

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman, presiding

September 18, 1967
4:15 P.M.

John R. Coleman opened the faculty meeting for the first time since assuming the office of president with a few remarks and asked that a moment of silence be observed in memory of Kite Sharpless, a member of the Board of Managers, who died during the summer.

Minute 1: The minutes of the meeting of May 25 were approved.

Minute 2: President Coleman spoke of the work of the Committee on College Objectives, especially in relation to its concern about the subpoenaing of college files. He read to the faculty from a proposed letter regarding new procedures. "Specifically I am asking Deans John Spielman and James Lyons to see that our student files contain no permanent records except those essential for educational purposes or for answering the legitimate requests of prospective employers. I am asking them also to see that, as each student graduates, his file is checked again so that any papers bearing on such matters as disciplinary actions are removed from the permanent record and destroyed."

Minute 3: Chairmen of departments introduced new members of the faculty and the new members were welcomed by the president.

- Minute 4:
- a) Dean Spielman mentioned the fact that the calendar for 1968-69 has been approved and pointed out that classes will end before Christmas with examinations to come at the beginning of the new year.
 - b) He reminded the faculty of the new regulations regarding grading which were approved in the spring. He noted that the members of the sophomore class were not covered by the provisions for the incoming freshmen, nor have they been included in the provisions for upperclassmen. He said that he had decided to extend this year to the sophomore class the privilege of taking one course outside of their proposed major division with no grade.
 - c) He reminded the faculty of the new regulations regarding distribution requirements.

Minute 5: Holland Hunter for the new combined committee on Distinguished Visitors and Library: (a) urged faculty to continue to think of new imaginative proposals for distinguished visitors and mentioned some of the proposals for the current year; (b) said that there was still some money available for shorter term visitors during the current year; (c) carried a message from Librarian Craig Thompson asking for forbearance and patience during this final semester of renovations and construction in the Library.

- Minute 6: John A. Lester, Jr., for the Committee on Faculty Compensation and Medical Plans said that additional work needed to be done on the blood donor plan and announced that new exploration regarding a group life insurance plan would be undertaken this year.
- Minute 7: John A. Lester, Jr., chairman of the Ad Hoc Committee on the Athletic Program and Facilities Plans, announced that a new administrative committee had been named which included members of the administration, faculty, and student body to make proposals regarding both athletic facilities and new curriculum plans for physical education. It was agreed that the proposals from this new committee would be submitted to the Educational Policy Committee and to the faculty.
- Minute 8: Richard Bernstein for the Committee on Arts and Humanities Plans urged the faculty to make suggestions which the committee might consider as it prepares new proposals. He spoke briefly of the inquiry which had come to the college from the Ford Foundation inviting proposals for faculty enrichment programs in the humanities.
- Minute 9: Douglas Miller from the Computer Committee reported that the college was considering the purchase of a new, larger computer and was exploring ways to find the money to buy such an addition.

Meeting adjourned: 5:30 P.M.

Edwin B. Bronner
Acting secretary of the Faculty

HAVERFORD COLLEGE
HAVERFORD, PA.

September 26, 1967

Martha B. Sharpless
1841 Montgomery Avenue
Villanova, Pennsylvania

Dear Martha Sharpless:

The faculty of Haverford College was saddened by the news of your husband's death during the summer. At the first meeting of the faculty on Monday, September 18, with President John Coleman presiding, the faculty observed a few moments of

We were most grateful for his dedication to the college, and especially appreciated his interest in the things that were of concern to the faculty.

I am glad to convey these feelings to you for the faculty.

Sincerely,

Edwin B. Bronner
Acting Secretary, Haverford Faculty

EBB/eht

cc: Prof. Hetzel
Dr. Coleman

MRS. T. KITE SHARPLESS

1841 MONTGOMERY AVE., VILLANOVA, PA. 19085

September 29, 1967

Dear Edwin Bronner:

How can I possibly express my appreciation of your letter for the Haverford faculty? I can only say that I was very deeply moved at the tribute I paid to Kite. As you know, he had been fighting against ill health for a long time - years - before he died; but various letters I've received since his death have made me feel that he lives on in the hearts of a great many people. What finer immortality could any one of us wish!

Another letter that re-
specially made me was here
Sunday. He wrote, not for all
the students, but just for him-
self; however I know the feel-
the greatest confidence in the
Harvard students' trustworthiness
in all life situations.

Your letter and Hero's, taken
together with letters from Joan,
dent Esteman and Jonathan Roads,
have warmed my heart and filled
it with a sense of life's purpose
in drawing together quite diverse
elements of the College community.
I hope you will convey to the
faculty, at the first opportunity,
my deep appreciation of the tribute
of science paid to life.

Sincerely,
Martha B. Sharpless

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman, presiding

19 October 1967
4:20 p.m.

Minute 1: The minutes of the meeting of 18 September were approved and Edwin Bronner was thanked for his services as acting secretary.

Minute 2: President Coleman made a number of comments.

- a) He asked if there is a better place to hold faculty meetings, and suggested that if people would sit toward the front that Stokes auditorium would serve us better.
- b) The remarks he made at the Corporation meeting, about Haverford as a Quaker college, will be duplicated and distributed.
- c) Now that Fifth Day Meeting is on a voluntary basis it is better than ever. He hopes that more faculty members will want to attend. We are reminded that no classes or college events are to be scheduled for the Meeting hour, 10:30 to 11:30 a.m., Thursday.
- d) A letter he wrote in response to an inquiry from an alumnus about his position with respect to the draft will be distributed.
- e) A statement of the purposes of the college will be issued soon after the President's inauguration.
- f) Four new members of the Board of Managers were elected at the recent meeting of the Corporation of the college. Three are alumni: J. Morris Evans, Louis R. Matlack, Gerald F. Rorer. The fourth, Maxwell Dane, is the father of an alumnus.

Minute 3:

- a) The Provost reported that Janet Henry is the Administrative Aid to the Distinguished Visitors Committee.
- b) Information about Old Dominion fellowships will be issued soon.
- c) Robert Butman is in the Bryn Mawr Hospital and will be convalescent for some time. Gutwirth and Ransom will substitute for him in Humanities. Drama will be coached by Paul Hostetler, Chairman, Department of the Theater, Temple University. Theater Arts will be taught by Claudette Kane.

Minute 4: Dean Spielman reported that the Academic Council has appointed an ad hoc committee for English: Spiegler (Chairman), Gutwirth, Loewy, Satterthwaite, Craig Thompson. The Collection Review Committee: Bell (Chairman), Davidon, Heath, Lyons, Ransom, James Davidson '68, Denning Mason '69.

Minute 5: Deficiency notices for freshmen should be sent to Dean Spielman not later than 2 November, and before 9 November for all others.

Minute 6: Gerhard Spiegler reported as Faculty Representative to the Board.

- a) Since we do not participate under the National Defense Education Act, the Board has made loan funds available on terms equivalent to those of the NDEA. Approximately \$187,000 have been loaned so far.
- b) A bequest has been received from Ernest R. Reynolds to be known as the John Shinn Memorial Loan Fund, in the amount of approximately \$115,000.
- c) Scull House has been sold to The Haverford School.
- d) T. Kite Sharpless made an unrestricted bequest to the College of one-half of his residual estate.
- e) J. Howard Marshall has accepted the position of chairman of the development campaign.

Minute 7: A letter was read from Martha Sharpless written to Edwin Bronner thanking him for his letter of tribute to Kite Sharpless, which had been sent on behalf of the faculty. President Coleman spoke of the appreciation of the Board of Managers for Kite Sharpless, and mentioned his helpfulness in the decision on the honor system, based on his confidence in the students.

- Minute 8:
- a) Richard Bernstein reported that this year's budget provides for an artist in residence, thanks to Provost Green's foresight, and as a result, Mark Oxman has been appointed to fill that position.
 - b) The Committee on Arts and Humanities Plans is gathering faculty and student opinion as to the characteristics and placement of the proposed Arts Center.
 - c) A proposal has been submitted to the Ford Foundation asking for support for activities in the humanities.

Minute 9: John Gager reported that the deadline for Woodrow Wilson nominations is 31 October. Nominate as you have in the past, although fewer fellowships will be awarded. It is expected that at least some graduate schools will be influenced to grant fellowships from their own funds to nominees who do not get Woodrow Wilsons.

- Minute 10:
- a) Edgar Rose reported that the Educational Policy Committee is studying the adviser system, the implications of shifts in class enrollments, alternatives to English 12, and natural science courses for non-science majors.
 - b) Department chairmen should submit by 31 October proposals for new courses to be given next semester.

Minute 11: John Chesick reported for Faculty Research and Study. Allocations of funds will be much the same as last year. Applications for grants to be made this fall should be submitted by 30 November. Decisions will be made by 15 December.

Minute 12: Robert Mortimer asked for faculty support for a statement prepared by several students on the subject of alternatives to military service under the draft. An informal discussion was held after the rise of this meeting.

Minute 13: Howard Comfort, referring to Robert Butman's illness, asked if anyone is managing the "Flower Fund," now that Harry Pfund has retired.

Minute 14: In response to a question by John Davison it was announced that William Balthaser is the chairman of the Parents' Day Committee.

Meeting adjourned: 5:10 p.m.

Theodore B. Hetzel
Secretary of the Faculty

FACULTY OF HAVERFORD COLLEGE

Special Meeting
Professor Gerhard Spiegler, presiding

13 November 1967
4:20 p.m.

- Minute 1: This meeting was called by President Coleman to give the faculty an opportunity to discuss "A Statement of Purpose for Haverford College" (Annex 1). Faculty members are invited to submit written suggestions of improvements to this first draft.
- Minute 2: Provost Green reported on a proposal the College is making to the Ford Foundation, asking for \$20,000 a year for the next four years (to be matched with an equal amount from the College) for faculty development in the humanities. This money would provide for new faculty members, for time off and for travel for study, to support special institutes and visitors.

Meeting adjourned: 5:50 p.m.

Theodore B. Hetzel
Secretary of the Faculty

Annex 1
p1

13 Nov 67

TO ALL MEMBERS OF THE FACULTY:

A Special Faculty Meeting will be
held Monday, November 13, 1967, at
4:15 p.m. in Stokes Auditorium.

Agenda

Discussion of A Statement of Purpose
for Haverford College. A copy of this
statement is attached.

Gerhard Spiegler,
presiding as senior
faculty representative
to the Board.

Theodore B. Hetzel
Secretary

A STATEMENT OF PURPOSE FOR HAVERFORD COLLEGE

The purpose of Haverford College is to enhance the ability and readiness of young men to pursue lives marked by leadership, service, creativity, and enjoyment.

The College shares with other liberal arts colleges of the highest quality

- a commitment to open inquiry by both its students and its faculty, combined with rigor in appraising the results of that inquiry
- an emphasis on breadth of education, in the natural and social sciences, in the humanities, and in the arts, combined with depth in at least one field of the student's choosing
- a concern with education that places less stress on preparing men for particular professions than on preparing men to think clearly, deeply, boldly, and humanely in whatever profession they ultimately choose.

This one College's distinctive emphases are found in:

- the infusion of values of honesty, simplicity, adherence to conscience, and service to others into the total life of the College, in keeping with the College's Quaker traditions
- the creative use of smallness (currently 600 students) to make education both personal and joyful
- a process of student self-government which stresses the necessity of respect for others within a small community
- a balance for students and faculty between their disciplined involvement in the world of current affairs and their detachment to reflect upon what was learned through involvement
- a lasting concern with the uses to which our graduates put their knowledge and their humanity.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman, presiding

16 November 1967
4:18 p.m.

- Minute 1: The minutes of 19 October were approved, with a correction in 2f of the spelling of the name of Gerald F. Rorer.
- Minute 2: President Coleman made a number of comments.
- a) The dinner for the Board of Managers and the faculty is to be Friday, 26 January 1968.
 - b) It is being proposed that the three new dormitories be named for distinguished teachers in Haverford's history.
 - c) A newsletter is to be issued occasionally to improve communication between the administration and the faculty. It is also planned to have administrative officers speak at faculty meetings from time to time.
 - d) He thanked the faculty for helpful suggestions expressed at the special meeting held to discuss the Statement of Purpose for Haverford College. A second draft will be distributed.
 - e) A college of 600 students is planned for next year. It is an open question as to whether we expand beyond that number.
 - f) Louis Green is asking for sabbatic leave next year, and wishes to relinquish the position of Provost. John Spielman will be on sabbatic leave next semester, and wishes to give up the position of Dean. President Coleman expressed appreciation for their services. He proposed that a Dean and an Associate Dean be appointed. The former should be a present Haverford faculty member, 30 to 40 years old, who would have approximately the responsibilities of the present Provost. The Associate Dean would be primarily an academic counselor for students. Divisional meetings of the faculty are to be held to discuss this proposal next Monday, 20 November, at 4:15 p.m.
- Minute 3:
- a) Provost Green reported an invitation from the Danforth Foundation that we send representatives to attend a three-week conference in Colorado during June and July next summer.
 - b) He felt that the 6000 who receive the President's Report were not interested in the publications and activities of the faculty, but that this information would be made available to those who ask for it. Holland Hunter hoped that this would at least be sent to members of the Board of Managers and to the faculty.

- Minute 4: Dean Spielman announced the appointment of three ad hoc committees.
- a) German and Romance Languages: Gerstein (chairman), Cary, Cook, Gillis, Gutwirth.
 - b) Religion: Davidon (chairman), Gager, Kosman, Spiegler.
 - c) Sloan Appointment in Astronomy: Comfort (chairman), Gavin, Green, Husemoller, Selove.
- Minute 5: Holland Hunter reported for the committee on Distinguished Visitors and Library.
- a) The Library will be closed from 16 December until 3 January.
 - b) A statement is being prepared listing the services Janet Henry will offer distinguished visitors and their hosts.
 - c) A draft checklist for proposals was distributed. Annex 1. Faculty members are invited to give their reactions to it.
- Minute 6: Edgar Rose reported for Educational Policy and Admissions.
- a) Recommendations on advising were distributed but the consideration of them was postponed. Annex 2.
 - b) A new course, Political Science 30, to be given in the second semester by Peter Goldberg, was approved. Annex 3.
 - c) A new course, Relativistic Astrophysics, Astronomy 48, replacing Astronomy 42, Plasma Physics, to be taught by Louis Green, was approved. Physics 18 is a prerequisite. Annex 4.
- Minute 7: John Lester reported for Athletic Program and Facilities Plans. The committee is gathering information and assessing the present physical education program, is studying proposals for the future, and considering the facilities that these proposals will necessitate. Those who have concerns with these matters are invited to make them known to the committee.
- Minute 8: John Chesick reported for Faculty Research and Study. The deadline for proposals is 30 November. A statement of ground rules is available on request.
- Minute 9: Howard Teaf announced an open meeting to discuss proposed policy regarding requested alterations to College housing units, to be held Wednesday, 22 November, 2 p.m. in Whitall 21. It was asked if the College is mindful of its responsibility for the welfare of the community with regard to housing for Negroes, not only rental on an open-occupancy basis, but also the buying of housing which might be considered to be primarily available to Negroes.

16 November 1967

Minute 10: President Coleman reminded the faculty that two requests have been made asking for comments: to himself regarding College policy on expansion, and to John Lester regarding policy on athletics.

Minute 11: William Davidon presented a proposal for College policy with regard to campus recruiters. Annex 5. Dean Lyons stated the present policy that representatives of branches of the military and commercial corporations be permitted to come once a year. There will be further discussion of the matter.

Meeting adjourned: 5:50 p.m.

Theodore B. Hetzel
Secretary of the Faculty

Annex 1

HVERFORD COLLEGE

from: Distinguished Visitors Committee to: All Faculty

re: Draft checklist for proposals date: November 16, 1967

The Distinguished Visitors Committee submits the following draft checklist for your comments. We hope that in modified form it can be accepted by the Faculty in December or January. It is meant to indicate the points on which information is needed in order that prompt decisions can be reached.

1. What area of knowledge and topics for discussion would the visitor deal with? How would these matters relate to particular courses in the Haverford curriculum? In what respects would our regular efforts be deepened or broadened by the visit? Would connections among fields, departments, or courses be made more apparent?
2. What length of visit is proposed? Would the visitor join in several classes, speak to a closed college group, give a large talk open to the public, be available for meals with students and other informal contacts, or confer with faculty? Would it be a single visit or could the visitor return, perhaps more than once during a college year?
3. Does the proposal envisage several visitors presenting contrasting views in a single general area? Would there be merit in having two or more visitors here simultaneously for panel discussion? Could the sequence be arranged to have cumulative impact, perhaps in connection with project courses? At what point during the school year would the visits be best placed?
4. In what respects is the visitor of "distinguished" caliber? How would his or her experience, perspective, and personal quality add valuable dimensions to our regular work?

Proposals developed to meet questions like these may well involve consultation among several faculty members, and require a lead time of one or two years for planning and execution. They demand more of us than the conventional one day lecture by a fellow-professor. We submit, however, that the purposes and opportunities of our Distinguished Visitors Funds compel us to work in this direction.

HAVERFORD COLLEGE

from: E. S. Rose (for the EPC) to: The Faculty of the College
 re: Recommendations on Advising date: Nov. 13, 1967

The Educational Policy Committee has concluded that advising at Haverford must and can be improved. No doubt the infusion of a new spirit of dedication is what is most needed, but the EPC, aware of its own limitations, offers instead, as is the way of committees, some recommendations. The recommendations below concern advising at all levels but most importantly the advising of freshmen, where our present system is weakest.

- A) In connection with the advising of all students, we recommend:
- 1) That the students' council be asked to prepare, prior to spring registration, a list of upperclassmen who would be available to advise other students.
 - 2) That these student advisers consult with the proper chairmen of departments the better to equip themselves for informed and responsible advising.
- B) In connection with the advising of upperclassmen, we recommend that large departments, in consultation with the dean of the college, assign their major advisees to several departmental advisers (the chairman in each case and one or two others).
- C) In connection with the advising of freshmen, we ask that the faculty approve, on a trial basis for next year, the following recommendations:
- 1) That a group of ten to fifteen experienced and effective advisers be invited by the dean of the college to serve as special freshman advisers, who would do all the freshman advising during orientation week and the first three weeks of the semester.
 - 2) That these special advisers
 - a) inform themselves prior to orientation week with the backgrounds of their advisees by consulting with the office of admissions;
 - b) make themselves available for more extended conversations with their advisees than is possible within the present system.
 - 3) That the dean of the college, the dean of students, and the students' council be asked to reconsider the function and purpose of orientation week in the light of the availability of the special freshman advisers.
 - 4) That during the third week of classes freshmen be reassigned to regular advisers, according to the following procedure. Each freshman would be asked to give his preference among faculty advisers, listing at least four choices, three of whom should be teachers who have him in their classes. In assigning advisers, the dean would try to honor the choices indicated by the freshmen, while distributing the work of advising as evenly as possible among the faculty. The special advisers, their extra duty completed, would be assigned regular advisees, as would all other members of the faculty who are available as advisers.
 - 5) That the administration be asked to pay those faculty members who accept the dean's invitation to serve as special freshman advisers a sum in addition to their salary to compensate them for the extra service to the college.

Annex 3

Haverford College

from: E. S. Rose (for the EPC) to: The Faculty of the College
re: New Course in Political Science date: November 15, 1967

The Educational Policy Committee recommends that the Faculty approve a new course as proposed and described by the Department of Political Science. The course is to be offered in the spring of 1968, *only*.

Political Science 30

Peter Goldberg

Political Change in Latin America:
Its Causes and Forms

An analysis of social and political change in Latin America with particular attention to discontinuous and violent change. An examination of the significance and role of various types of violence will be integrated with the more general theoretical literature on discontinuous political change. The socioeconomic, cultural, and political basis of anomie, the breakdown of tradition, separatism, coups, and urban and rural revolutionary movements will be analyzed. The course will conclude with an evaluation of the consequences of rapid social change and violence for the polities of South America and for their opportunities to become stable, democratic regimes.

Annex 4

16 Nov 67

48 Relativistic Astrophysics

Mr. Green

This course will treat such topics as the nature of the quasi-stellar object, gravitational collapse, neutron stars, X-ray stars, origin of synchrotron radiation in astronomical sources, or in general the area known as high energy astrophysics.

Physics 18, prerequisite

from: William C. Davidon

to: Louis Green

re: New business for faculty meeting, November 16, 1967 date: November 15, 1967

I would like to see Haverford respond constructively to the conflicts created by campus recruiters, and perhaps provide a model which can be used to encourage freer discussion and better protect civil liberties elsewhere. In particular, I would like to start discussion of the following proposal:

1. Any request to use college facilities by off-campus groups for recruiting, interviewing, or other private conversations should be answered with, among other things, a written statement of relevant college policies.
2. An announcement should appear in the Haverford News at least one week in advance of any such visit.
3. Any individual or group on campus who questions the morality or legality of the planned recruiting or interviewing should be encouraged to arrange an open forum for the recruiter and any interested members of the Haverford community preceding or at the beginning of the planned visit. The particular arrangements for the meeting might best be left to the discretion of those organizing it. I have in mind giving the recruiter a chance to present his case, possibly a presentation of one or more different positions on the matter, followed by questions and discussion by the audience.
4. Any recruiter who takes part in this open discussion, regardless of how abhorrent, obscene, or immoral some may find his purposes, should then be able to proceed with the rest of his visit, using the designated facilities. Expressions of opposition should conform to the section in the student handbook on "Controversial Subjects".
5. Any recruiter who does not take part in such open discussion if one is arranged, nor provide a substitute satisfactory to the organizers of the meeting, should not be provided with any college facilities for recruiting or interviewing.
6. Nothing here should be interpreted as interfering in any way with the right of any individual or group to invite others to the campus for either open meetings or private discussions.

This suggestion is intended to provide a basis for further discussion by faculty, students, and administration. My expectation would be that at the faculty meeting on November 16, the procedure for establishing a policy on campus recruitment could be agreed upon, and an early enough date set for the completion of this procedure, so that the policy can be implemented for whatever recruitment may be taking place during the rest of this academic year.

WCD/fw

FACULTY OF HAVERFORD COLLEGE

Special Meeting
President Coleman presiding

27 November 1967
4:18 p.m.

Minute 1: President Coleman called this meeting in order to present to the faculty a tentative budget for the College for 1968-1969, before final decisions are made. This budget comes to a total of \$4,098,000, and involves a deficit of \$88,000. Money for proposals which are expected to come from committees now studying an arts center, new physical education facilities, and a new advisor system, is not included. The committee on Faculty Compensation is asked to study the compensation of librarians and research personnel, with representation of persons in those categories. Further comments about the budget should be addressed to the Divisional Representatives, who will bring them to the Academic Council.

Meeting adjourned at 5:25 p.m.

Theodore B. Hetzel
Secretary of the Faculty

Haverford College
Haverford, Pa.

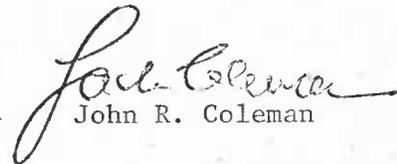
Office of the President

November 29, 1967

To: Members of the Faculty

A third draft of the Statement of Purpose is attached. (The second draft was circulated among the Managers and a few students and incorporated a number of the best points from the faculty meeting on November 13.) There may possibly be another draft by the time of our next faculty meeting, on December 14. At that meeting, I hope we can reach a consensus on a document with which we are prepared to live as an expression of our firm aspirations. Comments before, during, and after the meeting will be most welcome.

I must not resist the opportunity to say again how much I have appreciated the thoughtful comments of so many faculty members, at the earlier meetings and through the mails, on this statement. Both the substance and the spirit of the comments fortify a conviction that we can and must aim high.


John R. Coleman

A STATEMENT OF PURPOSE FOR HAVERFORD COLLEGE

The purpose of Haverford College is to enhance the ability and readiness of young men to pursue lives marked by service, leadership, creativity and joy, both during and after college.

The College shares with other liberal arts colleges of academic excellence:

- a commitment to openness of inquiry in both its students and its faculty, combined with rigor in appraising the results of that inquiry
- an emphasis on a broad education, in the natural and social sciences, in the humanities and in the arts, combined with strong competence in at least one field of the student's choosing
- a concern with education that places more stress on preparing men to think and act maturely, clearly, boldly and humanely in whatever profession they ultimately choose than on preparing men to enter specific professional fields.

This College's distinctive emphases are found in its striving to achieve:

- an infusion of candor, simplicity, joy, adherence to conscience, and service to others into the total life of the college
- the creative use of smallness (currently 600 students) to build education that is personally significant and that places students in the closest contact with dedicated scholars
- an integration of young men's intellectual, physical, social and moral concerns into a meaningful whole
- a sense of community marked by a sensitive concern of one person for another person and for the College's efforts to fulfill its highest purposes
- a reliance upon faculty and students to conduct their own affairs responsibly and cooperatively
- a balance for students and faculty between their disciplined involvement in the world of action and their detachment to reflect upon what was learned through involvement
- a lasting concern with the uses to which our graduates put their knowledge, their humanity, and their individuality.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

14 December 1967
4:17 p.m.

Minute 1: The minutes of the special meeting of 13 November were approved. The minutes of the regular meeting of 16 November were approved with changes. Minute 2b should read four new dormitories, (which now have been named for Francis B. Gummere, Rufus M. Jones, William E. Lunt, William W. Comfort). Minute 2f should read that the Associate Dean will have primary responsibility for the academic counseling system and will serve as executive officer of the Academic Standing Committee and the Academic Flexibility Committee.

The minutes of the special meeting of 27 November were approved with a change in the fourth sentence: The committee on Faculty Compensation is asked to study the compensation of librarians and research personnel, with representation of supervisors of persons in those categories.

Minute 2: Report of President Coleman:

- a) A committee composed of two members of the administration, four faculty members, and five students is planning a colloquium, in the spring for one day with classes suspended, to discuss the College and its purpose.
- b) It is planned that a report on the progress of the development campaign will be presented at the next faculty meeting.
- c) A recent press release by students gives the impression of representing the College. In all cases of press releases by members of the College Community, the Public Relations Office, or the President, should be notified in advance, and the policy of the College (Information for Members of the Faculty, pages 6-8) should be observed.
- d) No progress has been made in the matter of the College's involvement with the University City Science Center, but it has not been forgotten. In the past we have been represented by Board Chairman Jonathan Rhoads, who has resigned and asked that President Coleman represent the College.
- e) Faculty members were reminded that the library will be closed during the Christmas vacation.
- f) Faculty members were asked to consider a better place for our meetings. As a result people moved to the front and center, and decided to continue in Stokes auditorium for the present.

- g) Draft IV of A Statement of Purpose for Haverford College (Annex 1) had been distributed and was considered at this time. Several suggestions were made and others were invited, to assist in formulating an optimum version.
- h) A proposal for a Center for the Study of Nonviolent Resolution of Conflict had been distributed (Annex 2). President Coleman asked if the faculty endorsed the idea. Several members said that it is in accord with the traditions and purposes of the College. The question was asked as to whether it would relate primarily to local urban or to national and international problems. Paul Wehr said that both would be considered, but that urban problems offer better opportunities for involvement and financial support.
- i) The new appointees, Gerhard Spiegler as Provost, and David Potter as Associate Dean, were thanked for their willingness to undertake their new duties, and Louis Green and John Spielman were thanked for their continuing services.

Minute 3: Dean Spielman reported for the Academic Council.

- a) An ad hoc committee has been named for an appointment in philosophy: Finger (chairman), Bernstein, Desjardins, Michael.
- b) Robert Gavin and Aryeh Kosman have been appointed as Faculty Representatives to the planning subcommittee of the Property Committee of the Board. In order that the faculty may have an opportunity to consider what is proposed before decisions are made, there is to be a special meeting of the faculty for this purpose at 3 p.m. on 11 January 1968.

Minute 4: Edgar Rose reported for the Educational Policy Committee.

- a) Curricular Implications of the Conflict-Resolution Program (Annex 3). This recommendation received the approval of the faculty.
- b) The Establishing of a Fine Arts Department (Annex 4) was discussed. The Committee on Arts and Humanities, which made this proposal, does not wish the Arts Center to be sacrificed in order to establish the Fine Arts Department. Further discussion of this subject was postponed until 11 January.

Minute 5: John Lester reported for the Committee on Faculty Compensation and Medical Plans.

- a) The faculty was reminded of the Blood Donor Plan (about which a memorandum dated December 12 had been distributed (Annex 5).

- b) The committee is considering the problems of compensation for librarians and research personnel, including the special problems of fringe benefits.
- c) The committee proposed and the faculty approved payment of a maximum of \$36.00 a day for semi-private hospital room, under our Medical Expense Reimbursement Plan.

Minute 6: John Chesick reported that the Faculty Research and Study Committee had made grants of \$2300 this year, and that about \$3000 would be available for appropriations to be made in March or April.

Minute 7: Under old business, the policy with regard to campus recruiters (Minute 11 of 16 November) was considered. Memoranda had been distributed before this meeting, from President Coleman (Annex 6, p. 2, line 5, read "science" instead of "service"), and from Richard Bernstein (Annex 7). The recent statement of Lt. Gen. Lewis Hershey, Director of Selective Service, gives draft boards the power to decide what is illegal, depriving the draftee of his right of due process. The faculty suggested that President Coleman appoint a committee to study the matter and make recommendations for the consideration of the faculty. The faculty further suggested that if any recruiters wish to visit the campus they are to be asked to postpone their visit until after the committee has reported.

Meeting adjourned at 6:10 p.m.

Theodore B. Hetzel
Secretary of the Faculty

Haverford College
Haverford, Pa.

Office of the President

December 14, 1967

To: The Faculty and Staff of Haverford College

Yesterday afternoon the Board of Managers confirmed the selection of Gerhard Spiegler as Provost of the College. The appointment takes effect on July 1, 1968, when Louis Green begins his sabbatic leave.

The Board also approved the appointment of David Potter as Associate Dean. This appointment begins on January 29, 1968, when the second semester opens and John Spielman starts on his semester's leave.

Professor Spiegler and I will be having further talks in the weeks ahead about a more precise definition of our separate duties. Two objectives will shape the discussions. First, I have no intention of building any structure that isolates me from the faculty or the students; I still expect to be available in case of appeal on any item of faculty or student administrative policies, and I expect to be involved actively in matters of faculty recruitment and educational policy. Second, I want to see that the office of Provost utilizes Professor Spiegler's talents to the fullest and that he is seen from the outset as the second ranking member of the Administration, as the man who acts for the President in the latter's absence, as the principal administrator of faculty personnel policies, and as my chief adviser on all matters of educational policy.

The post of Associate Dean is new, but much of the work that David Potter will do will be like that done by the College's Dean in the past. He will be responsible to the Provost, and will be expected to aid the faculty and the administration in establishing and operating an academic counselling system of the highest quality. He will serve as executive officer for both the faculty's Academic Standing Committee and its Academic Flexibility Committee, charged with implementing the policies and actions of those groups. He will also serve as a resource person to the Educational Policy Committee on matters of students' academic concerns. And he will have supervisory responsibility for the work of the Registrar.

I am deeply grateful to everyone who gave me counsel during the process of filling these two key posts. The faculty's -- and the students' -- enthusiastic support for both Gerhard Spiegler and David Potter augurs well for the future. I am grateful too to William Ambler for letting Professor Spiegler and me take David Potter out of the Admissions Office; only the fact that Archibald MacIntosh and William Ambler have been so successful in the past in recruiting an outstanding Admissions staff lets me be relaxed about the problem of a new replacement there. And I am grateful finally to the two new appointees. I sense that all of us will get from both men the same invaluable contributions that Louis Green and John Spielman have given us again and again: love of, hopes for, and knowledge about Haverford College.

Jack Coleman

A STATEMENT OF PURPOSE FOR HAVERFORD COLLEGE

Haverford College seeks to prepare men for lives of service, responsibility, creativity, and joy, both during and after college.

The College shares with other liberal arts colleges of academic excellence:

- a commitment to open inquiry by both its students and faculty, combined with rigorous appraisal and use of the results
- an emphasis on a broad education in the natural and social sciences, the humanities, and the arts, combined with strong competence in at least one field of the student's choosing
- an educational program that aims more at preparing men to think clearly, boldly, and humanely in whatever life work they choose than on training for specific professional fields.

The College's distinctive character comes from its striving for:

- candor, simplicity, joy, and moral integrity in the whole of college life in keeping with Haverford's Quaker traditions
- a creative use of smallness that places students in the closest contact with dedicated scholars
- a harmony for each man among his intellectual, physical, *aesthetic*, social, moral, and spiritual concerns
- a sense of community marked by a lasting concern of one person for another and by shared responsibilities for helping the College achieve its highest aims
- a system of responsible self-government in the student body and in the faculty
- a balance for students and faculty between disciplined involvement in the world of action and detachment to reflect on what was learned through involvement.

In sum, the College seeks to be measured, above all, by the uses to which its students, graduates, and faculty put their knowledge, their humanity, their initiative, and their individuality.

Annex 2
14 Dec 67

SECOND PRELIMINARY DRAFT

A PROPOSAL

FOR

A CENTER FOR THE STUDY OF NONVIOLENT RESOLUTION

OF CONFLICT

DATE: November 1, 1967

Director: Paul E. Wehr
Haverford College
Telephone
Area Code 215
Exchange Midway
Number 9-9600
Extension 238

CENTRAL PURPOSE OF THE CENTER

To provide for the students and faculty of Haverford College a continuing program of study, research, and personal involvement in the problems of human conflict and their nonviolent resolution at local, national and international levels.

OBJECTIVES

1. To develop within Haverford's curriculum a focus for study designed to prepare students for objective evaluation of conflict problems and their imaginative resolution.
2. To arrange opportunities for students and faculty to serve constructively in nearby urban and suburban communities and beyond, in the interest of the nonviolent resolution of community problems.
3. To support and engage in research on conflict problems for the educational value such research would provide for students and faculty, and to communicate the results through distribution and publication, to public, private and professional groups concerned with such problems.
4. To provide a research and reference center to which various organizations and agencies engaged in peaceful conflict resolution and the improvement of human relations could turn for assistance in planning, implementing, and evaluating their programs.

SIGNIFICANCE OF THE CENTER

An alarming increase in violent conflict on both the domestic and international levels in recent years has stimulated a growing concern within our society in general, and Friends circles in particular. Haverford College, as a Quaker institution of higher learning, has been especially sensitive to this unfortunate drift toward violence that presently threatens both the social fabric and political stability of our nation, and the peace of the world.

Haverford students have responded to this new wave of violence with renewed interest in the study of conflict and nonviolent approaches to its resolution, and with a demand that their collegiate experience be made increasingly relevant to what is happening in the world. The administration and faculty have expressed a firm consensus that the College should respond more directly to the need for developing new approaches to conflict resolution.

It was suggested earlier this year that such a response might take the form of a new Center, to be established as a pilot program for the academic year 1967-68. The program would seek to develop and integrate student-faculty study, research, and service to community in the following ways:

1. Through the development of a core of courses and research seminars, and conferences, all dealing with various types and aspects of conflict and its nonviolent resolution. This would provide committed students with a focus for study and research, and would as well, through symposiums, open lectures and the like, reach the total college community and its suburban environs.

2. Through the involvement of students and faculty in meaningful research projects dealing with conflict in social, industrial, and international relations. The assumption is that Haverford has a special contribution to make to conflict resolution in the larger community, which in turn can provide both the valuable laboratory for research experience and the opportunity for involvement that the College needs and seeks. The interest of students and faculty, and the potential projects are there. Only the full-time coordinating leadership has still to be provided.

3. Through the development of research projects in cooperation with various action organizations, such as the American Friends Service Committee and the Philadelphia Anti-Poverty Action Committee. Two projects with the former group already suggested concern a follow-up evaluative study of its international seminars program, and studies of nonviolence as a potential conciliatory force in the Vietnamese and South African situations.

Four students in an urban problems seminar are presently working as part-time interns with PAAC, studying the role that conflict and competition play in the success and failure of that organization's programs in the urban ghettos.

4. Through the establishment of an interdisciplinary faculty seminar centered around research on conflict and conflict resolution. Each participant would contribute the special perspective of his or her discipline through discussion, and individual and cooperative research. If funds were made available, the on-going seminar could perhaps provide participants with occasional blocks of released time, permitting them to pursue a particular interest related to the seminar theme.

The Center program would enrich the experience of Haverford College as a liberal arts institution in a number of directions. Interdisciplinary communication and research would be encouraged, particularly among the social sciences. A research-study program of this nature would tend to help Haverford maintain its high academic standing, an increasingly difficult task in this age of the multiversity. It would promote as well, a sense of student-faculty involvement through research that was "committed" by virtue of the

nature of the problems chosen for investigation. The program would provide a unique opportunity for a highly selected and highly motivated student body, over 75% of which goes on to graduate and professional schools, to receive training and experience in what will be the most vital problem area for future leaders.

Such a program might provide a model for other liberal arts colleges interested in such an integrated approach to student training and involvement. The program would encourage further cooperation among liberal arts colleges in the Philadelphia area such as Bryn Mawr, Lincoln and Swarthmore which have similar interests in peace research and conflict resolution.

At present, funds available for systematic study and research of nonviolent techniques of resolving conflict are not matching the need for such research. The Center would, ideally, develop as a means by which concerned organizations and individuals could contribute directly to the furthering of knowledge and its application in a vital but neglected area.

ORGANIZATION OF THE CENTER

The program is being organized during the current academic year by a part-time director (See attached bio-data sheet), with the assistance of faculty representatives from each of the social science departments. If supporting funds are forthcoming, the director will become a full-time staff member for a three-year trial period. His responsibilities

could be categorized as follows:

Administration: Developing a curriculum focus around conflict resolution; establishing and maintaining liaison with other conflict and peace research organizations in the nation and world; organizing symposiums, seminars and other special programs relating to conflict, to be held on the campus and in surrounding communities.

Research: Coordinating and participating in inter-disciplinary research projects; developing specific projects of both individual and cooperative research suggested by outside organizations.

Teaching: Offering at least one course or seminar each semester in an area closely related to the Center program. The director would undoubtedly be involved, as well, in guiding a number of independent study projects.

The inter-disciplinary nature of both the subject for study and the liberal arts college requires that the Center be a genuinely cooperative venture. An advisory board will eventually be selected to involve representatives of the administration, the Board of Managers, the faculty and students directly in the planning and implementation of the program. It should be emphasized that the Center would in no way supplant, but would supplement existing or projected activities and programs.

An annual report would provide information about past activities, and future program.

Facilities

Facilities available for use by the Center include the on-campus computer center (at present, in the process of replacing a 1620 computer with a larger, more versatile machine), social science

research labs at Haverford and Bryn Mawr, the Bryn Mawr Graduate School of Social Work, the University City Science Center in which Haverford holds a block of shares, and the libraries of Haverford College (250,000 volumes and a special Quaker Collection), Bryn Mawr and Swarthmore Colleges, and the University of Pennsylvania.

There are several funds within the College that could provide for visits of short and longer duration by distinguished scholars and statesmen, and for conferences built around various themes.

CURRENT PROGRAM

Curriculum. A course on conflict theory and nonviolence is being offered as the first step toward a curricular focus on conflict resolution. A research seminar in race relations will be taught by the Director in the spring semester and will involve an onsite research project in a ghetto area of North Philadelphia.

Publications. Two publications on nonviolence will be issued during the year.

- a. A special issue of the journal Sociological Inquiry edited at Haverford College, devoted to research on nonviolence.
- b. A book of readings entitled Non-Violent Action: Social Psychological Analysis, edited by A. Paul Hare (Haverford College) and Herbert Blumberg.

Conferences. A symposium centered on the theme, "Alternative to Violence in a World of Change" is planned for the spring of 1968. Possible participants include Dr. Martin Luther King, Professor Joan Bondurant, Dr. Gene Sharp and other distinguished persons in the field. This will be the first in a series of annual conferences concerning various approaches to conflict resolution and major national and

international problems.

The possibility of the Center's organizing an international colloquium at Haverford College in April of 1969 as part of the Gandhi Centenary is being seriously considered. The conference would be organized in association with the UNESCO Gandhi Centenary Committee and would examine the life and thought of Gandhi in relation to contemporary problems of conflict and peace.

Student-Faculty Research and Service. Student-faculty involvement in the resolution of community problems is taking shape in two parallel projects.

1. A program of recruitment, preparation, and supervision of students from Haverford and eventually, from other near-by colleges, who will serve as "school-community assistants" in the Independent Urban Education Program in the East Poplar section of Philadelphia. The students will live and work for a six-month period in the ghetto community, using their special talents in a neighborhood public school and in the community itself. While in service, they will follow an on-going program of related seminars that will integrate their learning and service experiences and make it possible for them to receive full academic credit for the semester.

2. A pilot program of Leaders' Seminars organized by leaders of the East Poplar community and the director and consultants of the Center. One series, to be held in the community itself, would center around problem-solving, neighborhood cooperation, and community action. It would bring teachers, anti-poverty and civic action leaders, youth

representatives, professional people, school-community assistants and others into a seminar relationship with various resource persons including faculty from Haverford, city officials, political figures, city planners, educators, police officials and others who might contribute to reduction of hostility, and community development, political effectiveness, and educational and social advancement of these poverty areas. The seminars would, as well, increase the understanding of ghetto problems among participating officials in a position to help alleviate intolerable conditions.

A second series might be held on the Haverford campus, focussing on the improvement of urban-suburban and inter-racial communication and a more thorough comprehension of urban deprivation. These seminars would bring together selected minority group leaders from inner city Philadelphia, and white and Negro leaders of nearby suburban communities to exchange views, listen to specialists in relevant areas, and suggest imaginative new directions for cooperative action.

FINANCIAL NEEDS OF THE PROGRAM

If the program is to continue beyond the current academic year, it must receive financial support from sources outside the College. Indeed, such funds are necessary to provide adequate support for activities already in progress.

Estimated needs for a three-year trial period:

Director's Salary (including fringe benefits)	\$10,000	
Secretarial Assistant	2,000	
Materials	1,000	
	<hr/>	
	\$13,000	per year
	\$39,000	initial three-year period

HAVERFORD COLLEGE

from: E. S. Rose (for the EPC) to: The Faculty
re: Curricular Implications of the Conflict-Resolution date: Dec. 14, 1967
Program

The educational policy committee asked Paul Wehr to compose a brief statement on the curricular implications of the conflict resolution center program. His statement, reproduced below, is presented as information to the faculty. We have no proposals to make regarding it at this time.

Spring Semester 1968

No innovations proposed. The School-Community Assistants Program discussed at the last meeting will be developed within the existing curricular framework, using Sociology 66 and 82 courses with the Academic Flexibility Committee working out individual programs with the six assistants selected.

Academic Year 1968-69

The center would probably offer a modification of the course now officially designated Sociology 25 (Sociology of Conflict), as a first semester course under the Social Science heading. It could be titled Conflict in Society or Nonviolent Conflict Resolution and would be taught by Paul Wehr.

During the second semester, the center might offer an open-ended seminar conceived and developed in large measure by students, around some topical focus related to conflict and its resolution. This would be casting the net fairly wide but there is considerable student interest and could be a carefully thought-out and rigorous treatment of contemporary problems. (One topic suggested for the coming semester was a seminar on Power in the United States and how it relates to increasing conflict in American society.)

The hope is that as a result of a year-long non-credit faculty-student seminar on conflict and conflict resolution, certain disciplines will want to develop courses within their own departments dealing with various aspects of this area. Hopefully, each would relate to what other departments were developing.

HAVERFORD COLLEGE

Annex 4

from: E. S. Rose (for the EPC) to: The Faculty
 re: The Establishing of a Fine Arts Department date: Dec. 14, 1967

Already Decided

Minute 5a of the Faculty Meeting of May 18, 1967:

The faculty agreed that the college should develop an academic program and offer a major in fine arts in cooperation with Bryn Mawr. A committee to be appointed by the academic council to make specific recommendations shall also consider the non-academic offerings in the fine arts.

For Discussion

The committee on arts and humanities (Richard Bernstein, chairman) recommends the establishment of a department of fine arts with the following specifications:

- A. The faculty to consist of
 - 1) an historically grounded art critic, preferably with an area of specialization not already represented at Bryn Mawr;
 - 2) one full-time and two half-time studio artist-teachers (sculptor, painter, printmaker).

- B. The curriculum to include
 - 1) introductory courses:
 - a) survey of art history,
 - b) studio course in the various media;
 - 2) advanced courses in
 - a) sculpture, graphics, painting, drawing;
 - b) the historically grounded critic's area of specialization;
 - 3) courses in art criticism to be offered jointly by members of the department.

- C. Physical resources to include
 - 1) projectors, screens, studio materials;
 - 2) a basic library of art books, reproductions, and slides;
 - 3) eventually an Arts and Humanities Center.

In regard to non-academic offerings in art, the committee recommends the continuance of the Arts Center Program.

For Approval

The educational policy committee concurs with the committee on arts and humanities in the recommendations above. We recognize, however, that a department such as the one envisaged cannot be brought into being all at once but must be realized in stages. And so we ask for faculty approval of the following initial steps. These are proposals which, if approved, would go as recommendations from the faculty to the president of the college.

From the EPC to the Faculty
Re: Fine Arts Department

Dec. 14, 1967

For Approval

The educational policy committee recommends for approval by the faculty

- 1) that the academic council be asked to appoint an ad hoc committee, with Bryn Mawr representation, to search for an historically grounded art critic, whose appointment to the faculty, full-time, would date from September, 1968.
- 2) that the terms of reference for this committee and the directive concerning the qualifications of the appointee, together with names of likely candidates, be worked out in consultation with authorities brought in from outside-- e.g., Meyer Shapiro, Harold Hayden, and Charles Mitchell (who has already been consulted).
- 3) that the Arts Center Program be continued as at present, under the guidance of an artist-in-residence.
- 4) that pending the construction of an Arts and Humanities Center temporary facilities be provided and funds set aside for basic equipment---projectors, screens, slides, art books, and studio materials.

Arts and Humanities

The Arts at Haverford

1. Last Spring the faculty recommended that a committee be formed to develop plans for a Department of Fine Arts at Haverford. It is the consensus of the committee, the faculty, and the general Haverford community that it is an urgent need of the College to develop a full scale program in the arts. Education in the arts stands at the vital center of liberal education in the contemporary world. Recently a statement of purpose of Haverford College has been drafted which commits the College to education in the arts. In addition to offering introductory and major work in the arts, we think that a Department of Fine Arts can have a special integrative function in the College. Many of us teaching in the Humanities have been hampered in teaching our own subjects by not having a Department on campus. And we think that our own courses can be significantly enriched through cooperation with such a Department. For example, we envision the possibility of including sections on the history of art in our new Humanities Program. The program in African Studies that we are now offering can be supplemented if there were someone on campus who could teach a course in African Art. The course in aesthetics offered in the philosophy department might be revived to be run in conjunction with offerings in the Department of Fine Arts. Members of several literature department and the history department would welcome the opportunity of relating their own fields more intimately with the study of art. At present there is a rich resource at Haverford which is not being fully utilized, for there are many members of the Humanities faculty interested in the arts and concerned to relate their own courses to the teaching of the arts. Consequently, a Department of Fine Arts can not only offer a fully autonomous program in the arts, but can have a vital influence on the entire range of our Humanities offerings. We are committed to the principle that education in the arts ought to play a central role in the liberal education of all Haverford students, regardless of their area of specialization.
2. After polling the students and faculty, consulting with individuals involved in the teaching of the arts, and discussing the basic issues among ourselves, we have decided to make the following recommendations:
 - A. The department should offer a program in both the history of art and the teaching and supervision of painting, sculpture, and graphics in the studio. Since Bryn Mawr College offers a full program in the history of art and since we look forward to cooperation between the Bryn Mawr and Haverford art departments, we think it is important that we give special emphasis to studio work.
 - B. At the same time, we feel that it is important that the Haverford department offer a basic program in the history of art. This decision is based in part on discussions we have had with Charles Mitchell, Chairman of the Bryn Mawr department, who informed us that the introductory survey course at Bryn Mawr is already over-

enrolled. Even more important from our point of view is the interest in having such a course taught at Haverford designed to fit our special needs, as indicated by the responses to our questionnaire and our discussions with students. Fifty-five of the 103 students who responded to the questionnaire (the questionnaire was sent to the entire student body) indicated that they were very likely or likely to take an introductory course offered at Haverford. Twenty-seven of the 103 indicated that they would be less likely to take an art history course if it were offered at Bryn Mawr only. Past experience has shown that there is no adequate substitute for having a full time member of the Haverford Faculty for stimulating interest in an academic field.

3. The committee recommends that the art historian chosen for our proposed department be particularly sensitive to the problems of art criticism, and that if possible, he have an area of specialization not already taught at Bryn Mawr --an area that our own students might be particularly interested in pursuing in an upper level course, such as African Art. While concerned to find someone dedicated to teaching undergraduates and willing and able to cooperate with other members of the Haverford faculty, we fully expect to seek the advice and aid of a representative from the Bryn Mawr art department.
4. The committee further recommends that the studio programs be taught by one full time and two half-time artists, for the following reasons: If our standards of excellence are to be as high in our studio programs as in our other course work, we will want each of the three major areas --painting, sculpture, and graphics --to be taught by an artist who has mastered that discipline. All three would presumably staff an introductory course, surveying the various media (including drawing).

For the sake of continuity within the department itself, we feel that it is important to have at least one full time artist-teacher in the department. In addition to coordinating the entire studio program, he might collaborate with the art historian in offering joint courses.

5. Ultimately, we expect that the Department of Fine Arts will be located in the Arts and Humanities Center, but we hope that we can begin to establish the department in temporary facilities. In addition to budgeting for staff, it is essential that there be funds both for studios and equipment, as well as for a basic library of books and slides for the teaching of the history of art (including visual aid equipment). It would be a waste of resources to attempt to reproduce the fine art history library at Bryn Mawr. Nevertheless, it is necessary, that we begin acquiring a basic library at Haverford needed for teaching the art history courses at Haverford.
6. While the department will have the dual focus of history of art and studio work, we would like to see a program designed which would allow students to emphasize their dominant interests. Thus a student who was primarily interested in the history of art would have the opportunity to take specialized courses at Bryn Mawr, while students concerned primarily with studio work would have the opportunity to pursue

these interests with members of the Haverford department. But regardless of the students special concern, he would benefit from quality courses in both the history of art and studio work.

7. The establishment of a Department of Fine Arts would require some modification of the present Arts Center program. But we recommend that the Arts Center Program be continued. It has enjoyed enormous success among the students and we believe that there is a need for students to have an opportunity to explore the arts and crafts in a program which is not a part of the academic curriculum. Such a program allows for greater flexibility and experimentation. In addition to continuing to offer an opportunity for exploring such crafts as pottery, new programs such as a program in film making might be sponsored by the Art Center. In brief, we recommend continuing to Arts Center and foster a program that supplements the work of the Department of Fine Arts.
8. We recommend that steps be taken immediately to establish Department of Fine Arts for the academic year, 1967-68.

9. Summary

The committee recommends the establishment of a Department of Fine Arts with the following configuration:

- an art historian, interested in problems of art criticism, preferably with an area of specialization not already represented at Bryn Mawr.
- one full time studio man
(Sculptor, painter, and a print-maker)
- Two half-time studio men

The curriculum to include:

- introductory survey of art history
- introductory studio course in the various media
- advanced courses in sculpture, graphics, painting, drawing
- advanced course in the historian's area of specialization
- joint courses by members of the department in art criticism

Adequate funds be set aside for buying basic equipment and building a basic library of art books and slides

Continuation of an Arts Center program to encourage the exploration of a variety of crafts and media.

Submitted by

Committee on Arts and Humanities

rec'd 16 Dec 67

Ted Hetzel

MEMORANDUM

16 January 68

From: FINE ARTS (P. Desjardins, Chrmn.)

To : EDUCATIONAL POLICY (T. Rose, " } for action
 ARTS and HUMANITIES (R. Bernstein, " }
 ARTS and SERVICE (T. Hetzel, " } for information

Re : Faculty proposal 1/11/68 that, starting this September, artist-in-residence teach one studio course for academic credit.

N.B. FINE ARTS, so-called,

is not

ARTS and HUMANITIES ARTS and SERVICE

altogether

We dance. Our fingers touch.

functionally

we have a care for

that bubbling fountain newly sprung in the basement of Leeds,

THE ARTS CENTER

also

temporary exhibits, permanent collections, festivals, hangings, patrons, firemen, and other folk who visit us and help us out.

1. We met at the President's request Monday 15 January 68 to consider the above proposal. Present: K. Cary, J. Davison, D. Delthony, P. Desjardins, J. Lynns, M. Oxman, J. Speller. J. Henry, B. Wallace unable to attend
2. We recommend
 - a. unaniously
 - b. joyously
 - c. creatively
 - d. with moral reservations and alarums

that academic credit be given for one studio course in sculpture/painting/graphics six hours (supervised) per week two terms (not hyphenated) to accommodate no more than 12 students

3. Regarding unanimity:
 It was the sense of the meeting that students, faculty, and administration are at this point more nearly of one mind than is commonly the case that
 1. neglect of fine arts constitutes a deficiency in our academic character in a way that not having e.g. a geology department does not
 2. in cultivating the fine arts Haverford should maintain a wholesome tension
 - a. judicious balance
 - a. delicious harmony
 - in short

THE GOLDEN MEAN betwixt THEORY, criticism, and sleuthing [?év] and PRACTISE, contemphation, and self-knowledge [5]

2. Regarding joyousness:

The problem is not to expand (ugh) but to grow in grace, stature, and wisdom. We've developed a certain momentum (J. Lyons) We not only have resources in space, equipment, and personnel enough to get underway; we'll lose this momentum if we don't get underway. We've invested enough already to be able to proceed without significant attendant costs. We need to cover our investment.

But, most fundamentally, healthy growth, it was argued, is gradual and from within: we need to make such small-scale experiments in order to develop our power to recognize what's good for us here and now and how to implement proposals as they arise naturally and spontaneously.

3. Regarding the creative use of smallness:

One of the happiest parts of our experience (it was testified) has been the discovery that, with remarkably little training, some students turn out to be inspired organizers and supervisors of amateur programs that open up new experiences to others of us in the community. (Potting has been a splendid case in point.) Studio courses like the one proposed should, it was felt, serve as a base for training students whose aptitude and interest would naturally incline them toward stimulating and improving other amateur performance, first, here and now, then in the broader community. But both J. Davison and M. Oxman stressed the dire need to raise standards of discipline and performance if the arts are to be taken seriously and seriously enjoyed.

4. Moral reservations and alarms:

Everyone was seriously bugged by the possibility that in implementing the proposal we might

screw amateur night, Arts and Service and
violate our GOLDEN MEAN.

Because our artist-in-residence is 2/3. A six hour supervised studio course for credit means that the amateur equivalent has to go, or that the a-in-r has to go full time (which could in the long run be disastrous to his own creative work), or that someone (e.g. D. Delthony) be paid to run the pottery program once, say, for the rank or casual amateurs, once for Arts and Service credit.

The final possibility seemed hopeful, as did the second.

Paul Desjardins

Annex 5

HAVERFORD COLLEGE
Haverford, Pennsylvania

December 12, 1967

To Members of the Haverford College Blood Donor Plan, and to new or old members of the community who may wish to join:

The Blood Donor Plan appears to be well established for this year.

A reminder of the basic coverage of this plan:

[Provided that 20% of our group donate a pint of blood to the Red Cross in the course of a given calendar year, this Plan assures that all members of the group and all members of their families are entitled to receive free blood in time of need during that year. Persons 18-60 years of age are eligible (if physically qualified) to donate; persons 18-21 years of age must have parental permission to become donors.

Note that, though all family members are covered by this Plan, only those persons on the list below constitute the group from whom 20% contributions per year is requested. Spouses and children of group-members in this plan have indicated their readiness to donate under the Program. Such help will be most valuable, since it will increase donations without increasing our listed group membership.

The Plan assures provision of blood in unlimited supply, with no charge other than those for processing and medical services, at any time and at any hospital in the United States which has Red Cross affiliation. All you need to do is mention at the Hospital that you are a member of this Plan.]

Our membership year began April 5, 1967. To sustain the Program we will need to have made 23 successful donations by April 5th, 1968. To date we have 9 donations to our credit.

Will the thirty members whose names are numbered 21 - 50 on the list attached please try to make donation before March 1, 1968?

[The priority listing was arrived at by drawing names from a hat!]

The procedure is to call the American Red Cross, 515 West Lancaster Avenue, Haverford (LA 5-3090), and tell them the hours in the near future when you would be free to make the donation; they will then make an appointment for you at Bryn Mawr Hospital and let you know the appointed time. Please mention that this donation is being made on behalf of the Haverford College Blood Donor Program, and drop me a word when the donation has been completed.

14-Ambler, William	Gerstein, Linda	27-Potter, David
56-Anastasi, Louise	6-Glickman, Harvey	2-Prudente, Ernest
Archfield, Dorothy	54-Glynn, Mary	Quinn, Doris S.
58-Ashmead, John	Gordon, R. Henri	Quinn, Frank J.
Avsenew, Paul S.	Green, Elizabeth	Ralph, Esther R.
61-Bardin, T. T.	Green, Louis C.	70-Ransom, James C.
Barnett, F. S.	57-Hare, A. Paul	9-Raskin, Richard R.
65-Barton, Nina D.	59-Hargreaves, Mildred	Reese, Ruth M.
69-Beardsley, H.	62-Heath, Douglas	Rittenhouse, Leon H.
Bell, Philip	66-Heinerichs, Christine	60-Rose, Edgar S.
32-Bennett, Dr. P.G.	Henry, Janet	Sabin, Lolita
38-Bernstein, Richard	33-Hunter, Holland	64-Santer, Melvin
7-Blackway, Elizabeth	35-Husemoller, Dale H.	68-Satterthwaite, Alfred W.
55-Bogart, Elmer J.	36-Janschka, F.	Schina, Josephine
Bronner, Edwin B.	Jones, Mary Hoxie	15-Sheppard, William E.
Busch, Catherine	41-King, Mary	16-Slater, C. Peter
23-Butler, John E.	44-Kline, Virginia H.	Smith, Charles
Cadbury, William E.	Kobayashi, E. T.	Snyder, Edward D.
24-Campbell, B. M.	48-Kosman, Louis A.	Springer, Herta
Carpenter, Mirian	25-Kunycia, Maria	30-Sugg, Louise
39-Carter, Katharine	26-Lane, Roger	Swan, Alfred J.
45-Cary, John R.	29-Littleton, Cecily	37-Taraborelli, Adeline
Comfort, Forrest D.	17-Lester, John A. Jr..	Teaf, Howard
Comfort, Howard	46-Loewy, Ariel G.	Thompson, Eleanor A.
10-Curran, Marilyn S.	52-Lyons, James W.	31-Thompson, Josiah
11-Curtis, Barbara	19-MacKay, Colin F.	4-Thorpe, John A.
5-D'Andrea, T. J.	Masalaitis, Brone	71-Treyz, George I.
43-Davison, John	20-McNelis, Edward	8-Tritle, Elizabeth
22-Desjardins, Paul	42-Miller, Douglas	49-Waldman, Sidney R.
12-Docherty, William	40-Mitchell, Nadine	21-Walker, Frances
Draper, Elizabeth	13-Morsch, Richard O.	34-Wallace, Albert F.
Dunathan, Harmon	63-Mortimer, Robert	3-Watson, Dr. William R.
47-Felpel, Elizabeth	53-Neel, Ann	28-Wilson, Elsie
18-Fisher, Dr. Robert	Nesbitt, Sarah	1-Wilson, Mary
Foster, Catherine	67-Newhall, Suzanne	Wilson, Norman M.
Gadd, A. Colket	Oakley, Cletus O.	Wonson, Gertrude M.
72-Gavin, R. M.	51-Perry, Charles	50-Zinni, Jean
Gerhart, Ruth H.	Pfund, Harry W.	

Haverford College Blood Donor Plan

December 12, 1967

Members whose names are not assigned a number in the list attached are those who have indicated that they are not able to make donations. Please be clear, now and as the membership list develops in the future, that all members of the Haverford faculty and staff whether potential donors or not are welcome to join in this Plan and enjoy its benefits.

May we ask now for a pertinent word from members of the Haverford College faculty and staff who, not now members, wish to join in this Program? The list of those covered must obviously change and develop from year to year. We hope for continuing donations, and continued opportunity to assist both donor and non-donor members of the Program in times of need.

Reminder: Will the thirty members whose names are numbered 21-50 in the list above please make donation before March 1, 1968, if possible?



John A. Lester, Jr.
for Faculty Compensation
Committee

Annex 6

Haverford College
Haverford, Pa.

Office of the President

December 12, 1967

To: The Faculty of Haverford College

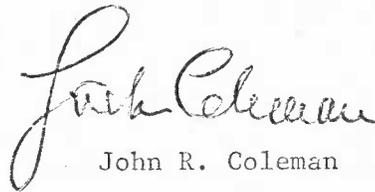
At our faculty meeting on November 16, we discussed a proposal for dealing with the issue of recruiting visits to the campus by prospective employers. The proposal will come up again, as part of our unfinished business, at the meeting on December 14.

The proposed plan seems to me to have two weaknesses in it:

1. It appears to say to students, "We aren't confident that you can make up your own minds about the moral implication of any employer's business until there has been a confrontation between that employer and your fellow students and faculty." Such sentiment is not in keeping with our stated confidence in students' abilities to handle these matters of conscience for themselves.
2. It is not likely to be an effective way of utilizing the energies or the influence of those in our College who object to all war or to the Vietnam war in particular. The typical recruiter is in no position to speak for his company on moral issues; and pressure from us to turn recruiters into spokesmen for company policy is more likely to produce no recruiting visits at all than it is to achieve our aims. In the event that bona-fide recruiters shun our campus because they do not want to pose as spokesmen for company policy, it is our students who lose out; and we have no way of knowing in advance that it is only the companies whose policies we dislike that will stay away. Beyond that, any confrontation, if it should take place, is most unlikely to prove enlightening.

I recognize that we have a potential problem in these visits. (So far as industrial recruiters are concerned, the word "potential" is clearly appropriate. The closest we have come in recent years to a visit from a company making war-related goods is the case of Johnson & Johnson, manufacturers of Band-Aids.) And the College would be suspicious at once if a company manufacturing war goods suddenly requested permission to visit us. We would want to question them as to their intent and would extend permission for a visit only if it seemed likely that there were employment prospects here. In that way, I hope that we could continue to look upon genuine recruiting visits as a service to students. As a matter of policy, we restrict these visits to one per year for each prospective employer. (Perhaps we can do a better job than we now do in our placement services for students, whether their interest is in employment or graduate studies. I am asking William Sheppard to chair a small committee to prepare recommendations on that subject.)

It is a matter of college policy to alert some recruiters, from the armed services for example, that they are likely to meet some opposition and criticism on this campus. This is especially true in 1967 when the recent statements by Lieutenant General Hershey on use of the draft to deal with dissent and on deferments for selected ~~service-~~ ~~science-~~ oriented fields are so offensive to many of us. (This year no military recruiter has applied to come on to the campus.) But, so long as our policy remains as it is, I propose to lend what influence I have to insuring that bona-fide recruiting visits are conducted in a manner so orderly that student and employer have a chance to talk together in privacy about their possible interest in one another.


John R. Coleman

A Proposal Concerning Recruitment at Haverford

In his October 26 letter to local draft boards, General Hershey stated "any action that violates the Military Selective Service Act or the regulations, or the related processes cannot be in the national interest." He continued "It follows that those who violate them should be denied deferment in the national interest. It also follows that illegal activity which interferes with recruiting or causes refusal of duty in the military or naval forces could not by any stretch of the imagination be construed as being in support of the national interest."

A number of academic institutions have protested General Hershey's letter and on November 9 the AAUP sent a telegram to him saying, "Your letter sets down such a vague standard that local boards may induct persons for the exercise of constitutional rights. The mere existence of this undefined power to use the draft as a punitive instrument must therefore have a chilling effect upon academic freedom and free speech and assembly as guaranteed by the first amendment."

On December 9, a joint statement was issued by General Hershey and Attorney General Ramsey Clark (see the attached copy of the statement). According to the N. Y. Times (Sunday, December 10) this statement presumably "disavows" the original Hershey letter. But a close reading of the statement reveals that there is still a great deal of ambiguity concerning this issue and the policy of local draft boards. It is not clear what constitutes legal and illegal protest. There is a real possibility that students at Haverford who protest against the presence of military recruiters on campus will be penalized by their local draft boards. According to the N. Y. Times report on December 13, General Hershey claimed that the Hershey-Clark statement does not alter the intent of his original letter.

While Haverford does have a policy concerning the presence of recruiters on campus, this policy does not appear to provide any clear guidelines to handle the present confused situation. The present situation provides an opportunity to reconsider existing policy. In view of the situation, I would like to urge the adoption of the following resolutions by the Haverford Faculty:

1. That the Haverford Faculty urges the President immediately to suspend any form of military recruitment on campus.
2. That the Haverford Faculty urges the President to appoint a committee consisting of members from the administration, faculty and student body to investigate the policies of local draft boards concerning students involved in various forms of protest against the Selective Service System, to review Haverford's policy concerning military and other recruiters who make use of college facilities, and to make any recommendations that they deem necessary concerning this policy to the Faculty at the earliest possible date.
3. That future policy concerning recruiters on campus should be guided by any recommendations which are made by the committee and adopted by the faculty.

Richard J. Bernstein

Joint Statement on the Draft

Special to The New York Times 1967

WASHINGTON, Dec. 9—Following is the text of a joint statement today by Attorney General Ramsey Clark and Lieut. Gen. Lewis B. Hershey, the Director of Selective Service:

The Department of Justice has established a special unit in the Criminal Division to coordinate prompt prosecution of offenses against the Selective Service laws and related statutes. The responsibilities of this unit include prosecution of violations of provisions of the Selective Service Law making it unlawful knowingly to counsel, aid, or abet others to refuse to register or serve, or knowingly to interfere by force or violence or otherwise with the administration of the system.

This unit also was responsible for prosecution of violations of the related statutes outlawing interference with the armed forces or obstruction of recruiting and enlistments. The special prosecution unit is under the direction of John Van De Kamp, formerly United States Attorney for the Central District of California and now Deputy Director of the Executive Office for United States Attorneys.

Expedite Investigation

All United States attorneys have been instructed to expedite investigation and prosecutorial recommendations on these cases. They have also been directed to cooperate with local law enforcement officials and to urge them to vigorously prosecute violations of local laws which may occur in demonstrations against the Selective Service system.

It has long been the law that a registrant who violates any duty affecting his own status (for example giving false information, failing to appear for examination, or failing to have a draft card) may be declared a "delinquent" registrant by his local draft board. Under consistent practice, information received by Federal law enforcement officials regarding a registrant's own status is turned over to his local draft board for appropriate action.

When a person is declared to be a delinquent registrant by his local board, he may be reclassified and becomes subject to the highest priority for induction if otherwise qualified. If he fails to step forward for induction, he is subject to prosecution by the Department of Justice. This procedure is firmly established, approved by the courts, and has been followed since the enactment of the 1948 Selective Service Act, as well as under earlier selective service acts.

Record Prosecutions

The Attorney General reported that prosecutions under the selective service laws are at an all-time high, although the number and percentage of men who fail to report for induction are substantially lower now than during the Korean War. During the 1967 fiscal year, 1,306 such cases were filed, compared with 642 the previous year. The previous high under the 1948 act was 1,022 in fiscal 1954.

Lawful protest activities, whether directed to the draft or other national issues, do not subject registrants to acceleration or any other special administrative action by the selective service system. Activities which violate Federal law will be dealt with under the procedures outlined above depending upon the nature of the conduct. The lawful exercise of rights of free expression and peaceful assembly have incurred and will incur no penalty or other adverse action. These rights are guaranteed by the Constitution. They are vital to the preservation of free institutions, which our men in Vietnam are fighting to protect.

No single statement can cover the myriad different factual situations presented by the conduct of individual registrants. In approaching these situations, we will continue to work to preserve the integrity and effective operation of the selective service system while fully protecting the constitutional rights of the registrants.

FACULTY OF HAVERFORD COLLEGE

Special Meeting
President Coleman presiding

January 11, 1968
3:03 P.M.

- Minute 1: President Coleman reported that the following persons had been named to the Special Committee on Campus Recruiting: John Gager, John Cary, James Lyons, William Sheppard, Ben Elliott '68, and Christopher Lane '69.
- Minute 2: Albert F. Wallace, Vice-President for Development, made a progress report on plans for the new development campaign. He outlined some of the history of the planning which goes back to February, 1966. He talked about the Case Statement which has been prepared in a preliminary form to explain the college's plans and expectations. This preliminary statement was handed to the faculty at the end of the meeting and Burt Wallace solicited active participation from the faculty in revising and improving the statement. He hopes that the Case Statement will go through a series of revisions similar to the method used with the Statement of Purpose.
- Minute 3: Aryeh Kosman from the Long Range Physical Planning Subcommittee outlined in general the work being undertaken by this group. This is a Board Committee chaired by F. Joseph Stokes, Jr., and the other faculty member is Robert Gavin.
- Minute 4: A period of discussion followed these two reports, and comments and suggestions on Long Range Physical Planning were requested from the faculty. During the discussion the faculty expressed the hope that the considerations of new building would not lead to the segregation of the faculty by divisions, although it was felt that sometimes it is desirable to have offices of the members of a single department close together.
- Minute 5: Harmon Dunathan spoke concerning the need to select a new representative to the Board of Managers to replace Gerhard Spiegler. This selection will take place after the regular faculty meeting on January 18. The faculty approved the proposal that the person named for this five-month period to the end of the present academic year should not be excluded from consideration for selection to the next two-year period.
- Minute 6: Edgar Rose for the Educational Policy Committee presented a proposal for faculty approval regarding the implementation of the plans to create a Fine Arts Department.

The faculty approved of the four points presented to it and added a fifth point.

1. that the academic council be asked to appoint an ad hoc committee, with Bryn Mawr representation, to search for a person particularly sensitive to the problems of art criticism, with an academic specialty not represented in the Bryn Mawr art history department, whose appointment to the faculty, full-time, would date from September, 1968.
2. that the terms of reference for this committee and the directive concerning the qualifications of the appointee, together with names of likely candidates, be worked out in consultation with authorities brought in from outside--e.g., Meyer Shapiro, Harold Haydon, and Charles Mitchell (who has already been consulted).
3. that the Arts Center Program be continued as at present, under the guidance of an artist-in-residence.
4. that pending the construction of an Arts and Humanities Center temporary facilities be provided and funds set aside for basic equipment--projectors, screens, slides, art books, and studio materials.
5. that the administration be urged to look toward the addition of a full-time studio-artist teacher as soon as possible and asked that the offering of a studio course for credit be considered in the meantime.

The faculty expressed its enthusiasm for the steps being proposed toward the creation of a Fine Arts Department in the college.

Meeting adjourned 5:05 P.M.

Edwin B. Bronner,
Acting Secretary

HAVERFORD COLLEGE

from: Harmon Dunathan to: All faculty
re: Election of Representative to the Board of Managers date: 1/15/68

At the regular faculty meeting this Thursday the 18th, a Board Representative will be elected to complete the term of Gerhard Spiegler, that is, to serve until the regular May elections. The faculty has agreed that the person elected should still be eligible for election to a regular two-year term in May.

The procedure for electing Representatives will be found on pages 4-6 of Information for Members of the Faculty.

A listing of faculty members eligible for election is as follows:

Asensio	Gillis	Randall
Ashmead	Heath	Ransom
Bean	Hetzel	Raskin
Bell	Hunter	Reese
Benham	Husemoller	Rose
Bernstein	Jayne	Rosensweig
Butman	Kane	Rowe
Cary	Kessler	Santer
Chesick	Kim	Sargent
Comfort	Kosman	Satterthwaite
Cook	Kraines	Sayer
D'Andrea	Kramer	Selove
Davidon	Lane	Shumer
Davison	Lester	Teaf
DeGraaff	Loewy	Thompson, C.
Desjardins	MacGaffey	Thompson, J.
Effrat	Michael	Trela
Gager	Miller	Waldman
Garosh	Mortimer	Walter
Gavin	Prudente	
Gerstein	Quinn, D.	

Harmon Dunathan

HD:mbh

FACULTY OF HAVERFORD COLLEGE
SPECIAL MEETING

President Coleman presiding

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The faculty expressed its enthusiasm for the steps being proposed toward the creation of a Fine Arts Department in the college.

Meeting adjourned 5:05 P.M.

Edwin B. Bronner
Acting Secretary

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

January 18, 1968
4:16 P.M.

Minute 1: The minutes of December 14 were approved with the following addition to Minute 5c: between "approved payment of" and "\$36.00" insert the words "a maximum of." The minutes of the Special Meeting of January 11 were approved as circulated.

attached
Minute 2: President Coleman invited the faculty to contribute toward decisions that are before the college by submitting comments to the administration. He spoke particularly of the question of the operation of the social honor system and the Case Statement which is being prepared as part of the plans for the new development campaign.

Minute 3: John Spielman for the Academic Council made the following announcements:

- a. an ad hoc committee on fine arts will be appointed when the Board of Managers has approved the creation of a department of fine arts.
- b. an ad hoc committee on an appointment in mathematics will soon be named. Holland Hunter will chair that committee.
- c. the Academic Council is considering proposals to revise the college policy on faculty travel to meetings of learned societies.
- d. the two faculty members appointed to the Board of Managers will also be asked to serve on the Development Campaign Executive Committee.

Minute 4: The faculty joined President Coleman in expressing deep appreciation to John Spielman for his services to the college as Dean. John Spielman has been named as chairman of the history department to take office in September.

Minute 5: Edgar Rose for the Educational Policy Committee requested the faculty to approve in principle the offering for credit of a two semester non-hyphenated studio course in fine arts in 1968-1969. A course description can be provided after the faculty person has been named. The faculty approved.

Minute 6: The proposal from the Educational Policy Committee entitled "Recommendations on Advising" and dated January 16, 1968, was approved by the faculty after discussion (See Annex 1).

- Minute 7: The paper from the Educational Policy Committee entitled "Philosophy and Aims of the Physical Education Department" dated January 17, 1968, was discussed by the faculty. In the first paragraph after the introduction, in line 4 after the word "value," the phrase "especially in group endeavor," was inserted before "and the development. . ." (See Annex 2). During the discussion a paper submitted by the Athletics Plans Committee as a supplement to the above, was considered although it was not presented for action (See Annex 3). The document presented by the Educational Policy Committee was approved at the end of this discussion.
- Minute 8: John Chesick for the Committee on Research and Study presented a paper regarding a plan to use students as faculty research aides (See Annex 4).
- Minute 9: Harmon Dunathan, faculty representative to the Board of Managers, reported that Roger Lane had been named by the faculty to fill the unexpired term of Gerhard Spiegler as faculty representative. He also spoke briefly about the Board meeting of December 13 when plans for the development campaign were discussed; and he mentioned that a bequest had been left to the college by the late D. Robert Yarnall.

Meeting adjourned: 6:01 P.M.

Edwin B. Bronner,
Acting Secretary

"Case Statement"

Minute 2, 18 Jan. 68

WHAT IS HAVERFORD COLLEGE?

A functional definition of Haverford College should include these terms:

"Small, men's, independent, residential, undergraduate, liberal arts College, with Quaker traditions."

Haverford will not change this fundamental definition.

"Small". Haverford believes that there are many unique advantages at a small college, and is resolved to remain small. The question of what is "small", however, is debatable. We are confident that 1000 is not small enough, and that 500 is too small.

"Men's". There is no intent to become co-educational. We now cooperate closely with Bryn Mawr, Swarthmore, and the University of Pennsylvania and less closely with a number of other institutions. Our relationships with Bryn Mawr are helpful to both colleges, and we plan to continue and improve them.

"Independent". Haverford feels that the contributions made by tax-supported and non-tax-supported colleges are equally important. Even if it were possible, the College has no intent of becoming tax-supported. It will continue to seek government funds available to independent colleges.

"Residential". Only 4% of our students live off campus, and those who do have special reasons for doing so. We expect to continue to be a residential college, because of the advantages which it presents to students.

"Undergraduate". Although many juniors and seniors take work normally associated with graduate schools, these studies are completely within an undergraduate framework. The College has no plans to start a graduate work program.

"Liberal arts". Haverford will continue "an emphasis on broad education in the natural and social sciences, the humanities, and the arts, combined with strong competence in at least one field of the student's choosing."

"Quaker traditions". This is the most difficult and perhaps most important Haverford quality to define. In simplest form, Haverford will continue to emphasize the value of the individual, the importance of personal responsibility, and the development of social concern. It will continue to feature Quaker decision-making processes, the search for consensus, responsible self-government, and Fifth Day meeting.

In sum, there will be no major change in Haverford's basic educational procedure.

WHAT IS HAVERFORD TRYING TO DO?

In the closing months of 1967, Haverford College set out to define its educational purpose. The faculty, administration, students, alumni, and the Board participated in drafting the following statement, and it has been formally adopted by the Board of Managers:

STATEMENT OF PURPOSE FOR HAVERFORD COLLEGE

Haverford College seeks to prepare men for lives of service, responsibility, creativity, and joy, both during and after college.

The College shares with other liberal arts colleges of academic excellence:

- a commitment to open inquiry by both its students and faculty, combined with rigorous appraisal and use of the results of that inquiry.
- an emphasis on a broad education in the natural and social sciences, the humanities, and the arts, combined with strong competence in at least one field of the student's choosing
- an educational program that aims more at preparing men to think clearly, boldly, and humanely in whatever life work they choose than on training for specific professional fields.

The College's distinctive character comes from its striving for:

- candor, simplicity, joy, and moral integrity in the whole of college life in keeping with Haverford's Quaker traditions
- a harmony for each man among his intellectual, physical, social, esthetic, and spiritual concerns
- a creative use of smallness that places students in the closest contact with dedicated scholars in the pursuit of knowledge
- a sense of community marked by a lasting concern of one person for another and by shared responsibilities for helping the College achieve its highest aims
- a system of responsible self-government in the student body and in the faculty
- a balance for students and faculty between disciplined involvement in the world of action and detachment to reflect on new and old knowledge alike.

In sum, the College seeks to be measured, above all, by the uses to which its students, graduates, and faculty put their knowledge, their humanity, their initiative, and their individuality.

HOW WELL DOES HAVERFORD ACHIEVE THESE PURPOSES?

Haverford College currently has an endowment whose market value is \$22 1/2 million. Land and buildings add another \$12 million in value. Long range projections indicate that it will need an additional \$31 1/2 million in building and endowments during the coming decade.

By 1977 or before, the College could be devoting \$66 million to the education of approximately 700 students each year. By that time, there will be approximately 5500 living alumni.

Is the College justified in using so many dollars to educate such a small number of men? Is this a wise and economical use of the nation's resources?

Haverford believes that the answer to these questions depends in part on how well it is achieving the purposes it has set for itself. How successful is it in achieving the objectives in the Statement of Purpose?

There are not more than a dozen colleges in the country which are achieving the first three of these Purposes with a high degree of distinction. Most educators include Haverford in that dozen.

Although Haverford shares the first three Purposes with many institutions, it appears to be unique in striving to achieve all of the final seven. It has not fully achieved any one of them, but it earnestly seeks to do a better job each year on every one of them.

Although Haverford is determined to do well on these goals, it believes that this striving alone is not sufficient to justify the use of so large an investment. Although Haverford appears to be one of the top dozen educational institutions in the country, this, too, is not enough. Haverford cannot justify the use of money in this quantity solely on the basis of the number of students enrolled, or the number of alumni who have received an outstanding education. More ought to be expected of it.

For instance, Haverford has made creative use of smallness in the past, but has not always made the results of that creativity available to the remainder of college education. Haverford's student self-government, especially its honor code, is unusual. At a time when other student bodies are calling for "student power", should not Haverford students engage with them in a discussion of the responsibilities that accompany this power, and the means by which these responsibilities can be met?

The Quaker processes of decision making, consensus seeking, and self-government have been especially successful at Haverford. Could they not also succeed in non-Quaker surroundings, and ought not Haverford to help other institutions understand how they can be used?

Haverford has developed many educational innovations. Post-baccalaureate education for the undereducated Negro who is not quite ready for graduate school. Graduate level study in an undergraduate college. The use of research as an undergraduate teaching tool. New approaches to the teaching of Biology. Should we not share these discoveries with other colleges, and participate with them in the discovery of new ones?

Haverford has developed meaningful cooperation with a few nearby colleges and shares substantial benefits with them because of it. Should we not extend this cooperation to other colleges as well, especially those of lesser quality? Can we not also enter into similar relationships with secondary schools and graduate schools to develop new, longer-range approaches to education which will be mutually helpful?

If Haverford continues to provide an outstanding education, continues to do well in accomplishing the Purposes it has established for itself, and makes new contributions to the larger educational world, it can more than justify the use of the funds which it has and seeks.

WHAT DOES HAVERFORD NEED TO ACHIEVE THESE OBJECTIVES?

Haverford's needs are dictated by these factors: new programs, changes in education and our society, rising costs, and expansion.

NEW PROGRAMS

Haverford has usually been able to get outside money to finance new programs, but has rarely found outside money to continue them. An exciting new program in the humanities is now underway because of a \$100,000 Old Dominion Foundation grant. A \$400,000 grant from the Sloan Foundation is financing an innovative program in the sciences. We have received nearly \$500,000 from a variety of sources for a program which gives undereducated Negroes a fifth year of study before graduate school. All these grants will run out within four years, and the College must then pay for the programs, or must abandon what has clearly proven to be worthwhile.

Even when the College does receive outside funds, there may be long delays before the new program can begin, and cuts in the program because of a lack of money.

Haverford should have an endowment which permits educational experiments, and the assurance that successful experiments may be continued.

CHANGES IN EDUCATION AND OUR SOCIETY

The style of education today has so changed that there are fewer and fewer valid comparisons with education a decade ago, much less thirty years back. Most of these differences mean a higher cost of education.

A decade ago, the average capital investment for each member of the science faculty at Haverford was \$_____. Today, the College estimates that it backs each scientist with a \$_____ in building and equipment. As an example, Haverford now must replace its computer, purchased _____ years ago at a cost of \$_____. The new computer (which we hope to share with a number of neighboring institutions) will cost \$_____. The annual maintenance alone will be \$_____.

The humanities and social sciences show similar changes. The reading list for a freshman course in history in 1947 was _____ books; today it is _____. The mathematics routinely taught in most American high schools today features subjects found only in the upper levels of graduate work thirty years ago. College work has moved up similarly and become much more costly in the process.

Our society has changed, too, and now expects more of a College than it once did. Private rooms are now expected at home and at college. Meals are not as simple nor service as basic. Dormitory furnishings are more elaborate and more expensive. All of us now expect more space

and more graciousness in our living than we did as children, and students are no different. Our life styles cost more than they once did, and colleges must face these costs too or see our students go elsewhere.

The list of differences is endless ... and expensive.

RISING COSTS

In addition to the general inflation which pushes all costs higher in the American economy, colleges face special rises not found in other segments of the economy. Two major examples are scholarships and faculty salaries. As costs drive tuitions higher, more and more students need larger and larger scholarships. Teachers who have been underpaid for years now find that they can command the salaries which they have so long deserved. (This is especially true of the teacher-scholar Haverford wants.)

As Haverford adds new buildings it also adds new costs, because of the increased maintenance and supplies required. Each new student adds to this burden, as well.

Haverford can see no end to these and other cost increases. It must increase its endowment to finance them.

EXPANSION

Because Haverford is now in the middle of an expansion program, it is easy to assume that this particular expansion is contributing to the pressures we feel.

However, Haverford's history is a story of continued growth, with pauses between the growing periods. As the College grew, it provided new classrooms and dorms for the students, but their social, recreational, and athletic needs have been less fully met.

The dining center in Founders Hall was designed for an enrollment of 200, and with 600 students, it is crowded, noisy and unattractive. Despite the Alumni Field House, built a decade ago, athletic facilities are neither adequate to the numbers nor suitable to students' new athletic and recreation needs. There is still no adequate swimming pool, and no squash courts at all. The Union, built in 1909, doesn't approach meeting the social and recreation needs of 1968.

The blunt fact is that Haverford clearly does not compete with similar colleges in the service and facilities it provides its students.

Expansion over the years has not treated the faculty or staff kindly either. There are now _____ full time and _____ parttime faculty members. We must find eighteen faculty offices immediately, and will need another 12 by 1971. Administration space is overcrowded and poorly located. Basic maintenance services such as carpentry, plumbing, cleaning, and grounds crews are inadequately housed in random corners.

Finally, although attention has been devoted to classrooms and dormitories space, some of these are still substandard. Special attention must be paid to fireproofing, renovating and refurnishing these.

To meet the expenses which new programs, rising costs, changes in education and expansion have brought and will bring, Haverford will need approximately \$31,650,000 by 1977:

For annual operating income	\$2,700,000
For endowment to meet rising costs	4,000,000
For endowment to meet cost of expansion and new programs	10,000,000
For unfunded debt	635,000
For buildings: (Buildings are listed alphabetically, in no order of priority.)	

Addition to library	\$2,100,000
Arts and Humanities Building	2,000,000 (est.)
Additional faculty offices & classrooms	1,000,000 (est.)
Barclay Dorm Renovation	250,000 (est.)
Campus Beautification	100,000
Campus Center	1,000,000 (est.)
Dining Center	2,250,000
Dormitories	2,650,000 (est.)
Founders Hall Renovation	250,000 (est.)
Lloyd Dorm Renovation	250,000 (est.)
Physical Education Facilities	2,000,000 (est.)
Roads, Utilities, power plant	465,000
	<u>\$14,315,000</u>

TOTAL \$31,650,000 (est.)

Approximately \$18,000,000 of this total will be required by 1971 for:

New buildings required by that time	9,500,000
Annual operating income	1,500,000
Endowment to meet rising costs	2,000,000
Endowment for expansion and new programs	5,000,000

(Additional detail on the necessary construction is in the accompanying booklet.)

Therefore, Haverford College is mounting a campaign for \$18,000,000, to be achieved by 1971, as the first step in a \$31,650,000 campaign to be completed by 1977.

WHERE WILL THESE FUNDS COME FROM?

\$31,650,000 is a great deal of money for a College as small as Haverford. Before attempting to raise such an amount, College leadership sought reasonable assurances that it could be done.

We have what we believe to be three assurances that we can raise \$18,000,000 by 1971, and \$31,650,000 by 1977.

Board of Managers Vice Chairman James P. Magill provided the first assurance. He volunteered to undertake a very small and very quiet campaign to raise \$2,100,000 for the construction of the new library addition. He restricted his solicitation to a limited number of prospects, and made little public announcement. He raised slightly more than the required \$2,100,000 without a public campaign.

In College fund raising, successful campaigns feature Board giving which is 12-15% of the total amount of money required. Haverford's Board of Managers has pledged or given \$_____ toward the first goal of \$18,000,000. This is ____%. To view it another way, fund raising experience shows that a College should expect to raise approximately seven times what its Board gives. Seven times \$_____ is \$18,300,000, which is slightly more than the amount required by 1971.

Any campaign is ultimately undertaken as an act of faith. When Haverford decided that it must go ahead on faith, it received the largest gift ever made by a living alumnus. T. Kite Sharpless '36, made a gift of \$1,300,000, to be used as the College saw fit. It is Haverford's sorrow that his death, in July 1967, prevented him from seeing the benefits which this great generosity will provide at the College. We all wish, too, that he might have seen how his gift bolstered the College's faith that a campaign of this size will succeed.

Thus, against the \$18,000,000 required by 1971, there is now on hand or pledged:

From T. Kite Sharpless	\$1,300,000	
From the Board of Managers		
From gifts to the library		<u>2,100,000</u> (including \$717,000 from Managers)
From additions to endowment - 1966-67	530,000	
From Annual Giving - 1966-67	170,000	

Still to be raised - \$_____.

The College expects to announce this campaign to all alumni in June. At that time, it will tell all alumni that there will be a capital campaign amongst all alumni in 1970. We will ask all alumni to plan ahead against that date, in the hopes that it might be possible for them to complete as many other charitable obligations as they can, so that they may make Haverford their major philanthropy at that time.

In the meantime, we are announcing this campaign to a very small group of those alumni and friends who have special interest in Haverford. This group of approximately 200 will, we hope, become the key leaders and the key donors in the campaign.

We bring this advance, and confidential, statement to you as one of those whom we hope will help to achieve an even better Haverford.

Soon, one of the campaign leaders will call on you to discuss it in greater detail.

Sincerely,

Jonathan Rhoads, Chairman of
The Board of Managers

John R. Coleman, President

Annex 1
Jan. 18, 1968

from: E. S. Rose (for the EPC) to: The Faculty of the College
re: Recommendations on Advising (revised proposal) date: Jan. 16, 1968

The Educational Policy Committee has concluded that advising at Haverford must and can be improved. The recommendations below concern advising at all levels but most importantly the advising of freshmen, where our present system is weakest.

- A) In connection with the advising of all students, we recommend:
- 1) That the students' council be asked to prepare, prior to spring registration, a list of upperclassmen who would be available to advise other students.
 - 2) That these student advisers consult with the proper chairmen of departments the better to equip themselves for informed and responsible advising.
- B) In connection with the advising of upperclassmen, we recommend that large departments, in consultation with the associate dean of the college, assign their major advisees to several departmental advisers (the chairman in each case and one or two others).
- C) In connection with the advising of freshmen, we ask that the faculty approve, on a trial basis for next year, the following recommendations:
- 1) That a group of ten to fifteen experienced and effective advisers be invited by the associate dean of the college to serve as special freshman advisers, who would do all the freshman advising during orientation week and the first three weeks of the semester.
 - 2) That these special advisers
 - a) inform themselves prior to orientation week with the backgrounds of their advisees by consulting with the office of admissions;
 - b) make themselves available for more extended conversations with their advisees than is possible within the present system.
 - 3) That the associate dean of the college, the dean of students, and the students' council be asked to reconsider the function and purpose of orientation week in the light of the availability of the special freshman advisers.
 - 4) That during the third week of classes freshmen be reassigned to regular advisers, according to the following procedure.

Each freshman would be asked to give his preference among faculty advisers, listing at least four choices, three of whom should be teachers who have him in their classes. In assigning advisers, the associate dean would try to honor the choices indicated by the freshmen, while distributing the work of advising as evenly as possible among the faculty. The special advisers, their extra duty completed, would be assigned regular advisees, as would all other members of the faculty who are available. Every effort should be made to ensure continuity in the change for each freshman from special adviser to follow-up adviser.
 - 5) That the administration regard advising, and special advising in particular, as a very important service to the college, to be listed in "Information for the Faculty" with teaching, scholarly and research activity, committee work, and community citizenship as relevant to judgments made on reappointments and promotions.

from: E. S. Rose (for the EPC) to: The Faculty of the College
re: Philosophy and Aims of the Physical Education Dept. date: January 17, 1968

Reproduced below is a statement of the philosophy and aims of the department of physical education. It is the product mainly of discussions by the athletics plans committee (John A. Lester, chairman), and has the approval of the educational policy committee, both committees having met several times in joint session. More than any other single person, Robert Gavin is responsible for the actual writing of it.

Please note that this statement, though couched in the present tense, is not descriptive or factual in intention, but hortatory. It tries to be definitive of the department as in general we aim to make it. As is true of all statements of aim, meanings are abstract, general, and mostly implicit; they become explicit when we shift our attention from ends to means. The first step, though, is to agree on ends. This done, the athletics plans committee can proceed to a consideration of means in the light of the aim agreed upon.

PHILOSOPHY & AIMS OF THE DEPARTMENT OF PHYSICAL EDUCATION

The Physical Education Department stresses three elements in its program: the promotion of physical fitness as beneficial to physical and mental health, the attainment of proficiency in sports with "carry-over" value, and the development of sportsmanship and community spirit through intramural and intercollegiate competition.

Physical exercise, physical fitness, and health are recognized to be important components in the life of the college student. The Department aims to guide the student to activities which are commensurate with his level of physical development while teaching him the physiological and psychological advantages of physical activity. The college medical staff advises the Department regarding each student to insure that programs are in keeping with needs and abilities.

The Department places special emphasis on providing facilities for and instruction in sports with "carry-over" value. Haverford's courses in physical education seek to insure that each student will develop both interest and proficiency in a sport which he can maintain after graduation.

The intramural program offers a variety of individual and team activities from which the student may derive the rewards and satisfactions of working with others and of sharing responsibility in a group endeavor. Intramurals also provide an important component in the recreational offerings of the college.

HAVERFORD COLLEGE

John A. Lester, Jr. for Athletics *JAL Jr.*
from: Plans Committee to: Administration & Faculty
Philosophy and Aims of the Department of
re: Physical Education date: January 17, 1968

Annex 3
Jan. 18, 1968

Three discussions between the Education Policy and the Athletics Plans Committees suggest that members of the faculty may find it clearer to see, easier to focus on, the policy statement ("Philosophy and Aims of the Department of Physical Education") if it is accompanied by an indication of the present thinking of the Athletics Plans Committee as to what means may be entailed in achieving these aims. We offer for your consideration, and subject to more detailed amplification in discussion at our Thursday (January 18) faculty meeting, these notes on the means which have been under our Committee's consideration:

-- Our work in Sports Instruction and Intramural athletics needs substantial bolstering; this is what "special emphasis" means in paragraph 3 of the "Aims."

-- In needs for physical facilities, we think in terms of provision for sports of "carry-over" value -- swimming, squash, handball, etc.

-- We see most of all the need for fuller and more adequate guidance and coaching in Sports Instruction and in Intramural Athletics; we feel the need of major staff additions here. Perhaps they can be met in conjunction with two other clear needs: an expert in "racquets" (tennis, badminton, squash, etc.), and, with the new swimming pool, an expert in swimming instruction.

-- We hope that the new physical-education facility will bring Haverford a valuable new resource for "casual-recreational" athletic activities -- swimming, volleyball, badminton, handball, etc.; this should bring an immense benefit to the College community -- and will require as well the addition of supervisory personnel.

These considerations are perhaps the main ones to assist in faculty understanding of the statement of aims which is to be considered on January 18. The Athletics Plans Committee has also deliberated at some length on such matters as the following, and will gladly respond to faculty questions on them on Thursday:

-- Scheduling of physical education work and intercollegiate athletic contests;

-- Relationship of courses in physical education instruction, and intramural and intercollegiate competition, to EPC and faculty approval;

-- for whom are we planning the best future physical education program at Haverford? -- for students only? for faculty? for faculty families? for neighborhood interests and causes? (Vanguard, Serendipity, etc.)

We submit these notes in the hope that they will make clearer the sort of consequent implementation which may be suggested by the "Philosophy and Aims" statement to be presented by the EPC on January 18.

Annex 4
Jan. 18, 1968

From: Committee on Research and Study

To: All Faculty

Re: Faculty Research Aides

Date: January 16, 1968

The Committee on Research and Study asked the College to seek additional funds so that the Committee may expand its grants to faculty members for research assistants. (Please see section IV. 3. in the "Principles Governing Allocation of the Faculty Research Fund.") The Committee sees here an opportunity both to encourage faculty research and to expand opportunities for informal intellectual contact. Moreover, the Committee feels that any student research assistance should be limited to 6-10 hours per week.

The College responded by making \$1,000 available immediately to initiate this program. After consultation with Bill Amblér and Jim Lyons, the Committee developed the following guidelines for its allocations.

1. Whenever it becomes apparent that a Haverford student could participate effectively in research under the direction of a Haverford faculty member (with whom he is not doing a project for academic credit), the faculty member and student may jointly propose the activity to the Committee for Research and Study.
2. The application for a stipend should be sent (in four copies) to the chairman of the Committee on Research and Study. Please cover the following points:
 - a) a description of the research problem
 - b) a description of the qualifications and role of the student
 - c) the recommended hourly wage
 - d) the total number of hours of assistance required
3. The Committee will act on each application within a two week period. When a grant is made, the Committee will set the hourly wage on the basis of the nature of the work and the limitations of the funds available.
4. The faculty member should note the hours worked by the student in order to make a final report to the Committee.
5. After reasonable notice, either the faculty member or the student may terminate the grant by writing the Committee.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

15 February 1968
4:15 p.m.

- Minute 1: The minutes of 18 January 1968 were approved.
- Minute 2: President Coleman reported that the 1968-69 budget will be presented to the Board in March. He considers it to be a sober and responsible budget, but as it stands it shows a deficit of \$131,000. It includes a favorable response to nearly every academic department's request, and salary increases based on merit that will average 7½%. This deficit is 3.1% of the budget, not as large as in 62-63 and 63-64 when it was over 5%, however, no increase in tuition is planned for 69-70, so our financial difficulties will be greater then. Wages of the lowest paid staff will be increased, with a minimum of \$1.70. An increase in maintenance staff is planned, with one new groundsman and one on the security staff. Some salary increases are provided for administrators also. But a number of administrative budgets were trimmed.
- Minute 3: President Coleman reported that the College Objectives Committee considers new and renewed dormitories to have high priority in the Development Campaign, but that fine arts facilities and facilities for the Physical Education Department are essential, too, and that we hope to achieve all three, plus the other goals of the campaign.
- Minute 4: The President will soon report to the Board about the operation of the social code under the honor system, and faculty members are invited to communicate to him about their opinions on the subject. Can a system without rules work successfully? Can we rely on confrontation to make the system satisfactory? It was suggested that the Academic Council set a date for a meeting on the subject to which students and faculty members would be invited.
- Minute 5: Irving Finger reported for the Academic Council.
- a) The personnel of an ad hoc committee for an appointment in physical education will be announced shortly.
 - b) The presidents of the three colleges are formulating policy with regard to joint appointments.
 - c) The College's new policy with regard to faculty travel expenses to meetings of learned and professional societies, provides for payment: a) within the United States and Canada only, when a paper is to be presented; b) if a paper is not to be presented, the application may be considered on its merits and subject to the availability of funds; c) abroad, at the discretion of the administration.

Minute 6: Edgar Rose reported for the Educational Policy Committee.

- a) Proposals to the committee for recommendations to the March faculty meeting should be submitted in ten copies and by 11 March.
- b) Curricular changes in Chemistry (see Annex 1). The five recommendations, 4abcde, were approved.
- c) Curricular changes in Physics (see Annex 2). The recommendation of two new courses, Physics 17 for two years, Physics 27 for one year, was approved. The recommendation to drop Physics 33 and to offer a revised Physics 42 in 1968-69 and alternate years, was approved. The question of Physics 48, Mathematical Physics, was tabled for future consideration. The subject of paragraph 3, Major requirements, was returned to the Educational Policy Committee for further study.

Minute 7: Harmon Dunathan reported as Faculty Representative to the Board. President Coleman's statement on the expansion of the College was well received by the Board. The proposal for the creation of a fine arts department was received with questions and with enthusiasm. No formal action on this was taken.

Minute 8: Aryeh Kosman reported for the Long-Range Physical Plant Planning subcommittee of the Property and Physical Planning Committee.

- a) A new campus plan is to be made at modest expense.
- b) Founders Hall is to house the administrative offices and the Computer Center.
- c) There are to be new facilities for physical education.
- d) Campus beautification is included in the development plans.
- e) An arts center is to be built, possibly on the site of Barclay.
- f) Additional offices and classrooms are to be built.
- g) Lloyd Hall is to be renovated, and new dormitories built. These may replace Barclay and provide for more students. It was suggested that some of the new dormitory space might be acquired to operate as student cooperatives off, but near, the campus.

Meeting adjourned at 6:05 p.m.

Theodore B. Hetzel
Secretary of the Faculty

Agenda for the Faculty Meeting of Thursday, February 15, 1968

Stokes Auditorium, 4:15 P.M.

- A. Minutes of the meeting of January 18, 1968
 - B. Reports and Announcements
 - 1. The Academic Council
 - Irving Finger
 - 2. The Committee on Educational Policy and Admissions
 - Curricular Proposals from:
 - 1. The Chemistry Department
 - 2. The Physics Department
 - Edgar Rose
 - 3. The Faculty Representatives to the Board
 - The Meeting of January 26, 1968
 - Harmon Dunathan
 - 4. The Property and Physical Planning Committee
 - Sub-Committee on Long-Range Physical Plant Planning
 - Aryeh Kosman
- Old Business
- Faculty Travel
 - Fay Selove

Louis C. Green
February 14, 1968

Haverford College

from: E. S. Rose (for the EPC) _____ to: The Faculty of the College _____
re: Curricular changes in Physics _____ date: February 13, 1968

The Educational Policy Committee asks for faculty approval of the following proposal submitted by the Physics Department.

1. New Courses

Because of the appointments of Gus Sayer and Walter Trela as Assistant Professors under the Sloan Program, the Physics Department would like to request permission to offer two new courses, Physics 17 and Physics 27. Permission is requested to offer Physics 17 for two years (1968-70) and Physics 27 for one year (1968-69). Physics 17 is designed for students interested in physics for non-professional, cultural reasons. Physics 27 should be of particular interest to students in Chemistry and Biology, as well as to pre-meds.

17 ULTIMATE CONSTITUENTS OF MATTER

Three hours, no laboratory

Modern concepts of the atom and its interior will be emphasized. Experiments are discussed in order to help the student without previous experience in physics to expand his observations to the submicroscopic realm and to induce intrinsic properties of individual particles. Everyday experiences of symmetry are invoked to unify the treatment of physical change and to delimit the possible structures of matter. There will be considerable emphasis on broad intellectual concepts such as mass-energy equivalence and the uncertainty principle. No prerequisites.

27 EXPERIMENTAL METHODS IN PHYSICS

Three hours, including one laboratory

Analysis of d.c. and a.c. circuits covering both vacuum tubes and transistors. Topics include basic amplifier principles, frequency considerations, feed back, oscillators, pulse and digital circuits. Optical devices and techniques including the use of lasers to investigate diffraction, interference and coherence. Basic vacuum techniques and principles. Prerequisites: Physics 13,14 (or equivalent).

Offered in 1968-69.

2. Changes in Courses

The Physics Department would like to request the following changes in courses:

- A. Omit Physics 33 WAVE MOTION, which has been offered every year.
- B. Replace by two courses to be offered in alternate years:

42 QUANTUM MECHANICS

Three hours

Charge and current conservation, lepton and baryon conservation, discrete symmetry operations such as particle exchange, reflection and time reversal, decay processes. Prerequisite: Physics 25,26 (or permission of the instructor).

Offered in 1968-69 and alternate years.

48 MATHEMATICAL PHYSICS

Three hours

Applications to physics of linear algebra, Fourier analysis, integration in the complex plane, differential equations, calculus of variations, and group theory. Prerequisites: Mathematics 20,21.

Offered in 1969-70 and alternate years.

3. Major requirements

Pre-medical students or others not planning to attend graduate school should consult with the Chairman of the Department so that a program may be planned which would fit their individual needs in physics.

Those students planning to go to graduate school in physics must take.

- I. Physics 19, 20, 25, 26, 100
- II. Two semesters selected from Physics 61-68.
- III. Four semesters selected from Physics 27, 35, 41, 42, 43, 44, 45, 46, 48, and approved by the major advisor.
- IV. Mathematics 19, 20, 21 (or equivalent).

HAVERFORD COLLEGE

from: E. S. Rose (for the EPC) to: The Faculty of the College
re: Curricular changes in chemistry date: February 12, 1968

The Educational Policy Committee asks for faculty approval of the following proposal submitted by the Chemistry Department.

The Chemistry Department is proposing a number of changes in our Haverford curriculum and major requirements, and in our formal relationships with the Bryn Mawr department. The old curriculum and proposed new curriculum are outlined on an attached sheet.

1. Laboratory

Above the freshman and organic courses we offer laboratory work in: the second term of physical chemistry, inorganic chemistry, an advanced organic chemistry course and a one term physical chemistry laboratory course. Majors typically take these courses as juniors and seniors. We are dissatisfied with the results for a number of reasons:

- a) The laboratory portion of a lecture course affords so little time (2 1/2 hours per week) that it is difficult to design satisfactory experiments.
- b) Our students have no common advanced laboratory experience to back up their senior project work.
- c) All advanced laboratory work is divided between organic, inorganic and physical chemistry. This tends to emphasize rather than to break down these divisions.
- d) Our major students are not able to make maximum use of what is now a reasonably completely equipped department.

We propose to consolidate much of the present advanced laboratory work in a single junior year laboratory course. This course will meet the function of the labs now given in Chemistry 21, 51 and 53 in experiments of much greater interest and sophistication. In addition, concepts and techniques will be introduced which are not now in the curriculum. The latter will include experiments in spectroscopy, photochemistry, enzyme kinetics, isotopic labeling, etc. In every case the emphasis will be on the examination of chemical structure and reactions with a wide variety of techniques. These techniques are taught, not as an end in themselves but because they allow respectable experimental questions to be asked. It is hoped that in most cases the experiments will involve gathering new data.

This new course will generate other changes in our course structure:

Chemistry 53 Qualitative Organic Analysis will no longer be given. The material on molecular spectroscopy from this course will be incorporated in the new laboratory course and much of the remaining material will become part of the first year organic laboratory work.

Chem 34 Physical Chemistry Laboratory will not be given in 1968-69, but will be given in 1969-70. The "new" Chemistry 34 will emphasize spectroscopy and will involve data interpretation using the computer.

As already mentioned, Chemistry 21 and 51 will no longer include laboratory work.

2. Chemistry 44

Chemistry 44 has been listed in our catalog for years. For several years Louis Green gave this course, the enrollment including Bryn Mawr students. In recent years the course has been given at Bryn Mawr College as Chemistry 303b(a). ~~We have now agreed with Bryn Mawr that the course should alternate between the two campuses.~~ In 1968-69 it will be given at Haverford.

3. In 1968-69 we will cross list with Bryn Mawr College the following courses:

BM	Chem 304a	Applied Mathematics for Chemists (at BMC)
HC	Chem 44	Quantum Mechanics of Atoms and Molecules (alternate)
HC	Chem 56	Biochemical Mechanisms (at HC)

Because of this cross listing it would seem desirable to offer our Chem 56 Biochemical Mechanisms every year rather than the present alternate year arrangement. Enrollments have been 11 and 14 plus a number of auditors. With the added BMC enrollment this course should have a steady audience of from 12-20.

Our Chemistry 54, "Physical Organic Chemistry", has been alternating in the spring term with "Biochemical Mechanisms". We now propose to move this course to the fall term as Chemistry 55 and to continue its alternate year status. Although it is scheduled to be given in '68-'69 we may not offer it again until '69-'70 depending on the anticipated demand.

4. Major requirements

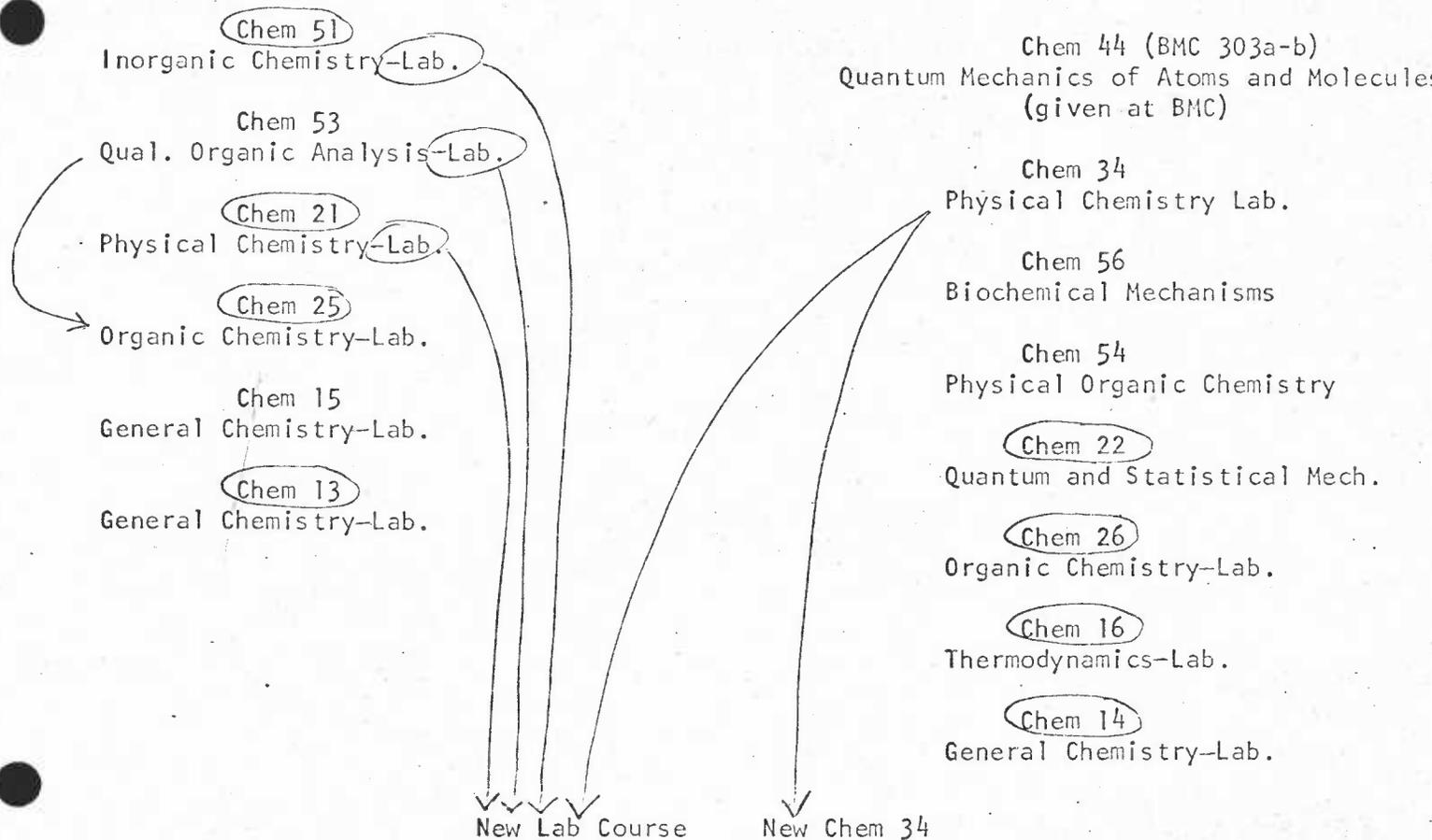
At present the circled courses (8) plus one advanced course and the 100 course are required for the chemistry major. In the new curriculum we require the same (8) courses and substitute the first term of the new lab course for the "advanced course" requirement. Thus the total remains the same.

Faculty approval is asked for these items:

- a) A new junior level integrated laboratory course, "Laboratory in Chemical Structure and Reactivity", Chem 31, 32 to be offered '68-'69 and subsequent years. Prerequisite: Chem 26 and, concurrently, Chem 21.
- b) A return to offering Chem 44, Quantum Mechanics of Atoms and Molecules; to be given here and at BMC in alternate years. This will be offered at HC in '68-'69.

- c) Chemistry 56, Biochemical Mechanisms, to be offered every year starting '68-'69.
- d) Dropping Chemistry 53, Qualitative Organic Analysis, and dropping the laboratory part of Chem 21 and 51.
- e) A substantial reorganization of Chemistry 34, Physical Chemistry Laboratory to be given in '69-'70 and following years.

PRESENT CHEMISTRY COURSES.



PROPOSED CHEMISTRY COURSES.

Chem 55
Physical Organic Chemistry

Chem 51
Inorganic Chemistry

Chem 31
Integrated Laboratory

Chem 21
Physical Chemistry

Chem 25
Organic Chemistry-Lab

Chem 15
General Chemistry-Lab

Chem 13
General Chemistry-Lab.

Chem 34 (new)
Physical Chemistry Lab

Chem 44 -BMC 303b
Quantum Mechanics of Atoms and
Molecules (alternate years HC)

Chem 56
Biochemical Mechanisms

Chem 32
Integrated Laboratory

Chem 22
Quantum and Statistical Mech.

Chem 26
Organic Chemistry-Lab

Chem 16
Thermodynamics-Lab

Chem 14
General Chemistry-Lab.

TO ALL MEMBERS OF THE FACULTY:

Reminder

Special Faculty Meeting

Monday, March 4, 1968

4:15 p.m.

Stokes 104

Theodore B. Hetzel
Secretary

Agenda

Proposed Budget

Louis C. Green
February 29, 1968

FACULTY OF HAVERFORD COLLEGE

Special Meeting
President Coleman presiding

4 March 1968
4:20 p.m.

Minute 1: Students Douglas Bennett and Christian Kopff spoke of the plans for the colloquia on 13 March and for dinners in faculty homes on the preceding two evenings. The subject of Collection on the 12th is to be "The College I'd Like to See." General meetings on the 13th will deal with the curriculum and with the community, followed by discussion in small groups of those topics. There will be no classes that day.

Minute 2: President Coleman spoke briefly of the Seaview weekend meeting of the Board, and of the progress of formulation of the budget. At one time he foresaw a deficit of \$190,000, which was reduced to the present figure of \$132,000. It is likely that this will have to be cut further.

Minute 3: Charles Smith distributed printed information of the highlights of the proposed budget for 1968-69. This is based on an enrollment of 600 students. Predicted income is \$4,182,000; expenditures \$4,314,000.

Minute 4: Louis Green informed the faculty that the proposed budget provides for average salary increases of 7½%. Even with AAUP's higher bands at each level, for 1968-69 Haverford expects to move up within each of the relevant bands. On AAUP scales, Haverford professors' salaries would rise from 59% to 63% from the bottom of band B, associate professors from 47.3% to 65% from the bottom of band A, assistant professors from 63% to 75% from the bottom of band A. Proposed salary bands:

Instructors	\$ 6,000 - 8,250
Assistant Professors	8,250 - 11,000
Associate Professors	11,000 - 14,000
Professors	14,000 - 25,000

Meeting adjourned 5:04 p.m.

Theodore B. Hetzel
Secretary of the Faculty

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

14 March 1968
4:15 p.m.

- Minute 1: The minutes of 15 February and 4 March were approved.
- Minute 2a: President Coleman thanked the faculty members who contributed to the success of the colloquium.
- b. John A. Lester, Jr., has agreed to serve as Faculty Marshal, with responsibility for the College's commencement exercises.
 - c. President Coleman proposed that the student-initiated evaluation of courses be supported by the College, by bearing the expense of the preparation of the forms, and by distributing them at the last meeting of each course, or in the envelopes with the final exams.
 - d. President Coleman read a statement on "The Gager Committee's Report on Recruiting" (Annex 1). After extended discussion the President announced his intention to continue our present policy unless and until there is a consensus on a better policy. He made it clear that this would be a matter of administration policy, but that he hoped faculty and students would either support it, or if they could not do so, would express their dissent in ways that gave due recognition to good taste and the rights of others.
- Minute 3: Irving Finger reported for the Academic Council.
- a. It was recommended that up to six credits be granted for work in the institute to be conducted on campus this summer. This was approved subject to review and approval by the Educational Policy Committee.
 - b. The College plans to admit a large number of Negroes in the fall, some of whom will not meet regular requirements on College Entrance Board scores, but will still appear to be good prospects for success at Haverford.
 - c. An ad hoc committee for an appointment in art has been named: Bernstein and Gutwirth (co-chairmen), Ransom, Hanson (Bryn Mawr), Kitao (Swarthmore).
 - d. Faculty are reminded not to schedule classes Wednesday, Thursday, or Friday evenings, or Wednesday afternoons.
- Minute 4: Edgar Rose, for the Educational Policy Committee, presented "Course proposals from various departments" (Annex 2). These are from the Biology, Economics, English, History, Philosophy, Physics, and Religion departments. All were approved. Chemistry 44 (see Annex 1, 15 February 1968) will be cross-listed with Bryn Mawr, but will not alternate between the campuses.

- Minute 5: John Chesick reported for the Committee on Faculty Research and Study. Applications will be received with a deadline of 15 April. Requests for payment of tuition for short courses, and for faculty research aides will be accepted. However, there is not enough money to pay for student summer projects.
- Minute 6: John Lester reported for the Committee on Faculty Compensation Medical Plans. They hope to extend fringe benefits for research associates to include group life insurance and some reimbursement of medical expenses. In order to validate our blood donor plans with the Bryn Mawr Hospital, we need 12 more donors by 4 April.
- Minute 7: Harmon Dunathan, Faculty Representative to the Board of Managers, reported on the weekend meeting of the Board at Seaview, N. J. Some of the goals of the College, which at first seemed excessive, now have the enthusiastic support of the Board. The first goal of the development campaign is for \$18,000,000, with the second phase bringing the total to \$33,000,000. A comparison of the returns on our endowment with those of other colleges, shows us to be fourth in returns based on market value, third in returns based on book value, and fifth based on original cost. No other college is in the top ten in all categories. The Board approved the establishment of a Fine Arts Department, and the appointment of a full-time faculty member in fine arts. President Coleman spoke with appreciation of the work of the committees headed by Dr. Joseph Stokes, Jr., by John A. Lester, Jr., and by Richard S. Bernstein.
- Minute 8: Under new business, Richard Bernstein asked that more consideration be given to the housing privileges of Sloan Fellows. It was suggested that this be considered by the Academic Council.
- Minute 9: Edgar Rose announced that proposals for new courses must be received by the Educational Policy Committee by 8 April, if they are to be acted on in time for inclusion in the 68-69 catalog.
- Minute 10: Ralph Sargent asked the faculty to adhere to the policy of stating the name of the person responsible, on all mailings and postings on campus.
- Minute 11: Louis Green asked faculty members to inform him of business to be presented at faculty meetings so that it can be put on the agenda.

Meeting adjourned 5:55 p.m.

Theodore B. Hetzel
Secretary of the Faculty

Theodore H. H. — I'd like to see the

included as an appendix to the minutes of
the faculty meeting. Note revisions from your copy.
John Coleman

JRC - 3/13/68

Annex 1
14 Mar 68

The Gager Committee's Report on Recruiting

(Remarks for Faculty Meeting, 3/14/68)

At its meeting on December 14, 1967, the Faculty urged that I appoint a committee to advise me on the subject of visits to the campus by recruiters, both military and non-military. This was done, and the Gager Committee's report is now on my desk. You have seen copies of it and had a chance at an open meeting of that committee to comment on it before it came to me.

My inclination at this point is to accept the Committee's recommendations as a reaffirmation of what is now ^{this} College ^{Administrative} policy.

The Committee's report came to me with their additional strong recommendation that larger issues raised by the report's critics be submitted to further discussion in the College community. I welcome that, even while I feel that the present report outlines the wisest and clearest policy for us on this one issue at this time.

The single argument that weighs most heavily with me on behalf of the Committee's recommendations is that recruiting visits should be viewed as "a legitimate and helpful service to Haverford students." We are trying to help individual students through this service; if someone else (the employer) benefits in the process, that is fine but that is not our purpose.

Students vary in their career interests. Most of our students will probably have little interest in talking with military recruiters, or with recruiters from companies heavily engaged in defense work. But some among them may have such an interest; they deserve the modest service the College can offer on this front as much as other students deserve the opportunity to talk with employers of their choice.

To accept the Committee's report is to state an intention that this College will lend its influence to see that a student with a genuine employment interest may meet on this campus with an employer with a genuine hiring interest. I assume that a Haverford student is old enough and smart enough to decide for himself whether he wants such an interview with any one employer -- and I'm personally satisfied that on this campus he won't wander innocently into such an interview without having heard the case for staying at arm's length from war-connected employers.

This position does not foreclose the right of anyone here to picket or otherwise show his personal, non-interfering objections to a fellow student's actions. It does however put the College -- and the President personally -- on the line as saying that we will do what we can to protect the right of the employment-seeking student to have a private interview with an employer in whom he is interested.

This position is almost exactly one of the only two positions that the American Civil Liberties Union now holds to be defensible. Their recent statement says that we avoid an infringement on free speech or academic freedom only when we go to the extreme of barring all recruiters (that would presumably include representatives of graduate schools) or to the extreme of barring no recruiters at all. To bar all recruiters seems wrong to me, given the governing criterion of service to students. But I cannot personally go the whole way to admitting all recruiters either. The recruiter would have to show us that there was student interest here in talking to him about a job. A sudden request to visit from Dow Chemical, for example, would arouse my suspicions; they haven't been here before and, unless they could show us in 1968 that there is some strong prospect of finding employees here, I would most likely deny their request to visit.

I know that there is some disagreement in the faculty and among students on the Gager Committee's report. Some would have us make of this matter a clear demonstration that the College will not cooperate with the military or the defense industries in any way. They see precedents for a "ban the military recruiters" stance in our attitude towards N.D.E.A. scholarship funds and toward ~~classified~~ research work; they see need for witness by this Quaker college to our opposition either to all war or, at a minimum, to the Vietnam war. I respect those who hold this position but I don't find their arguments compelling ones. I don't really know what "cooperate with the military or defense industries" means in the context of this service to students. I don't find a parallel here with the NDEA or classified research issues; an examination of our stance there throws little light on the matter at hand. And I don't find a way to give any significant witness to our interest in peace by denying students who differ with us the opportunity to exercise their own best judgment about employment -- and to exercise that judgment right here on the campus. *Defense*

I find the Vietnam war as abhorrent as anyone on this campus. And I'm as frustrated as anyone else in knowing what to do to help extricate this country from a situation that, in the judgment of many (but not all) here, grows more abhorrent each day. But I don't see a case for letting my frustration lead to a gesture that, in our context, would be meaningless at best and unfair to some of our students at worst. There must be better ways in which each of us here can make his own witness for peace evident. And I for one would be most sorry to see the students and faculty on this campus split seriously over this issue. We would make our separate frustrations evident thereby, but we would do little more than that by our split.

The issues here are difficult ones; there is merit in a variety of positions. But I find no consensus on campus for any position that contradicts the Gager Committee's recommendations and our current policy. In view of that and in view of what seems to me a rather good case that the Committee's position continue, all things considered, to be the most reasonable one for us, I repeat an intention to ~~announce that position as our continuing policy.~~ *continue quietly with our current policy, unless one until there is consensus on a better policy.*

The University as Employment Agency

by Henry Steele Commager

From Harvard Yard to Madison and Berkeley, students are taking into their own hands and hearts, what university administrators have failed to take into their hands or their minds: the problem of the obligation of the university to private corporations and to government. Students are protesting and, where protests are ineffective, demonstrating against the practice of lending the facilities of the university to recruitment of students by corporations and the military. Sometimes their protest takes the form of forcibly banning recruiters from university facilities, thus exposing them to the wrath of deans and presidents who, unwilling to face the central issue of on-campus recruitment, embrace with enthusiasm the marginal issue of bad manners.

For the explosion of this controversy on campus, the university authorities have only themselves to blame for not formulating any policy which could stand the test of logical scrutiny. Most of them are still sullenly taking refuge in precedent, or involving irrelevant arguments of "freedom of information." Student demonstrations against recruitment are, then, a monument to the absence of foresight and of imagination in university administrators, and an excess of imagination in students. All who are concerned with the academic enterprise will agree that an excess of imagination and of moral passion in the young is to be preferred to the absence of either in their elders.

The basic principle which should govern the relations of the university to recruiters is that which should

govern all other activities of the academy. The university is not an employment agency; it is not an adjunct of corporations; it is not an instrument of government. Wherever feasible the university should make available its facilities to legitimate educational enterprises. It is under no obligation whatsoever to make its facilities available to what is not educational.

Guided by this simple principle the university can deal with the awkward problem of recruiting with reasonable consistency and fairness. There are and will be exceptions and borderline cases – as Supreme Court opinions testify daily – exceptions and borderline cases in the interpretation of the Constitution and the Bill of Rights. So far, however, none of these borderline cases has caused any difficulties. Students have not protested against recruitment by the Peace Corps, or Head Start, or the United Nations, and it is unlikely that they will. The organizations whose recruiting has precipitated the crisis throughout the academic world are not borderline cases. By no stretch of the imagination can it be alleged that Dow Chemical Company, the Marines or the CIA are educational enterprises, or that they contribute to the educational enterprise. Dow Chemical is a business corporation; its business is to make money, and it recruits students at universities because that is one of the ways it hopes to make money. No university is under any obligation whatever to help Dow Chemical make money. The Marines and the Navy, admirable as they no doubt are, are not educational enterprises. Their business is to fight. The university is an interested party in this enterprise, just as it is an interested party in tax collecting or in the maintenance of law and order, but it is under no more obligation to lend its facilities to the Marines and the Navy than it is to lend them to the Department

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government agencies can give out "information."

Even when it comes to carrying on scientific research, which is clearly educational in character, universities do not casually or indiscriminately make available their offices and laboratories or libraries, but select what is valuable to *them*, and then draw up contracts which carefully safeguard the right of the university to supervise the research, protect scholars and avoid secrecy, and which provide, too, for compensation for the use of academic facilities.

Does the university then have the right – the moral right, for the legal is clearly beyond dispute – to decide with which governmental activities it will cooperate? Does it have the right to say Yes to the Peace Corps, but No to the Marines; Yes to the Smithsonian Institution, but No to the CIA?

Let us consider – because it is the most controversial of them all – the obligation of the university to the CIA.

The readiness of the university to lend its facilities, and its good name, to the CIA is the most notorious example of the fix in which it finds itself when it blindly follows the principle of the Open Door to all government agencies. For the CIA is, by definition, subversive of the academy. Its business is subversion at home as well as abroad, and by giving it a free hand and ample money, the Congress has endorsed this function. It has, by its own admission, subverted universities, scholars, student organizations, research, publications, even churches and philanthropic institutions. Its whole character is at war with what the university stands for. It loves secrecy, but the university flourishes only in the light. It takes refuge in anonymity, but the university must know the credentials of those to whom it gives its confidence. It is chauvinistic, but the university is by its nature cosmopolitan and international. It works not to find and certainly not to proclaim truth, but the major purpose of the university is to extend the frontiers of truth.

Clearly the university is under no obligation to collaborate with the CIA simply because it is a government agency. This conclusion has not only the sanction of centuries of the history of universities; it has legal sanction as well. For to the argument that the university should not look beyond the official credentials of an agency of the government – an argument advanced with considerable earnestness by those who wish to avoid the moral issue – we must consider the counterargument of the legal principle adopted by the United States at the time of the Nuremberg War Crimes trials. The official American position, submitted by Supreme Court Justice Robert Jackson, was quite simply that no citizen is bound to accept as legal and valid every act of his government, nor can he avoid responsibility for his conduct by placing responsibility

on the government. This position was accepted by the Tribunal, and under it men like Albert Speer, Minister of Munitions, were found guilty. It is not necessary to argue that the CIA is violating international law; it is enough to recognize the validity of the principle that institutions, such as universities, are not precluded from inquiring into the credentials of such branches of the government as make demands upon them.

Whatever we may think about the larger place of the CIA in the scheme of national defense, we can scarcely avoid the conclusion that it is degrading for the university to lend its facilities, and a reputation painfully won over a period of 800 years, to cooperate in its own subversion. It is degrading for it to extend the hand of fellowship to those who are engaged in perverting its character.

Even those who are prepared to concede in principle the right of students to oppose corporate or military recruiting on campus, deplore the manner in which they have asserted, or demonstrated, that right. Almost everywhere student demonstrations have been accompanied by bad manners, and in some places by force and violence. Now it is very wrong for the young to display discourtesy in these situations, and quite intolerable for them to resort to violence, even the somewhat negative violence of refusing access to a recruiting-office room. Clearly the young should model themselves here on those who are older and wiser, model themselves on the spokesmen and representatives of our nation, on whom rests ultimate responsibility for the maintenance of an orderly society. What a pity they do not follow the example, in their protests, of distinguished statesmen like Senators Russell Long and John Stennis, who think all dissenters should be jailed; of presidential candidate George Wallace who thinks they should be shot; or of Rep. Mendel Rivers of South Carolina who thinks the proper response to flag burning is burning the Bill of Rights. What a pity they do not model themselves on official defenders of law and order like the police of Watts, Cleveland, Detroit, Newark and Philadelphia, or the

HAVERFORD COLLEGE

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

re: Course proposals from various departments date: March 11, 1968

At the faculty meeting scheduled for March 14, the Educational Policy Committee will ask for faculty approval of the following course proposals submitted by the various departments, as listed.

Biology

Biology 36: Evolution, Genetics, and the Scientific Method Mr. Yarosh
A seminar on the origin, propagation, and evolution of species. Relevant contributions of the past two hundred years will be examined in historical context to illuminate the mutual development of ideas and empirical observation in this field. Darwin's On the Origin of Species and Mendel's Experiments in Plant Hybridization will be among those direct sources studied in detail. Not recommended for students who have taken Biology 11 in 1967-68. No prerequisite, consent of instructor. Offered spring of 1969.

(Comment: Three hours, no laboratory. The course is to be a discussion seminar at the junior or senior level, which nevertheless will not require previous experience in biology and chemistry. The department hopes that the course will attract non-science majors, science majors from other departments, as well as biology majors who normally obtain minimal training in evolutionary theory. If Biology 36 is approved, Biology 35 [Reading Course in Evolutionary Theory] will not be offered the second semester of next year. The new course is made possible by the Sloan Program, which brought Mr. Yarosh to the department.)

Economics

Economics 29: Economics of Urban Poverty Mr. Gubins
Study of economic aspects of urban poverty problems, investment in human resources, financing of urban services, relations between income and earnings; theoretical and empirical analysis of benefits and costs of poverty programs. Prerequisite: Economics 11, 12.

Economics 30: Research Seminar on Human Resources, Poverty, and Urban Economics Mr. Gubins
Students will engage in independent empirical research on selected man-power development, poverty, and urban problems of the Philadelphia region. Weekly seminars will be concerned with problems arising out of research, particularly methodology and conceptual issues. Prerequisite: Economics 29 or permission of the instructor.

(Comment: Approval of these courses is asked as a two-year experiment. In order to make room for them, the department would not offer, next year, the semester courses on American economic history and on international economic theory and policy. The second year, two other courses would be omitted. By that time, with further personnel changes, a more thorough reorganization of the offerings of the two federated departments will be proposed.)

English

English 37: Man's Universe in the New American Republic Mr. Ashnead

The emphasis will be on the opposing views of Emerson and Hawthorne, with some consideration of the reflections of this opposition in the American tradition. And there will be some opportunity to consider the relevance of this debate for contemporary America. The literary form of the works read will be treated as an essential part of their meaning. No prerequisite.

(Comment: To be offered in 1968-69 experimentally, as a one-year replacement for the present English 35 [American Literature to Whitman]. It will introduce a new sort of course to the departmental offerings---namely, a course that concentrates on a single great issue of the past which still has relevance for today.)

English 38: The Literature of War and the Literature of Peace in America

Mr. Ashnead

The course will center on the contrasting solutions of Henry James and Ernest Hemingway. There will be some consideration of other major American literary responses to its wars in poetry, fiction, drama, and protest literature, ranging from Thoreau and the Mexican War, to current folk rock songs about the Vietnam War. The literary form of the course will be treated as an essential part of their meaning.

(Comment: To be offered in 1968-69 experimentally, as a one-year replacement for the present English 36 [American Literature from Whitman to Dreiser]. Like the proposed English 37, it is a new sort of course.)

History

History 37-38: Revolutionary Europe

Mr. Spielman

The political, intellectual, and technological revolutions in Europe from 1763 to 1848.

(Comment: Approval requested for one year only. This course is to be cross-listed with Bryn Mawr where it will appear as History 204. This is normally taught by Mr. Silvera, but he will be on leave in 1968-69 and so John Spielman will be teaching this course for one year only for both colleges. It is a middle-level course designed not only for history majors but interested students from related fields.)

History 58: Historiography and the Problems of Revolution Mr. Fussner

Discussion, wide reading, and papers. Primarily for history majors but open to interested students with adequate background. Instructor's consent required.

(Comment: Approval requested for one year only. Professor Smith Fussner is Visiting Professor of English Constitutional History for 1968-69. He will also teach the regularly scheduled History 57 [Topics in British History] in the fall term.)

Philosophy

Philosophy __: Philosophy of Logic

Mr. Gangadean

The focus will be on logic as an organon for philosophy. Theory of predication will be compared and contrasted with propositional logic and quantification theory. The effectiveness of each as an instrument for dealing with typical philosophical questions arising out of ordinary language as well as typical metaphysical and ontological questions will be discussed. Such meta-logical issues as the relation between intensional & extensional logic, between meta-language and object language, between propositional negation and predicate denial, between propositional and predicative truth etc. will be examined. Selected writings of Aristotle, Frege, Russell, Ramsey, Quine, Strawson, and Sommers will be studied.

Philosophy __: Advanced Logic

Mr. Davidon

A study of the capabilities and limitations of algorithms for proving or refuting conjectures formulated in a first order predicate logic. Topics considered include the Gödel completeness and incompleteness theorems, decidable and undecidable theories, and the use of computers for proof searches. Some aspects of the foundations of mathematics will be explored. Probable texts: R. C. Lyndon, Notes on Logic (1966), E. Nagel & J. Newman, Gödel's Proof (1958), and P. Rosenbloom, Elements of Mathematical Logic (1950). Prerequisite: consent of the instructor.

(Comment: While no courses are listed as prerequisites, a mathematical and philosophical bent is required. Mr. Davidon's expectation is that nearly all students taking the course would be majors in philosophy, mathematics, or ~~xxx~~ of the physical sciences.)

Physics

Physics 48: Mathematical Physics

Applications to physics of linear algebra, Fourier analysis, integration in the complex plane, differential equations, calculus of variations, and group theory. Prerequisites: Mathematics 20, 21.

(Comment: To be offered in 1969-70 and alternate years. Three hours. The faculty in its February meeting has already approved two new courses in physics: Physics 17 [Ultimate Constituents of Matter], designed for students interested in physics for non-professional, cultural reasons, and Physics 27 [Experimental Methods in Physics], which should be of particular interest to students in chemistry and biology, as well as to pre-medical students. Both are made possible by appointments made under the Sloan Program.)

Religion

Religion 37: Religious Ethics

Mr. Slater

An examination of Western and non-Western approaches to such topics as freedom and order, love and justice, vocation and avocation, church and state, just-war theory and non-violent resistance, population control and personal responsibility in the uses of power. Reports, lectures, and discussions with visiting specialists. Prerequisite: Consent of instructor. To be given annually.

Annex 1 *18 Apr. 68*

HVERFORD COLLEGE

from: E. S. Rose (for the EPC) to: The Faculty of the College
re: Proposals for faculty approval date: April 15, 1968

At the faculty meeting scheduled for April 18 the Educational Policy Committee will ask for faculty approval of (1) the following course proposals submitted by various departments, as listed, and (2) the acceptance of Bryn Mawr courses as satisfying limited elective requirements.

Course Proposals

Fine Arts

Fine Arts 11: Sculpture Mr. Oxman
An introduction to the basic principles of art through the medium of sculpture. Life and portrait modelling preparatory to individual creation; aesthetic analysis of works of sculpture. Slide lectures and field trips will enrich studio work. ¹ Prerequisite: permission of instructor.

(Comment: The course will be repeated the second semester as Fine Arts 11b. The facilities in the basement of Leeds limit ~~the~~ class size to no more than 10 students each semester. Class time: two three-hour meetings per week.)

General Courses

Linguistics 28: Linguistics and Literature Mr. Ashmead
An application of recent linguistic analysis of literature (grammar, syntax, poetics, and stylistics, including theories of computer analysis of literature) to selected English and American poetry and prose. In part the course will be structured around visits by researchers on linguistics and literature, and on computer analysis of literature. For those who require it, there will be individual review of necessary background in new grammar and phonetics, partly through programmed instruction.

(Comment: Approval requested for one year only. The course may be taken for credit by those who have had Linguistics 28 in 1967-68. This course will build on experience gained in the present (1968) version of Linguistics 28, now offered to thirteen students in class meetings, and to about 100 to 150 visitors in the six public addresses by the visiting lecturers. The course will differ from the present Linguistics 28 (1) in the systematic analysis of major types and kinds of literature, (2) in stressing stylistics (and computer theory) as the specialty of the visitors. This year the stress has been on dialects, poetics, and metrics. We would expect the new version of Linguistics 28 to benefit not only English majors, but psychology and science majors, as well as those in the social sciences.)

German

German 37: German Drama Mr. Bänziger, Mr. Cary
Study of selected major themes and writers. Emphasis will be on the confrontation of the individual with political and philosophical authority. Prerequisite: German 22 or the equivalent. Offered 1968-69.

German 37: German Drama (continued)

(Comment: This is an experimental course, to be offered jointly by the German departments of Haverford and Bryn Mawr. At present this course is offered separately in each college. In its new form it represents a reduction of duplication in the two departments. Both instructors will prepare for, and be present at, each class session. Mr. Cary will be responsible for direction of the class, meeting at Haverford, during the first half of the semester; Mr. Bänziger in the second half, the class meeting at Bryn Mawr.)

Music

36

Music 22: Opera

Mr. Reese

A brief history, with concentrated investigation of representative works and theories. Lectures, reading, analysis, demonstrations.

Prerequisite: Music 11 or 12 or the equivalent.

Sociology

Sociology 50: Seminar in Contemporary Social and Political Issues Mr. Wehr

Interested students together with a faculty member will select the topic for study in advance of the term and will design the approach, develop a bibliography, and suggest relevant resource persons. The criteria for selection of topics will be student and faculty interest and relevance to the current social-political scene. Options might range from an examination of the imperatives for structural change in American social and political institutions to an exploration of definition of self in a world of violence. Enrollment limited to fifteen students. Prerequisite: permission of instructor. *One year only*

(Comment: The novel feature of this course is student participation in its design. The course will be listed in the college catalogue. Shortly before registration the the second semester, a notice will be sent to all students describing the nature of Sociology 50. A meeting will be scheduled for x interested students, both those who have specific topics in mind and those who feel a lack in the curriculum, but have no definite projects in mind. At this meeting, students and faculty will decide on the topic for the course. Those students interested in other areas of study will be reminded of possibilities of group study under Sociology 81, 82. Students enrolled in the course will work closely with faculty in planning the course, including the choice of an appropriate outside examiner, who, with the instructor, will conduct final examinations. The exact form of this ~~exam~~ evaluation will be decided jointly by students, faculty, & the examiner. Possibilities include combinations of paper, small group discussions, written exams, and oral exams. Students will be requested to write a several-page evaluation of the course.)

Bryn Mawr Courses & Limited Elective Requirements

On page 44 of the 1967-68 Catalogue Issue of the Haverford College Bulletin occurs this statement:

"Courses taken at other institutions will not normally be accepted as satisfying limited elective requirements."

The Educational Policy Committee asks faculty approval for changing this to read:

"Courses taken at Bryn Mawr, will be accepted as satisfying limited elective requirements, but not courses taken elsewhere,"

↑ normally those

Annex 2

18 April 68

To: All Faculty
From: Distinguished Visitors Committee
Subject: Semiannual Announcement and Invitation

April 17, 1968

The Distinguished Visitors Committee once again appeals for faculty initiative in making wise use of the full potential that lies in our three visitors funds for next year and the following year. Several promising plans are underway, but there is room for more.

Tom D'Andrea, Dietrich Kessler, and Peter Slater are organizing a series of faculty seminars like those that have proved so successful this year. The theme for next year will be types and uses of language. You will be getting details from them shortly.

Another major project for next year will involve a series of visitors addressing themselves to important public issues. Sid Waldman, Andy Effrat and others have arranged for two symposiums in the fall semester: one discussing race relations in the urban ghetto on October 12-13, and the other discussing education in the urban ghetto on November 9-10. There will be others, too.

A couple of physicists home
~~The Physics Department~~ hopes to arrange a three or four day symposium on the general subject of "science in society," to take place a year from now. Outstanding people would be invited to discuss issues of very broad interest. The Distinguished Visitors Committee has encouraged the Department to pursue this ambitious project and, if it develops, further details will be reported to you.

Our urgent plea at this moment is that additional proposals for next year be formulated promptly and submitted to a very receptive Committee for action. In particular, specific invitations for the fall semester ought to be agreed on during the next few weeks. You can gain the attention of the College community and reduce the stresses of overcrowding by scheduling your visitors in the fall and early winter.

Our skilled and thoughtful coordinator, Janet Henry, is an extremely useful clearing house of information on the calendar for future visits as they take shape. She can point you toward relatively free weeks and days, and away from serious conflicts. Please confer with her, even while you negotiate with invitees in order to minimize conflicts.

CONCERNING THE COLLOQUIA

The Policy and Aims Committee of Students' Council in co-operation with the Colloquia Committee will distribute a collection of essays and ideas concerning Haverford in order to fertilize the Colloquia effort. Your ideas are welcome. Below are several very general questions. They are general because we do not want to impose any one way of looking at things. Too often more specific questions direct the answers. We are looking for all types of views, no matter how radical.

- 1) What does Haverford College do for the student?
- 2) What ought Haverford to do for the student?
- 3) What is wrong with Haverford?
- 4) What is right with Haverford?
- 5) Where, what, or ought Quakerism at Haverford?
- 6) How should Haverford be studied?

SUBMIT ANSWERS, QUESTIONS, AND SUGGESTIONS TO

DAN GORDON, 72ILLOYD OR STEVE KAUFMAN, 33 ILOYD. TEL. MI 2-4665

T H E

C O L L O Q U I A

"We, as fifteen individuals, had to come together and have spent a day talking and thinking together in order that we could better understand our common concern. There were disagreements and misunderstandings but, nonetheless, there was a unifying interest and spirit. It was this spirit, I feel, that was so valuable. As one of the group members put it, the day was a success simply because we were all able to sit down and talk together. All else we did beyond that was an extra benefit."

This quote, from the notes of a discussion group leader, epitomizes the feeling of most of us about our Colloquia. However, the leaders feel that there were too many good ideas presented and too many good proposals suggested to be left to die on the pages of each group's secretary. A committee of students, faculty and administration has now finished reviewing and thinking about the secretary reports, and presents this interpretation and evaluation of the Colloquia discussion groups.

It should be made clear to you what we saw as our task. We have not tried to catalog the points made in the discussion groups. There were too many. . . Instead, each idea below represents not only a consensus within a group, but also our decision that this specific idea is valuable. We saw as valuable those concerns which were repeated in many groups and those suggestions which had a special potential for the future.

Lest any fear of losing the original source, the discussion group reports are located in Dean Lyons' office for those who wish to clarify or attack this presentation.

The Curriculum:

The alienation of the students from their course work seems to be the most important problem with the curriculum. The responses below clearly indicate that the faculty has failed to convince many of the students that current course material is important and that the way it is being taught is the best possible. In reaction, they suggest the reforms below, to make academic knowledge and understanding relate to their current values and concerns. It is the concurrent responsibility of the faculty to communicate to the students how their alternative or expanded concerns create the possibility of relevancy for present course material.

Many issues defined by the Colloquia speak to and are a part of a prevailing discontent with academic relevancy. Perhaps the basic institution reflecting

curriculum policy is the calendar.

The Calendar:

Reduce the freshman and sophomore course load to four. This is one of the least drastic and most often mentioned changes. This recommendation arises from a demand 1) for more depth, and 2) for more time to relate the material to individual interests.

Experiment with 4-1-4. The "1" may be used for bringing in values. Application of the "4", free discovery in department reading on a particular topic, group work, or off campus study.

Highly recommended is the use of work study, either during the semester or during the summer. The problems of life and the guidance of learning would be brought together. One might get credit for summer work related to academic interests. Departments would find appropriate jobs with a little determination on their part.

If a 4-1/2 or 5 year program is a possibility, in conjunction with a work study program, or apart from it? This implies planning for a peacetime period.

One group reported, "discussion began by our asking ourselves what had been important in our Haverford education. There was agreement that the most important events had been extra-curricular, but that courses were influential and important in a less dramatic way." The suggestions on courses are many and far reaching. Some are matters of content, and others are matters of form.

Course Content:

Create new and permanent courses speaking to the problems of the day, and publicize them, e.g., Viet Nam, The City. *Enjin 24 1967*

Bring the outside world into courses more, acknowledging Haverford as partly a preparation for non-academic life, too.

Expand the opportunity for joint courses, joint professors or joint departments, e.g., Spiegler-Thompson, and Psychology-Biology. The faculty might gain as much as the students.

Experiment with divisional courses, e.g., inter-relations among the sciences.

Do not avoid value judgments in class. However, judgments must be presented as judgments, and not as irrefutable logical conclusions. Professors should be open about their views on the material but not to the exclusion of presenting alternatives.

Use lecture series as an alternative to courses. For a current but narrow topic which does not justify a full course, more student activity and imagination applied to the Philips Fund may answer.

Involve students more in the planning of current courses. Professors should recognize both the help needed in this planning and the necessity of student participation as an aspect of involvement.

Courses should be more problem-oriented and goal-directed, less oriented toward "covering the field."

Course Form:

Put the best professors as often as possible into introductory courses. Beginners, only in this way, will see how potentially exciting the field can be.

Institutionalize student course evaluation as part of each course, giving perhaps a last meeting of the semester to the evaluation of the course.

Use project courses more. Should there be a requirement of at least one project course in order to graduate? Group projects have potential. Freshmen should also be given the opportunity to take project courses.

Publicize the current opportunities for course flexibility, especially to freshmen. Help in using this flexibility as a concurrent responsibility of faculty and administration if the flexibility is to be more than de jure.

Experiment with the use of senior majors as teachers. They might lead introductory course discussions [with or without professors] or be used in a tutorial capacity. Everyone then might gain from this.

Work out the possibilities of a total tutorial system on the Oxford model, e.g., pairing student and professor in the junior and senior years.

Continue increasing cooperation with Bryn Mawr, especially in the merging of departments and cross listing courses.

Try holding classes outside of classrooms, e.g., in dormitory lounges, to avoid symbolic separation of academia from life.

Experiment with two 1-1/2 hour classes as standard [rather than three 1 hour classes] to allow time for more meaningful discussions to develop.

Expand alternatives to examinations, such as major course papers.

The discussion of requirements centered around the two topics of limited electives and major requirements. There was no consensus that limited electives should be ended or further reduced. There were, however, many specific suggestions.

Limited Electives:

Allow more flexibility in filling the language requirement, e.g., by a reading program or summer study. Make known that students can be examined out of any language requirement.

Let the major department take greater responsibility for setting the language requirements, specific to the needs of the field and to the student's particular career choice.

Spread requirements over more time so that the first year is not filled with them.

Don't exclude juniors and seniors from introductory courses. Late development of certain interests should not be stifled.

"Reading and Writing on Human Values" [English 11-12] has turned into a literature course and shouldn't have. It should be exactly what it says.

Major Requirements:

Allow more flexibility in major requirements. At least publicize the availability of interdisciplinary majors, and perhaps divisional majors, for non-specialists. At most, departments might be abolished altogether, with major concentration determined for each student individually.

Poll recent graduates on the comparative needs for diversification versus specialization upon graduating from Haverford.

Introduce student majors into the process of deciding the future requirements for that major, and of general evaluation of the department.

Allow a thesis option for all majors, to permit depth in their field.

One specific aspect of requirements goes beyond this general problem and establishes itself as a major concern. This is the problem of sciences versus the humanities, the two cultures.

The Two Cultures:

Find ways for non-science oriented people to grasp the implications of the sciences for their interests. The current philosophy of science courses are helpful here; history of science courses may also be another method.

Establish overview courses in science for upperclassmen with little technical background.

Offer two levels of introductory courses, one for broad perspectives, the other for technical expertise.

Chemistry 11 falls behind Physics and Biology in attracting non-science students.

Several students found that good faculty are at the heart of an exciting education. Two simple methods of attempting to ensure good faculty were suggested.

Good Faculty:

Bring students into the hiring process by soliciting their comments on trial lectures.

Include students and departmental majors in the reappointment process.

Though it shades into the realm of Community, the advising system plays an organic part in creating a living program of courses for each student. Most felt that the present advisory system is atrocious. Little is known about the one to come next year but some suggestions, based on the current one, were made.

The Advising System:

Experiment with a contract method of advising, in which the student sets a unified academic program after rigorous questioning by his adviser. He then reviews and corrects this "contract" as he proceeds. This would result in more commitment by the student to his courses and more awareness by the professor of the student and the alternative courses of study.

Organize a file of old final examinations in the Library, so that students might be prepared for the potential level of difficulty and form of future examinations.

Revive the life of the Big Brother System, so that freshmen will have a source of upperclass opinion on a variety of academic questions.

Increase opportunities to talk with counselors. Students are now using current counselors heavily. This points to full employment of present part-timers, and to hiring of others.

Community:

The desire for more contact between the faculty and the students was the most often mentioned and most strongly put concern during the discussions of Community. There are perhaps many and complex reasons for this demand. Faculty might note two points. The demand is not universal, and the rhetoric might easily exceed readiness to act. This is, however, no reason why a sincere effort should not be made on both sides to share experiences and understandings

outside the usual roles. As one professor put it, "They are not looking for mothering, they are just looking for a simple, human response."

Faculty - Student Relations:

Students should take the initiative and invite favorite professors to lunch or to dorms for bull sessions or parties.

Faculty might bring their wives or family to have dinner with students, especially in the new dining hall. Students enjoy a chance to escape an environment of males 18-22 once in awhile! There might be a night a month set aside for this activity.

Faculty might also invite students, e.g. from their classes, to dinner or to less expensive dessert evenings. Hosts and guests may find that extending the invitation to dates might make the evenings more relaxed and enjoyable.

Departments and faculty and majors have the great potential of drawing closer. Departments should have social meetings for prospective majors, so that each may get to know the other.

Majors and faculty should inform each other of their activities in the field, and extend invitations to participate in off-campus activities open to the other.

Students might run a lecture series, or some other activity of interest to certain faculty. This would provide common ground and a reason for closer contact.

The College should make monies available for joint student-faculty activities. The desire to use this money would increase contact.

An area must be found where students and faculty can come together informally. There is no such place now. Will the Coffee House work? The Coop can be used after classes. Many see the advantages of a Beer Hall, but ...

The freshmen, in particular, are most in need of contact with faculty, and are also least likely to have it.

The faculty should be less shy about value confrontations with students. A lack of commitment is felt by many students, and this is something that can be found by contact with faculty.

Student - Student Relations:

More space for dorm recreation is needed in the dorms. Ping Pong and TV are appreciated.

More formal group activities are needed to counteract the isolating effect of current dorm construction.

Might not the Gym be open more often for informal athletics?

Some special program to help freshmen with their traumatic experiences might be useful.

Relations with Bryn Mawr need vast improvement. Consolidation of film series and art series and extension of bus service and meal exchange are needed.

The Honor System:

The emphasis should be on active "concern", not passive and tolerating "respect."

Consider extending the Honor System to more than academics and social life. Is there not honor in other areas?

Collection:

Collection should be more flexible in time and include more students in programming. It should not be required but some means should be devised for keeping up attendance levels at Collection, and at Quaker Meeting as well.

Community:

Institute a day for a community task, such as renovating the barn as a place for community activities.

The College should take no stand in the war but might say something about the draft.

Find a way to cover students from the draft, so they may take leaves of absence - often needed very badly.

EVALUATION OF THE COLLOQUIA

For those who participated, the Colloquia were, from all accounts, almost a universal success. However, absenteeism was the clearest failure. Many left for the day. Many who did not, did not come to any of the activities. At least one case of a professor intransigently holding a class, is known.

The Quaker Meeting in the evening could have been better attended.

Perhaps the reputation of ^{these} ~~this~~ Colloquia will counteract absenteeism at any similar event in the future. Perhaps it will not.

The general meetings which emphasized discussion rather than presentations were more successful on the whole.

The discussion groups were very successful. The tendency of faculty to see their role as discussion leaders even when they were not, was noted. Aside from this, faculty, administration, and students were very happy with the groups and felt that much had been achieved.

RECOMMENDATION

Thought should be given to holding a similar event next year. Planning should take account of the evaluation above. It is hoped that it would face not only the issues then current, but also the status of the many ideas proposed during these Colloquia. Their realization awaits the energetic initiative of each part of the College Community. So let us begin.....

Colloquia Evaluation Committee

Gregory Wilcox, Chairman, '68
Associate Dean David Potter
Professor Daniel Gillis
Professor Melvin Santer
Douglas Bennett, '68
Thomas Currie, '68
Carl Horne, '68
Eric Sterling, '71

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

18 April 1968
4:15 p.m.

- Minute 1: The minutes of the meeting of 14 March were distributed. Opportunity was given for comments later in the meeting, but there being none, the minutes were considered to be approved.
- Minute 2: President Coleman spoke about several matters.
- a) Professors Desjardins, Loewy and Mortimer have been appointed to the committee on collection programs and they welcome suggestions for the 1968-69 year.
 - b) He is concerned and seeks comments about the education of students with regard to dress, deportment, appearance, sex, and drugs. All are reminded that there is to be no smoking in areas so designated. This is a matter of safety, law, and insurance regulations.
 - c) We expect more Negroes to be on campus next year. This will cause some changes, and increase the chances of misunderstandings. College life will be enriched, but will require more understanding on all sides.
 - d) Haverford and Bryn Mawr both benefit by cooperation. Almost everything happening on one campus affects the other, and the two colleges are deepening their contacts and discussions with one another.
 - e) Policy with regard to recruiting on campus is an administrative matter, but the discussion in faculty meeting last month was very helpful. The Quaker manner of reaching decisions has helped us understand each other.
 - f) Minute 2c, 14 March 68, is not explicit as to how we deal with the evaluation of courses. Students suggest that the forms be distributed at the last class, 20 minutes of class time be allowed to answer the questions, and that they be collected by a student. Most of the faculty agreed that they would cooperate on this at the end of this semester.
- Minute 3: Provost Green reported on the history and prospects of proposals to the National Science Foundation for a new computer. Representatives of Bryn Mawr, Haverford and Swarthmore will go to Washington tomorrow to present refinements in our case and learn our chances.
- Minute 4: Roger Lane reported as Faculty Representative to the Board of Managers. The 1968-69 Budget was approved. It includes a deficit of \$110,000. The Board approved the extension of the student honor code. Its previous statement on excessively late hours for women guests, and sexual intercourse in the dormitories should be recorded as a weighty opinion. It heard an enthusiastic report on the colloquium. Early sabbatic leave will now be considered to be a special leave. A committee on architecture has been named, consisting of Coleman, Magill, Marshall, Jonathan Rhoads and F. Joseph Stokes. A new maintenance building will be built, a study will be made for the renovation of Lloyd Hall, new physical education facilities are under consideration, and a building and campus plan will be drawn up.

- Minute 5: Marcel Gutwirth reported for the Academic Council. Walter Trela has been named to the ad hoc committee on the fine arts. The ad hoc for English (Minute 4, 19 Oct 67) is continued, but with some changes: Spielman (chairman), Gutwirth, Rose, Santer, Spiegel, Satterthwaite.
- Minute 6: Edgar Rose reported for the Educational Policy Committee (Annex 1). Approval was given to all proposals: Fine Arts 11, Linguistics 28, German 37, Music 36, and Sociology 50 (for one year only, and prerequisite permission of instructor and any social science course above the introductory level). The proposal to change the catalog statement about limited elective requirements was approved to read: "Courses taken at Bryn Mawr, but not normally those taken elsewhere, will be accepted as satisfying limited elective requirements." The Faculty was reminded that the language requirement does not come under the heading of limited electives.
- Minute 7: Holland Hunter reported for the Distinguished Visitors Committee (Annex 2). Faculty members are urged to submit proposals for the use of available funds to bring visitors here next year. There are three projects planned: a series of faculty seminars, two symposiums on problems of the urban ghetto, and a symposium on science in society.
- Minute 8: Craig Thompson reported on the present status and the progress of the library. Thirty carrels are available for the faculty who do not have their own departmental reference libraries. The door can be locked, and one may type, but not smoke. There will be dedicatory and display ceremonies to which the faculty are invited: on 4 May for alumni, 5 May for friends of Christopher Morley, on 11 May for the general public, when Edward Weeks will speak. There was warm applause in appreciation of the services of Craig Thompson and his staff, initiated by Richard Bernstein.
- Minute 9: Howard Comfort reported for the committee on Honors and Fellowships.
- a) There have been no applicants this year for Cope or Murray Fellowships, or for the Garrett Prizes.
 - b) Department chairmen should send him the names of seniors who will receive departmental honors, or are otherwise qualified, so that they may be considered for College honors, as described on page 59 of the catalog.
- Minute 10: Richard Raskin presented an idea originated by Manuel Asensio, that Haverford conduct courses for ~~conscientious objectors~~ in prison, by correspondence. President Coleman will write to some other colleges to explore possibilities. } draft non-cooperators
- Minute 11: Josiah Thompson questioned the propriety of Haverford's membership in the University City Science Center. Some felt that we should continue our membership in order to realize potential benefits in directions we approve, others felt that individuals may do as they wish, but that the College should withdraw from UCSC because of the Board's policy that the College should not

be involved in research classified for security reasons, or with restrictions on the publication of the results. President Coleman made five points in reply:

- a) The Science Center is largely a matter of hopes at this time; no one fairly expected any significant payoff from it so early in its history.
- b) Haverford, working with Bryn Mawr and Swarthmore, has raised three issues with the Science Center where our Colleges have some unhappiness about Science Center affairs; those issues are described in the Haverford News for February 16.
- c) It is highly desirable that the three colleges act jointly in our stance vis-à-vis the Center. Haverford could have little leverage acting alone.
- d) It is still possible that Haverford alone might want to withdraw from the Center at some point, but that point would be reached only after all available alternatives had been examined. The Administration of the College begins with the assumption that membership is potentially very desirable for Haverford, and that we should use our influence within the Center to try to resolve issues about decision-making, a science advisory committee, and the role of classified research for the Department of Defense.
- e) The public statements of those connected with the Center sometimes are more distressing than the actual programs conducted by the Center.

There were proposals that this matter be postponed to the next faculty meeting, also that a special meeting be held, but the hour being late, the meeting broke up at 6:34 p.m. without reaching any decision.

Theodore B. Hetzel
Secretary of the Faculty

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

9 May 1968
4:15 p.m.

- Minute 1: The minutes of the meeting of 18 April were approved with the following corrections: Minute 5, add Satterthwaite to the ad hoc committee for English; Minute 10, instead of "Conscientious objectors" insert "draft non-cooperators."
- Minute 2: Harmon Dunathan distributed the list of faculty eligible for election as Representatives to the Board of Managers, and conducted the election. Sidney Perloe was chosen for a term of two years. First alternate, Robert Gavin. Second alternate, Roger Lane.
- Minute 3: President Coleman commented on his satisfaction in meeting with Haverfordians on alumni day. He characterized their mood as very friendly to the College and very interested in seeing how the College would deal with the student unrest now so widespread across the country. He stated that there was no room for complacency but that the disorders taking place on a number of campuses might not occur here if we work harder at building open communication among all members of our community, and if we have the courage and taste to act appropriately with regard to both changing and unchanging values. With respect to the University City Science Center he said that we have made progress, but that there is a long road ahead. After consultation with the presidents of Bryn Mawr and Swarthmore he will be able to be more specific. He thanked the faculty and the students for their continuing concern on some aspects of the Science Center's operations.
- Minute 4: Provost Green reported that it seems assured that we will receive a grant from the Ford Foundation, \$20,000 a year for four years, to be matched by the College, for faculty development in the humanities. Those interested should present proposals by 13 May to a committee consisting of Bernstein, Green, Lane and Rose. He also reported that Charles Smith has computed the rates for costs of overhead on federal grants, based on the 1966-67 fiscal year: 40.72% for on-campus, 19.13% for off-campus projects. These rates include fringe benefits.
- Minute 5: The Associate Dean distributed the annual report on the grading system (Annex 1).
- Minute 6: Irving Finger reported the appointment by the Academic Council of an ad hoc committee for chemistry: Cary (chairman), Dunathan, MacKay, Santer.
- Minute 7: John Chesick reminded the faculty that \$1,000 is available for two student research assistants this summer. Applications should be submitted by 16 May. The Committee on Faculty Research and Study proposed that "Principles Governing Allocation of Faculty Research

Fund" (Nov. 66) be amended to include faculty study. Add "and study" in the first sentence of paragraph II, and the following sentences to paragraph VI: "A proposed study program is to be undertaken only with the expectation of future scholarly work in the area. The probability of future research activity leading to publishable work is then seen as a criterion of merit." This was approved.

- Minute 8: John Lester reported that the Committee on Athletic Program and Facilities Plans will soon distribute a report for consideration at the next faculty meeting.
- Minute 9: John Lester reported for the Committee on Faculty Compensation and Medical Plans. It appears that we have met the requirements for participation in the Bryn Mawr Hospital blood donor plan. The Committee will make a report and several recommendations at the next faculty meeting regarding fringe benefits.
- Minute 10: Edgar Rose, reporting for the Educational Policy Committee, presented a brief statement on the Educational Involvement Program (Annex 2). This innovation of granting academic credit for a program of educational involvement in public affairs elicited extended discussion. The faculty was basically concerned with the educational value of the proposal, however the ethical, social service, political and public relations aspects were not overlooked. It was suggested that a statement shorter than the 18 page draft of April 18 might be more effective, but also that additional information about selection of the participants ("School-Community Assistants) would be helpful. The faculty approved the principle of the proposed Educational Involvement Program for four-course credit, on grounds of its educational value to the students. (In doing so, the faculty assumed that the program would also have beneficial effects in the community.) Prerequisite requirements are to be at least one preparatory social science course, a short period of orientation, and careful selection of participants by the director and by representatives of the community.
- Minute 11: The "Circulation and Endorsement of the Alternative Service Resolution" to which William Davidon was to speak, was again postponed because of the lateness of the hour.

Meeting adjourned at 6:16 p.m.

Theodore B. Hetzel
Secretary of the Faculty

Annex 1

9 May 68

Haverford College

from: David Potter to: The Faculty
re: Annual Report on the Grading System date: May 9, 1968

The terms of the Faculty action in accepting the revised grading system on January 19, 1967 request that I make, in Hugh Borton's words, "An annual report to the faculty on difficulties of the operation of the new policy and on his judgment as to its success..." I do so now.

It is too soon to say anything of any value about the effects of the system on the Freshman Class. One can hear almost anything:

that the new system has encouraged freshmen to take a casual, irresponsible view of their work since "it really doesn't matter anyhow."

that teachers are taking a light view of grades under the new system, and are inflating them. The anticipated result of that being misinformation to students about what the expectations for their last two years will be.

that the new system has made no difference at all, since students are still just as grade-conscious; that teachers and their peer's opinions are valued highly by Haverford students so that they are under just as much pressure as before, since they still get grades.

Such comments make for interesting but non-conclusive speculation.

The fact is that, viewed as an entity, and in terms of grades, the Class of 1971 has shown no marked change from the previous three freshmen classes.

In the months and years ahead I hope we will together be assessing the meaning and effectiveness of the current system.

For the present I want only to add for your consideration the attached copies of the original EPC proposal to the Faculty, and President Borton's statement of January 19, 1967 which was approved by the Faculty. I think they bring into focus the thinking which led to the development, consideration and acceptance of the system.

Enclosures (2)

To: The Faculty

Date: December 15, 1966

From: The Educational Policy Committee

Recommendations on Grading

In recommending the following modest alteration of our present grading procedures the Educational Policy Committee, acting on a mandate from the faculty to reconsider these procedures, was moved by three major considerations:

1. The numerical precision of our present grading system misrepresents the complexities of ~~performance~~ ^{achievement} and achievement it seeks to measure.
2. No alternative system quite avoids this pitfall without falling into another one. If the net is cast too wide, undue stress arises at the few critical points remaining (e.g., between pass and fail, or honors and pass), and the temptation to introduce refinements arises instantly, which take us back where we started from: deceptive precision.
3. What alterations are made in the existing system must bring it closer to its own ideal--rigorous and accurate evaluation of the student's progress--while minimizing its most serious drawback--the encouragement of a state of permanent grade-consciousness, reinforced by the deceptive precision of the numerical approach.

We therefore propose:

1. That at the department's option, in a research or project course, or in senior departmental studies, the numerical grade may be replaced by a written evaluation of the student's work, reflecting the greater nicety of observation afforded by close collaboration in a small course.

By departmental request to the Educational Policy Committee, forwarded to and approved by the Faculty, this provision may be applied to other courses as well.

2. That Freshman and Sophomore grades be recorded on the permanent official transcript of the College only in exceptional cases, duly administered by the Dean, in consultation with the Educational Policy Committee. ~~Some~~ ^{All} grades will be available to the student and the College, but no longer automatically produced for use outside the College. An appropriate notation on the permanent transcript will accompany the course listing in the event the student fails to pass any of the courses taken.

This provision will extend, in the junior and senior year, to one ^{course per} ~~course~~ outside the student's major division, at the student's option, at the time of registration.

and evaluations
semester
We request:

These two recommendations represent the Committee's settled view of the reformation of the grading system at Haverford, arrived at after long and thorough deliberation interspersed with frequent consultation of the faculty, both severally and at large. Should this proposal fail of passage at the coming faculty meeting, the Committee firmly requests that it be discharged of further obligation to reconsider this matter. Other tasks await its attention.

Report to the Faculty on "Recommendations on Grading"

As the faculty is aware, at the Faculty Meeting on December 15, 1966 I decided that a sufficient number of persons objected to the second recommendation of the Educational Policy Committee's "Recommendations on Grading" - as set forth in their memorandum of December 15, 1966 - to justify my delaying a decision as to the "sense of the meeting" on this matter until the January meeting of the Faculty. In the past two weeks I have talked personally with several members of the faculty who had objected to the Committee's recommendation and found these conversations particularly helpful. The faculty should recognize that there are some of its members who continue to have serious reservations about the Committee's second recommendation but these same persons do not wish to stand in the way of a decision being made in favor of the Committee's report. Consequently, I have decided to rule that it is the "sense of the faculty" that both Recommendations 1 and 2 of the Committee's report of December 15, 1966 are approved. At the same time, the Faculty Minutes should record that some continue to have serious reservations about this new policy.

As a result of the past discussions on grading and especially those I have had with individuals in the past two weeks, I have become increasingly aware of the need for everyone who teaches at Haverford to recognize anew his or her responsibility toward grading each and every student. The faculty would be making a mistake if it were assumed that this new policy relieved anyone of taking the whole problem of evaluating students less seriously. In fact, I believe it creates an excellent opportunity for each of us to be sure that we perform all of the functions of evaluation more effectively than in the past. I refer to such things as the prompt reading of class papers and tests, term papers, mid-terms and final examinations, their prompt return to the students concerned, making written comments on them and being available to talk personally with students about their work and give them the best evaluation of it we can. No new policy, no specific change in the content of the official transcript or the form of the evaluation can be substituted for the individual teacher's responsibility toward evaluating his students on the basis of their individual ability.

I am surprised to discover that the only reference to the problem of grading in "Information for Members of the Faculty" refers to the mechanical details of what particular numbers mean and makes no reference to the all-important larger question of evaluation of students by the faculty. Consequently, in order to keep this matter constantly before us and to assure as extensive positive results as possible from this new policy, I recommend that:

1. An appropriate statement along the lines mentioned above be incorporated in "Information for Members of the Faculty."
2. The Dean of the College be asked to make an annual report to the faculty on difficulties of the operation of the new policy and on his judgment as to its success, and
3. A copy of this statement be attached to the Minutes of this Meeting and circulated with them.

January 19, 1967

Hugh Borton

Annex 2

HAVERFORD COLLEGE

from: E. S. Rose (for the EPC) to: The Faculty of the College
 re: The Educational Involvement Program date: May 7, 1968

Copies of the fifth draft of "A Proposal for an Educational Involvement Program," by Paul Wehr, were sent early this week to members of the faculty. The proposal has the support of the social science division chairmen and the approval of the Educational Policy Committee. It goes to the faculty this Thursday at the regular meeting and after that, if all goes well, to the Ford Foundation.

The Educational Involvement Program (EIP) is proposed as a three-year pilot program. Some of its main features are described below.

Background

The response of the college to the challenge of urban conflict and poverty to date has taken two forms: (1) curricular, including courses in race relations, the sociology of conflict, urban problems, and student participation in the Independent Urban Education (Kearny School) Project; and (2) extracurricular, including a community service course, the Serendipity Day Camp, and other summer programs.

The Kearny School Project involves a small number of Haverford students who, under the aegis of the Committee on Academic Flexibility and the supervision of Doug Heath and Paul Wehr, participate as community affairs assistants on the spot, while taking relevant courses in sociology and psychology. The aim is a true marriage of theory and practice, to the mutual advantage of both. This is also the aim of the Educational Involvement Program.

Main Features

There are several urban minority communities in the Philadelphia area that are currently developing programs for their advancement. Among these are the Independent Urban Educational Program previously mentioned, the neighborhood development program in the Wistar section of Germantown, and the Ludlow Community Program in one of North Philadelphia's most impoverished neighborhoods. From the point of view of the proposed EIP, a community such as these may be thought of as the social science counterpart of the natural science laboratory.

On invitation from neighborhood authorities, and after careful screening and preparation, including courses at Haverford and an off-campus orientation period, students admitted to the EIP would live and work in an urban minority community, normally for a semester and a summer, while participating in two on-site seminars. Students in the program would retain full-time student status with the college during the off-campus period, and would receive academic credit for their work.

Advantages

The heart of the proposal is an educational experience for the student that would encourage him to integrate theory and practice, thought and action, knowing and doing, the intellectual and the moral virtues. John Dewey and Jean Piaget would doubtless approve.

Neither an ivory tower nor a social service agency, Haverford College must preserve its identity as a liberal arts college. Accordingly, the sponsors of the EIP would insist that it be truly educative for the student. Projects must be adequately organized and carefully supervised; assistantships must be more than routine service jobs.

LIST OF FACULTY ELIGIBLE FOR ELECTION AS REPRESENTATIVES TO THE BOARD FOR
TWO YEAR TERM. May 1968-May 1970.

May 9, 1968

Manuel Asensio
John Ashmead
Thomas Benham
Richard Bernstein
Harold Boatrite
Edwin Bronner
Robert H. Butman
John Cary
John Chesick
Bradford Cook
Thomas D'Andrea
William Davidon
John Davison
Frances de Graaff
Paul Desjardin
William Docherty
Harmon Dunathan
Irving Finger
Robert Gavin
Linda Gerstein
Daniel Gillis
Harvey Glickman
Marcel Gutwirth
Paul Hare
Theodore Hetzel
Holland Hunter
Richard Jayne
Robert Kane
Dietrich Kessler
David Kraines
Vicki Kramer
Roger Lane
John Lester

Richard Lubarsky
Wyatt MacGaffey
Colin MacKay
Maria Marshall
Edward Michael
Douglas Miller
Robert Mortimer
Mark Oxman
Sidney Perloe
Ernest Prudente
Doris Quinn
Frank Quinn
Roy Randall
James Ransom
Richard Raskin
Therese Rawson
William Reese
Edgar Rose
Harry Rosenzweig
Preston Rowe
Melvin Santer
Ralph Sargent
Alfred Satterthwaite
Gustav Sayer
Fay Ajzenberg-Selove
Sarah Shumer
John Spielman
Howard Teaf
Josiah Thompson
Walter Trela
Paul Wehr
Joseph Yeager
Edward Yarosh

ANNOUNCEMENTS AND REMINDER TO THE FACULTY

(confidential until public announcement)

PRIZES TO BE AWARDED WHICH DO NOT REQUIRE FACULTY ACTION

Hamilton Watch Award: Awarded to that Senior, majoring in one of the natural sciences, mathematics, or engineering, who has most successfully combined proficiency in his major field of study with achievements, either academic or extra-curricular or both, in the social sciences or humanities.

Awarded for 1968 to: Michael M. Kaplan '68

John B. Garrett Prizes for Systematic Reading; A first prize of \$150 and a second prize of \$75 will be given at the end of the sophomore, junior or senior year to the two students who, besides creditably pursuing their regular course of study, shall have carried on the most profitable program of reading in a comprehensive topic during a full college year.

Awarded for 1968 to: Christopher L. Rub '69 [First Prize]

The only departments which have so far submitted nominations for the various prizes for which they are responsible are: Classics, Chemistry, and Mathematics. Such nominations are due not later than May 18, 1968 in the Office of The Associate Dean.

The time and method of announcing and awarding prizes is presently under review.

REMINDER - LATE PAPERS

The latest due date is noon, Saturday, May 11th. However, if the paper is in place of the final examination in the course, the latest due date is 4:00 P.M., Monday, May 20th.

If a student cannot meet these deadlines he can avoid the penalty by making the arrangements in advance with both the instructor and the Associate Dean. Unless such extension has been arranged, a late paper will be penalized by being given one-half of the grade it would have received had it been turned in on time, or had the extension been granted. However, if the grade for the paper is the entire grade for the course, as might be the case in a project course, the maximum grade for such late paper, unless an extension has been granted, is the minimum passing grade which is 60, or, if it is in a course required for the major, 65.

The regulation provides for substantial but not necessarily disastrous penalties, and will be strictly enforced.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

23 May 1968
9:00 a.m.

- Minute 1: The minutes of 9 May were approved with the following changes: in Minute 4 add the name of Provost Green to the committee; in Minute 10 delete "of one semester plus a summer,".
- Minute 2: At this time of grading our students, President Coleman graded himself: A, for recognizing his mistake in refusing the first invitation to be President of Haverford; A, for scheduling his inauguration early; A, for learning the faculty's names; C, for getting to know faculty members as individuals; B, for awareness of what we -- faculty and administration -- can and cannot do together; B, for relations with students. He spoke with satisfaction of the progress of the development campaign, of the excellent work of the committees concerned with physical education, fine arts, and long range planning, of good relations with our alumni, and with Bryn Mawr College. He values our relations with the inner city, in the Educational Involvement Program. We must revise the assignment of the Educational Policy Committee, to which we now give an impossible task. Problems of class size, and of finances remain unsolved, about which faculty recommendations are solicited; also about appointments in English, history, religion, and the Director of Athletics. As an average, he gives himself a B, but thinks himself capable of A performance. There will be a joint Bryn Mawr, Haverford and Swarthmore committee to work on the calendar. Our ties with the University City Science Center are under review, and our requests are having influence. The three Quaker colleges are likely to have representation on the UCSC Executive Committee, and there will be a meeting (probably in the fall when students return) of students, faculty and administration with Dr. Mather.
- Minute 3: Provost Green 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. Howard Teaf expressed for the faculty our appreciation for the service of Louis Green as Provost. Applause.
- Minute 4: William Davidon discussed the "Circulation and Endorsement of the Alternative Service Resolution". When we make public statements and the name of the College is involved, we should make it clear that we speak as individuals. However, in the case of the letter sent out by members of the Alumni Council, that was done with the approval of the Council. The faculty took no action as a result of this discussion. (See Annex 1 - "Circulation and Endorsement of the Alternative Service Resolution")
- Minute 5: Edgar Rose, for the Educational Policy Committee, commented on current problems: class size, academic flexibility, academic requirements, English 11-12, the 4-1-4 calendar, the grading system. Previous reviews of the curriculum were in 1947 and 1963. He recommends that next year's EPC should undertake a fundamental review of the curriculum.

- Minute 6: William Ambler stated that 181 freshmen have been admitted for the fall, of whom 18 are black. There will be 12 or 15 Post-Baccalaureates, and four transfer students. John A. Williams (Haverford '64), who is now at Ithaca College, will assist in the Admissions Office next year.
- Minute 7: President Coleman recognized the services made to Haverford by Professors Bell, Effrat, Gager, MacCaffrey and Walter, who are leaving at the end of this academic year.
- Minute 8: Howard Comfort reported for the Committee on Honors and Fellowships (see Annex 2). Competition for fellowships and prizes has been slack this year, and no applications were received for Cope or Murray Fellowships. The committee recommends that a review of prizes be presented at Collection next year. The report lists the names of those students nominated to receive their degrees summa and magna cum laude. These received the approval of the faculty. One student who was not nominated for departmental honors was also invited to be examined for College honors, but he was absent. It was felt that he should still be examined, and that the committee should be empowered to decide the matter without further consideration by the faculty. (This was subsequently done. The committee and invited examiners voted unanimously against awarding him College honors.)
- Minute 9: John Lester reported for the Committee on Faculty Compensation and Medical Plans. The information and recommendations will be printed and distributed. In short, these refer to a group life insurance plan (at a cost of $\frac{1}{2}\%$ of the total salary bill, to be paid out of anticipated salary increase), continuation of the blood donor plan, and extension over a period of time of the Medical Expenses Reimbursement Plan and clinical and medical care to Assistant Librarians and to Research Associates. Clearer criteria for eligibility are needed, however.

Meeting adjourned 11:15 a.m.

Theodore B. Hetzel
Secretary of the Faculty

HAVERFORD COLLEGE

from: John A. Lester, Jr. *JAL Jr.* to: Faculty and Administration
Blood Donor Program June 10, 1968
re: _____ date: _____

Now that the winter colds are all gone by, may we appeal once again for membership and for donations in the Blood Donor Program. You will recall that in the first year of our membership in this program we just barely made our quota -- 23 out of 73 eligible donors were able to make donations.

Please keep it in mind that our aim is to assist all members of the Haverford community who wish to join this Program, whether they or any member of their family can donate or not.

A reminder of the basic coverage of this plan:

[Provided that 20% of our group donate a pint of blood to the Red Cross in the course of a given calendar year, this Plan assures that all members of the group and all members of their families are entitled to receive free blood in time of need during that year. Persons 18-60 years of age are eligible (if physically qualified) to donate; persons 18-21 years of age must have parental permission to become donors.

Note that, though all family members are covered by this Plan, only those persons on the list below constitute the group from whom 20% contributions per year is requested. Spouses and children of group-members in this plan have indicated their readiness to donate under the Program. Such help will be most valuable, since it will increase donations without increasing our listed group membership.

The Plan assures provision of blood in unlimited supply, with no charge other than those for processing and medical services, at any time and at any hospital in the United States which has Red Cross affiliation. All you need to do is mention at the Hospital that you are a member of this Plan.]

Please, if there is a chance during the summer for you to do so, help us with a donation, being sure as you do so to tell the Bryn Mawr Hospital that your contribution is on behalf of the Haverford College Blood Donor Program. It will be a great help if we can come in to next fall with a good many of our basic 23 donations made!

Annex to Minutes of 23 May 1968



The Alumni Association of Haverford College, Haverford, Pennsylvania 19041

*area code 215
Midway 9-9600*

March, 1968

Dear Alumnus:

At the meeting of the Executive Committee of the Alumni Association, held in Founders Hall on February 19th, those present, acting as individual alumni, approved the wording of a student-created Alternative Service Resolution, following the incorporation of changes in it recommended by an alumni committee headed by Edward O. Shakespeare '49.

Bruce Ackerman '68, one of the undergraduates who wrote the original Resolution, was present at this Executive Committee meeting. He reported that those on campus interested in the Resolution want to submit it with the backing of students, faculty members and alumni to President Coleman for further circulation so it can win the backing of U. S. representatives, Senators and others who might advance the policy of alternative national service.

A motion was passed unanimously by the Committee asking that this Resolution be circulated to the entire alumni body with a covering letter recommending approval by the recipient, and that each individual who approves indicate his approval by returning the statement of approval with signature.

William E. Sheppard
Secretary
Alumni Association

Executive Committee Members Present at the Meeting on February 19, 1968

Lewis H. Bowen '34
James B. Bradbeer '55
Robert DeP. Brown '51
John A. Cantrell '37
Carroll L. Corson '29

Charles O. Rose '46
Edward O. Shakespeare '49
William E. Sheppard '36
H. Royer Smith, Jr. '44
Robert C. Smith '14

ALTERNATE SERVICE RESOLUTION

Our national leaders have often affirmed that our national goal is a society in which no man is a helpless victim of poverty, hatred or injustice. They have challenged us to fulfill our national promise through the formulation of creative programs of service to our country. We believe that there is more than one way for citizens to serve the national interest.

The situation today acutely challenges our ability to maintain our ideals and to keep all our goals before us. Riots across the nation, squalor and despair in urban ghettos, poverty in rural America and hunger in developing nations attest to the gap separating our ideals from our accomplishments. Today many young Americans believe that the resolution of these problems imposes a task as important as the resolution of the Vietnam conflict. Yet we sense that military victory in Vietnam has become so urgent a goal of our government that many crucial national goals and values are being dangerously neglected.

Cannot young Americans equally serve their country by dedicating and contributing part of their lives to problems of domestic and international poverty and social deprivation? Must military service be the only definition of national service? Should not a program of alternative national service, for an appropriate period of time, be recognized as equal to military service?

We believe that we can and must provide more voluntary opportunities for young men and women to contribute to their country through social service. We therefore urge the creation of new civilian agencies to carry out a wide range of constructive anti-poverty programs including such activities as teaching, community organizing, hospital and public health work, job training, urban redevelopment and other forms of service. We urge as well the expansion of existing programs such as the Peace Corps, VISTA, and the Teachers' Corps, and we urge the recognition of such programs as voluntary alternatives to military service. While recognizing that the autonomy of independent national and international service organizations must be maintained, we urge that their programs be supported and that their expertise be utilized in the administration of new service programs.

It is a credit to this country that among its young adults, regardless of their social, economic or educational backgrounds, are many not only vitally concerned with domestic and or international social problems but also possessed of special training or insight to deal with these problems. Not to allow such people to work toward their solution constitutes a waste of vital resources.

We believe that the policy of alternative national service comes closer to the challenge of a better society which our leaders have articulated. Many Americans seek the opportunity to fulfill these ideals and to serve this nation by working toward the resolution of domestic and international problems of poverty. In an effort to serve the spirit of our nation and to reconcile ideals and reality we the undersigned firmly endorse a policy recognizing national service as an alternative for military service.

To: Alumni Office
Haverford College
Haverford, Pa. 19041

I approve of the Alternate Service Resolution as submitted to me by the secretary of the Haverford College Alumni Association in March, 1968.

Name _____

Class _____

Agenda for the Faculty Meeting of Thursday, May 23, 1968,
Stokes Auditorium, 9:00 A.M.

- A. Minutes of the Meeting of May 9, 1968
- B. Remarks by the President
- C. Recommendation for the awarding of degrees to those students who have successfully completed their work.
The Provost
- D. "Circulation and Endorsement of the Alternative Service Resolution"
William Davidon
- E. Reports and Announcements
 - 1. The Committee on Educational Policy
Edgar Rose
 - 2. The Committee on Honors and Fellowships
Howard Comfort
 - 3. The Committee on Faculty Compensation and Medical Plans
John Lester, Jr.

Louis C. Green
May 21, 1968

Annex 1

HAVERFORD COLLEGE

Committee on Honors and Fellowships
from: ~~Howard Comfort~~

Faculty
Committee on Honors and Fellowships
to:

re: College Honors

date: May ~~22~~²³, 1968

~~Dear Valerius~~

The Committee on Honors and Fellowships notes that competition for Fellowships and prizes has been unusually slack this year. The lack of interest in the Cope and Murray Fellowships probably results from the availability of other more lucrative and better publicized awards offered in national competition, and it may be that the imminence of the draft at the time when applications would have been filed was a contributing factor. However, disinterest in Haverford's two major Fellowships is nothing new, and in the past they have sometimes been awarded to second- and third-raters for lack of better applicants. The Committee recommends to next year's committee and to the Faculty that inflation since the inception of these two Fellowships be matched by an increase in the stipend.

The Committee also recommends that next year a Collection, or part of a Collection be devoted to a review of the prizes offered at Haverford. This has been done occasionally in the past, and has resulted in some stimulation of competition. But past Committees have seriously debated whether there is now the same place for prizes in the American educational pattern as there once was.

As regards College Honors, we note that there has been no indication of organized boycott by the Senior Class. We regard this as due in large measure to the participation of James Mullooly in the Committee's deliberations and to his role as interpreter of College Honors to his classmates.

on April 18
You recall that ~~two months ago~~ we proposed that each candidate for College Honors submit a statement of his interests, and so forth, in essay form, and that we proposed that the co-opted examiners be eliminated. The Faculty demurred at both these proposals, and the interviews have been conducted without the essay and with the participation of faculty nominated by the candidates themselves.

You recall also that last year the requirement of College Honors, or alternatively a Faculty petition or directive that some departmental favorite son be considered, created an impossible situation in the organization and conduct of the oral examinations. To avoid a repetition of this last, the Committee circulated on April 19 an invitation to each department chairman to nominate anyone whom his department considered a candidate for College Honors of either grade, in the following words: "Your nominations should include, but need not be restricted to, candidates for departmental honors at Commencement." The intent of this was to give the faculty an opportunity in advance to nominate any deserving youth, regardless of whether he made departmental honors or not, and thus to eliminate the last-minute petitions which merely complicated a situation which was already frantic. Some departments acted upon this, and we have interviewed several Seniors who are not even departmental honors candidates. However, subsequent to the make-up of the schedule of interviews and faculty concerned, and subsequent to the comprehensives and departmental honors examinations, two departments have made nominations by letter signed by six faculty members, for College Honors. The Committee has not regarded these letters as directives, as it did last year, on the ground that adequate opportunity for nomination had been provided by the circular of April 19, and rejected one of these two nominations on the ground of the student's weighted average grades, 78.6. The other student was invited to examination.

In this connection the Committee finds that the wide disparity in departmental requirements for honors has reduced the prerequisite of departmental honors for College Honors to confusion, if not to meaninglessness. In some departments honors means nothing more than a mark which the department regards as sufficiently distinguished in comprehensives and course work, while in others it means the declaration of candidacy at some time in the Junior year and a specified, and ~~of~~ rather burdensome, project carried on in addition to any work for which a grade is otherwise recorded. The Committee strongly recommends that the relationship between departmental and College Honors be rethought.

It should be pointed out, as it was last year, that the system of College Honors under which we now operate has not clarified the definition of magna cum laude, and that some new factors have operated to obscure even what is meant by College Honors. In brief, the Committee's deliberations and recommendations reflect a somewhat varying standard whereby they may be awarded to one candidate on one set of criteria but to another candidate on a different set. However, in processing the twenty-eight candidates nominated by their departments, we looked at their whole records and, providentially, there was a significant break at 86.9, essentially 87, of weighted average for 7 semesters. Invitations to interviews were sent to those with averages of 86.9 or better, of whom sixteen accepted and appeared before the Committee and co-opted members of the Faculty whom we thank for their cooperation.

We recommend as follows:

Summa cum laude

E. Christian Kopff

Magna cum laude

Bruce L. Ackerman
 Simon L. Adams
 Douglas C. Bennett
 Francis P. Engel
 Stephen E. Faust
 Carl Grunfeld
 Michael M. Kaplan
 Eugene A. Ludwig
 Michael W. McCann
 Richard T. Melson
 Gregory Wilcox

Howard Comfort, Chairman

CHANGES IN FACULTY PERSONNEL

September 1, 1968

<u>Fall Address</u>	<u>Title</u>	<u>Forwarding Address</u>
Edward Batson 3-c 10 Railroad Ave. Haverford, Pa. (Philips Suite) 2 children (probably not coming)	Visiting Prof. of Sociology (1st sem.)	P.O. Box 75 Rondebosch CP Republic of South Africa
Edward Bauer 3 children	Assistant Prof. of German	German Department Princeton University Princeton, New Jersey 08540
Ting Shih Chia c/o Paul Desjardins 36 Railroad Ave., Apt.B Haverford, Pa.	Lecturer in Philosophy	Harvard University Cambridge, Mass.
Francis X. Connolly 2 children	Assistant Prof. of Mathematics	Mathematics Building Dept. of Mathematics Columbia University New York, New York 10027
Frank S. Fussner 765 College Ave. Haverford, Pa. 2 children	Visiting Prof. of History	Dept. of History Reed College Portland, Oregon 97202
Helen Hunter (Mrs. Holland Hunter) Featherbed Lane Haverford, Pa. 4 children	Visiting Lecturer in Economics
Asoka Gangadean 2-a 10 Railroad Ave. Haverford, Pa. 2 children	Assistant Prof. of Philosophy	277 Dale Street Waltham, Mass. 02154

Changes in Faculty Personnel
 September 1, 1968
 p. 2

<u>Fall Address</u>	<u>Title</u>	<u>Forwarding Address</u>
Samuel Gubins married	Assistant Prof. of Economics	14 West Cold Spring Lane, # 914 Baltimore, Maryland 21210
Yehouda Landau married	Assistant Prof. of Philosophy	Rehov Hanassi, Kiryat Rivlin Herzlya, Israel
Richard Lubarsky 2-d 10 Railroad Ave. Haverford, Pa.	Lecturer in English (reappointment)	
J. Bruce Long married	Assistant Prof. of Religion	6/44 Harrington Road Madras--31 India
Seymour J. Mandelbaum 	Visiting Associate Prof. of History (1st sem.)	Dept. of History Univ. of Pennsylvania Philadelphia, Pa. 19104
Maria F. Marshall (Mrs. David) 341 Matsons Ford Road Radnor, Pa.	Lecturer in German (reappointment)	
Therese Rawson (Mrs. David) 1832 Spruce St Philadelphia, Pa.	Instructor in French (reappointment)	
Jeannette K. Ringold 914 South Avenue Apt. B--20 Secane, Pa. 19018 married	Instructor in French	

Changes in Faculty Personnel
 September 1, 1968
 p. 3

<u>Fall Address</u>	<u>Title</u>	<u>Forwarding Address</u>
Bruce N. Robinson 421 Lancaster Ave. Haverford, Pa. 4 children	Assistant Prof. of Economics	2735 Dewey St. Norman, Oklahoma 73069
Grace Simpson 3-c 10 Railroad Ave. Haverford, Pa. (Philips Suite)	Visiting Lecturer in Classics (2nd sem.)	52 Beechcroft Road Oxford, England
Michael K. Showe 3-d 10 Railroad Ave. Haverford, Pa.	Assistant Prof. of Biology	17 Rue du Clos Geneva, Switzerland (until early August)
James Vaughan 4615 Pulaski Ave Philadelphia, Pa. 19144	Lecturer in Psychology (also continuing as Counselor)	
Oliver C. Zafiriuou	Assistant Prof. of Chemistry	1512 Bellona Ave. Lutherville, Maryland

married

Leaves:

Howard Comfort, 2nd semester
 Louis C. Green, 1968-69 (in residence)
 Douglas Heath, 1968-69
 Dale Husemoller, 1968-69
 Aryeh Kosman, 1968-69
 Ariel Loewy, 1968-69
 Wallace MacCaffrey, 1968-69
 Roy Randall, 2nd sem.
 Craig Thompson, 1968-69
 Sidney Waldman, 1968-69

Resignations:

Philip Bell
 Andrew Effrat
 John Gager
 Wallace MacCaffrey, as of
 Sept., 1969
 John Thorpe
 Robert Walter

Non-Faculty Personnel Additions:

Bruce N. Robinson	Assistant to the President
Albert J. Levine	Associate Director for Development
George Couch	Public Relations Associate

Changes in Faculty Personnel
September 1, 1968
p. 4

Departmental Chairmen:

Irving Finger	Chairman, Dept. of Biology
Daniel Gillis	Acting Chairman, Dept. of Classics
David Kraines	Acting Chairman, Dept. of Mathematics
Sidney Perloe	Chairman, Dept. of Psychology
John Spielman	Chairman, Dept. of History

Promotions:

Paul Desjardins	- Professor
Daniel Gillis	- Associate Professor
Aryeh Kosman	- Associate Professor
Colin MacKay	- Professor
Edward Michael	- Associate Professor
Melvin Santer	- Professor
Alfred Satterthwaite	- Professor

Provost:

Gerhard Spiegler

The Provost's Office
June 28, 1968

STANDING COMMITTEES OF THE FACULTY FOR 1968-69

(The membership of the ad hoc committees and special assignments will be announced in September, 1968)

Educational Policy and Admissions

Richard Bernstein, Chairman
Robert Gavin
Roger Lane
Wyatt MacGaffey
David Potter
Edgar Rose
Melvin Santer

Non-Academic Program

Theodore Hetzel, Chairman
Robert Butman
Paul Desjardins
Ernest Prudente

Academic Flexibility

William Davidon, Chairman
John Cary
David Potter
Preston Rowe

Academic Standing

Colin MacKay, Chairman
Robert Butman
William Davidon
Paul Hare
David Potter

Distinguished Visitors and Library

Daniel Gillis, Chairman
Linda Gerstein
Robert Kane
Dietrich Kessler

Faculty Compensation

Douglas Miller, Chairman
Bradford Cook
David Kraines
Josiah Thompson

Faculty Research and Study

John Chesick, Chairman
Robert Mortimer
James Ransom

Honors and Fellowships

Thomas D'Andrea, Chairman
John Ashmead
Sara Shumer
Walter Trela

Louis C. Green
June 28, 1968