and Anthropology.
- b: The Provost announced the following academic appointments: Hansen (Asst. Prof. in Political Science), Hohenstein (Asst. Prof in Sociology), Luman (Assoc. Prof. in Religion), MacCannell (Asst. Prof. in French), McCarthy (Asst. Prof. in French), McKenna (Assoc. Prof. in History), Miller (Assoc. Prof. in Economics), Stiefel (Asst. Prof. in German), Wintner (Assoc. Prof. in Chemistry).
- c: The following faculty members will be on leave next year: Bernstein (in residence, first semester), Butman (2nd semester), Cary (1,2), D'Andrea (1,2), Gavin (1,2), Gillis (2), Hunter (1,2), Lane (1,2), Mortimer (1,2), Rose (2), Santer (1,2), Satterthwaite (1), Selove (1), Shumer (1), Thompson (1,2).
- d: Honorary degrees will be awarded to Hugh Borton, Richardson Dilworth, Edgar Graves, and A. Leon Higginbotham.
- Minute 3 : Marcel Gutwirth reported that the Academic Council plans to hold open meetings at 2 p.m. in the Common Room on the next Wednesday after regular faculty meetings, to permit faculty members to present ideas and to acquaint them with the workings of the Council. The agenda for such meetings will be announced in advance. The meeting next week will deal with the restructuring of the committee system.
- Minute 4 : Robert Gavin reported for the Committee on Long Range Physical Planning. Present plans are to keep the inner campus for academic purposes, dormitories are to be outside of that, with faculty houses and playing fields on the perimeter. However, since it has been decided not to build a new dormitory just now, a study is being made of the cost and feasibility of renovating Barclay. No new faculty housing on campus is planned except perhaps on two lots on Duck Pond Lane. Near-by off-campus housing may be bought. Questions and comments indicated a desire for more information, so a special faculty meeting is to be held when more information is in hand, and hopefully when one of the architects can be present.
- Minute 5 : Daniel Gillis announced forthcoming visits of former Senator Wayne Morse and Andreas Papandreou. Proposals for fall visitors should be submitted to the Distinguished Visitors Committee by mid-May.

Minute 6 : Sara Shumer reported for a committee that considered the proposal to admit student members of faculty committees to faculty meetings when reports from those committees are to be considered. (Minute 11, 20 February '69). It was decided to ask the Academic Council to appoint an ad hoc committee to study the original student request and to make a recommendation to the faculty.

Minute 7 : Edgar Rose reported recommendations of the Educational Policy Committee. Approval was given to a change of content of German 32 (Annex 1). Proposals for Biology 11, 12, 36 (Annex 2) were approved. Proposals for Religion 20, 51, 41, 42 (Annex 2) were approved. Proposals to drop Sociology 11, 26, 39, 44, 63 as currently listed in the catalog, and to offer 26, 28, 36, 44, 71, 72 ("On-site Seminars in the Community Involvement Program"), and 87, 88, were approved. It was recommended that the Educational Policy Committee should be informed of all student initiated seminars. Political Science 100 (Annex 2) was approved. The Proposal to change the emphasis of Physics 17 (Annex 3) was approved. Proposals for courses in Political Science: 31, 34a, were approved. Approval was given to the proposals (Annex 3, p. 3) that 1) the college administration would appoint a special Urban Studies Advisor; 2) the special advisor would a) fulfill the functions specified above, b) submit the list of courses in the new major field and a statement of major requirements to the Educational Policy Committee, and c) ensure that the course list and major requirements, as approved, get into the catalog. Approval was given to the proposal "Senior Departmental Studies and Comprehensive Examinations" (Annex 3, P. 4), which is to go into effect in 1969-70.

The meeting adjourned at 6:25

Theodore B. Hetzel
Secretary of the Faculty

April 16, 1969

A mere formality:

Biology 69-70 SENIOR RESEARCH TUTORIAL IN MOLECULAR MORPHOGENESIS Mr. Showe
Previously offered by Mr. Showe under the guise of Biology 61-62.
Anyone interested in the rationale of this change may consult Irving
Finger. As was the case of Biology 36, this change does not involve
an increase in the teaching load.

For your information, the major requirements will be changed from
Biology 21-22; 31, 32, 33, 34; one year-sequence of biology courses
in the 60's; Biology 100; Chemistry 13, 14 or 15; Chemistry 25, 26;

to

Biology 21-22; four courses, at least two of which are selected from
31, 32, 33, 34, and 36, with the other two selected from Chemistry
20, 33, 35, 36 and 56, Biology courses at Bryn Mawr numbered 20/a or
higher, and Biology courses at Swarthmore numbered 25 or higher;
Chemistry 11 or 17, 18 and 23; Biology 100.

Majors desiring to take courses at Bryn Mawr or Swarthmore must
first consult with the chairman of the Haverford department. In
addition, all majors, regardless of the number of the biology course
in the 30's taken, must enroll in the full-year integrated laboratory
course that accompanies these courses.

Religion

New courses:

Religion 20 JUDAISM Mr. Iachs
A study of Rabbinic Judaism in its historical setting.

Comment: Religion 20 will become part of a sequence taught here
and at Bryn Mawr consisting of

Religion 19 OLD TESTAMENT
Religion 20 JUDAISM
Religion 21 NEW TESTAMENT
Religion 22 EARLY CHRISTIANITY

51

Religion ~~21~~ MODERN TRENDS IN RELIGION Mr. Slater & Staff
Advanced study of topics in the field. Required of senior majors
and open to other qualified seniors with consent of instructor.
Topics for fall, 1969: Problems in the comparative study of
religion, historiography and biblical theology, theological and
non-theological interpretations of myths and symbols.

Comment: Religion 51 will give the seniors credit for work now done
in Religion 100 which will be given wholly in the Spring in the form
of individual projects or (depending on the faculty "vote") dropped
and replaced by Religion 82 (with comprehensive exams then given at
the conclusion of Religion 51.

April 16, 1969

Permission asked to split Religion 42 in two, as follows:

Religion 41, 42 SEMINAR IN PHILOSOPHICAL RELIGIOUS THOUGHT Mr. Spiegler, Mr. Slater
Specialized study of the works of some major philosopher and theologian
or work on a major theological problem. May be repeated with credit
with change of content.

Topic for fall, 1969: Heidegger (Mr. Spiegler).

Prerequisite: reading knowledge of German & consent of instructor.

Topic for spring, 1970: Classical and contemporary treatments
of the problem of evil (Mr. Slater). Prerequisite: consent
of instructor.

Comment: Religion 42 needs to be split to enable the department to
handle both a specific thinker and a specific problem and to meet
student demand for advanced courses of this sort. With the addition
of Richard Luman to the faculty (replacing John Gager) and his taking
over Religion 45 from Gerhard Spiegler/Peter Slater, another seminar
can be added without requiring additional faculty.

Note: The department also proposes to list all of the courses offered
by Professor Howard Kee at Bryn Mawr. He will teach Religion 22 on our
campus. Professor Lachs will teach Religion 20 on Bryn Mawr's campus.

Sociology and Anthropology

Courses currently in the College Catalogue to be dropped next year:

Soc. 11 SOCIETY AND THE INDIVIDUAL

Each full-time member of the staff (Hare, MacGaffey, Hohenstein) will
give a Freshman Seminar. Sociology 102a at Bryn Mawr will be cross-
listed as Sociology 11.

Soc. 26 ORGANIZATIONAL ANALYSIS

Soc. 39 SOCIAL CHANGE IN DEVELOPING AREAS

Soc. 44 THE DRAMATURGICAL APPROACH TO SOCIAL INTERACTION

Soc. 63 RESEARCH SEMINAR ON URBAN PROBLEMS

NOTE: These courses were taught by Andrew Effrat or other members of
the staff who will not be here next year.

Proposed new courses:

26 THEORIES OF CONFLICT

Mr. Borodkin

The focus will be an "Informal theory of conflict" which will include
the sociological aspects of the mechanisms of conflict. *One year only.*

Comment: This is one of two seminars to be given by Borodkin, a
Soviet mathematical sociologist, who will be here as a Philips Visitor.

28 SOCIOLOGY OF NONVIOLENCE

Mr. Hare

A review of social-psychological theories and other theories of non-
violent direct action. Class discussion will be based on written case
material and field observation.

36 MATHEMATICAL METHODS IN SOCIOLOGY

Mr. Borodkin

A series of lectures on the following topics: treatment of empirical
data, models of social processes, and problems of forecasting, planning,
and management.

Sociology and Anthropology (continued)

Proposed new courses (continued):

44 SOCIOLOGY OF KNOWLEDGE

Mr. Hohenstein

An analysis of European and American theories of the social factors which influence and affect the development of knowledge. Emphasis will be placed on the writings of Marx, Durkheim, Mannheim, and Parsons. Particular consideration will be given to the role of the intellectual in contemporary America and to the epistemological assumptions behind procedural rules in the social sciences.

71, 72 COMMUNITY INVOLVEMENT PROJECTS *On-Site Seminars in Community Involvement Program*

For participants in one of the full-time off-campus programs, described on page ___ of this Catalogue.

Note: Adequate description of the off-campus programs is to appear elsewhere in the Catalogue.

87, 88 STUDENT INITIATED SEMINARS

Student initiated seminars on topics of current interest in sociology.
Prerequisite: approval of departmental supervisor.

Comment: "Sociology 26 and 36 will be given for one year only by Professor Borodkin, a Philips Visitor from the Soviet Union. Although 26 is on the subject of conflict and appears to duplicate part of another course offering, it will be a unique experience to hear this material presented from the Soviet point of view.

"Course 28 on nonviolence is given in the second semester as a sequel to a more comprehensive course on Social Conflict and Nonviolent Resolution given by Paul Wehr in the first semester. These two courses represent our special departmental emphasis which is reflected in the Center for Nonviolent Conflict Resolution funded by the Ford Foundation and other sources, and the application to the NIMH for a three-year study of nonviolent direct action. In these days of rapid and often violent change we think we should be quite open about our commitment to nonviolent methods of conflict resolution."

(Paul Hare)

Political Science

Change in grading system:

100 SENIOR DEPARTMENTAL STUDIES

The Political Science department proposes that the grading system for this course (which means "100 and the comprehensive exam") be honors, pass, or fail, starting this year. The Educational Policy approves, with the proviso that a student may request, in advance, that he be given a numerical grade.

Note: If this is approved, other departments may want to avail themselves of this option, as they choose, *if so notify the Dean.*

HAVERFORD COLLEGE

from: E. S. Rose (for the EPC) to: The Faculty of the College
 re: Course Proposals; Urban Studies; Senior Year date: April 17, 1969

The Educational Policy Committee asks for faculty approval of the following proposals.

Physics

A change of emphasis:

Physics 17 PHYSICS OF THE TWENTIETH CENTURY Mr. Sayer
 Development of the theory of relativity, the quantum theory and nuclear physics with dual emphases on the scientific elements of the theories and the broader implications that they have had in our culture. A study of the current goals of science will lead into a discussion of such contemporary problems for the scientific community as space research and the space program, high-energy physics research, government and military support of science. The latter problems will be studied by small groups of students and discussed in seminar fashion, with specialists invited from outside the department, including Philips visitors. Three hours, no laboratory. Offered in 1969-70.

Comment: The Physics department asks for a one-year trial of this change.

Political Science

A new course:

31 POLITICAL CAMPAIGNING Mr. Levin
 The theory and practice of political campaigns in the U.S.A.: voters' preferences, influences on voters, strategies of persuasion and their effectiveness, etc. Emphasis on congressional and presidential campaigns. Field work.

Comment: Murray Levin is an honors graduate of Haverford (164) in political science, M.A. and LL.B., Harvard, now law clerk to U.S. District Court Judge Higgenbotham in Philadelphia. The course is to be supported by the Philips Fund. Mr. Levin would act as supervisor of a group of Philips Visitors selected from among U.S. congressmen. Money, names of invitees, etc., have been approved by the Distinguished Visitors Committee. Approval asked for one year.

A new-old course:

34a PUBLIC POLICY: BASIC ISSUES IN SOCIAL WELFARE Mr. Galper
 Comment: More or less same course as Pol. Sci. 28 this year, now taught by Jeffrey Galper, a Ph.D. candidate in Social Work at Bryn Mawr. The course is supported by the Philips Fund, as it would be in the fall of 1969. Mr. Galper, then as now, will supervise visits by distinguished scientists and administrators in the field of public welfare.

Incidentally, for those who are curious about numbers, this

EPC: Course and other proposals

April 17, 1969

course (Pol. Sci. 34a) gets a new number because Sara Shumer wants to revise her old Pol. Sci. 28 and offer a new course on "Power and Bureaucracy in the U.S.A. today," to be given in the spring of 1970. Your approval of Sara's course is not being asked for now. But we'll be back--next year!

Political Science (continued)

For your information, two changes of number:

- | | | |
|----|--|-----------------------------|
| 29 | AFRICAN CIVILIZATION | Messrs. Glickman, MacGaffey |
| | Same as Soc. Sci. 29, formerly Soc. Sci. 38 (see General Courses). | |
| 39 | Formerly 49. | |

For your information, Bryn Mawr courses cross-listed:

- | | | |
|-----|---|---------------|
| 20a | INTRODUCTION TO LATIN AMERICAN POLITICS | Mrs. Marshall |
| | BMC 208a. | |
| 23 | GOVERNMENT AND POLITICS IN WESTERN EUROPE | Mr. Frye |
| | BMC 205a. | |
| 30a | POLITICAL THEORY: POLITICAL OBLIGATION AND EXISTENTIAL POLITICS | Mr. Salkever |
| | BMC 311a. | |
| 38 | AMERICAN CONSTITUTIONAL LAW | Mr. Salkever |
| | BMC 316b. | |
| 40 | WESTERN POLITICAL THOUGHT | Mr. Salkever |
| | BMC 209b. | |

* * * * *

Urban Studies Major

The proposal is that Haverford College institute an Urban Studies major. This major would be interdisciplinary, including courses now offered in various departments at Haverford, Bryn Mawr, and Swarthmore. A rough survey reveals that there are at present something like eight courses at Haverford, five at Bryn Mawr, and four at Swarthmore, all of which would be pertinent, or "relevant," if you like.

What is needed is an agency for collecting the scattered pieces and forming them into a major field of study. Having considered various possibilities, including virtual treatment of the proposed major field as a regular department with the proviso, however, that the Urban Studies curriculum be shaped out of courses already in existence with personnel already on the faculty, the Educational Policy Committee is agreed that this agency should not be a committee, still less a department, but a single qualified person--director or special adviser.

If this were done, the proposed Urban Studies major would be approximately on the same footing as African Studies (see p. 57 of the current college Catalog). The duties of the director or special adviser would be

- 1) to publicize in the College Catalog and elsewhere the existence of an Urban Studies major;

Annex 1

HAVERFORD COLLEGE

from: John Cary to: Educational Policy Committee

re: date: April 16, 1969

The German Department would like to drop German 32: Classics of the Nineteenth Century and to replace it with German 32: Romanticism (not to be offered 1969-70, but in the following year.)

(at Bryn Mawr); 1970-71 (at Haverford)

April 17, 1968

Urban Studies Major (continued)

- 2) to establish appropriate major requirements, including
 - a) a quantitative methods course in one or another of the social science departments,
 - b) a semester in an off-campus involvement program,
 - c) a senior synthesis and evaluation;
- 3) to identify those courses at Haverford, Bryn Mawr, Swarthmore, and Penn that belong in the major field, and to encourage the development of new courses (e.g., Urban Literature, or Environmental Studies and Urban Architecture);
- 4) to advise the student majoring in Urban Studies on the program he proposes to follow in satisfaction of the major requirements;
- 5) to promote and coordinate urban studies in general.

The question may be asked, to what extent is this a new departure? As David Potter says, a student "can already roll his own, and many of them do." Why publicize this particular variant?

There are several reasons: educational relevance, student and faculty interest, the urban emphasis already present in the curriculum. It is likely that in the future other emphases, other interdisciplinary programs, will be abstracted from the curriculum at large, and while this is perhaps a desirable development, the Educational Policy Committee would insist on some controls, lest we strangle ourselves in red tape or get lost in an administrative jungle.

The controls we propose are these: any future proposal for a new interdisciplinary major must make educational sense; there must be student and faculty interest; the resources (curricular and human) must be already on hand; there must be a qualified and willing faculty director or adviser. Provided these conditions are met, the Educational Policy Committee will entertain any new proposal on its merits. (This paragraph, or something like it, should appear at an appropriate place in the Catalog, so that faculty members and students alike would have their attention called to the possibility of instituting new interdisciplinary majors, contingent upon satisfying the conditions.)

All the stated conditions are met by the Urban Studies proposal which, by the way, was initiated by Carl R. Tannenbaum ('71). We ask faculty approval of it. In this case approval means that

- 1) the college administration would appoint a special Urban Studies adviser;
- 2) the special adviser would
 - a) fulfill the functions specified above,
 - b) submit the list of courses in the new major field and a statement of major requirements to the Educational Policy Committee, and
 - c) ensure that the course list and major requirements, as approved, get into the Catalog.

EPC: Course and other proposals

April 17, 1969

Senior Departmental Studies and Comprehensive Examinations

Present policy regarding Senior Departmental Studies and Comprehensive Examinations is expressed in these statements from the Catalog, pp. 47-8:

"Each senior must take a special major comprehensive examination (written, oral, or both) during the period scheduled for such examinations. . . .

As special background for the comprehensive examination, a senior shall engage in a period of study, technically called course 100, Senior Departmental Studies, in his department of concentration during the semester preceding that examination. This period of study shall be counted as one of the four courses normally carried by the student during his final semester. . . ."

The Educational Policy Committee would revise this statement, to read as follows:

The college affirms the responsibility of each and every department to make the work in the major field as fully consummatory as possible for the senior. There is a need, in the senior year especially, to challenge the student's powers of analysis and synthesis and to foster the creative use of the knowledge and skills that he has acquired in his previous studies. There is also the need to evaluate the performance of the senior in the field of his major, not only to safeguard the academic standards of the college but to help the student discover where he stands at this moment in his career. In short, synthesis and evaluation in some form are both essential.

While upholding these educational objectives, the college recognizes that they may be achieved by various means, such as (1) the 100 course, at the end of which the student takes a comprehensive examination, (2) a thesis or advanced project paper, (3) a course or courses specially designed or designated, or (4) some combination of these or other means.

Each department, therefore, in its statement of major requirements specifies the particular mode of synthesis and form of evaluation that it has adopted for the senior year.

In effect the Educational Policy Committee is asking the faculty

- 1) to affirm synthesis and evaluation as essential to the work of all departments in the senior year;
- 2) to give each department the right to choose its means of realizing these objectives;
- 3) to ask all departments to review their present requirements and to submit to the Educational Policy Committee their preferred modes of synthesis and forms of evaluation.

E. S. Rose
EPC

FACULTY OF HAVERFORD COLLEGE

Special Meeting
President Coleman presiding

7 May 1969
4:15 p.m.

- Minute 1 : President Coleman summarized comments that he had made to the alumni with respect to student unrest and possible disruption of college operations. He defended the rights of students to dissent as long as the essential teaching and service functions of the college are not disrupted. If there are individual students who engaged in disruptive tactics, he expressed confidence that self-corrective mechanisms would function within the student body, and that the Students' Council would act consistently with principles described in the Handbook. Only as a last resort did he think it might be necessary for the president to act to preserve the integrity of the institution.
- Minute 2 : President Coleman reported on the meeting of the board to be held on the 9th. The report of the committee to review the engineering program will be discussed. He announced proudly the pending appointment of Stephen G. Cary as Vice-President for Development , to take office by 1 September or possibly sooner. (applause)
- Minute 3 : The report of the Long Range Educational Policy Committee, on "Guidelines" and "Sophomore Inquiries" (Annex 1) was presented by Richard Bernstein. There was extensive discussion of the character of the proposed examinations, of the effects of removing the distribution requirements, and of the role and authority of advisors under the proposed new system. This being a special meeting, no decision was made.

The meeting adjourned at 5:55 p.m.

Theodore B. Hetzel
Secretary of the Faculty

Annex 1

7 May 69

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When the Faculty approved the revised version of the proposals of the Committee on Long Range Educational Policy last January, our committee was requested to submit educational guidelines and a statement concerning the nature of the sophomore inquiry for faculty approval.

The following documents include: a) a statement of guidelines; b) a statement concerning the sophomore inquiry; c) a proposal concerning the nature of the sophomore inquiry; d) sample questions for the essay part of the sophomore inquiry.

If approved by the faculty, a) and b) would appear in the College catalogue.

A special faculty meeting will be held on Wednesday, May 7 at 4:15 to discuss these documents.

Roger Lane
Melvin Santer
Bennett Schotz
Gerhard Spiegler
Dennis Stern
Richard Bernstein, Chairman

Committee on Long Range Educational Policy

The following statements of "Guidelines" and "Sophomore Inquiry" are intended as a draft of what might appear in the catalogue.

Guidelines

The concept and tradition of liberal arts have had a long history. In its original meaning "liberal" was the epithet applied to those arts and sciences that were considered worthy of a free man as opposed to "servile" or "mechanical" disciplines. In the course of history the content of what is considered to be a liberal education has radically altered, although there has been great constancy in the ideal of a liberal education as the type of education which is not only worthy of a free man but is the very means of liberating and freeing man by providing him with an understanding and appreciation of the tradition that has shaped him and the social and natural world in which he lives. It is a primary goal of liberal education to increase a man's self-awareness, self-understanding, and self-mastery through an understanding of his cultural heritage, the shape of the main areas of human knowledge, and sensitivity to future possibilities.

The purpose of these guidelines is to help the student in planning a course of study at Haverford. The student should realize that there are many different types of educational experiences that can take place at an institution such as Haverford. In addition to taking courses, there are informal discussions, independent study, various kinds of field work, attending guest lectures, etc. There is no set of prescribed courses which every student must take. Each student has a great deal of freedom and responsibility in planning his course of study at Haverford. It is expected that with the help of his adviser, a course of study will be planned which will be designed to meet the individual's particular interests, educational background, intellectual strengths and weaknesses. While there are disagreements about everything that a liberal education ought to include, there is a consensus concerning the general shape of a liberal education.

1. Written and oral communication. One of the most difficult and important skills is the art of writing and speaking lucidly and coherently. A student will discover that there are few areas of human knowledge that he can explore in depth unless he has perfected his ability to write and speak effectively. These skills will be stressed in the program of freshman seminars. A student who is weak in the skills of verbal communication is well advised to take courses which pay greater attention to training in the arts of communication.

2. Foreign language. Ideally a student ought to come to college with mastery of at least one foreign language so that he can expend his energy in pursuing the literature and culture of a foreign civilization. The mastery of a foreign language can not only deepen the student's appreciation of his own language but can increase his sensitivity and understanding of the nature of language and can enable him to gain a far more intimate understanding of different cultures. A student will also discover that in many instances pursuing his major area of interests can be enriched by and frequently requires command of a foreign language. Since many Haverford students continue their education in graduate school, a student ought to know that many graduate programs require a reading knowledge of at least two foreign languages.

At present all students are required to take at least one year of foreign language study at Haverford unless they can satisfy their language requirement by examination. But a student who starts the study of a foreign language at Haverford should realize that a single year of language study is not sufficient to achieve minimal competence in reading or speaking a foreign language. While not required, all students are strongly advised to plan to take two or more years of formal language study. One of the best ways of perfecting foreign language competence is by participating in a special language and literature program in a foreign country. There are a variety of such programs ranging from summer study to spending a full academic year abroad. Students who have a special interest in participating in such a program should consult the staff of the language departments.

3. Mathematics. One remarkable feature of contemporary knowledge is the diverse ways in which almost all areas of human knowledge have been influenced by the development and application of mathematics. This will be obvious to students interested in the natural sciences. It is virtually impossible to pursue the study of natural sciences without a great deal of sophistication in mathematics. But increasingly, mathematics is having an important effect on many areas of the humanities and social sciences. Mathematics is becoming a language and a tool needed for serious inquiry and understanding of almost any area of human knowledge. Some major programs will require courses in various branches of mathematics as a prerequisite. But even when this is not the case, a liberally educated man ought to increase his command of mathematical disciplines.

4. Humanities, Social Sciences, and Natural Sciences. These three main areas of human knowledge are reflected in the divisional structure of the College. The student should realize that this division of the areas of human knowledge is a relatively recent development. Many of the fields that are now considered a part of the social sciences were once considered to belong to the humanities, just as the natural sciences were once considered parts of natural philosophy. And the student who seriously pursues studies in one of these areas will discover significant regions of overlap among the various divisions of knowledge. A primary reason for distinguishing these divisions is that they do exhibit different emphases, approaches, techniques, basic concepts and problems. It is expected that every student at Haverford will achieve a basic mastery of the distinctive approaches, concepts and contributions represented by the humanities, social sciences, and natural sciences. This does not mean that students must gain a survey knowledge of these three areas. Rather, it is expected that every student will be able to write and speak effectively about some aspect of these areas which will display his appreciation for distinctive approaches represented by these areas of human knowledge.

In planning his course of study a student should keep these aims in mind. All students will be required to participate in a sophomore inquiry at the end of his sophomore year which is designed to examine the student's knowledge and mastery of issues representative

of these three main areas. Normally students may achieve these aims by taking courses from the three divisions of the College. But simply receiving a passing grade in a course is not necessarily sufficient to achieve this basic mastery. A student should view his courses as one means for achieving a basic mastery expected by the College. Students are encouraged to take advantage of other educational means to achieve a knowledge of the humanities, social sciences, and natural sciences.

The departments of the College (including Bryn Mawr departments of Archaeology, Geology, History of Art, and Italian, for which Haverford has no counterparts) are divided into the following three divisions:

Humanities: Archaeology, Classics, English, Fine Arts, French, German, History of Art, Italian, Music, Philosophy, Religion, Russian and Spanish.

Social Sciences: Economics, History, Political Science, Psychology, Sociology and Anthropology.

Natural Sciences: Astronomy, Biology, Chemistry, Engineering, Geology, Mathematics, and Physics.

Sophomore Inquiry

A liberal education at Haverford seeks to combine a high degree of flexibility with high standards of academic excellence. It is expected that all students will perfect their skills of written and oral communication, explore the different major areas of human knowledge -- humanities, social sciences and natural sciences -- and pursue a field of knowledge in depth. The guidelines above are intended to help the student, in consultation with his adviser, to plan an intelligent course of study. In the spring of his sophomore year, each student will be required to participate in a sophomore inquiry. The purpose of this inquiry is twofold: to examine whether the student has achieved a basic competence and understanding of concepts, problems, approaches, and techniques in the three major areas of human knowledge -- humanities, natural sciences, social sciences; to aid the student in his own self-evaluation of his achievement at Haverford in order to help plan a further program of study during his last two years at Haverford.

The inquiry will consist of a written and oral part. The objective of the inquiry is not to test for a broad informational survey of the humanities, social sciences, and natural sciences, but rather to give the student an opportunity to exhibit his grasp of the basic concepts typical of these three areas of human knowledge.

Each student will receive a written evaluation of his performance on the inquiry. If a student's performance is unsatisfactory, then the Board of Inquirers will make specific recommendations about a plan for making up the deficiency and he will be required to retake part or all of the inquiry at a later date. Sample copies of the written part of the inquiry will be made available to students in the fall of their sophomore year.

PROPOSAL CONCERNING SOPHOMORE INQUIRY

Procedures and Form of the Inquiry

Sophomore inquiries will become mandatory for all students entering the freshman class in September, 1969. The present freshman class -- the class of 1972 -- must satisfy the present distributional requirements. Since the first mandatory sophomore inquiry is not to be given until the spring of 1971, we have an opportunity to further explore, test, and evaluate the best form of a sophomore inquiry during the coming academic year. There are definite common assumptions that the committee shares in designing the format of the inquiry, but there are also issues which we think need further exploration and testing. If our proposal for the general form of the sophomore inquiry is now accepted, we recommend that a faculty committee with student representatives be appointed to prepare model sophomore inquiries and to test these with a sample of the class of 1972.

We think that the inquiry should provide the student and the faculty with a wide range of types of performance in order to evaluate the student's educational development. The inquiry should consist of both a written and oral part. We also think it desirable that the Board of Inquirers should read an essay written by the student which he considers representative of his best work during his first two years at Haverford. While the committee believes that the final evaluation of the student should be decided by the faculty, we want to recommend that selected upperclassmen be invited to participate in the oral inquiry. A student whose performance at the inquiry is not satisfactory will be required to retake part or the whole of the inquiry. If a student's performance is not satisfactory, the Board of Inquirers will make recommendations for a plan of study to prepare him to retake the inquiry. It is the clear intention of the committee that every Haverford student will be required to pass the inquiry. If a student does not perform satisfactorily on his second try, he will be referred to the Committee on Academic Standing for appropriate action.

Grading

There will be clear standards of passing and failing and each student will receive a written evaluation. The evaluation of the student's performance will be discussed with the student by the Board of Inquirers. It is an open question whether there should be any further grading system employed. It is also an open question whether anything more than the indication that the student has passed the inquiry should become part of his permanent record.

Use of standard objective examinations

Sid Perloe has acted as an "unofficial" consultant to the committee. He has brought to our attention the Area Tests (humanities, social sciences, natural sciences) of the ETS which have been used successfully to test the level of achievement of students in these areas. The committee feels that it would be a mistake to rely exclusively on these examinations for the written part of the inquiry, although it does think that such tests may be useful in conjunction with the writing of essays. There are several advantages to the use

of such tests. They have been prepared by professionals concerned with sophisticated testing devices. Use of such tests would enable us to compare the achievement of our students with students in other institutions and to help guarantee uniformity of standards among the various Boards of Inquirers. The ETS is also willing to supply consultants to help adapt tests to our specific needs and purposes. We would like to leave open the question of the feasibility and desirability of using such tests as part of the sophomore inquiry. We would expect that the committee appointed to design the inquiry would explore the issues in greater detail and perhaps even experiment with administering these tests to a sample of the class of 1972.

Outside examiners

It has been suggested that in order to achieve greater objectivity and to guard against the danger of provincialism that we might make use of outside examiners in the design and administering of the inquiry. This might take the form of seeking the aid of outside consultants or having outsiders participate in the design and administering of the inquiry. This is also an issue that requires further exploration concerning its feasibility and desirability.

The content of the inquiry

The written part. There are various extremes that we want to avoid. We do not want to have an examination which would, in effect, consist of a miscellaneous collection of questions that might have been questions taken from the final examinations of introductory courses. Nor do we want an examination that is little more than a general intelligence test.

Nor are we seeking to find out whether the student has a survey knowledge of the humanities, social sciences, and natural sciences. For the essay part of the inquiry we would like the questions to be general in form, but which would require the student to exhibit his specific knowledge of the basic concepts, approaches, problems, techniques, methods of analysis, and content which are representative of the different areas of human knowledge. We expect that the inquiry will give the student a maximum opportunity to exhibit what he does know. Although the questions would be designed to elicit the student's grasp of basic issues in humanities, social science, and natural science, answers to some questions may draw upon these different areas.

In order to indicate precisely what we mean in the above paragraph, we are attaching as an appendix some sample questions which would be considered suitable for the essay part of the sophomore inquiry.

The oral part

The basis for the oral inquiry will be the written part of the inquiry and the essay submitted by the student. The function of the oral will depend, in part, on the student's performance on the written part. If it is judged that the performance has been weak or unsatisfactory, the oral will provide an opportunity to explore and diagnose the student's deficiency. Where the student's written

performance has been satisfactory the oral will provide an opportunity to come to a clearer understanding of the student's educational development.

Sample Questions

Directions: The following questions are of a general nature. They can be answered by drawing upon a great variety of material. In answering these questions you should be as specific as possible in exhibiting the material discussed.

1. The concept of freedom is one of the most important in our time. Oppressed minorities demand more freedom. Politicians talk about a free society. Students start free universities. But although talk of freedom is pervasive, the meaning of this concept is elusive. Throughout history poets, philosophers, humanists, religious thinkers and political thinkers have been concerned with articulating what is or ought to be the nature of human freedom. Single out two or three thinkers who have been concerned with the nature of freedom. Explain precisely what they have meant by freedom. Indicate the ways in which their views of freedom are relevant or irrelevant for us today.
2. A man living in the contemporary world is confronted by a great multiplicity of social problems -- problems of war, violence, poverty, deterioration of cities, oppression to minority groups. Discuss any one of these problems from the perspective of a particular social science. Indicate in what ways you think it can (or cannot) aid us in understanding the problem you discuss. In answering this question, you should discuss particular studies or discussions of the issue by social scientists.
3. During the past hundred years there has been a tremendous amount of energy poured into the social sciences. A hundred years ago, social science was barely recognized as a distinctive area of human knowledge. Many social scientists would claim that the development of the social sciences is the result of the application of scientific methods and procedures to social phenomena and that there is general progress and accumulation of insight and knowledge resulting from the social scientists. Others have been skeptical of the "scientific" foundation of the social sciences. Single out an aspect of a social science with which you are acquainted to explore the issues involved above. Indicate what is distinctive about the approach and formulation of the problem from the perspective of the social science. In what ways is the treatment of the problem you discuss "scientific"?
4. We speak of revolution in art, social and political life, history, and science. Single out a particular revolution in one of these areas. Discuss it in detail indicating precisely what was revolutionary in the example you chose to discuss. And indicate what you understand by saying that the movement was revolutionary.

5. Describe the way in which one or more of the social sciences might approach either a) a peasant village or b) a city as an institution. Make clear the kinds of evidence and concepts which would be employed in the discipline or disciplines you select.

(Science Questions for Sophomore Inquiry)

1. Somewhere in your experience you have run into the term "scientific method". Do you think there is a standard method which scientists use? And do you think by assiduously applying this method, the scientist gains a deeper understanding of natural phenomena?

2. Choose one scientific problem and trace the variety of ways in which the question was phrased. What assumptions, if any, were accepted by the scientific community at each stage in the development of the idea? What inconsistencies between previously accepted theory (if any) and new facts (if any) led to a redefinition of the problem or a reformulation of the question?

What experiments were devised to answer the new questions? Do you think the experiments conclusive or were alternate explanations still possible?

Was there any significant new technology devised to help answer a particular problem or was the technology available at the time sufficient to do the job?

Composed,

Describe something that you have invented, organized, created, or produced. How did you get the ideas that were involved? What have you ^{or others} done with this project? Has it been published, reproduced, manufactured? What do you suggest be done to improve or build on what you have done?

23rd proposal sent in writing to Bernstein

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

15 May 1969
4:20 p.m.

- Minute 1 : President Coleman announced that in addition to Stephen Cary the college will have another vice-president, Charles Smith, Vice-President for Business Affairs. (applause) There are two vacancies to be filled, for Charles Waldt and for Bruce Robinson. There have been no faculty resignations so far this year. The Danforth Foundation has honored the college and Richard Bernstein by selecting him as one of ten national winners of a Harbison Teaching Award for 1969-70. (applause). There has been a 50% increase in applications for admission over last year; this year there were 1,150 completed applications for 170-180 vacancies. The increase in applications and admissions of black students is even greater: for them in 1967, '68 and '69 the applications have been 10, 56, 96; the matriculation 1, 17, 24 (estimated). In comparison, 1969 applications by blacks to Swarthmore and MIT are 100 and 125 respectively for considerably larger classes.
- Minute 2 : The minutes of the meeting of 17 April were approved.
- Minute 3 : Elections were held for Faculty Representative to the Board, and for first and second alternates. Those elected are, respectively, Ariel Loewy, John Spielman, Aryeh Kosman.
- Minute 4 : Richard Bernstein spoke to the subject of the Sophomore Inquiries, (Annex 1, minutes of 7 May '69). It is not yet determined to what extent objective examinations will be used, or what precise form the essay and oral portions will take in the inquiry. The new system for advising students, to prepare for the inquiries in the absence of distribution requirements, and connected with the Freshman Seminars, needs further clarification. Since the proposal is to go into effect in 1971, there will be time next year for pre-experimentation with members of the class of '72. The report on the Sophomore Inquiry was approved.
- Minute 5 : John Chesick invited members of the faculty to join in the use of the faculty swimming pool for a fee of \$90. for the season.
- Minute 6 : Proposals from the Educational Policy Committee (Annex 1) were presented by Edgar Rose. The first proposal "Exemptions from Laboratory Work" was withdrawn. The other proposals were approved: Economics 38, English 41, and Political Science 61.
- Minute 7 : The Report of the Committee on Student Representation in Faculty Meeting (Annex 2) was presented by Roger Lane. ~~No agreement was reached on any of the five plans presented.~~ However, the faculty expressed approval of President Coleman's intention to set up a study group on the subject of governance of the College. This

See minute 1

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group, made up of faculty, students, Board members, administrators and possibly a staff member will not be charged specifically with bringing recommendations to the faculty, Students' Council, Board or administrative staff meeting on changes in our governance; but its members will be asked to talk, read, think, and write together to try to define the alternatives open to the Haverford Community in the conduct of our affairs and to suggest costs and benefits associated with these alternatives. The faculty expressed a wish that the faculty representatives on this study group be recommended by the Academic Council to the President. The President accepted that suggestion. The matter will be brought back to the next faculty meeting for further consideration.

Minute 8 : Robert Gavin reported for the Long Range Planning Committee.

- a: The board approved the recommendation that Barclay be renovated as a dormitory unless a more detailed cost study made with architectural assistance indicates that it will be more costly than to build new dormitory places.
- b: That an architect should be commissioned to design and site dormitories with places for up to 114 students in the meadow south and east of College Circle, with care to avoid interference with the function of adjacent faculty housing.
- c: Any decision on the future of Founders Annex will be postponed for a while; the plan to raze the building is "on ice" for the time being.
- d: There will be another review in the Long Range Planning Committee of policy with regard to faculty housing.
- e: A board committee is interviewing candidates for the position of Campus Architect. Faculty members are invited to suggest suitable names

Minute 9: Thomas D'Andrea reported for the Committee on Honors and Fellowships, asking that names of candidates for departmental honors be given to the committee by Friday afternoon, and nominating Terry Krieger as First Cope Fellow, and Raffaello Orlando as Second Cope Fellow. These nominations were approved, as well as the innovation of not keeping this election confidential, now that the faculty has decided it.

Minute 10 : Ariel Loewy reported for the Committee on Freshman Seminars. The staff of the seminars will be constituted somewhat like a department, with Frank Quinn (Chmn), Ariel Loewy and David Potter. All seminars may possibly meet at the 11:30 - 12:30 Tuesday-Thursday hour, plus tutorial hours to be arranged. Seminar teachers are to be the advisors of the students in their seminars.

Minute 11 : Douglas Miller reported for the Committee on Faculty Compensation. The faculty approved asking the administration and the board to contract for group life insurance for the faculty in the amount of \$20,000 death benefit per person. With regard to tuition grants, the present plan of two-thirds of the other college's tuition less total aid grant, in the amount up to two-thirds of Haverford's tuition, received re-approval from the Committee. It was suggested that the AAUP be asked to recognize the value of our housing benefits in the appraisal of our faculty compensation. It was pointed out, however, that this might affect faculty liability for income tax on those benefits.

The meeting adjourned at 6:45 p.m.

Theodore B. Hetzel
Secretary of the Faculty

HAVERFORD COLLEGE

from: E. S. Rose (for the EPC) to: Members of the Faculty
re: Proposals for the Faculty Meeting date: May 15, 1969

Exemptions from Laboratory Work

This proposal concerns courses that normally include both class work and laboratory work. The proposal is that a student may take for credit such a course minus the laboratory work, provided he has the approval of his adviser and of his instructor in the course. "For credit" means that such a course taken without the lab would count among the thirty-two courses required for graduation. In the past it has not been so counted (see 1968-69 Catalogue, p. 54).

This proposal came from Bill Davidson, chairman of the Academic Flexibility committee. In his words, "some of the reasons which we considered valid for a student's choosing to omit the lab part of a course are: to enable a student to take an optional course which with laboratory would not be possible, to take into account related laboratories which a student may have had or may be taking concurrently, to enable a student to make up a failure in a course when the previous lab work was satisfactory."

The Educational Policy Committee asks for faculty approval.

New Course in Economics

Economics 38 SEMINAR ON THE MODERN CORPORATION Mr. Coleman
Study of selected issues in the role of the corporation in the economy and society: pressures in decision-making, relations with government and labor, response to new social concerns, and development of leadership. Prerequisite: Economics 37 or consent of instructor.

Comment: Howard Teaf's course on THE MODERN CORPORATION is to be moved from the spring to the fall semester. The two courses, Economics 37 and 38, are to form a sequence.

New Course in English

English 41 SOUTHERN LETTERS: 1919 TO THE PRESENT Mr. Lubarsky
An examination of the flowering of Southern American literature after World War I, with particular emphasis on William Faulkner, John Crowe Ransom, Allen Tate, Robert Penn Warren, Thomas Wolfe, Flannery O'Connor, Eudora Welty, and John Barth. Some consideration may be given to Carson McCullers, Tennessee Williams, Truman Capote, James Agee, Randall Jarrell. The course will attempt to illuminate the ways in which a sense of history functions in the work of the major figures. Enrollment limited. Prerequisite: a prior course in English or consent of instructor.

Comment: English 35 will not be sectioned after all--thus freeing Richard Lubarsky to teach the new English 41.

New Course in Political Science

Political Science 61 COMMUNITY ORGANIZATION [&] IN CITIZEN PARTICIPATION Mr. Elder
A study of the role of participation in local-level government and politics. Emphasis on problems of community organization. Field work, applications of complementary approaches. Student seminar

Political Science 61 (continued)

presentations, analytical and evaluative research papers. Open to students enrolled in Educational Involvement Program only.

Comment: This is an on-site seminar, linked to student involvement in the "Community Organization Assistants Program" in Germantown. Introducing the instructor, David L. Elder: B.A., Oberlin; M.A. in Sociology, Oberlin; Ph.D. candidate, Social Work, Bryn Mawr; experience as case worker in welfare, Cleveland; work camp co-ordinator for AFSC, Japan; Field Director, AFSC, Hong Kong (neighborhood center); Program Director, Overseas Refugee Program, AFSC; speaks Chinese, Japanese.

Grading System for the Freshman and Sophomore Years

No proposal.

Information for the Faculty

1. Aware of complaints regarding the unintentional secrecy of the committee's deliberations--the perennial problem of communication--this year's Educational Policy Committee recommends to its successor the adoption of the following procedures:

- a) that current minutes of Educational Policy Committee meetings be posted on a board put up for the purpose in a suitable place;
- b) that the minutes show not only decisions but contributory considerations and business on hand;
- c) that a file of current committee documents (proposals, minutes, etc.) be maintained in the faculty room in Founders;
- d) that copies of the minutes be sent to persons directly concerned, and in every case to the editor of the Catalog.

Other committees may want to adopt the same or similar procedures.

2. Earlier this year, after lengthy discussions with various members of the social science departments, the Educational Policy Committee concluded that the Educational Involvement Program was educationally defensible, but needed certain improvements and safeguards. To this end, the committee asked Harvey Glickman, as divisional representative on the Academic Council, to convene social science chairmen so that they might collectively create an instrumentality for the exercise of certain responsibilities in connection with the Involvement Program. Among these responsibilities: (1) integrating the Involvement Program with appropriate course offerings on either a departmental or an interdepartmental basis, and (2) improving the academic structure and content of the seminars given in situ.

We now report that an "operating sub-committee" has been formed, consisting of the provost and social science chairmen, who supervise the academic side and interview student applicants. Courses approved by this group will be sent to the Educational Policy Committee (cf. Pol. Sci. 61 above).

Report of the Committee
on
Student Representation in Faculty Meeting

The CSRFM is unable to reach consensus on a proposal to present to the faculty.

There is, however, some agreement on the nature of the problem:

The committee finds some dissatisfaction with the present decision-making process. Five reasons, basically, have been advanced for increasing the amount of student participation in it.

These five are:

1. Better effectiveness of committee operations.
2. Better communication between students and faculty.
3. More student influence in decision making.
4. More opportunity for non-establishment students to obtain a hearing.
5. A desire that students share in the authority and responsibility now held by the faculty and exercised through the faculty meeting.

Only the last point has caused serious disagreement in committee.

Students now possess a number of channels of "power" and "influence" over decisions reached at Haverford. Through these channels they now make recommendations which have considerable weight in the making of administrative decisions.

The faculty as a body, however, has sole and ultimate "authority" over and "responsibility" for one important area - the curricular. The committee agrees that authority and responsibility ought to be conjoined so far as possible. Neither, however, can be fully effective without student understanding and cooperation. At present, while students have formal and informal means of influencing faculty decisions, they have no share in the final authority for making these decisions.

The committee agrees that a faculty decision to share its authority and responsibility with students should, if taken, be taken fully. This means that if students are to participate on equal terms in the body now called the faculty meeting, there should be enough of them to insure that a wide range of student opinion is represented and that they are not over-awed by their elders. This is to say, then, that to share responsibility and authority means to share it equally.

The several proposals below incorporate the major arguments and positions taken. The faculty may choose to adopt any one or none of them; some may indeed be adopted concurrently. They have been arranged in order of the degree to which in the committee's judgement they might affect the conduct or authority of the faculty meeting.

For the committee: Harmon Dunathan, Daniel Gillis, Robert Kane, Stanley Murphy, Sara Shumer, Gerhardt Spiegler, Roger Lane, Chairman.

Plan A

There are several objections to any material increase in the size of faculty meeting, or change in its nature.

1. Any increase in size tends to make the formation of consensus more difficult, and the meeting accordingly more conservative.
2. The present average time consumed, now approaching two hours, can only be increased by the addition of more members, while the freedom to speak fully and allow all a hearing may be endangered.
3. While the faculty may share "authority" with students, it is difficult to find a corresponding "responsibility" which they might assume. While the faculty, for example, in creating the freshman seminar system, assumed responsibility for staffing it, any students who might have joined in the decision would have been unable to implement it.
4. Just as the students have, in the council, an exclusive organ for expressing their concerns, the faculty ought to have theirs. As matters now stand, indeed, the curriculum is the only area over which the faculty has sole jurisdiction.
5. Any system, such as bicameralism, which attempts to share authority between two bodies, one composed of faculty and one of students, is subject to objections similar to one and three above: such a system would be intolerably conservative, and would confer authority without responsibility.

It may be possible, however, to meet most of the objects listed in the preamble to this report without interfering with procedures which the faculty has come to value, and without surrender of either authority or responsibility.

It is proposed, then, to alter and improve the current operation of committees, as follows:

1. All committees except academic council should make formal minutes available to the entire college.
2. These minutes must include an outline of any topic or recommendation to be brought to the faculty.
3. Upon petition of any fifteen Haverfordians, faculty or students, a committee must hold a session open to all before presenting a recommendation.

Such a system would meet, in large part, four of the five objects listed in the preamble.

cc. too needs board
support for \$

Plan B

If the faculty does not wish to share "authority" and "responsibility" with students, for the reasons listed in the first paragraph of "Plan A" or others, it may still be possible to facilitate communication and improve the present atmosphere by admitting students to the meeting on a special basis.

It is in fact inaccurate to say that the faculty meeting is now open to faculty only. Members of the administration are now admitted, not as full participants but as observers. Sometimes they serve as resource persons, possessing special knowledge and insights. Conversely, it is felt that a first hand understanding of the proceedings may be useful to them.

Parallel functions might be served by admitting students.

It is proposed, then, that up to 15 students be admitted to faculty meeting, on the same basis as administration. That is, they should serve as observers, participating in discussion when the topic warrants. The basis on which these 15 should be chosen - whether committee members, council members, special representatives, or other- should be left to the students council.

Plan C

This proposal assumes that the faculty would be willing to share responsibility and authority with students in certain clearly defined areas.

This sharing would be accomplished by designating certain committees as joint Faculty-Student committees responsible to both the Faculty Meeting and to an appropriate student group—probably an enlarged Students Council. The proposals coming from these committees would be formally presented to and acted on by both faculty meeting and Students' Council. This proposal in no way precludes student representation on other committees, or some form of student "presence" in faculty meeting.

The principle of joint committees might be applied in a variety of ways. For example, consider the possible answers to these key questions:

1) How will the scope of the joint committees work be defined? They might be concerned with all curricular matters or with only those curricular questions which involve the whole College.

2) Who may assign work to the joint committees? (As distinct from voicing a concern to the committee.) The right to direct the committee to the study of a particular problem might be reserved to the Faculty or to the Faculty and Student Council or to any College group on petition.

3) What is required for adoption of a proposal made by a joint committee? Should the Faculty Meeting and Students' Council each have veto power? Should the Faculty retain under certain conditions the right to proceed without approval of Students' Council?

4) What mechanism should be adopted for compromise on proposals not accepted by both Faculty and Student bodies? Should this be the responsibility of the committee in question? Should they hold open meetings? Should all-College sessions be called?

We (I) see three compelling arguments for this proposal.

1) Curricular proposals acted on by the Faculty often focus on educational technique rather than educational philosophy or content. Although faculty should claim primary authority in the latter, students must at least give their allegiance to both philosophy and content if the enterprise is to succeed. In the area of technique few would claim special knowledge and student opinion must be given considerable weight. I conclude that it is necessary and desirable to seek formal student assent to curricular change. In agreeing to such a change, students will necessarily assume a greater responsibility toward the new venture than when their role was limited to random opinions brought to the faculty in a haphazard way.

2) By giving the student body a formal role in some decisions we would encourage the development of strong, representative student government.

3) Under this proposal the Faculty Meeting would remain a small, purely faculty group able to operate by consensus.

Plan D

Several structural changes might serve to open channels of communication.

- (1) All Faculty Meetings should be open to observers.
- (2) Each committee should have the option of permitting its student member to attend faculty meetings as participants.
- (3) The proportion of student representatives on committees should be reexamined in the light of individual committee functions.

Plan E

In raising the issue of student participation in faculty meetings we were led into considerations of a broader sort: the areas of faculty influence and areas of final authority; the role of students in curricula and other areas; various channels of considerable influence but not final authority in various decision areas; and the roles of faculty and students in making various curricula changes actually work effectively. We have raised the question of the proper locus for authority; but we have not, as a committee, answered. As a consequence it seems most advisable to create a forum for next fall for a thorough discussion of college governance. To this end a committee of faculty students and administration ought to be created with the broad mandate of exploring college governance and of holding whatever open sessions thought desirable to repeat to the faculty and students and administration their recommendations.

planned?

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

26 May 1969
9:15 a.m.

- Minute 1 : The minutes of 15 May were approved with a change in minute 7, the second sentence of which should read, "Since the Committee did not reach a consensus to make a specific recommendation, no action was taken on the separate recommendations contained in this report."
- Minute 2 : Sidney Perloe spoke of the needs of the Serendipity Day Camp. Contributions payable to Haverford College should be sent to him.
- Minute 3a: Zelbert Moore has been appointed to the position of Assistant to the President. His past experience has been in the fields of Latin America, black affairs, and journalism.
- b: Stephen Theophilos has been appointed to the position of Office Manager.
- c: Nathaniel Williams is likely to be named Ford Foundation Intern for black studies at Haverford for one year. He is now at Fisk University.
- Minute 4 : The Students' Honor Council has suspended Stanley Walens from college, and therefore he can not graduate tomorrow. However, his academic work, which has been of a high level, has not been implicated. Corrective action is planned. The faculty approved granting Walens his degree after the Honor Council has certified his compliance with their requirements and the President of the College has accepted that certification.
- Minute 5 : Provost Spiegler proposed and the faculty approved the usual minute recommending to the Board of Managers the granting of the appropriate degrees at Commencement to those students who have fulfilled the requirements. In response to question he reported that John Henderson failed his comprehensive examination, and that Stephen Washburn and Raffaello Orlando have not completed their work because of sickness.
- Minute 6 : Thomas D'Andrea presented the recommendations for College Honors. For the Augustus Taber Murray Fellowship: John Hoberman. Magna cum laude: W. Forman, D. Frankel, R. Hammel, H. Kritzer, L. Spoehr, J. Storck, S. Walens. Summa cum laude; T. Krieger, J. Lehman. The faculty approved these recommendations.
- Minute 7 : The Recommendation for the Reorganization of Faculty Committees (Annex 1) was presented from the Academic Council. This was approved.
- Minute 8 : President Coleman commented on the problem of Collections. It is proposed that they be held every other week, and not at all in April. It is hoped that, with faculty support and with better promotion, they can be made into a more meaningful community function. But the Collection Committee is considering dropping the compulsory attendance feature of Collection.

Marcel Gutwirth took the opportunity to present the subject of faculty seminars. These have withered from lack of interest. President Coleman promised that a study of the scheduling of classes, athletics, Collection, etc. will be made and reported on next year.

Minute 9 : The recommendation from the Academic Council, "Student Attendance at Faculty Meetings" (Annex 2) was presented. The Academic Council's recommendation was approved, with "Association" substituted for "Council" in paragraphs #2 and #3.

Minute 10 : President Coleman thanked Ted Hetzel for his service as Secretary of the Faculty, and Jack Lester for his service as Chief Marshal of Commencement. (Applause).

Meeting adjourned 11:30 a.m.

Theodore B. Hetzel
Secretary of the Faculty

TO: The Faculty FROM: The Academic Council
RE: A Recommendation for the Reorganization of DATE: May 22, 1969
Faculty Committees

What follows is a revision of the proposal circulated previously to the Faculty and discussed in the open meeting of the faculty members of the Council. It takes into account the main concerns expressed in that meeting.

We believe that, in the form we propose, it makes it possible for us to conduct our business more efficiently but without any major changes. Any really basic changes may best be given consideration in the light of the knowledge developed by the Study Group on Governance.

We recommend this proposal for adoption by the Faculty at its regular meeting on Monday morning.

Key Assumptions

1. Most faculty members would serve on one committee only. Exceptions would be for a few committees with lighter workloads or for committees where liaison with another committee demands an overlapping member.
2. A very small number of faculty members would be exempt from committee work. These might include the adviser to pre-medical students, the Secretary of the Faculty, the Faculty Marshal, and new members of the faculty during at least the first semester of their teaching careers.
3. Most committees would have student members. Exceptions would be the Academic Council and the Administration Advisory Committee when it is discussing faculty salaries, benefit and housing.

Committee #1: ACADEMIC COUNCIL

Advice to the President on all appointments and promotions.
Appointment of other committees.
Periodic review of the committee structure.

Committee #2: ADMINISTRATIVE ADVISORY COMMITTEE

Advice to the President, the Business Manager, and the Vice-President for Development on all business matters where faculty concern is strong. Examples:

- i. annual budget preview and review
- ii. faculty salary, benefit, and housing policies

A RECOMMENDATION FOR THE REORGANIZATION OF FACULTY COMMITTEES

iii. physical plans for the campus

iv. development priorities and plans

Comment: The standing committee on Faculty Compensation and the ad hoc committee on Long Range Physical Planning and Dorms will be eliminated.

Committee #3: EDUCATIONAL POLICY COMMITTEE

Short and long-range educational policies.

Admissions policy [when faculty wishes to raise a policy issue].

Review of ongoing educational programs.

[Committee includes the Librarian to raise issues on implications of educational policy for the Library.]

Comment: With the addition to the committee of the Librarian, the Library Committee will be eliminated.

Committee #4: AD HOC COMMITTEES ON SPECIFIC EDUCATIONAL POLICIES

Ad hoc committees, reporting to EPC, on specific, time-limit issues. For 1969-70, two might exist:

--Freshman Seminar Committee

--Sophomore Inquiry Committee

Committee #5: COMMITTEE ON STUDENT STANDINGS AND PROGRAMS

Review and action on individual students' performances and proposals for variations in approved programs.

Recommendations on honors and fellowships.

Comment: The standing committees on Academic Standing, Academic Flexibility and Honors and Fellowships will be eliminated.

Committee #6: EDUCATIONAL ENVIRONMENT COMMITTEE

Assessment of all resources of the College outside of the classroom that can be used to help us meet our educational goals.

Review of the College's student affairs policies and faculty-student-staff relations.

Review of non-academic programs and of athletic programs and policies.

Advice on speakers, colloquia, Fifth Day Meeting, and special campus events to utilize the environment most effectively.

Advice on the best uses of the College's physical setting to give us both an appreciation of the uniqueness of this setting and an awareness of the challenges it presents.

[Cordinated with Committee #2 and Committee #9.]

Comment: The standing committee on non-academic programs will be eliminated.

Committee #7: COMPUTER CENTER COMMITTEE

Review of College commitments to and recommendations on College policies for the utilization of computers as educational resources.

A RECOMMENDATION FOR THE REORGANIZATION OF FACULTY COMMITTEES

Oversight, from faculty point of view, of the functioning of the tri-College Computer Center.

Comment: This becomes a standing committee.

Committee #8: INTER-COLLEGE COOPERATION COMMITTEE

Advice on coordinating our educational activities with other colleges, especially with Bryn Mawr and Swarthmore.

Comment: This becomes a standing committee.

Committee #9: COMMUNITY CONCERNS COMMITTEE

Advice to the administration on the College's relations with outside groups. Examples:

- i. neighborhood relations [in the broadest terms]
- ii. membership in such organizations as the University City Science Center.
- iii. relations with government agencies [including the required Committee on Research on Human Subjects].

Committee #10: THE DISTINGUISHED VISITORS COMMITTEE

No change from its present terms of reference.

Committee #11: THE FACULTY RESEARCH AND STUDY COMMITTEE

No change from its present terms of reference.

As you will note, we have eliminated all aspects of the divisional proposals and have retained the present ad hoc committee structure.

Secretary for the Academic
Council

Dave Potter

26 May 69

from: The Academic Council to: The Faculty
re: Student Attendance at Faculty Meetings date: May 22, 1969

The proposal to have students attend faculty meetings has had a short, but complex history. Part of the complexity is due to the fact that it did not fall within the scope of any faculty committee and therefore could not be given the scrutiny and working over that normally takes place before a proposal comes to the faculty for consideration. After inconclusive discussions at two successive meetings, a second ad hoc committee, chaired by Roger Lane, was charged with preparing a document that presented the issues raised by the Students' Council proposal. The committee's report made it clear that there were some major issues that we could not hope to settle in one or even a few faculty meetings. At this point the Academic Council met with the President and decided to recommend a short and a long term response to the student request. Both of the recommendations were refinements of the options prepared by the Lane committee. The long term response was the Presidential Study Group announced at the May 15 meeting. The short term response was the proposal on student attendance at faculty meeting, also presented on May 15. The discussion at faculty meeting led the Council to reformulate the proposal as follows:

The Students' ^{Association} ~~Council~~ shall select nine students to be representatives to the faculty meeting. These students will be free to participate in the meetings' discussions, but they will not have the right to prevent consensus.

It is hoped that the ^{Students' Association} ~~Students' Council~~ will keep the following considerations in mind when making their appointments:

1) It is desirable that a substantial proportion of the representatives serve for an extended period of time, e.g. an entire semester or academic year, so that they come to have a context for understanding what takes place at the meetings and so that the meetings are not impeded by the need to repeatedly orient new students to what has gone on previously.

2) It would be useful for some of the representatives to be members of the Presidential Study Group so that their experience in faculty meetings can be used in their study.

3) In order to maintain or strengthen the effectiveness of students now serving on faculty committees, consideration might be given to drawing some representatives from the group of students who sit on major faculty committees, such as the EPC.

Approval of this proposal is asked for one year. At the end of that period a decision can be made to continue it for an additional year or to take some other course of action.

For the Academic Council

Sidney Perloe

HAVERFORD COLLEGE

from: Edwin Bronner to: Faculty
re: Departmental Allotments, 1969-70 date: 5/1/69

I would like us to break the shackles of the old departmental allotments formula and institute a new system of departmental allocations for 1969-70.

On the attached sheet I have indicated a set of proposed allotments for 1969-70. I reached these figures after studying the allocations for the last five years, taking into account the special additional sums provided for departments out of the Reserve funds.

Whereas for 1968-69 \$11,000 was allocated under the old system, I am proposing that we allocate \$13,500 for 1969-70.

In addition we would allocate \$1,000 for the new Freshmen Seminar program and \$500 each for the African Studies and the Urban Studies.

You will note that eight of the departments have an asterisk after the departmental figure. This indicates that additional money is available for that department from various endowment funds or special monies of one sort or another.

Even with the new allocation it will be possible to make a few supplemental grants each year out of reserves, but it would be hoped that this would be done less frequently than at present.

If this new plan is adopted, I believe that a part of the package should be the recognition that unspent balances at the end of the academic year would revert back into the Reserve fund (special exceptions to this rule could be made when necessary).

Under this new plan we would forget about the folklore regarding extra money for new courses and new faculty. All departments seem to have new courses and new faculty every year and this old custom no longer makes much sense.

In addition to the items listed on the attached page there are several other funds which the Library staff draws against. These include:

- a) Bibliography and Reference
- b) Interdepartmental Purchases
- c) Education (designed to cover books about the nature of education)
- d) Science (a fund to buy books not covered by departmental allotments in science)
- e) General Interest.

The Library Committee has approved this proposal and if the faculty at its meeting on May 15th, gives its approval, we can then move ahead.

Proposed Departmental Allotments, 1969-70

Art (history)	\$ 300.
Astronomy	300.
Biology	700.
Chemistry	600.
Classics	700. *
Economics	800.
Engineering	300.
English	1,200. *
Fine Arts	300. *
French	700. *
German	500. *
History	1,300. *
Mathematics	500.
Music	500. *
Philosophy	900.
Physics	700.
Political Science	700.
Psychology	600.
Religion	500. *
Russian	300.
Sociology	600.
Spanish	400.
Non Academic	<u>100.</u>
	\$13,500.

* additional money is available from other library funds

TO ALL MEMBERS OF THE FACULTY:

Reminder

The Regular Faculty Meeting of September 15

The first meeting of the faculty for this academic year will be held in Stokes Auditorium on Monday, September 15, at 4:15.

Agenda for the Faculty Meeting of September 15

If a committee chairman, or a faculty representative to the Board or a Board committee, wishes to present a report he should so inform the Provost's office, preferably in writing, by noon on Wednesday, September 10. Faculty members who wish to present suggestions of topics to be considered under the headings of old or new business should follow the same procedure.

Regular Faculty Meetings for the Academic year 1969-70:

Monday	September 15, 1969	4:15 p.m.
Thursday	October 16, 1969	4:15 p.m.
Thursday	November 20, 1969	4:15 p.m.
Thursday	December 11, 1969	4:15 p.m.
Thursday	January 15, 1970	4:15 p.m.
Thursday	February 19, 1970	4:15 p.m.
Thursday	March 19, 1970	4:15 p.m.
Thursday	April 16, 1970	4:15 p.m.
Thursday	May 14, 1970	4:15 p.m.
Monday	May 21 ²⁵ , 1970	9:15 a.m.

All Faculty meetings, unless otherwise announced, will be held in Stokes Auditorium.

Gerhard Spiegler
for Theodore B. Hetzel
Secretary

September 5, 1969

CHANGES IN FACULTY PERSONNEL

As of September 1, 1969

FULL-TIME FACULTY

<u>Fall Address</u>	<u>Title</u>	<u>Forwarding Address</u>
G. Eric Hansen	Asst. Prof. of Political Science	Dept. of Political Sci. MIT Cambridge, Mass. 02139
.....		
William Hohenstein Apt. 3A 10 Railroad Ave. Haverford, Pa.	Asst. Prof. of Sociology	173 Piute Trail Medford Lakes New Jersey 08055
.....		
Yehouda Landau Apt. 1B 10 Railroad Ave. Haverford, Pa.	Visiting Asst. Prof. of Philosophy	
.....		
Richard Lubarsky Apt. 2D 10 Railroad Ave. Haverford, Pa.	Asst. Prof. of English	
.....		
Richard Luman 2935 Berkeley Road Ardmore, Pa.	Assoc. Prof. of Religion	5732 Blackstone Apt. 3W Chicago, Illinois
.....		
Juliet Flower MacCannell (Mrs. E. Dean) Apt. 1 1 College Lane Haverford, Pa.	Asst. Prof. of French	108 Terrace Place Ithaca, New York
.....		
Patrick McCarthy Apt. 1C 10 Railroad Ave. Haverford, Pa.	Asst. Prof. of French	Dept. of Comparative Lit. Cornell University Goldwin-Smith Hall Ithaca, New York 14850
.....		
John W. McKenna 749 Rugby Road Haverford, Pa.	Scull Assoc. Prof. of English Constitutional History	785 Huston Drive Riverside, California
.....		
L. Charles Miller Apt. 2C 10 Railroad Ave. Haverford, Pa.	Assoc. Prof. of Economics	206 Belmont Blvd. Nashville, Tenn. 37212

Changes in Faculty Personnel
September 1, 1969
p. 2

<u>Fall Address</u>	<u>Title</u>	<u>Forwarding Address</u>
Charles Stegeman	Assoc. Prof. of Fine Arts	School of Art Institute of Chicago Michigan and Adams Street Chicago, Illinois

3 children

.....

Robert E. Stiefel Apt. 3 1 College Lane Haverford, Pa.	Asst. Prof. of German	Lowell House G-2 Cambridge, Mass.
---	-----------------------	--------------------------------------

.....

Claude Wintner 458 Duck Pond Lane Haverford, Pa. 1 child	Assoc. Prof. of Chemistry	Dept. of Chemistry Swarthmore College Swarthmore, Pa.
---	---------------------------	---

PART-TIME FACULTY

.....

Harold Boatrite 2008 Waverly Street Phila., Pa. 19146	Lecturer in Music	
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.....

Jeffrey Galper 726 Moore Avenue Bryn Mawr, Pa.	Visiting Lecturer in Pol. Science	
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.....

Timothy Gantz	Visiting Lecturer in Classics, 2nd sem.	Princeton Graduate College Princeton University Princeton, New Jersey
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.....

Samuel Lachs 250 South 18th Street Philadelphia, Pa.	Visiting Lecturer in Religion	
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Changes in Faculty Personnel
September 1, 1969
p. 3

<u>Fall Address</u>	<u>Title</u>	<u>Forwarding Address</u>
Murray Levin 1007 Park Towne Place West Philadelphia, Pa.	Visiting Lecturer in Political Science	
Vivianne Nachmias (Mrs. Jacob) 418 South 47th St. Phila., Pa. 2 children	Asst. Prof. of Biology	117 Thornton Road Girton, Cambridge England
Temple Painter 2008 Waverly Street Phila., Pa.	Lecturer in Music, 2nd sem.	
Jerome Wood Department of History Temple University Phila., Pa.	Visiting Asst. Prof. of History	
Nicholas Yalouris Philips Suite Haverford College Haverford, Pa.	Professor of Classics, 1st semester	Institute for Advanced Study Princeton, New Jersey

Leaves:

Richard Bernstein, 1st sem., in residence	
Robert Butman, 2nd semester	Edgar Rose, 2nd semester
John Cary, 1969-70	Melvin Santer, 1969-70
Thomas D'Andrea, 1969-70	Alfred Satterthwaite, 1st sem.
Robert Gavin, 1969-70	Fay Selove, 1st semester
Daniel Gillis, 2nd semester	Sara Shumer, 1st semester
Holland Hunter, 1969-70	Josiah Thompson, 1969-70
Roger Lane, 1969-70	
Robert Mortimer, 1969-70	

Changes in Faculty Personnel

September 1, 1969

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Faculty and Administrative Resignations:

J. Michael Boardman
Bruce N. Robinson
Craig Thompson
Charles Waldt
Albert Wallace

New Departmental Chairmen:

Edward Bauer	German, Acting Chairman, 69-70
William Davidon	Physics
John Davison	Music
Daniel Gillis	Classics
Harvey Glickman	Political Science
Samuel Gubins	Economics, Acting Chairman
Dale Husemoller	Mathematics
Wyatt MacGaffey	Sociology and Anthropology
Colin MacKay	Chemistry
Sidney Perloe	Psychology
Alfred Satterthwaite	English - Edgar Rose, Acting Chairman, 1st semester
Peter Slater	Religion

Promotions:

John Cary	Professor
John Chesick	Professor
William Davidon	Professor
Harmon Dunathan	Professor
Irving Finger	Professor
Harvey Glickman	Professor
Sidney Perloe	Professor
John Spielman	Professor

Librarian:

Edwin Bronner

Retirements:

Howard Comfort
Roy Randall
Ralph Sargent
Howard Teaf

Provost's Office
May 9, 1969

Faculty Committees,
Faculty Representatives to the Board,
Special Assignments

Standing Committees

Academic Council

John Coleman, Chairman
David Potter, Secretary
Gerhard Spiegler
Marcel Gutwirth: Humanities
Harvey Glickman: Social Sciences
Irving Finger: Natural Sciences
Ariel Loewy and
Sidney Perloe: Faculty Representatives
to the Board

Administrative Advisory Committee

John Ashmead, Chairman
Paul Desjardins
Samuel Gubins
Michael Showe
*

Community Concerns Committee

Preston Rowe, Chairman
Francis Connolly
William Docherty
Theodore Hetzel
Jeffry Galper
*

Committee on Student Standings and Programs

Colin MacKay, Chairman
Robert Kane
John McKenna
David Potter
Edgar Rose
Alfred Satterthwaite
*

Computer Center Committee

John Chesick, Chairman
Asoka Gangadean
Louis Green
Harry Rosenzweig
Sidney Waldman
*

Distinguished Visitors Committee

Douglas Miller, Chairman
Eric Hansen
Paul Hare
David Kraines
William Reese
*

Educational Environment Committee

Peter Slater, Chairman
Edward Bauer
Robert Butman
Sara Shumer
Charles Stegeman
Walter Trela
*

Educational Policy Committee

Wyatt MacGaffey, Chairman
John Davison
Harmon Dunathan
Linda Gerstein
Patrick McCarthy
David Potter
*

Faculty Research and Study Committee

Bruce Long, Chairman
Dale Husemoller
Charles Miller
Gustav Sayer

Inter-College Cooperation Committee

William Davidon, Chairman
Richard Bernstein
Daniel Gillis
Claude Wintner
*

Ad Hoc Committees

(other than those associated with faculty appointments)

Freshman Seminars

Frank Quinn, Chairman
Ariel Loewy
David Potter
*

Sophomore Inquiry

Louis Green, Chairman
Bradford Cook
Douglas Heath
Richard Luman
John Lester
*

Study Group on Governance

Aryeh Kosman
James Ransom
John Spielman
Sidney Waldman
*

Special Assignments:

Faculty Representatives to the Board of Managers

Term Expires 1970
Sidney Perloe

First Alternate
John Spielman

Term Expires 1971
Ariel Loewy

Second Alternate
Aryeh Kosman

Advisory Committee on Old Dominion and Ford Foundation

Aryeh Kosman
Edgar Rose
John Spielman

Medical School Advisory Committee

Dietrich Kessler, Chairman
Harmon Dunathan
James Lyons
David Potter

UCSC

Dietrich Kessler

Advisors to students who plan to go to professional schools:

Business Administration.....	Charles Miller
Education.....	James Lyons
Engineering.....	Theodore Hetzel
International Affairs.....	Eric Hansen
Law.....	Charles Miller
Medicine.....	Dietrich Kessler
Theology.....	Peter Slater
Post Baccalaureate Fellowship Program.....	Zelbert Moore

*plus students to be appointed by Student Council

Advisors for Specific Fellowship Programs:

T. Wistar Brown Fellowships.....Edwin Bronner
Danforth Fellowships.....Paul Desjardins
Fulbright Fellowships.....John Ashmead
Woodrow Wilson Fellowships.....John Spielman

Freshman Advisor:

Greg Kannerstein

Advisors for Selective Service:

James Lyons
Greg Kannerstein

Advisors for Students considering CO status:

James Lyons
James Vaughan

Advisor for students interested in the Peace Corps, Vista, or
teacher placement services:

James Lyons

Gerhard Spiegler
September, 1969