Regular Meeting
President Borton, presiding

20 September, 1965
9:00 a.m.

The President welcomed new members of the Faculty and Administration.

Minute 1: The Minutes of 20 May and of 31 May were approved with an addition to Minute 6b of 31 May to state that Stephen G. Cary has since that date agreed to serve on the Presidential Selection Committee.

Minute 2: Provost Green described plans to provide reception rooms for the use of Faculty, Alumni and Philips Visitors on the first floor of Founders. He also indicated that if any faculty members were interested in taking part in a study of what constitutes effective teaching at the College level, there was a possibility of organizing a local program with good outside help. He also spoke of expanded future use of campus facilities in the summer.

Minute 3: Alfred Satterthwaite, for the Committee on Academic Flexibility, requested reports on experiences with students who took their work on a "no-grade" basis last year.

Minute 4: William Davidon, for the Committee on Academic Standing, announced that deficiency reports for freshmen will be called for by 29 October, and for upperclassmen two weeks later.

Minute 5: For the Faculty Compensation and Medical Plans Committee:

a. Dean Cadbury informed the Faculty of the intention to increase the payment for hospitalization to a figure greater than the present $20 a day. Payments last year were less than the budgeted $5,000.

b. Howard Teaf reported that the Disability Insurance Program has been in effect since 1 September. In brief: after one year's employment, full salary will be paid for up to one year. Thereafter 60% of the first $1,000 per month salary plus 40% of the remainder, up to a maximum of $800 per month total. Payment of TIAA premiums will continue. The program will be in effect during leaves of absence.
Minute 6: Sidney Perloe spoke about the activities of the Serendipity Day Camp. Three churches gave dinners, raising nearly $1,500. The Chace Fund, the Student Service Fund, and others made donations, which with about $1,000 from the families of the 200 children provided the $8,500 budget.

Minute 7: It was announced that a course of instruction in the use of the IBM 1620 computer will be offered in the Arts and Service Program this fall.

Minute 8: President Borton read a statement about the College Fifth-Day Meeting. A joint Faculty-Administration-Student Committee will be appointed to make recommendations regarding Meeting. A provision is offered, whereby students may request some other manner of fulfilling the purposes of Meeting, in their individual cases.

Minute 9: President Borton read a statement on comprehensive planning of the campus, and for a campus center. See Annex.

Minute 10: Robert Walter presented a concern about student behavior involving women in the dormitories, and suggested that a committee consisting of Dean Lyons and two or three others be appointed to bring a recommendation to the Faculty. It was decided to wait a month, during which time we should consider to what extent the Faculty wishes to become involved in such matters, and to ask Dean Lyons to make a report at the next Faculty Meeting.

Minute 11: Dean Cadbury reported that a bound booklet of Information for Members of the Faculty will be available shortly. There are on campus seven students under the "Broadening Opportunities Program." In addition there are two women at Bryn Mawr under this program who may take some of their courses at Haverford.

Minute 12: Since it is difficult to hear all that is said at Faculty Meetings, it was suggested that we try a different seating arrangement next time.

Minute 13: The election of Alternate Representatives to the Board of Managers was postponed until the next meeting.

Theodore B. Hetzel
Secretary of the Faculty
June 12, 1965

Statement on Campus Plan and Campus Center to Faculty Meeting,

September 20, 1965

Since the last meeting of the Faculty, there have been some important developments in connection with preparation of a general campus plan as well as preliminary plans for a campus center which should be brought to the attention of the Faculty. It will be recalled by the older members of the Faculty that the question of expansion of the College to approximately 700 students in ten years was considered and approved by the Faculty in 1962. In approving of this expansion, it was agreed by the Faculty and the Board that it "should take place by developing two living areas or quadrangles and should not exceed the rate at which such accommodations can be built and plans developed for the absorption of new students into the College." A review of the material on the faculty discussions at that time clearly indicates that it was assumed that the two living areas would each include their own separate dining units.

This matter of a single or dual dining center has been a matter of concern for the past two years and been actively discussed in the Administration and with Board members during the spring and summer in connection with preliminary planning for a campus center. On May 28, 1965, the Board encouraged the Resources and Development Committee to "study the problem of providing for the necessary dining room facilities for the larger college and specifically whether the interests of the College will best be served by having one large dining facility or two smaller units." A special sub-committee was appointed and met twice during the summer to consider this matter. As a first step, it expedited the completion of the new West Dining Room complex which will accommodate eighty-six students at a single seating and also provides the College with two handsome, small dining rooms which can be used for special purposes.
President Borton thanked Lindsley Noble, Director of Business and Financial Affairs, for his interim services, and introduced Charles W. Smith, Comptroller, who had just arrived on campus.

Minute 1: The Minutes of 20 September were approved with some modification of the wording of Minute 2.

Minute 2: Dean Cadbury reported for the Academic Council, which proposes a change in the "normal" membership of ad hoc committees. In the future, normal membership of these committees will consist of the department chairman and a second member of the department in which the appointment is to be made, a member of another department in the same division, and a member of a department from another division. The chairman of the ad hoc committee is always from a department other than that of the candidate, and usually from a different division. The Faculty approved.

The Council is preparing revised instructions to be sent to all candidates for positions, so they will have a clear understanding of what is expected of them in the talk which they will present on the campus. The revised text will be sent to all ad hoc committee chairmen and to chairmen of all departments seeking new faculty.


Minute 4: William Davidon, for the Committee on Academic Standing, announced that deficiency reports for freshmen will be called for by 29 October, and for upperclassmen two weeks later.

Minute 5: John Lester, for the Admissions Committee, announced that statistics on the freshman class will be distributed to the Faculty before our next meeting, and pointed to the need for more adequate information about different major programs and the professional prospects in those fields. Members of the Faculty are invited to make suggestions regarding admissions policy.
Minute 6: Provost Green informed the Faculty that three pamphlets are to be prepared to interpret to prospective students the character of our three academic divisions. Faculty can assist in this effort by furnishing information about work done in their project courses.

Minute 7: Ariel Loewy reported that the Educational Policy Committee will be discussing the Arts and Service Program, Faculty loads and department size, the Joint Academic Advisory group and its activity, and calendar reform. The Faculty approved a recommendation of the committee that, with the approval of the instructor in the course, the advisor, and the Dean, a student may take for credit, without laboratory, a course which normally includes laboratory work, provided that this course is included neither among the 36 courses needed for graduation, nor among the four courses needed to meet the limited elective requirement in the natural sciences. Such a course may, however, be included among the 21 courses required outside of the student's major department.

The committee is requested to consider policy as to permitting students to take only the laboratory portion of a course.

Minute 8: Howard Teaf, for the Faculty Compensation and Medical Plans Committee, asked the Faculty to keep records and by next September report on the year's medical expenses, using the forms already provided. Dean Cadbury, for the same committee, recommended, and the Faculty approved, that MERP pay up to $28 per day hospital room and board charges and that this be retroactive to 1 September 1965.

Minute 9: Irving Finger, for the Faculty Research and Study Committee, said that a new statement of their regulations will soon be distributed. Applications for grants should reach the committee by 29 November. Requests for grants for travel, etc., not immediately relevant to current research, should be addressed to the President's office.

Minute 10: John Lester solicits names of candidates for Rhodes Scholarships. Eight candidates are about to be interviewed.

Minute 11: John Ashmead announced that the Library Committee will shortly inform departments of their allocations of funds for book purchases. President Dorton announced the receipt of a federal grant under the Academic Facilities Act in the amount of $371,980 toward the new library construction. Nearly $1,300,000 is now in hand for this purpose.
Minute 12: Wallace MacCaffrey stated that the Board of Managers has approved the disability insurance plan.

Minute 13: Dean Lyons, in response to Minute 10 of our previous meeting, read a statement proposing the establishment of a Community Council. (See Annex 1) The Faculty asked Dean Lyons to propose a definition of the responsibility of the Faculty and the role the Community Council would play in the area of student conduct.

Minute 14: A vote on Alternates to the Board of Managers resulted in the election of Gerhard Spiegler as First Alternate, Harmon Dunathan as Second Alternate.

Minute 15: Harvey Glickman reported for the Joint Haverford-Bryn Mawr Calendar Committee. (See Annex 2) There was a general expression in favor of ending classes before Christmas, and of developing the plans for the calendar cooperatively with the Bryn Mawr Faculty.

Minute 16: Provost Green (President Borton at this point had to leave for a visit to Clark University) read a statement "Haverford Mailroom Service" dated October 21, 1965, which has been distributed to the Faculty. (See Annex 3)

Minute 17: Howard Teaf read an expression of appreciation for the life and service of Thomas W. Elkinton. The Faculty adopted this as a Memorial Minute and directed that it be sent to the appropriate persons.

Meeting adjourned 6:00 p.m.

Theodore B. Hetzel
Secretary of the Faculty
During the Sub-Committee's discussions on long-range needs, the two differing views on the advisability of one or two dining units for a college of seven hundred students were presented. It was also pointed out at the Sub-Committee meetings that the faculty had assumed in 1962 that each of the two quadrangles would contain its own dining unit.

After careful consideration in the Sub-Committee, it was clear that opinion, though not unanimous, strongly favored the concept of a single dining center for the entire college. Such a recommendation was presented to the Resources and Development Committee as a whole which confirmed it. This recommendation was subsequently transmitted to the Board in a letter from the Chairman and was approved as the basis for the immediate preparation by the architectural firm of Harbeson, Hough, Livingstone and Larsen of a general campus plan for the future and a plan for a campus center which would contain a single dining unit. The architects are in the preliminary stages of developing such plans to be presented to the Resources and Development Committee for its consideration in the near future.

Sept. 20, 1965

Hugh Barton, President
From: Joint Haverford-Bryn Mawr Calendar Committee

To: All Members of the Faculty

At this faculty meeting (October 21st) we would like an expression of faculty opinion on these points:

   a) Is the faculty willing to adopt in principle a calendar for 66-67 and following years which would complete classes before Christmas vacation?

   b) Given the opportunity afforded by the four days in January is the faculty willing to develop and participate in either a formal reading period or a January all-college program.

HD/fw
Encl.

Term begins Monday Sept. 12th

Columbus Day Vacation(?)

Thanksgiving Vacation

Classes end Wed. Dec 21st
Christmas Vacation
Dec. 22 to Jan. 2 (12 days)

CLASS DAYS: 41-MWF, 39-TTHS

"Normal" 1966-67

Term begins Monday Sept. 19th.

Christmas Vacation
Dec 16th to Jan 1 (17 days)

CLASS DAYS: 42-MWF, 41-TTHS
MEMO TO: Faculty, Staff, and Students
FROM: Hugh Horton
RE: Haverford Mailroom Service
DATE: October 21, 1965

It has become necessary to establish policies concerning the use of the campus mail service.

(1) The general, all-campus distribution of unaddressed and unstamped printed or duplicated materials is a service available only to College departments, committees, and offices and to recognized campus organizations.

(2) Such general all-campus distributions will be made by the mailroom only after regular mail has been distributed, and then, only if time permits, unless such material is exclusively on College business.

(3) All materials distributed by the mailroom must be properly signed so as to identify the source. When a campus group wishes to distribute materials provided by an outside group or organization, both the campus and non-campus groups must be clearly indicated.

(4) The mailroom will not distribute unstamped commercial advertising or printed matter except where the material to be distributed is part of the sales program of a recognized college or student business or concession, and is clearly labeled as such.

Hugh Horton
President
The members of the Faculty of Haverford College wish to express their appreciation for the life and service of Thomas W. Elkinton. For over fifty years he was devoted to the welfare of the College, and was a member of the Board of Managers for more than thirty years.

He made it a practice to visit the campus frequently to keep in touch with the life of the College, to talk to students and faculty members, to meet new faculty members, and to discuss college problems. His professional and business interests led him to take particular interest in the Department of Chemistry, but not to the exclusion of others. His moral and financial support made possible the Medical Expense Reimbursement Plan and other benefits for the Faculty. He was active in the planning for buildings recently constructed and took great interest in both the physical facilities and the educational program of the College.

Tom Elkinton knew how to ask the pertinent, searching question, and was prepared to follow up his inquiry with action. He had strong convictions, and was decisive in judgment, but he was humble and considerate, deeply concerned for the welfare of all for whom he had any responsibility.

We are grateful for his special qualities of heart and mind, and for his generosity that have made such lasting contributions to the life of Haverford College. We shall miss him.

Approved by the Faculty of Haverford College, 21 October 1965.

UNLIKE THE LARGER CAMPUS, HAVERFORD HAS A UNIQUE OPPORTUNITY TO EFFECT AND GUIDE BOTH THE STUDENTS' ACADEMIC AND NON-ACADEMIC EXPERIENCES TO BEST SERVE THE MISSION OF THE COLLEGE. WE HAVE, IN FACT, ALWAYS BEEN CONCERNED WITH THE LARGER WHOLE, BUT HAVE USUALLY EXPRESSED THIS CONCERN IN INFORMAL WAYS. NOW AS WE EXPAND OUR ENROLLMENT AND OUR GEOGRAPHY, IT MAY BE WISE NOT TO LEAVE THESE COMMUNAL CONCERNS SOLELY TO INFORMAL CHANCE.

TO THIS END, IT IS RECOMMENDED THAT WE CONSIDER ESTABLISHING A COMMUNITY COUNCIL, WHOSE CONCERNS WOULD EXTEND TO THOSE PROBLEMS, POLICIES, AND CONDITIONS THAT ARE COMMUNAL IN NATURE, AND WHICH AFFECT THE PATTERN AND QUALITY OF COMMUNITY LIFE AT HAVERFORD. THE COUNCIL MIGHT BEST DEAL WITH THOSE MATTERS THAT ARE THE SHARED CONCERN OF STUDENTS, FACULTY, AND ADMINISTRATION, AND WHICH ARE NOT THE CLEAR RESPONSIBILITY OF ANY ONE GROUP.

THE COUNCIL SHOULD PROBABLY BE MODEST IN SIZE AND INCLUDE SOME ELECTED LEADERS OF THE STUDENTS' ASSOCIATION, FACULTY MEMBERS APPOINTED BY THE APPROPRIATE FACULTY GROUP, AND THOSE ADMINISTRATIVE OFFICERS MOST RESPONSIBLE FOR STUDENT AFFAIRS.

IT IS SPECIFICALLY RECOMMENDED AT THIS TIME THAT THE FACULTY, OR THE APPROPRIATE FACULTY COMMITTEE, APPOINT ONE MEMBER TO SERVE ON A SMALL COMMITTEE THAT WILL HAVE AS ITS MAIN TASK A MORE THOROUGH EXAMINATION AND DEFINITION OF THE IDEA OF A COMMUNITY COUNCIL.
The joint Haverford-Bryn Mawr Calendar Committee was organized and met twice in the spring of 1965. Since at that time both Bryn Mawr and Haverford were committed to calendars for 1965-66 which differed by about one week, the Committee focused attention on the 1966-67 calendar. All discussions of the Committee have been based on the idea that the two colleges must operate under the same calendar in 1966-67 and following years.

As a result of further discussion this fall, the Committee is proposing a calendar for joint adoption which is shown on the attached page. This calendar represents a major change from the Haverford 1965-66 calendar and is contrasted with a "normal" 1966-67 calendar in the block diagram.

The three new features of this calendar are:

1) Two weeks of classes after Christmas are eliminated by starting classes one week earlier and by reducing Christmas vacation by 5 days in 66-67.

2) A short vacation is introduced in the first part of the first semester which, with Thanksgiving recess breaks the term into three five-week periods.

3) After Christmas vacation a period of four days is made available for an all college seminar, an organized reading period or one of the other programs which have been discussed in recent years.

As a result of changes in the first term, second semester classes would start two weeks earlier and Commencement would fall two weeks earlier on May 19th.

The Committee sees as the chief advantages of this calendar:

a) Elimination of the "Lame Duck" class sessions after Christmas.

b) Introduction of a long weekend-vacation in October.

c) An opening for the development of a special program in January,

d) A somewhat closer correspondence between our calendar and that at the University of Pennsylvania.
At a meeting of the Faculty of Haverford College on 21 October, the enclosed minute of appreciation for your father was read and approved, and I was directed to transmit it to you.

His life and his passing have had a great impact. Wherever I have gone recently I have heard expressions of appreciation of him: the Friends Council on Education, Penn Charter Overseers, Haverford campus and Meeting, Westtown School, friends of mine who are associated with your company, and of course, at the memorial services at 4th and Arch.

And I think not only of the above-mentioned institutions, but also of the Doukhobors and particularly of the Seneca Indians for whose welfare he also was concerned.

It was inspiring to have known him. No one of us can do just what he did, but his example will make us try to do better what we can do.

Sincerely yours,

Theodore B. Hetzel
Secretary of the Faculty
The members of the Faculty of Haverford College wish to express their appreciation for the life and service of Thomas W. Elkinton. For over fifty years he was devoted to the welfare of the College, and was a member of the Board of Managers for more than thirty years.

He made it a practice to visit the campus frequently to keep in touch with the life of the College, to talk with students and faculty members, to meet new faculty members, and to discuss college problems. His professional and business interests led him to take particular interest in the Department of Chemistry, but not to the exclusion of others.

His moral and financial support made possible the inception of the Medical Expense Reimbursement Plan and other benefits for the Faculty. He was active in the planning for buildings recently constructed and took great interest in both the physical facilities and the educational program of the College.

Tom Elkinton knew how to ask the pertinent, searching question, and was prepared to follow up his inquiry with action. He had strong convictions, and was decisive in judgment, but he was humble and considerate, deeply concerned for the welfare of all for whom he had any responsibility.

We are grateful for his special qualities of heart and mind, and for his generosity that have made such lasting contributions to the life of Haverford College. We shall miss him.

Approved by the Faculty of Haverford College. 21 October 1965
Minute 1: The Minutes of 21 October were approved with corrections to Minutes 9 and 17.


President Borton reported that the Council has prepared a sheet of information for candidates for appointment, regarding their talk, finances, and a description of the College.

Minute 3: John Lester, for the Admissions Committee, asked that the statistics on freshmen (Annex 1) should not be generally circulated.

Minute 4: Roger Lane reported for the Educational Policy Committee. The Faculty approved the proposal of the Sociology Department to offer (this year only) a course "Societies in Transition." The proposal of a revision of offerings of the History Department (Annex 2) was also approved.

Minute 5: John Chesick presented the proposal of the Educational Policy Committee (Annex 3) with regard to permitting students to take only the laboratory or the lecture portion of courses which normally include both. The grade would be recorded on the student's transcript, but no College requirements would be fulfilled. Approved, superseding Minute 7 of 21 October 1965.

Minute 6: Edwin Bronner reported for the Committee on Honors, Fellowships and Prizes regarding policy on College Honors. Comments of the Faculty are solicited. It was suggested that the committee might obtain student opinion by consulting the Students' Council and those who in the past have received College Honors.

Minute 7: John Ashmead reported for the Library Committee that departmental allocations amount to $9,500, and funds for general and special purchases $8,500. The Faculty requested that an explanation for the reduction in book purchase funds be reported next month. Faculty members are asked to return to the library borrowed books which they no longer need.
Minute 8: Wallace MacCaffrey reported that the Board of Managers has made the policy regarding retirement of women Faculty members the same as for men. President Borton informed the Faculty of proposed changes in the selection of members of the Board of Managers. This would provide for a Board consisting of a President, Vice President, Secretary, Treasurer, 18 members nominated by the Corporation from among its members, six (who need not be Friends) nominated by the Board, and four nominated by the Alumni Association. Of the 28 Board members, 18 would be limited to four consecutive three-year terms of office, no time limit being placed on the period of service of the other ten.

Minute 9: President Borton commended the Faculty for the good turn-out on Parents' Day. He announced that the Board of Managers and Faculty dinner is to be on 28 January 1966; and that Faculty members are invited to the meeting of the Library Associates to hear Professor Nahm speak on "Art as Making and Creating" on Sunday, 21 November at 4 o'clock in Stokes Auditorium.

Minute 10: Alfred Diamant spoke of the new possibility of conducting here a Summer Institute for Teachers, financed by the U. S. Office of Education in the fields of Political Science, History, English, and Modern Languages, in addition to the Summer Institutes in the various sciences and mathematics, which have been in operation for some years.

Minute 11: Gerhard Spiegler, in response to questions, discussed the recent considerations of the Joint Academic Advisory Group.

Meeting adjourned 6:10 p.m.

Theodore B. Hetzel
Secretary of the Faculty
To all Members of the Faculty:

The attached sheets supply statistical academic information on the present Freshmen, Class of 1969. You may wish to look these sheets over or study them before the November 18th Faculty Meeting.

Professor D'Andrea has prepared four histograms which are appended, which may make the Class profile more visible and easy to interpret. (The detailed statistics are generally reliable, though for a combination of reasons — standard error of measurement, weighting of tests taken at different times, etc. — there is some margin of error involved in these tables.)

The volumes of inquiries and applications for 1967 and 1968 are given on the first accompanying sheet as a context for considering our record with the Class of 1969. In other respects the statistics suggest that the performance of the Class of 1969 should be well up to, if not above, that of the other three classes now in College.

John A. Lester, Jr.
for Committee on Admissions

A Note on Interpretation of the Histograms:

(1) In all of these histograms, the vertical axes indicate the percentage of students involved.

(2) For the SAT Verbal and Math Scores, the horizontal axes indicate score values in intervals of 50.

(3) The "no-score" category includes students for whom we have no data, most of these being foreign students who do not take these tests.

(4) The numbers above the figures represent the percentage of students falling within the score interval indicated on the horizontal axes.

(5) Within the figures, the shaded area represents the percentage of students in that score interval coming from independent schools; the unshaded area represents the percentage of the students coming from public schools.

(6) The numbers within the shaded areas give the actual percentages of students in the interval coming from independent schools.
REPORT OF ADMISSIONS - CLASS OF 1969

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### Geographical Distribution

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CLASS of 1969

PER CENT of INDEPENDENTS in TOTAL: 37%

MEDIAN SCORES
TOTAL: 660
IND'T: 662
PUBLIC: 658

SAT VERBAL SCORES

MEDIAN SCORES
TOTAL: 690
IND'T: 675
PUBLIC: 702

SAT MATH SCORES
To: Faculty Educational Policies Committee
From: Department of History

November 18, 1965

I. In order to decrease our course load, we propose the following course changes.

Courses to be dropped:

History 33-34, Political and Constitutional History of Medieval England, alternate years, MacCaffrey. Some of the material in this course would be used, from time to time, in the proposed topics course in British History, 58. (History 35-36, Political and Constitutional History of Modern Britain will be changed in content. It will become a general course in British History since the High Middle Ages, offered in alternate years, MacCaffrey.)

History 45-46, Germany and Central Europe and History 47-48, French Revolution and Napoleonic Europe, alternate years, Spielman. The latter course or some part of it would periodically appear in the Topics Course, 55, in Modern European history; similarly, subjects drawn from modern German history would be included on other occasions in 55.

Courses to be added:

History 55, Topics in Modern European History, annual, Spielman. This would be a companion to the existing History 56, taught by Mrs. Gerstein. Both seminars would be in modern European history. John Spielman's topics would usually be taken from the 17th and 18th centuries while Linda Gerstein's would come from later periods.

History 58, Topics in British History, annual, MacCaffrey. Topics will be drawn from both medieval and modern aspects of British history.

This would mean that in any given semester at least two topics courses will be available to students (three in the fall, when Edwin Bronner gives History 51). With the addition of a third man in Classics, that department anticipates giving one semester annually of an ancient history topics course (History/Classics 29, 30). Note that the net reduction in semester courses given by History will be four.
PROPOSED REMODELLING OF CURRICULUM AND COURSE LOAD FOR HISTORY DEPARTMENT:

COURSES

INTRODUCTORY LEVEL:

History 11-12 Introduction to Western Civilization - All members of department normally teach in this course; each teaching two sections.

(History/Classics 19-20 - members of Classics Department)

INTERMEDIATE LEVEL:

History 21-22 American History - Roger Lane - given annually.
History 23-24 Medieval Europe - Wallace MacCaffrey - alternate years.
History 25-26 Modern Europe - John Spielman - given annually.

(History/Classics 29, 30 - one semester each year)

History 35-36 British History - Wallace MacCaffrey - alternate years.
History 40 Quakerism - Edwin Bronner - given annually.
History 43-44 Russian History - Linda Gerstein - given annually.

History 53-54 Near Eastern History - Alan Silvera, Bryn Mawr College - alternate years.

ADVANCED LEVEL:

History 41 (42) - Topics in American History - annually - Roger Lane.
History 51 - Topics in Regional History - Edwin Bronner - annually.
History 55, 56 - Topics in Modern European History - John Spielman, Linda Gerstein

History 58 - Topics in British History - Wallace MacCaffrey - annually.

(History/English 49-50 - European Thought and Letters 1100-1600 - Craig Thompson - alternate years.)

History 81, 82 - Project courses. All members of department, as demand requires.

History 100 - Special fields for comprehensive examinations. All members of department, each teaching a different group of fields.
Under this scheme History 45-46 and 47-48 (Germany and Central Europe and French Revolution and Napoleonic Europe) would be dropped from the curriculum; History 33-34 (Medieval England) would disappear and History 35-36 would be transformed into a general course in British history. Two topics courses would be added—55, an additional topics course in Modern Europe and 56, a topics course in British history. In all topics courses it would be assumed that the content would change from year to year. There would be a net reduction of four semester courses.

*Courses starred and underlined are either proposed new courses or old courses with present content altered.

Russian History and near Eastern History are jointly listed by both Haverford and Bryn Mawr.

The History Department also cross lists certain courses with the Religion Department: these have been omitted to simplify the presentation.
The Educational Policy Committee recommends that the Faculty adopt the following statement of policy in place of a statement approved at the October meeting (see last two paragraphs of Minute 7 of the Meeting of October 21, 1965):

With the approval of the instructor in the course, the student's adviser, and the Dean, a student may take for credit either the laboratory work of the class work of a course which normally includes both. The grade received would be recorded on the student's transcript, with the notation, "Lecture only" or "Laboratory only", as the case might be. The grade received would not be included in the calculation of the student's average.

Such a course would not be included among the 36 courses required for a degree, nor among the 21 courses required outside of the student's major department, nor among the courses needed to meet a limited elective requirement.

Ariel G. Loewy,
Chairman

November 15, 1965
To Dean Cadbury and the Haverford faculty:

We have heard about the proposals for calendar reform which will soon be submitted to the faculties of Bryn Mawr and Haverford. We request that you find out student opinions on this question before deciding on the proposals.

Ending classes before Christmas and having exams after the vacation, the proposal which you are now considering, was overwhelmingly rejected by the students in last year's poll conducted by the student committee on calendar reform.

The two objections of students to the present calendar concern the "lame-duck" two weeks of classes after Christmas and the lack of a real, work-free, vacation. The new proposal solves the former of these problems, but not the latter.

We think that many students would prefer the system used at the University of Pennsylvania, under which both classes and exams for the first semester are ended before the Christmas vacation.

Therefore, we request that you not reach a decision on calendar reform until you ascertain student opinion on this matter.

Sincerely yours,

Walter Read, President of Council
Peter H. Barnett, Secretary of Council
John Milliken, Treasurer of Council
Don Dodson, Editor of NEWS
Alan Raphael, Managing Editor of NEWS
Richard Schmidt & Tim Sieber, Student Calendar Committee
Minute 1: The Minutes of the meeting of 18 November were approved with an amendment to Minute 5, "Approved superseding Minute 7 of 21 October 1965."

Minute 2: Provost Green reported a request from the Joint Academic Advisory Group that copies of old examinations, reading lists and course syllabi be made available to students. Since the Registrar has kept a file of such material, the Faculty is reminded to keep it up-to-date.

Minute 3: Dean Cadbury reported for the Academic Council that an ad hoc committee for an appointment in German had been named: Quinn (chairman), Cary, Santer, Spielman.

Minute 4: Ariel Loewy had no report from the Educational Policy Committee, but did comment on their recent discussions: JAAG, student activities, Arts and Service, Physical Education, comprehensive examinations; and reminded the Faculty that policy is needed on petitions to waive course grades.

Minute 5: President Borton reported that the reduction in funds for purchase of books in 1965 compared to 1964 was not due to a reduction of income, but to a difference of carry-over balances of unspent funds for the two years.

Minute 6: Gerhard Spiegler reported that the Board of Managers is soliciting bids for the construction of new library facilities. President Borton reported that the Board has considered a general projection of anticipated income and expenditure for 1966-67. This includes increases over present budget of 7½% for faculty salaries, 5% for non-faculty salaries, and increased costs of administration, development, and the infirmary. As a result the tuition fee for next year has been increased by $200. No increase in 1967-68 is anticipated.

Minute 7: Dean Cadbury reported that the Bryn Mawr College Faculty has adopted a calendar nearly identical to ours, which will be announced shortly. This will bring the Mon-Wed-Fri and the Tues-Thurs-Sat classes into nearly perfect numerical balance for both semesters.
Minute 8: Vice President Crawford presented an analysis of developments projected over the next ten years. These include $13,000,000 for new construction and the renovation of old buildings, $10,000,000 for additional endowment, $3,000,000 in ten years of annual giving. This fund-raising is to be called "Haverford Quest" a mnemonic for "Quality Underwritten by Exceptional Standards and Training."

Minute 9: William Sheppard reported on a recent meeting with alumni of Texas, Louisiana, Arkansas and Kansas. There is hope of getting some oil money out of the ground there and into operations here.

The meeting adjourned at 5:15

Theodore B. Hetzel
Secretary of the Faculty
FACULTY OF HAVERFORD COLLEGE

20 January 1966

Regular Meeting

President Borton, presiding

Minute 1: The Minutes of the meeting of 9 December 1965 were approved.

Minute 2: Provost Green reported that new purchase order forms, which Charles Smith had discussed with the Faculty at a special meeting, are to be used starting on 1 February. He also announced that Harvey Glickman has been appointed Director of African Studies.

Minute 3: Alfred Satterthwaite (Academic Flexibility) reported that two requests had been acted on favorably, one refused, one in limbo.

Minute 4: William Davidon (Academic Standing) stated that first semester grades must be reported before 9 a.m. on 2 February.

Minute 5: John Lester (Admissions) informed the Faculty that more complete and quantitative information about applicants is being collected by the Admissions Office. He also reminded department chairmen of the memo recently sent out to elicit information about department facilities, major programs, and accomplishments of recent graduates for use by the Admissions Office and for the information of prospective students.

Minute 6: Gerhard Spiegler, for the Educational Policy Committee, presented "Changes in the existing committee system" (Annex 1). This innovation provides for two student representatives, appointed by the Students' Council, on each of seven faculty committees, and for the demise of JAAG. After a long and full discussion this was approved.

Minute 7: Ariel Loewy (Educational Policy) presented a statement to the Faculty, asking that each department formulate a description of the 100 course (Senior Departmental Studies) as it proposes to structure it in the future, for the consideration of the Educational Policy Committee, and for publication in the catalog. Various recommendations are given. (See Annex 2) It was requested that this not be publicly discussed until after it has been officially published. Approved.

Minute 8: Robert Butman reported that 55 students are registered for courses in the Arts and Service Program.
Minute 9: Irving Finger (Faculty Research and Study) reported that eight grants totalling $2,041.00 have been approved. The closing date for applications will be announced next month.

Minute 10: James Lyons (Community Relations) reported that the Serendipity Day Camp is in the works for this summer. Various money-raising activities are planned, as well as application for Anti-Poverty funds, with the hope of providing an adequate financial base for the compensation of staff and the operation of the Camp.

Minute 11: President Borton announced that an anonymous gift worth approximately $260,000 has been received, which brings the fund for the new library to about $1,650,000. It is expected that the plans for the new construction will be finished by mid-February.

Minute 12: Alfred Diamant reported that the Committee on the Presidency has met monthly. Selected candidates are being visited and some of them will be invited to come here. The names of those being considered should be kept confidential.

Minute 13: Harvey Glickman reported on Haverford's program of African Studies, and on cooperation in this area with Bryn Mawr, Swarthmore and Lincoln University. An African Civilization Seminar, and a course on Social Change in Developing Areas are to be given here next semester. African History will be given at Swarthmore. A course on African Politics is to be given. It is hoped that a course in African Culture and Religion and an African Literature course may be developed, and that African material may be introduced into humanities and social science courses. Also there are possibilities that students may major in regular departments of the College and at the same time organize their studies around problems relating to Africa. There is to be active cooperation with Lincoln University: our students may study Swahili there, and mutual visitation for lectures. It is hoped to develop an exchange of students with Sierra Leone and Tanzania, also for travel and study of Haverford Faculty and students in Africa.

Minute 14: Barclay Bollas commented on the large number of newspaper clippings, which necessitate postings twice a week on the bulletin board. There are too many to post all. Others may be seen in his office. He analyzed the voluminous
mailings that go out from the College, and the substantial printing costs. The announcements for six events cost $750. The student Handbook cost $2.18 each; Information for Members of the Faculty cost $2.00 each; the President’s Report cost $7,000.00, which is more than $1.00 each. The cost of Horizons has been reduced by a change in the printing process and in the printer.

Minute 15: President Borton reminded the Faculty of the dinner with the Board of Managers, 7 p.m. on 28 January in the Common Room.

Minute 16: In response to a question by John Lester, President Borton informed the Faculty that on 22 January there will be a meeting of the special Board Committee on Housing, at which lots will be assigned to those faculty members who have requested permission to build on campus.

Minute 17: Dean Cadbury reminded campus householders that they should return the housing questionnaire, so that plans for improving faculty housing can go forward.

Meeting adjourned, 5:50 p.m.

Theodore B. Hetzel
Secretary of the Faculty
The Educational Policy Committee recommends that the following changes in the existing committee system be put into effect beginning with the academic year 1966-67:

**Membership on Committees**

The Students' Council shall appoint two representatives to each of the following faculty committees:

1. Academic Flexibility (Also Academic Standing when appropriate)
2. Admissions
3. Arts and Service
4. Honors, Fellowships, and Prizes
5. Library
6. Phillips Program, Rhodes Fund, and Distinguished Visitors
7. Educational Policy

Student representatives of the following committees, Admissions, Academic Flexibility, Academic Standing and Honors, Fellowships, and Prizes shall participate in committee discussions only when matters of principle and policy are under consideration. They shall not participate in deliberations involving individual cases brought before these committees.

**Method of Appointment**

The Students' Council shall select student representatives to faculty committees from the entire student body, not from a sign-up list. Appointments shall be made in the late spring for the following academic year; service shall begin in September and end at the end of the academic year. The Council may appoint additional students to serve as alternates; students selected either as regular representatives or alternates may refuse appointment.

**Function and Status**

A student representative shall serve as a source of information about the views and concerns of the student body, although he presents his own views. Student representatives shall report regularly to the Students' Council, except on matters of a confidential nature.

The chairman of a committee may, at his discretion, exclude a student representative from certain meetings of the committee. But it is desirable that a student representative be present at as many meetings as possible.

Like faculty members, a student representative may request that his opinion on an issue, if it differs from the consensus of the committee, be presented to the Faculty together with the committee's recommendation.

**Statue of JAAG**

In the event this proposal be accepted, the Joint Academic Advisory Group (affectionately known as JAAG) shall cease to exist. The Educational Policy Committee shall review the effectiveness of the proposed joint committees and shall introduce reforms when needed. The president and provost, when creating new committees, shall consider the appropriateness of inviting student membership.
The following statement of the Educational Policy Committee is sent to you for consideration.

Our committee will hear faculty reactions to this proposal at the January 20 Faculty Meeting at which time it will be decided whether to ask for the approval of the recommendations or whether to take them back to the committee for further modifications.

There has been in the last few years a slow evolution away from the strict format of the Comprehensives course consisting of unsupervised study followed by written and sometimes oral examinations and representing a one semester course load to the student. A variety of new programs have been developed by a number of departments around the Comprehensives course to satisfy the specific needs of revised curricula.

After considerable discussion the committee agreed that it would be unwise to require that this variety be again reduced in favor of a highly uniform Comprehensives Program. It was felt that there was something important and distinctive about certain aspects of the Comprehensives Program which the college curriculum ought to preserve.

Possibly the most important single virtue of the Comprehensives Program is the centripetal tendency it introduces in an otherwise centrifugal situation in the department major. As a result of special work in advanced and research or project courses students tend to fan out into the various specialties of a given major. For example, it is in the senior year when a student may pursue his interest in experimental rather than theoretical physics, his interest in literary criticism rather than linguistics, or his ability in the quantitative rather than historical approach to a social science. The four rather than five course load of the senior year increases somewhat this immersion in depth experienced by most of our students. We think that the Comprehensives represent a last and important effort to bring together these diverse tendencies by furnishing a common and unifying experience to the members, both students and faculty, of a given department.

The Committee feels that in addition to the common or centripetal experience of the Comprehensives Program departments may want to add distinctive features which best satisfy their particular needs. All departments are encouraged to consider whether this involves independent review, reading projects, seminars on recent developments in the field, the Philips Visitors program, the written or oral presentation of papers, the discussion of each others' research projects or the utilization of theory to an "area program" or a "community project". This should be left to the departments to work out.

The precise nature as well as the emphasis to be placed on the examination can also be left to departmental decision as long as departments agree not to expose students to massive examinations in the middle of semesters thereby claiming disproportionate efforts from students which they are expected to divide among four courses.
When a department has decided on a particular structure for its Comprehensives in relation to its other course offerings it should present this to the Educational Policy Committee and if approved enter the appropriate description in the catalogue. The amount of teaching credit, if any, to be given for this course will be decided by the Provost after discussion with the department chairman.

Should departments find it necessary to retain the current catalogue description of the 100 course consisting of unsupervised review and a final examination, they should discuss this problem with the Provost.

In summary we would like to make the following recommendations:

1. Every department must require its majors to take a course numbered 100 and called "Senior Departmental Studies." This course should provide a common unifying experience for department majors and be a "capstone" for the experiences of students in a given department.

2. Examinations can be given throughout the course but these should be equivalent to the "hourlies" or term papers customary in other courses.

3. A final examination should be given but both emphasis as to content and role it plays in the final grade should be left to departmental decision.

4. The Senior Departmental Studies course is a second semester course. Part of the work of the course may, at the discretion of the department, be done during the first semester, in which case the student would register for "100" each semester, but the transcript would show the 100 course, with the grade received and one semester course credit only after the second semester.

5. A description of the 100 course for each department program will be listed in the catalogue.

6. In order to graduate, department majors must receive a minimum grade of 70. Provisions for making up a failure must be made by arrangement in consultation with the Dean and the department chairman. Such arrangements are to be completed after commencement.
Minute 1: The Minutes of the meeting of 20 January 1966 were approved.

Minute 2: The Provost read a letter of appreciation from anonymous parents, thanking the Faculty that their son is not tempted to underachieve.

Minute 3: MacCaffrey reported for the Academic Council on some changes in personnel of committees: Hare replaces Spielman on the Academic Flexibility Committee, Lester and Kessler replace Salamon and Smith on the Faculty Compensation and Medical Plans Committee, and MacCaffrey replaces the Dean as the Secretary of the Council. This latter being a change from the normal organization of the Council, the approval of the Faculty was requested and received.

Minute 4: Davidon (Academic Standing) announced that reports of student deficiency will be due on 15 March.

Minute 4: Loewy (Educational Policy Committee) recommended that students be permitted to take Biology 12 without laboratory, but with the addition of a term paper, for full credit. This would not satisfy limited elective requirements for a laboratory science course. Approved.

Minute 6: Department chairmen are reminded to send the Educational Policy Committee a description of their 100 course (Senior Departmental Studies).

Minute 7: The Educational Policy Committee continues to examine the grading system, and has discussed with Howard Teaf the considerations of this subject by some 50 colleges. Newly established colleges tend to adopt some system not involving grades.

Minute 8: Bronner reported the recommendation of the Committee on Honors, Fellowships and Prizes, that students who have not received departmental honors, nor the 88% weighted grade average, may be nominated by six faculty members to stand as candidates for College honors. See Annex #1, Proposal I. Approved.
Annex #1, Proposal II, that T. Wistar Brown Fellowships be awarded in two ranks, senior and junior, with stipends of $5,000 and $2,500 respectively, was approved with the following amendments:

1) The President should not be asked at the present time to take up with the Board of Managers the possibility of making additional funds available.

2) The committee was instructed to consider changing the stipend for a junior fellowship. The Faculty approved of granting either a senior fellowship or junior fellowships, as long as the total grant did not exceed $5,000.

Annex #1, Proposal III, that the detailed supervision of the awarding of prizes be carried out by a clerk in the Dean's office, starting in 1966-67, was approved.

Minute 9: Kosman (Philips Program) requested suggestions from those who have been hosts, as to what secretarial assistance would be helpful. It was suggested that the norm for honoraria be $150 per day, and for entertainment a maximum of $75 per day, for short visits.

Minute 10: Dean Lyons (Community Relations) reported that the faculty plays earned $545 for the Serendipity Day Camp. Roger Lane has been named director of the Camp for this summer. The Zion Baptist Church presented Sidney Perloe with a citation in appreciation of the College's contribution to the community through last summer's Serendipity Camp.

Minute 11: Hare (Computing Center) discussed the growing need for a more modern computer. It is expected that the IBM 1620 will have paid for itself in two more years, and delivery on a #360 or similar machine ordered now would be about two years, so it is appropriate to anticipate now our future needs.

Minute 12: Dunathan (Committee on the Presidency) reported that several prospects have been visited, ten more will be visited soon, and some will be visiting the campus.

Minute 13: Randall (Athletic Department) reported on a ruling of the National Collegiate Athletic Association that student athletes who have a grade average less than the equivalent of 66% shall not be eligible for NCAA sponsored competition.
Although we do not give athletic scholarships, we may give financial aid to students already at Haverford who have grade averages below 66, and therefore we cannot comply with their interpretation of Article 4, Section 6-b-2 (see Annex #2). The Faculty supported the decision of the Administration in this matter.

Minute 14: President Horton read a letter from W. P. (Bok) Read, president of the Students' Association, inviting faculty participation in certain Students' Council committees. This matter was referred to the Educational Policy Committee for their recommendation.

Minute 15: Loewy raised the question of Haverford's involvement with the University City Science Center, since it provides secrecy to safeguard proprietary interests and military security, and since the Institute for Cooperative Research may be transferred to it. President Horton will distribute to the Faculty further information about the Science Center, and the matter will be discussed at a future meeting.

Meeting adjourned, 5:50 p.m.

Theodore B. Hetzel
Secretary of the Faculty
II. Proposed change in regard to T. Wistar Brown Fellowships

At the present time the College may award one or two T. Wistar Brown Fellowships annually, with a maximum stipend of $2,500. This figure was established several years ago, and is not likely to attract distinguished candidates.

We propose that the President be asked to take up with the Board of Managers the possibility of making funds available each year for:

1. a senior fellowship of $5,000;
2. a junior fellowship of $2,500 (we might award two junior fellowships when no one was eligible for the senior award).

We would make it clear that the senior award would go to a person with a distinguished reputation in his field. (A stipend of $5,000, combined with the usual sabbatical half-salary for a year, would make it possible to attract established scholars.)

The junior fellowships might be awarded to persons working toward advanced degrees, where they would be doing research on a subject at Haverford, and where there would be some benefit to the College.

Hereafter, T. Wistar Brown Fellows would be selected by the Provost, in consultation with a small faculty committee made up of persons related to the research proposed by the candidates.

Matters of policy regarding T. Wistar Brown Fellowships would continue to be the responsibility of the Committee on Honors, Fellowships and Prizes.

III. Proposal regarding Prizes

While this committee would continue to be responsible for the administration of prizes, we suggest that the supervision of the awarding of prizes should be carried out by a clerk in the Dean's Office.

It is a poor use of faculty time to expect each new chairman of this committee to familiarize himself with all of these prizes, only to pass the responsibility to a new chairman the following year. A clerk could take care of this matter with minimum supervision from the Dean.

This proposal would not take effect until 1966/67.
From: ATHLETIC DEPARTMENT
To: FACULTY
Subject: N.C.A.A. BY-LAWS AS PASSED JANUARY 13, 1965 TO TAKE EFFECT MARCH 1, 1966.

"Specifically, Article 4, Section 6-(b), By-laws, states:

(b) A member institution shall not be eligible to enter a team or individual competitors in an NCAA-sponsored meet, unless the institution:

(1) Limits its scholarship or grant-in-aid awards (for which the recipient's athletic ability is considered in any degree) and eligibility for participation in athletics or in organized athletic practice sessions, to incoming student-athletes who have a predicted minimum grade point average of 1.600 (based on a maximum of 4.000) as determined by demonstrable institutional, conference or national experience tables; and,

(2) Limits its subsequent scholarship and grant-in-aid awards (for which the recipient's athletic ability is considered in any degree), and ELIGIBILITY FOR PARTICIPATION to student-athletes who have a grade point average, either accumulative or for the previous academic year, of at least 1.600."

The legislation, as conceived, requires that all colleges desiring to participate in NCAA-sponsored programs must meet specified minimum standards. To many of us, these standards seem very low, but are higher than many schools, particularly those athletically minded, require.

The attached letter to NCAA from President Borton presents Haverford College's position regarding the legislation.

Our position is "The ruling on Scholar Athletes 1.600 does not apply, and if NCAA does not recognize this, then we do not comply with NCAA regulations."

R. E. Randall

RFR:m
Att. 1
Mr. Walter Byers  
The National Collegiate Athletic Association  
Midland Building  
Kansas City, Missouri 64105

Dear Mr. Byers:

I am writing to you to clarify our position in regard to the 1.600 Rule.

As was stated in our Form 1a, Haverford awards no scholarships or grants in aid based on athletic ability. For incoming students, our policy is to grant financial aid on the basis of need as established by the College Scholarship Need Analysis. Our practice is to select the class that we want and then to meet the needs of the students we have selected. Our policy for renewal of aid is to continue the aid if a student's scholastic performance has been satisfactory and if his need continues. In practice, satisfactory scholastic performance means passing all courses and maintaining the required average for the year, (60 is passing; freshmen must have a 60 average, sophomores 65, juniors and seniors 70).

We have no difficulty complying with Article 4 Section 6-b-1 since no grants are made on the basis of athletic ability. Further, no students are admitted who have predicted averages below 1.600 according to Table 1. We do have some difficulty complying with Article 4, Section 6-b-2. Our renewal policy means that aid might be renewed for freshmen who have 60 averages and sophomores who have 65 averages.

In order to comply with the regulation on renewal, we would have to expect more of the students who participate in athletics than those who do not. We cannot believe that it was the intent of the legislation to penalize students who participate in athletics. Indeed, the background information in the Procedure "manual indicates that one of the primary reasons for the legislation was the concern that "student-athletes should be representative" of the student body. Since our renewal policy insures this, we trust that it will be acceptable.

If you should have further questions concerning our position, I shall be glad to answer them.

Sincerely yours,

Hugh Borton

President

HB/et
Minute 1: The Minutes of the meeting of 17 February 1966 were approved.

Minute 2: Wallace MacCaffrey (Academic Council) reported that names of faculty members who are appointed to committees of the Board of Managers will be listed in the Catalog.

Minute 3: Robert Butman (Arts and Service) reported the difficulty of administering the program in the absence of guide-lines to be established by the Educational Policy Committee. It was indicated that some decisions could be made soon, but that others involving athletics and student activities will take some time.

Minute 4: Ariel Loewy reported for the Educational Policy Committee:

Recommendations for revisions of offerings in Religion (Annex 1) were approved.

Recommendations for revisions of offerings in Political Science (Annex 2) were approved.

Recommendation to offer an advanced Freshman Mathematics course designated Mathematics 19, 20 was approved. (Annex 3)

Recommendation to drop English 64 (Seminar in Milton) and to add English 48 (Modern American Drama). See Annex 4. Approved.

A contemplated revision of offerings in Philosophy will be postponed until next year. Approval was given to offer Philosophy 45, 46 (The Aftermath of Hegel), for one year, and to extend Philosophy 27 and 28 for one year.

Minute 5: Dale Husemoller (Faculty Compensation and Medical Plans) recommended that the College Nurse be included under the Medical Expenses Reimbursement Plan. Approved.

The Faculty asked this committee to undertake a study of policy with regard to new faculty housing, co-opting other faculty members to assist.
Minute 6: Irving Finger (Faculty Research and Study) announced that the deadline is 1 April for applications for grants for projects up to 1 October.

Minute 7: Edwin Bronner (Honors, Fellowships and Prizes) asked for approval of the nominations of: Robert B. Lanning as First Cope Fellow, Stephen C. Curley as Second Cope Fellow, and John M. Hoberman for the Augustus Taber Murray Scholarship. These were approved. He announced that David C. Parker has been selected to receive the Hamilton Watch Award. This information is to be kept confidential until official announcement is made, the first three at the next Collection, the latter at Commencement.

Minute 8: John Ashmead (Library) asked that one person in each department be responsible for book orders, and that orders be entered promptly. The matter of faculty members retaining library books for a long time was discussed. The library staff will furnish a list of the books each faculty member has out, and each faculty member is asked to ascertain if he actually has the books charged to him.

The committee was asked to consider policy with regard to carry-over to the next year of unspent and uncommitted funds.

Minute 9: Wallace MacCaffrey reported on actions of the Board of Managers at its last meeting. A peripheral road is planned to go around the campus, to remove traffic from the inner campus. A new dormitory for 120 students will be designed, with allowance for expansion to accommodate an additional 60. Founders will be remodeled as a new dining and kitchen center. The area behind Ashmead's and College Circle will be developed for faculty housing. The Gymnasium will be made into a student center. A college of 700 students is anticipated for the year 1974-75.

Minute 10: President Borton reported on special efforts to maintain the momentum of fund-raising generated by Alfred Crawford while the Development Office is being re-established. Special contributions in memory of Alfred Crawford are being collected, and may be used for some feature of the new library.

President Borton announced that an open meeting will be held at 3:00 p.m. on 23 March to consider the area that is proposed for new faculty housing.
Minute 11: The Board Administrative Review Committee proposes to replace the Board's Resources and Development Committee by three committees. One of these, the Committee on College Objectives, is to consist of four or more Board members, the President, the Provost, and three faculty members. See Annex 5. This was discussed at length. President Borton will consult with the Administrative Review Committee and report back to the Faculty.

Minute 12: Paul Hare reported that on 4 April a delegation from Hamilton College will visit the campus, with a particular interest in our experience with our Computer Center.

Minute 13: The matter of the University City Science Center will be discussed at a later date.

Minute 14: A Memorial Minute for Alfred R. Crawford will be prepared by the College Administration.

Meeting adjourned, 6:25 p.m.

Theodore B. Hetzel
Secretary of the Faculty
From: Faculty Educational Policy Committee
To: The Faculty
Re: Curriculum Changes in the Department of Religion

March 11, 1966

The following changes and additions are recommended for approval:

(1) the shifting of the present course sequence "Introduction to Biblical History and Interpretation" (Religion 11, 12) to the intermediate level as "History and Literature of the Bible" (Religion 21, 22);

(2) the addition of a new introductory sequence "Religion and Culture" (Religion 15, 16). Description attached.

(3) the dropping of "Formation and Growth of Classical Christian Thought" and "Currents in Theological Thought Since 1300 A.D." (Religion 27 and 28);

(4) the replacement of Religion 27 and 28 by the courses "Medieval European Civilization" (Religion/History 23-24), "The Protestant Reformation" (Religion/History 36) - course description attached, and "Religious Ideas in Modern Culture" (Religion 29). These courses are to be alternate year courses.

(5) The shifting of the present courses "Introduction to Hinduism and Islam" (Religion 15) and "Introduction to Buddhism and Phenomenology of Religion" (Religion 16) to the intermediate level as "Religious Traditions in India and East Asia (Religion 25, 26); this sequence is to be taught in alternate years.

(6) The current course "Philosophy of Religion" (Religion 22) is to become an alternate year course, to be taught as Religion 38.

(7) The current "Seminar in World Religions" (Religion 33) is to be taught in alternate years as "Seminar in History of Religions" (Religion 43).

(8) New major requirements: Religion 15, 16, 100 and four other semester courses in Religion. Three courses from some other department (beyond the introductory level) to be approved by the major supervisor as related courses.
Religion and Culture

A study of man's pre-philosophical, religious conceptions of himself and society through a detailed examination of selected myths and rites, found in the traditions of tribal Africa, Vedic India, and the Ancient Near East.

An introduction to and testing of divergent methodologies and theories of religion in the study of major religious forms and types developed in the Hebrew-Christian tradition.

In the second semester modern forms of religious expressions and critiques of religion will be studied in the work of such men as Kierkegaard, Marx, Freud, T. S. Eliot, Buber, Reinhold, Nietsche, Camus, Tillich, Bultmann and Gandhi.

(Religion 16 may be taken without prerequisite.)
Religion

36  The Protestant Reformation
   (Also called History 36)

   A study of the rise and development of the Protestant
   Reformation during the 16th century, its history and
   thought, with special attention to the work and thought
   of Luther and Calvin. Prerequisite: Religion 23-24 or
   consent of the instructor.

   In alternate years: 1966.
As part of its continued effort to achieve increased coherence of its curriculum the Department of Political Science proposes to arrange its courses on three levels: "Introductory," "Intermediate," and "Advanced." The Introductory Courses will continue without change. The Intermediate Courses have been reorganized to provide a 2-semester offering in each of the four fields of political science: comparative politics, American politics, international relations, and political theory and history of political thought. However, no major changes in content are planned for the courses to be numbered 21 through 28. Pol. Sci. 51, Political Analysis, replaces 68, Senior Seminar, so that the content and materials of the course will become available to majors at the beginning of their period of concentrated work in the department. This part of the report is provided to the faculty for its information.

The four Advanced Courses (41, 45, 46, and 47) are new and authorization for them is requested from the faculty. In these seminars, senior majors as well as selected non-majors will be able to pursue research and study in an area of a faculty member's special interest, competence, and concern. For the senior major the Research Seminar will provide a setting for initiating work on his senior essay which will be completed in 100, Senior Departmental Study, for which the description requested by F.F.P.C. is hereby submitted.

This reorganization of the work at the intermediate and advanced level was made possible by the authorization of a new position in the department whose incumbent will be responsible for courses in international relations. As a four-man department (beginning in 1965-66) we will be able to offer work in the four major areas of political science by individuals directly involved in research and teaching in that field.

The addition of the four advanced courses is balanced by the dropping of other courses which are listed below.

There will be no change in the number of courses required for the major.

The new appointment in international relations was the result of an agreement reached with the BUC political science department concerning the filed specialization for new appointments: Haverford -- international relations; Bryn Mawr -- urban and metropolitan government and politics. Haverford has made its appointment (Mr. Robert Mortimer to be Assistant Professor of Political Science). BUC's choice will not take up his appointment until the 1967-68 academic year. We also plan that from time to time (eventually on a regular basis) BUC faculty will teach their courses at Haverford and vice versa. The first steps in this pattern are for Robert Mortimer to teach International Organization (Pol. Sci. 26) at BUC and for the new BUC appointee to teach Metropolitan Government at Haverford.
INTRODUCTORY COURSES

11 Political Theory: Ideas and Issues
12 Political Systems: National and International  
    No change

INTERMEDIATE COURSES

21 Politics and the Party System in the U.S.  Sidney Waldman (Replacement)
22 American Political Process: Presidents and Congress  Sidney Waldman
23 Comparative Politics: Western Systems (with emphasis on Britain)  
    Harvey Glickman
24 Comparative Politics: Non-Western Systems (with emphasis on Africa)  
    Harvey Glickman
25 International Politics and Foreign Policy  Robert Mortimer (New Appointment)
26 International Organization  Robert Mortimer
27 Ancient and Medieval Political Thought  Alfred Diamant
28 Modern Political Theory  Alfred Diamant
31 Political Analysis  Given by staff members in rotation one at a time  
    Will normally be taken in junior year.

ADVANCED COURSES

41 Research Seminar in American Politics  Sidney Waldman
42 Research Seminar in Comparative Politics  Harvey Glickman
43 Research Seminar in International Politics  Robert Mortimer
47 Research Seminar in Political Theory and Philosophy  Alfred Diamant

These will be given annually except in the year in which the faculty member involved will teach Pol. Sci. 31.

61, 32 Project Staff

100 Senior Departmental Studies  Completion of senior essay normally 
    began as part of the work in the research seminars and 
    preparation for comprehensive examination. All staff members 
    will be involved in any given year in the supervision of senior 
    essays. After completion of the essay on April 15, there will 
    be a period of reading and review leading to a written compre- 
    hensive examination for all senior majors. Candidates for 
    departmental honors will also stand for an oral examination 
    covering both the honors essay and the fields of political 
    science chosen by the student.

* * * * * *

COURSES TO BE DROPPED

27 American Political Thought  Already available at EWC as Pol. Sci.  
    300n and taught normally by Peter Bachrach  Will be cross 
    listed in our catalog.
28 American Constitutional Development  Already available at EWC as Pol. Sci. 307 
    and normally taught by Peter Bachrach  Will be cross listed in our catalog.
29 Metropolitan Government  Will be offered at EWC by new appointment 
    beginning 1967-68 and will be cross listed in our catalog.
30 Public Administration  This represents an area which will be 
    covered by one of the senior research seminars.
Problems in Political Philosophy. Essentially this course will be replaced by the new senior research courses. The intent in creating P.3. 45 was exactly the same as now expressed in the new courses numbered in the 40's.

RENUMBERING OF COURSES

All other courses listed in the current catalog will be fully integrated in the new courses numbered in the 20's. Old 21, 22 = New 21, 22; Old 23, 24 = New 23; Old 38 = New 24; Old 31, 32 = New 27, 28; Old 34, 36 = New 25, 26; Old 35 = New 31.

CROSS LISTING OF COURSES

P.3. 41, 43, 44, and 47 are taught by BMC or by other departments and are not affected by this reorganization. They will remain in the curriculum available to majors as part of a major program (they will bear numbers above 31). Additional courses will be cross listed with BMC as further cooperation patterns develop.

MAJOR REQUIREMENTS

Requirements for the political science major will remain unchanged:

Old: 11, 12, 35, 100 and 6 other courses in Pol. Sci. Total 10 courses
New: 11, 12, 31, 100 and 6 courses Total 10 courses

In recent years political science majors have not often gone beyond the minimum requirements; we do not expect any change in this pattern.
From: Faculty Educational Policy Committee  
To: The Faculty  
Re: Curriculum changes in the Department of Mathematics

1. **Purpose of change.** Since Mathematics 21, 22 is in general too hard for incoming freshmen and since Mathematics 13, 14 is not appropriate for incoming students with a background in calculus, the Mathematics Department proposes the following sequence of courses for freshmen with an appropriate background in calculus.

2. **Course description as it will appear in the catalog.**
   - **Math. 19:** Calculus and analysis. Review of calculus, series, partial derivatives and multiple integrals. Introduction to linear algebra. Open to students with a background in calculus but have not taken Math. 13 or 14.

3. **Remarks.** There will be no change in major requirements or in manpower needs of the department.

4. **Suggested course sequence for students taking mathematics in their freshman and sophomore years.**
   - (b) For students with a background in calculus upon entering college: 19-20-21-22.
   - (c) Other possibilities are 13-14-20, 19-20, 13-14, or 13-18.

5. The Mathematics Department will interchange the order of Math. 21 and Math. 22 as it stands to Math. 21 Linear Algebra and Math. 22 Analysis.

Ariel G. Loewy
From: Faculty Educational Policy Committee  
To: The Faculty  
Re: Curriculum changes in the Department of English  

The Department of English asks for approval of the following curricular changes:

The dropping of

English 64. Seminar in Milton

(Because of our new English 33, The Age of Milton, there were no registrants this year in English 64. This is likely to be the case next year. Of course any qualified student may make Milton the subject of his project, if he chooses.)

The adding of

English 48. Modern American Drama

Modern American drama from O'Neill to the present, together with significant television plays and movies.

(To be taught by Mr. Ashmead.)

Ariel G. Lowry
To all faculty members -

The attached statement is part of a report from the Board Administrative Review Committee. This report was approved in general at a special Board Meeting on February 21, 1966. It is being circulated prior to the Faculty Meeting, at which time further comments will be made about it.

Hugh Horton
Committee on College Objectives: (Standing)

All three branches of the College, the Board, the Administration, and the Faculty, are deeply concerned with long-range educational planning and objectives. This Committee is therefore particularly important as a vehicle through which these branches can carry on a cooperative effort in developing such plans and objectives. It will consist of four, or more, members of the Board, three members of the Faculty (possibly, the three divisional representatives on the Academic Council), the Chairman of the Board, and the President and Provost of the College.

This Committee will receive suggestions, studies, and recommendations from Board members of the Committee, the President, and the Provost. These communications will deal with such matters as the quality and content of the educational program, the economics of the program, the size of the student body, the ratio of students to faculty, and the policies on faculty and administrative salaries and on scholarships. Such suggestions, studies, and recommendations will be discussed within the Committee and, when suitable, will be transmitted to the Board together with appropriate comments.

The Committee will have responsibility for recommending a statement of the long-range plans and objectives of the College for approval by the Board. As part of the preparative process, the Committee's statement will be submitted to the Faculty, and every effort made to achieve a consensus between the Committee and the Faculty. It is recognized that final authority rests with the Board, and in the unlikely event that full unity between the Committee and the Faculty is not reached, the statement, together with a full explanation of any differences which have not been resolved, should be submitted to the Board for final action. The Committee would also periodically review and assess these plans and objectives.

The work of this Committee should make it possible for the Board and the Administration to have available at all times previously approved, over-all educational plans and objectives as guide lines for action.
TO: The Faculty

FROM: Committee on Honors, Fellowships and Prizes

February 17, 1966

I. Proposal regarding College Honors

We believe that the Faculty should continue to follow the procedures which have been used in recent years, but with one addition.

The Committee asks departments, in April, to suggest the names of possible candidates for College Honors (in 1965 thirty-seven names were submitted). The Committee, using the criteria established by the Faculty, goes over these names and selects the men whose overall academic record would qualify them for College Honors (in 1965 there were nine).

At this point an additional step is proposed:

The Committee should send to the Faculty the list of names of men who appear to qualify for College Honors. Within ten days of the date this list is circulated, other seniors may be nominated for College Honors by a petition signed by six members of the Faculty. Such students would be invited to stand for College Honors along with those nominated by departments and approved by the customary procedures.

Note: The list circulated to the Faculty should be kept confidential, for some men might not eventually receive Departmental Honors, and some might choose not to try for College Honors even though eligible.

We propose to send to each member of the Senior Class a statement about the purpose of College Honors, plus a description of the mechanics which are used.
Regular Meeting
President Borton, presiding

21 April 1966
4:15 p.m.

Minute 1: The Minutes of the meeting of 17 March 1966 were approved.

Minute 2: The Academic Council appointed John Spielman, Harvey Glickman and Colin Mackay to the Calendar Committee.

Minute 3: Dean Spielman asked that no examinations be scheduled for 21 May, the date of the Selective Service Test.

He read the statement of College policy with regard to the release of grades and class rank, which will be done only at the student's request. See Annex 1.

Sidney Perloe suggested, and the Faculty agreed to ask the Educational Policy Committee to consider College policy with regard to class rank.

Minute 4: The Admissions Committee (William Ambler) reported 700 applications, 70 admissions so far toward the best class ever of 144.

Minute 5: The Educational Policy Committee (Ariel Loewy) presented the following:

a) Two linguistics courses at Bryn Mawr to be listed in our Catalog as General Courses. See Annex 2. Approved.

b) A revised Astronomy 45 to be offered. Annex 3. Approved.

c) Biology 101b at Bryn Mawr to be cross-listed in our Catalog and offered next year only. Annex 4. Approved. And Biology 35, a reading course, to be listed in the Catalog. Approved.

d) German 1-2, an intensive, double-credit course to be offered experimentally for one year, encompassing the limited elective foreign language requirements; German 37 to be dropped, and German 33 (Nineteenth Century Literature) added. Annex 5. Approved.

e) The numbering and the sequence of courses in Physics are to be changed as set forth in Annex 6. Approved.

f) The Sociology Department proposes a number of changes in its offerings, and will cross-list some new courses at Bryn Mawr, as described in Annex 7. Approved.
g) Proposal for an interim policy on grading, Annex 8, was presented. After considerable discussion it was decided to reconsider this matter in the fall, after the meeting of the intercollegiate committee on grading reform. Point 4, "Pass-fail for courses beyond the 36-course requirement" was approved.

Minute 6: Stephen Curley will be awarded the honor of the second Cope Fellowship, even though he declines the stipend.

Minute 7: The Library Committee (John Ashmead) will negotiate with departments which have substantial unexpended balances.

Minute 8: Representatives to the Board (Wallace MacCaffrey) reported that the budget has been approved, and that the following salary scale has been adopted:

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>$6,000 - $8,000</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$8,250 - $10,250</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$10,250 - $12,750</td>
</tr>
<tr>
<td>Professor</td>
<td>$13,000 - $19,000</td>
</tr>
</tbody>
</table>

Mrs. Harrison S. Hires has bequeathed her house to the College. If it is sold the proceeds will be added to the Scholars in the Humanities Fund.

Minute 9: The Committee on the Presidency (Harmon Dunathan) asked for written comments from those who have met with prospects. Another visitor will be on campus on 2 May.

Minute 10: President Borton announced that Lewis H. Bowen, of Bowen & Gurin, Inc., has been appointed Acting Director of Development for the rest of this academic year. He will be on campus two days a week.

The President also made interim reports in response to Minutes 11 and 13 of 17 March.

Minute 11: Concern was expressed for the welfare of the kitchen help, their wages and housing conditions. They will be represented in discussions of improvements, and provision will be made for continuing consideration.

Meeting adjourned, 6:03 p.m.

Theodore B. Hetzel
Secretary of the Faculty
To: Faculty, Administration, Students

From: Deans Lyons and Spielman

22 April 1966

After reviewing our policy on grades and class rank, we have decided to draw up the following statement, reaffirming the College's traditional policy with respect to supplying information about a student's rank in class.

This statement will be attached to the reports sent from the College to local Selective Service boards and other requests for class rank not submitted by the student himself. A student who wishes his class rank sent to his draft board must submit a request to Dean Spielman's office.

The statement will read as follows:

Haverford College

Haverford, Penna., 19041

"Haverford College has traditionally followed a policy which regards a student's grades and his rank in class as confidential information. Grades are not made public within the College, and grades and class ranking may, under long-standing college policy, be furnished only at the specific request of the student concerned. The College will supply whatever information is needed by graduate and professional schools, Selective Service boards, agencies granting scholarships, and prospective employers, whenever the student requests that it be so."

John P. Spielman, Jr.
Dean
Miss Nancy Dorian, lecturer in German at Bryn Mawr, is offering two courses in linguistics next year. In view of what seems like a growing interest in this subject among our students, and because we do not offer courses in this field, we propose that we cross-list Miss Dorian's courses in our catalog under the "General Course" heading. She is willing to have this done.

The courses at Bryn Mawr are listed as follows:

Interdepartmental 308, Introduction to Linguistics. The first semester deals with anthropological linguistics, the second with historical and descriptive linguistics.

Interdepartmental 309b, Techniques in Linguistic Analysis. With a native speaker of a non-Indoeuropean language as informant, the students undertake to describe and analyze the phonological and grammatical structure of a language.

No prerequisites are required.
To the Educational Policy Committee:

The Department of Astronomy requests permission to combine Mathematics 42A (Physics 42A), Boundary Value Problems of Mathematical Physics, and Astronomy 45, Advanced Classical Mechanics, into a single one semester course. The suggested course description is given below.

Both courses have been taught for some years by Mr. Green. The enrollment in Advanced Classical Mechanics has always been small - 2 to 4 students - and will probably remain so. Boundary Value Problems of Mathematical Physics presents course material of importance for both the physics and the mathematics major and has had an enrollment of 6 to 10 students.

It has seemed desirable to reconsider the course offerings in the department with a view to reducing the teaching load if such a move is consistent with maintaining or improving the quality of the instruction. The department feels that a combination of the two courses will in fact offer the chance for substantial improvement in the presentation.

ASTRONOMY 45: The Differential Equations of Astronomy and Physics

The principal ordinary and partial differential equations as well as certain integral equations of astronomy and physics are discussed. Attention is given to the properties and the relations between such special functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric. An introduction to Sturm-Liouville theory is presented.

Approximate solutions are sought by perturbational, variational, iterative, and numerical procedures. Examples are chosen from such fields as Hamilton-Jacobi theory as applied to problems of the motion of the satellites, planets, and charged particles in the solar system, quantum mechanics as applied to nuclear, atomic, and molecular structure and certain scattering problems, diffusion problems, aerodynamics, and radiative transfer.

April, 1966
From: FEPC

To: The Faculty

1. The Biology Department requests permission for one year only to cross list Biology 101b given at Bryn Mawr. This course would replace the present Biology 22 now offered as a reading course to science majors at Haverford.

   This year Biology 22 has been given as a reading course to release faculty time for Biology 12, a course designed for students taking biology as a limited elective.

   The Bryn Mawr course is given by James Oppenheimer and Audrey Barnett and covers the fields of embryology and genetics. The Bryn Mawr Biology Department will cross list our Biology 21 and 33 courses.

   Contrary to our original expectations Biology 22 has been heavily enrolled (31 students) and the Biology Department therefore feels that the reading course format is not a suitable one.

2. The Biology Department also requests permission to reintroduce Biology 35 - Reading Course in Evolutionary Theory, a course which had been offered since 1956 but which had been given under an 81 or 82 number for the last two years. The demand for this course has proven to be sufficiently high, especially from students outside the department wishing to build on their experience in Biology 11, that it seems desirable to list the course again as a separate entity.

   The description of the course is as follows:

   Biology 35 - Reading Course in Evolutionary Theory. Mr. Finger

   The purpose of this course is to enable the student to acquaint himself with evolutionary theory, both current and past by reading advanced textbooks, reviews and scientific journals.

   Prerequisite: Biology 11 and consent of the Instructor.

Ariel G. Loewy
4/20/66

AGL/js
From: Educational Policy Committee
To: the Faculty

The German Department proposes the following changes in offerings:

I. INTENSIVE ELEMENTARY AND INTERMEDIATE GERMAN I-2  Mr. Cary

This double-credit course, meeting five times a week, with a sixth hour for drill, offers a foundation of the language with emphasis on the aural-oral method. Increased importance is given to reading as the course progresses. Satisfies the language requirement. Enrollment limited to twelve students.

This course would cover in two semesters the material now taught in four. It is proposed on an experimental basis, to be offered to one section only, for the year 1966-67. It could be taken as a double course so that intensive preparation could be required on the student.

The rationale for experimenting with an acceleration of language learning is

1. The success of such a program at other institutions, including Bryn Mawr. Our version would virtually duplicate Bryn Mawr's "baby German" in order to compare techniques and progress.

2. The possibility of reducing the man-hours spent on language teaching, and of increasing the productiveness of the time that is spent.

3. The possibility of offering a better learning situation to the student by meeting him every day of the (five-day) week, and by requiring him to put 2.5ths of his time into language study.

4. The possibility of reducing the time required to obtain a reasonable mastery of the language so that the student may then proceed to put the language to the uses that particularly interest him. The student could learn enough German to pass his language requirement in one year. If a student failed the second half of the course he could be required to attend a summer course and to pass an achievement test at the beginning of the following academic year.

5. The possibility of dovetailing our language instruction with that of the German Department at Bryn Mawr, thus reducing man-hours of teaching by pooling our teaching staff, and preparing students at the same rate for advanced work in German at the two colleges.

II. The Department also proposes the dropping of German 37, The Novelle, and the reinstatement of GERMAN 33, NINETEENTH CENTURY LITERATURE  Mr. Cary

A selection of significant writers of the period: Heine, Bichner, Grillparzer, Keller, Fontane, Nietzsche, the young Hauptmann. Prerequisit: German 23.

Offered in 1966-67 and alternate years.

Bryn Mawr offers a course in the Novelle, neither college is offering a course in the 19th Century (although Bryn Mawr lists one).
From: Department of Physics
To: Faculty Educational Policies Committee
April 21, 1966

A. We propose to offer our six terms of intermediate work in a different order.

<table>
<thead>
<tr>
<th>1965-66</th>
<th>1966-67</th>
</tr>
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<tbody>
<tr>
<td>P15 Mechanics</td>
<td>P18 Mechanics</td>
</tr>
<tr>
<td>P16 Advanced Mechanics</td>
<td>P23 Electricity and Magnetism</td>
</tr>
<tr>
<td>P23 Electricity and Magnetism</td>
<td>P26 Atomic Physics</td>
</tr>
<tr>
<td>P24 Electromagnetic Waves</td>
<td>P33 Atomic Physics</td>
</tr>
<tr>
<td>P31 Atomic Physics</td>
<td>P35 Advanced Mechanics</td>
</tr>
<tr>
<td>P32 Nuclear Physics</td>
<td>P36 Nuclear Physics</td>
</tr>
</tbody>
</table>

The sequence of Physics 18, 23 and 26 will offer a breadth in the subject which is useful while the student is still selecting his department of concentration.

B. We propose to change the "Requirements for the Major" as follows.

**1965-66**

Physics 15,16; 23,24; 31,32; 31,32,100.
Two additional semesters selected from Physics 41,42,46,47,48 and Engineering 44.
Mathematics through differential equations.
It is strongly recommended that majors take two courses selected from the fields of astronomy, biology and chemistry.

**1966-67**

Physics 18,23,26,33,100.
Three semesters selected from Group II (Physics 35,36,46,47,48, Astronomy 41 and Engineering 44)
One semester selected from Physics 61,82.
Mathematics 13,14 or the equivalent.
Each major should supplement the requirements with at least two additional semesters in related fields.
A student intending to pursue graduate work in physics must include in his program.
   a) Physics 35 and 36.
   b) a total of four semesters from Group II.
   c) a total of two semesters of individual research.

The language recommended for study is Russian.

If this change is approved, the requirements within our department are unchanged for a student who continues the study of physics in graduate school (11 semester courses in Physics). For a student who concentrates in physics while preparing for other professional work, the requirements within our department are reduced by two semesters.
18. Mechanics

Kinetics and dynamics of particle motion, including energy, momentum, and angular momentum conservation; orbital motion, scattering and harmonic oscillation using vectors and calculus; special relativity. Prerequisite: Mathematics 13.

23. Electricity and Magnetism

Four hours, including laboratory

Fields due to charges at rest and in uniform motion; solutions of the boundary value problem; induced fields and Maxwell's equations; propagation and interference of electromagnetic waves. Prerequisite: Mathematics 14; either Physics 18 or 14.

26. Quantum Mechanics of the Hydrogen Atom

Four hours, including laboratory

Inference of quantum principles from experiment; uncertainty principle; algebra of symmetries and conservation laws; energy levels of the hydrogen atom; intrinsic spin and the exclusion principle; emission and absorption of light. Prerequisites: Physics 18 and 23, Mathematics 21 is recommended.

33. Wave Motion

Four hours, including laboratory

Analysis of D.C. and A.C. circuits, transmission lines and transistor amplifiers; radiation from free charges and bounded sources; scattering diffraction, absorption, focusing, and polarization of waves and particles. Prerequisites: Physics 18 and 23 (may be taken concurrently in 1966).

35. Advanced Dynamics

Hamilton's Principle; Lagrangian and Hamiltonian formulations of mechanics; Liouville's Theorem and the properties of phase space; the dynamics of rigid bodies; oscillations and normal modes; the behavior of continuous media. Prerequisite: Physics 18.

Offered each year beginning in 1967.

36. Nuclear Physics

Four hours, including laboratory

Measurement of nuclear mass, density, spin and moments; analysis of scattering experiments and energy levels to uncover intrinsic properties of particles; models of the nucleus; radioactivity, resonance phenomena, analysis of production and scattering of unstable particles to uncover additional intrinsic properties of particles. Prerequisite: Physics 26. Physics 33 recommended.

Offered each year beginning in 1967-68.
FROM: A. Paul Hare, Department of Sociology  
TO: Mr. Ariel Loewy, Educational Policy Committee  
RE: Proposed Changes in Sociology Curriculum for 1966-67  

March 31, 1966

1. Reasons for Change

Several changes in the sociology curriculum are proposed for the academic year 1966-67. Since the Sociology Department is in a transition, it does not seem advisable to propose a complete revision of the curriculum at this time. This next year Mr. Andrew Effrat will come to Haverford as an assistant professor, replacing Professor Reid who is retiring. At the same time, Mrs. Judith Porter is coming to Bryn Mawr College as a lecturer and thus making possible additional offerings in that department. The sociology departments at Haverford and Bryn Mawr were the first to integrate their curricula some years ago and this integration will be carried further during the next year by cutting down on duplication of courses at the advanced level. Unfortunately, since Professor Schneider is in The Hague on a sabbatical, it is not possible to plan in detail all of the possible changes at this time. Through correspondence with Professor Schneider I have been able to work out the general details of our offerings but we can expect more changes a year from now after Professor Schneider has returned.

In addition, we expect to add an anthropologist or sociologist with experience in Africa to the department during the coming year. This means that for the year 1967-68 more courses in anthropology will need to be added to the curriculum. To provide some continuity in the New African Studies Program and to fill in next year while we are searching for a full-time appointment, a request has been made to the Provost for an anthropologist to teach one course in the second semester of 1966-67 on African society.

The Departments of Sociology and Political Science have also begun this year some collaboration in the areas of research methods and in the African Studies Program. This collaboration may lead to proposed changes in the curricula during the coming year.

The major requirements for sociology will remain as they are given in the present College Bulletin on page 122.

2. Courses presently taught by members of the Sociology Department at Haverford which will be retained

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>INTRODUCTORY SOCIOLOGY</td>
<td>Mr. Effrat, Mr. Hare</td>
</tr>
<tr>
<td>21, 22</td>
<td>SOCIAL RESEARCH</td>
<td>Mr. Hare</td>
</tr>
<tr>
<td>35.</td>
<td>THE SOCIOLOGY OF SMALL GROUPS</td>
<td>Mr. Hare</td>
</tr>
<tr>
<td>45b</td>
<td>SOCIAL DISORGANIZATION AND DEVIANT BEHAVIOR</td>
<td>Mr. Hare</td>
</tr>
<tr>
<td>52.</td>
<td>ISSUES IN SOCIETY</td>
<td>Mr. Effrat</td>
</tr>
<tr>
<td>61, 62</td>
<td>PROJECT AND READING COURSES</td>
<td>Mr. Effrat, Mr. Hare</td>
</tr>
<tr>
<td>100</td>
<td>SENIOR SEMINAR</td>
<td>Mr. Effrat, Mr. Hare</td>
</tr>
</tbody>
</table>
3. Courses to be retained currently taught in psychology at Haverford or sociology at Haury 

12. SOCIAL PSYCHOLOGY

32. COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE

49. SOCIAL THEORY

Mr. Perico

Mr. Perico

Mr. Schneider

4. New courses to be taught at Haverford

10. AFRICAN SOCIETY - anthropologist from University of Pennsylvania

An introduction to cultural anthropology through the study of the culture and peoples of sub-Saharan Africa.

34. ORGANIZATIONAL ANALYSIS

Mr. Effrat

An analysis of the operation and evolution of large-scale organizations, especially mental hospitals, schools, political parties, and business firms. The course will examine, in cross-cultural perspective, the sources and consequences of various types of authority and communication systems, goals, sanctions, competition, and innovation. The focus will be on problems of effectiveness, bureaucratization, and the relations among personality, organizational structure, and social context. A field study of a "live" organization will be undertaken.

Prerequisite: Sociology 11, or permission of instructor.

39. SOCIAL CHANGE

Mr. Effrat

A comparison of the principal sociological and psychological theories concerning the sources, patterns, and consequences of social change, focusing on controversies among the approaches represented by Marx, Durkheim, Weber, Spencer, and Smelser. Case material will primarily concern the social and psychological factors promoting and inhibiting political integration and economic development in the contemporary developing nations. Topics will include the significance of technology, value systems, achievement motives, charismatic leaders, alienation, differentiation, social movements, and organizational decentralization. (This course was taught this year as Sociology 42 by Mr. Hare, on a one-year basis.)

Prerequisite: Sociology 11, or permission of instructor.

44. THE DRAMATURGICAL APPROACH TO SOCIAL INTERACTION

Mr. Effrat

An extension of dramaturgical theory to the analysis of interpersonal behavior and mass communication. The course will examine, in cross-cultural perspective, such topics as styles of presentation of self in everyday life, role playing and rehearsal, the dialectic of role development, sources and consequences of societal heroes, villains, and fools, the dramatic structure of social encounters, and the significance of comedy and tragedy. (This course represents Mr. Effrat's special area of interest.)

Prerequisite: Sociology 11, or permission of instructor.
61. RESEARCH SEMINAR ON ORGANIZATIONAL CHANGE  
Mr. Effrat

Participation in designing and conducting a study of sources and consequences of change in nearby organizations in fields of mental health, education, and welfare. (This course, to be given in the first term, parallels one to be given in the second term by Mr. Hare. Both courses can be taken by sociology majors to meet the present departmental requirement of at least one term devoted to a research project. The present 61, 62 PROJECT AND READING COURSES will continue to be listed, however they will in the future only be taken by students with special interests not covered by 61 and 62 and after approval by the department of a research proposal.)

62. RESEARCH SEMINAR ON SOCIAL INTERACTION  
Mr. Hare

Participation in designing and conducting research on social interaction either in the laboratory or in a natural setting.
5. New courses to be given at Bryn Mawr College

43. RACE RELATIONS

An examination of theories of prejudice and attitude change. The structure of the minority community and its relationship to the majority group will be discussed, with major emphasis placed on analysis of Negro-white relations in the United States. Prerequisite: Sociology 11. Offered at Bryn Mawr College. (This course replaces Sociology 40, Race and Ethnic Groups in the Modern World which has previously been given at Haverford.)

36. SOCIAL STRATIFICATION

Examination of theoretical and methodological problems in the field of social stratification, with special reference to the relationship between the class structure and the culture and personality systems. The connection between the stratification system and other social institutions, the possibility of class differences in value systems, and the effect of social class membership on socialization and personality development will be among issues considered. Prerequisite: Sociology 11. Offered at Bryn Mawr College. (This course covers some of the material formerly given in Sociology 37 The Family, and Sociology 38 Modern Urban Community at Haverford.)

46. SOCIOLOGY OF RELIGION

Analysis of the interrelationship between religion and society, drawing upon the works of major social theorists. Emphasis will be placed on the connection between religious systems and secular culture and social structure. Among topics considered will be the role of religion in social change, the connection between religious and secular values, and the relation between religion and the personality system. Prerequisite: Sociology 11. Offered at Bryn Mawr College.

6. Courses to be dropped at Haverford

(These courses are dropped as a result of changes in emphasis in the field of sociology, interest of new staff, and the new division of labor between Haverford and Bryn Mawr College.)

35. POPULATION POLICIES AND PROBLEMS

(Students wishing to study population and demography may take excellent courses at the population study center at the University of Pennsylvania.)

37. THE FAMILY

(Material partly covered by Sociology 36 at Bryn Mawr College as noted above)
## 36. THE MODERN URBAN COMMUNITY
(Material partly covered by Sociology 36 at Bryn Mawr College as noted above)

## 40. RACE AND ETHNIC GROUPS IN THE MODERN WORLD
(Now given as Sociology 41 at Bryn Mawr by Mrs. Porter)

### 7. A summary of sociology offerings by term

<table>
<thead>
<tr>
<th>Level of Course</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory</td>
<td>11 - Introductory, Effrat, Hare</td>
<td>18 - African Society, Anthropologist, Effrat</td>
</tr>
<tr>
<td>Intermediate</td>
<td>21 - Research, Hare, Effrat</td>
<td>22 - Research, Hare, Effrat</td>
</tr>
<tr>
<td></td>
<td>35 - Small Groups, Hare, Effrat</td>
<td>32 - Attitude Change, Perloe</td>
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<td></td>
<td>39 - Social Change, Effrat</td>
<td>34 - Organizations, Effrat, Porter</td>
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<tr>
<td></td>
<td>36 - Stratification, Porter</td>
<td>36 - Stratification, Porter</td>
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<tr>
<td>Advanced</td>
<td>41 - Race, Porter</td>
<td>44 - Drama, Effrat</td>
</tr>
<tr>
<td></td>
<td>49 - Theory, Schneider</td>
<td>45b - Deviance, Hare, Effrat</td>
</tr>
<tr>
<td>Primarily for</td>
<td>61 - Organizational Change, Effrat</td>
<td>62 - Social Interaction, Hare</td>
</tr>
<tr>
<td>Sociology Majors</td>
<td>61 - Projects, Hare, Effrat</td>
<td>82 - Projects, Hare, Effrat</td>
</tr>
<tr>
<td></td>
<td>81 - Seminar, Hare, Effrat</td>
<td>100 - Seminar, Hare, Effrat</td>
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</tbody>
</table>

At present more courses are listed for the spring than for the fall. Actually one or two more courses will be taught by Mr. Schneider in the fall at Bryn Mawr College. However, these are not yet listed since he has not finally decided on the subject matter. In the year 1967-68 we would expect to add more courses in the fall term to be taught by the new anthropologist who will be added to the department. At that time a new proposal for curriculum change will be submitted which should place the Department of Sociology and Anthropology in a more permanent footing.
From: FEPC  
To: The Faculty  

Proposal for an Interim Policy on Grading

The FEPC has discussed a number of problems related to grading and proposes the following interim policy on grading:

1. The Overall Grading System of the College.

The Committee heard a report from Howard Teaf who is a member of a steering committee on college grading reforms. He informed our committee that a large number of institutions are concerned about their grading system and that a number of them have already begun experiments with changes in their system of grading. A meeting of an enlarged group, composed of some 50 participants, will be held in June at which time it will be assessed how many institutions are planning to go ahead with experiments of their own. Also, a mechanism for exchange of information and experience will be set up.

Howard Teaf feels that a collaborative effort of this kind might be more useful for Haverford than "going it alone" from the point of view both of profiting from the experience of others, as well as of working out problems with graduate and professional schools.

We therefore suggest that the FEPC should maintain an interest in the activities of the Committee on College Grading Reforms by keeping in touch with Howard Teaf and coopting him to the FEPC whenever the grading system is under consideration. At present it is not clear if the FEPC discussions will proceed with sufficient rapidity so as to give Howard Teaf a definitive plan for changes in Haverford’s overall grading system which he could present at the June meeting of his committee. We hope, however, that such a plan will come into being during the first semester of next year.

2. "Pass-Fail" Courses.

Initiative for "Pass-Fail" grading of an entire course should come from the instructor of the course who must petition the FEPC, which in turn must obtain approval from the Faculty, preferably in advance of registration, but in no case later than the end of the first week of classes.


The Faculty had asked the FEPC to consider whether it is proper for the Academic Flexibility Committee to pass on individual student petitions for "Pass-Fail" grading in particular courses. Our committee recommends that provided certain safeguards are observed, the Academic Flexibility Committee is indeed the agency for considering such petitions.
The safeguard we recommend is to require of the Academic Flexibility Committee to obtain authorization from the instructor and advisor before considering the petition on its own merit. The instructor, for example, may disapprove the granting of "Pass-Fail" grading in a particular course if he feels that it might have an adverse effect on the overall situation in the course.

The FEPC feels that there are a large number of particular situations involved in any individual's petition and that therefore the Academic Flexibility Committee is the proper committee for considering these petitions.

4. "Pass-Fail" for Courses Beyond the 36-Course Requirement.

We recommend that additional courses taken beyond the 36-course requirement, such as 5th courses taken in the junior or senior year, can be taken on a "Pass-Fail" basis provided the permission of the instructor is obtained. We hope that this may provide a stimulus for students to take some additional courses outside their field of concentration. Such a course will not normally satisfy college requirements such as limited electives.

Ariel G. Loewy
4/20/66

AGL/js
Minute 1: Gerhard Spiegler was elected Faculty Representative on Board of Managers for a two-year term. Harvey Glickman was elected First Alternate; Ariel Loewy was elected Second Alternate. Harvey Glickman was elected to the Committee on the Presidency.

Minute 2: President Borton reported on the University City Science Center. Haverford's investment is $10,000 for 10 shares. There are in all 17 members. The Institute for Cooperative Research is at present not connected with the Center, although that is under consideration. There were questions as to suitability of Haverford's membership, and recognition that certain facilities at the Center are available to us through our membership. The Provost will arrange with Dr. Mather to meet with interested faculty members to discuss this subject.

Minute 3: The Minutes of 21 April 1966 were approved.

Minute 4: The Committee on Academic Flexibility (Satterthwaite) announced that it had approved six out of seven petitions received.

Minute 5: The Committee on Academic Standing (Davidon) reminded the Faculty that grades for Seniors are to be in by 9:30 a.m. on 31 May; by noon on 4 June for others.

Minute 6: The Committee on Honors, Fellowships and Prizes has selected seven seniors to stand for College Honors, and five more will be invited as a result of their having been nominated by faculty members. Nominations for College Honors should be signed by the nominators, and a transcript should be attached.

Minute 7: Aryeh Kosman, for the Philips Program suggested that visitors might be invited to stay longer than the usual two or three days, and that statesmen should not be overlooked. It is not inappropriate for a visitor, qualifying as a scientist or statesman, to speak on other matters within his competence. Comment was made that it would be helpful if the College had a host or hostess to assist in the entertainment of visitors.
Minute 8: Ariel Loewy reported for the Educational Policy Committee

a) A revision of the catalog statement about non-academic requirements was presented and approved. Annex 1.

b) It was recommended that the Collection Committee become a regular committee of the faculty, and be composed of a chairman (faculty), two faculty members, four students, and the Dean of Students (ex officio, and acting as the administrator for the committee). See Annex 2. Approved. No participation by the faculty in student committees was recommended.

c) The proposal to extend Social Science 36 into 1968, as described in Annex 3, was approved.

d) Certain revisions in the offerings of the Physics Department, addenda to Annex 6 of 21 April 1966, were approved. Annex 4.

Minute 9: Department chairmen are asked to consider how instruction in the use of the computer should be organized.

Minute 10: The ranking of students, and the requirements of Selective Service in relation to educational policy of the College, were discussed. Faculty members are asked to consider these matters. A decision should be reached in the fall.

Minute 11: The next regular meeting of the Faculty is to be on Monday, 30 May at 9:15 a.m. The presentation and discussion of next year’s budget, which is usually the subject of a special meeting, will take place after the business of that meeting.

Minute 12: Dean Spielman is to recommend to the Faculty the manner in which we should report to Selective Service and to graduate schools on the academic standing of students. The Academic Council is to nominate faculty members who shall consult with the Deans to consider this problem.

Meeting adjourned, 6:14 p.m.

Theodore B. Hetzel
Secretary of the Faculty
I. Proposed Revision of Non-Academic Requirements: (Catalog, p. 42)

In addition to fulfilling the academic requirements, each student will normally take six terms (fall, winter, spring) of physical education; three in the freshman year, two in the sophomore year and one in the junior year. Beyond that, he must complete three additional terms of non-academic work elected freely from physical education, the arts program or the community service program. This requirement is normally met by the end of the junior year.

(Catalog, p. 99 ...the third and fourth sentences of the first paragraph under "Physical Education"):

Normally students must take three terms of physical education in their freshman year, two terms in the sophomore year, and one term in the junior year. Students may elect to take additional terms of physical education to fulfill all or part of the non-academic requirements of the college.

II. Separation of Arts and Service:

The arts and service program as it now stands should be separated into two discrete programs, an arts program and a community service program, each under the guidance of a director, who will be responsible for planning the program assigned to him, and who will be responsible to the Committee on Non-Academic Requirements for general supervision and approval of the program.

III. Administration:

The suggested change in the statements does not involve substantial departure from present policy. It is hoped that a more positive approach to the arts and service programs can be made through administrative measures, such as appointments of instructors for longer terms and improvements in facilities.

The Arts and Service Committee should be replaced by a committee on non-academic requirements, consisting of a chairman appointed by the Academic Council, the director of physical education or his representative, the director of the arts program, and the director of the community service program, additional faculty or administration as the Council may determine, and two student representatives.

This committee will have general supervision of the non-academic programs, and will report directly to the faculty. It would also be responsible for developing policy with regard to exceptions from the normal requirement.

It is expected that these programs will all follow the three term sequence established by physical education, and that procedures for registration, grading (excellent, satisfactory, unsatisfactory, largely on the basis of attendance and attitude), and reporting of grades will be standard for all three programs.

It is recommended that the committee work with the dean and registrar in elaborating specific means for effective administration of the requirement.
Recommendation for Establishing a Faculty Collection Committee

The faculty requested the Educational Policy Committee to study the invitation by the Student Council for faculty participation in a number of student committees. After examining the advisability of faculty participation in each committee, the FEPC concluded that only in the case of the Collection Committee was it advisable for the faculty to consider direct participation. Furthermore, upon further consideration our committee decided to recommend to the faculty that the Collection Committee be constituted as a standing committee of the faculty. The reasons for this recommendation are as follows:

1. The Collection requirement is a College requirement which has primarily an educational function. The faculty can make an important contribution into a collection program which, if successful can play an important educational role in the life of the College.

2. Faculty are in position through numerous contacts and acquaintances to evaluate and attract outstanding collection speakers. In particular the faculty can play an important role by utilizing more effectively the resources of the Philips and Rhoads funds for collection programs.

3. The Student Council expressed support for this recommendation.

We propose that the committee be composed of one chairman (faculty), two faculty members, four student members and the Dean of Students (ex officio).

The four student members and the Dean of Students through his office would bear primary responsibility for administrative work and entertainment connected with the Collection Program.

We also propose a period of two years after which the committee’s role be reevaluated.
Haverford College

From: Harvey Glickman
To: FEFG
Re: Extension of Social Science 38 into 1968
Date: May 12, 1966

Lincoln University has requested that it be permitted to join Haverford in offering Social Science 38, "African Civilization," on a joint basis in the Spring 1967.

With the guidance of the Provost of Haverford and the President of Lincoln, I have put together a proposal for a jointly-run, jointly-offered, and jointly-supported course to be opened to an equal number of Haverford and Lincoln students. The proposal has gone to the Rockefeller Foundation and has received preliminary approval and financial support for two years.

I ask faculty approval to continue the Social Science 38 course for another two years; in 1966-67 it will be under my direction. Provision has been made for released time for me in a way that will permit Political Science Departmental requirements to be met.

Social Science 38 will meet once a week, alternating sites between Haverford and Lincoln, exchanging dining privileges as well. Extra classes on a regular basis for Haverford students are also planned. Limited elective credit in social science can be obtained as at present, by concentrating on completing special social science requirements on an individual basis.

Guest experts in various fields will be sought to conduct a number of class sessions, to meet with students, and to evaluate research papers, as at present.

Enrollment will be limited to 10-12 Haverford (and Bryn Mawr) students and to 10-12 Lincoln students.
Catalog statement as follows:

SOCIAL SCIENCE 38. SEMINAR ON AFRICAN CIVILIZATION: TRADITIONS AND TRANSFORMATIONS.

Mr. Glickman and Visitors

A study of selected problems of society and the individual in contemporary Africa. The approaches of several social science disciplines will be utilized to explore the meaning of "change" and "development." The issues raised by a search for a synthesis of values and policies will be emphasized. Areas covered include: the character of emergent political systems, economic development, the re-discovery of African history, artistic and literary expressions. The seminar will be organized around visits by experts in each of the areas covered; additional classes will integrate the materials discussed. Research papers or interpretive essays. Prerequisite: one year of social science and one year of humanities and consent of the instructor.
To: The Faculty
May 19, 1966

From: Educational Policy Committee

You will recall that the faculty approved (1) a reordering of the intermediate courses in physics and (2) a reduction in the requirements for the major for those students who do not continue the study of physics in graduate school. In addition, the Department of Physics plans to devote a larger share of its faculty time to the senior year.

The department proposes to drop from its program:

Physics 81,82 Physics Seminar

Individual work in selected fields of investigation. Each student pursues comprehensive reading and sustained experimental work on a problem. Meetings are held with the members of the department to discuss the progress in each field of investigation. Each student becomes familiar with problems other than his own and gains experience in presenting his work.

The department proposes to add to its program:

Physics 61,62 Special Problems in Theoretical Physics Mr. Davidson

A program of lectures, readings and individual work on current problems and methods in theoretical physics. Applications of the group theory to the study of symmetry in physics will be emphasized.

Physics 63,64 Special Problems in Nuclear Structure Physics Mrs. Selove

Student research in nuclear spectroscopy and related problems. Appropriate projects may be carried out at the University of Pennsylvania Tandem Accelerator. Analysis of the results will be carried out using computers.

Physics 65,66 Special Problems in High Energy Physics Mr. Miller

A research seminar on the forces which hold the proton together. Experimental work with the 3 GeV. proton accelerator at Princeton will be planned, executed and analyzed.
Regular Meeting
President Borton, presiding

30 May 1966
9:15 a.m.

Minute 1: The Minutes of 19 May were approved with amendments and additions. Addition to Minute 2: The Provost will arrange with Dr. Mather to meet with interested faculty members to discuss this subject. Amended Minute 8b: It was recommended that the Collection Committee become a regular committee of the faculty, to be composed of a chairman (faculty), two faculty members, four students, and the Dean of Students (ex officio and acting as the administrator for the committee). See Annex 2. Approved. No participation by faculty members in student committees was recommended.

Minute 2: The Educational Policy Committee distributed an analysis of grades of the first semester: a bar chart of the distribution of grades reported by the three divisions of the College, and a table of the distribution of grades according to class, division, and by department. Because of the variability of grades between departments, the numerical ranking of students is not an adequate appraisal of the performance and ability of Haverford students.

Minute 3: Edwin Bronner read the report of the Committee on Honors, Fellowships and Prizes. See Annex 2. The faculty approved the recommendation that Robert Hume, Robert Long, Brian Salisbury, Lance Schachterle, Michael Schatzki and Gerald Schwertfeger be awarded their degrees from Haverford magna cum laude.

Minute 4: Wallace MacCaffrey reported for the Academic Council.
   a) He read the list of faculty appointed to regular committees, which will be circulated later.
   b) He read the list of names of members of the Board's Committee on College Objectives: Cary (chairman), Dr. Rhoads, Borton, Green, Kane, Test, Dr. S.E. Stokes, Brown, the two Faculty Representatives on the Board (MacCaffrey, Spiegler), and a representative of the Educational Policy Committee (Gutwirth).
   c) The committee on matters relating to Selective Service consists of Lyons, Spielman, Spiegler, MacCaffrey, and Glickman (or Perloe). The faculty approved these appointments.

Minute 5: As Faculty Representative on the Board, Wallace MacCaffrey reported that all but $125,000 of the $2,000,000 total for the library has been raised. Some $70,000 has been allotted for capital improvements to various buildings, including faculty housing. New seats will be installed in the balcony of Roberts Hall.
Minute 6: Although federal funds for the Serendipity Camp are not yet in hand, Dean Lyons expects that official announcement will be made soon.

Minute 7: The faculty approved the granting of appropriate degrees at Commencement to those students who have fulfilled the requirements. Joseph W. Beatty, having fulfilled all requirements (see Minute 3, 31 May, 1965) is to receive a Master's degree in Philosophy.

Minute 8: William Cadbury informed the faculty that there will be 12 or 13 post-baccalaureate students in the Broadening Opportunities Program here next year. One or two will major in each of the following departments: Biology, Economics, English, History, Political Science, Pre-Medical, Psychology, Sociology. There are to be five at Bryn Mawr, four or five at Swarthmore, six at Knox, seven or eight at Oberlin. There was considerable discussion of the need for special counseling of these students, and special consideration in recommending them to graduate schools.

Meeting adjourned, 10:30 a.m.

Special Meeting to consider the Budget.

Minute 9: President Borton turned the meeting over to Charles Smith, who presented a summary of the budget for 1966-1967. This is 13% greater than the budget for the current year. However, it includes some items omitted previously, it is balanced (instead of yielding a substantial deficit as this year), and it relates to a 5% larger student body.

Meeting adjourned, 11:15 a.m.

Theodore B. Hetzel
Secretary of the Faculty

Approved 19 September 1966.
<table>
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<tr>
<th>Subject</th>
<th>Class of Yrs</th>
<th>(By Area)</th>
<th>Total Students</th>
<th>Sampled Students</th>
<th>Pass</th>
<th>Fail</th>
<th>% Pass</th>
<th>GPA</th>
<th>Lower 70</th>
<th>Lower 80</th>
<th>Lower 90</th>
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<td>Science</td>
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<td>Fail</td>
<td>% Pass</td>
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<td>Lower 90</td>
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<td>Fail</td>
<td>% Pass</td>
<td>GPA</td>
<td>Lower 70</td>
<td>Lower 80</td>
<td>Lower 90</td>
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<td>Total Students</td>
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<td>Fail</td>
<td>% Pass</td>
<td>GPA</td>
<td>Lower 70</td>
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<td>Mathematics</td>
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<td>Fail</td>
<td>% Pass</td>
<td>GPA</td>
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<td>Lower 80</td>
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<td>Fail</td>
<td>% Pass</td>
<td>GPA</td>
<td>Lower 70</td>
<td>Lower 80</td>
<td>Lower 90</td>
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<tr>
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<td>Sampled Students</td>
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<td>Fail</td>
<td>% Pass</td>
<td>GPA</td>
<td>Lower 70</td>
<td>Lower 80</td>
<td>Lower 90</td>
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<td>(By Area)</td>
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<td>Fail</td>
<td>% Pass</td>
<td>GPA</td>
<td>Lower 70</td>
<td>Lower 80</td>
<td>Lower 90</td>
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<tr>
<td>Biology</td>
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<td>Fail</td>
<td>% Pass</td>
<td>GPA</td>
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<td>Fail</td>
<td>% Pass</td>
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<td>% Pass</td>
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<td>% Pass</td>
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<td>Fail</td>
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<td>GPA</td>
<td>Lower 70</td>
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Note: The table above represents the percentage of students who passed and failed in various subjects, along with their GPA and the percentage of marks obtained in different ranges.
Grade Range 1st Semester 1965-66

- Nat. Sciences
- Soc. Sciences
- Humanities

Percent of Grades 1-30 Range

100-95  94-90  89-85  84-80  79-75  74-70  69-65  64-60  59-55  54-50
Haverford College
Haverford, Pa.

Department of History

COMMITTEE ON HONORS, FELLOWSHIPS AND PRIZES

Report to the Faculty, May 30, 1966

The Committee conducted the College Honors examinations on Thursday, May 26, and Friday, May 27, when six candidates were examined by faculty committees.

In 1965 a good deal of dissatisfaction about College Honors had been expressed by the seniors who were nominated, and, in fact, only two men did try for College Honors. The basis for the dissatisfaction was not clearly apparent, but seemed to revolve around the idea that the rules the faculty followed in selecting candidates for College Honors were too rigid, and the proper candidates were not nominated. In response to these feelings, a new procedure was adopted by the faculty this year, to be used along with the traditional practice.

As is customary, we asked departments to suggest the names of men standing for departmental honors, who might qualify for College Honors. The twenty names proposed by the departments were measured against the weighted grade point average of approximately 88 which we have been instructed by the faculty to use. We found that seven seniors were likely to receive departmental honors, plus earning the weighted average of 88 for their four years. They were: Andrew Balber, Robert Hume, Robert Long, Brian Salisbury, Lance Schachterle, Michael Schatzki, and Hugh Williams.

[There was one other man with an 87 plus average, but he was not taking departmental honors. Two others had averages above 86.2. One of these was nominated by the faculty, and the other did not receive departmental honors.]

These seven names were circulated in a confidential memorandum to the faculty [and I understand copies of that memorandum were left lying around in the mail room] and the faculty was invited to nominate additional candidates for College Honors. Petitions, which were initiated by faculty members, needed six signatures to be valid. The faculty entered joyously into this new procedure, and five seniors were nominated in this manner: Robert Eisenberg, John Hoberman, David Parker, Gerald Schwertfeger, and Walt Whitman.

When the committee had learned that all seven men nominated in the traditional manner were indeed eligible, letters of invitation were sent to all twelve candidates, inviting them to stand for College Honors.

The two men with the highest weighted averages responded affirmatively immediately, and soon two others nominated in the traditional manner also accepted the nomination. Later, a fifth man from this group, after some consultation with the chairman of the committee, and the chairman of his department accepted. The other two declined.
An immediate rejection came from one of the men nominated by petition. Two others talked to the chairman of the committee as well as others, and decided to decline. One of these felt that College Honors were too much like grades to suit him, and he declined on principle. A fourth man was not interested, and did not even decline until the chairman of the committee caught up with him and requested an answer. The fifth of these proposed by petition accepted the nomination.

All twelve of the men nominated for College Honors had averages of 85 or above, and were in the top 20 of the class. Two of the men who stood for College Honors were from the English department, two from political science, and one each from psychology and mathematics. Three of the six who declined to stand for College Honors were in the sciences, two in biology, and one in physics. The other three were in anthropology, English and psychology.

The candidate in mathematics selected physics as his related subject, with social science as his unrelated field. None of the other five men chose a science even in the category of unrelated fields, but maintained an even balance between the social sciences and humanities.

In reaching the following recommendation to the faculty, the Committee systematically weighted these three items:

I. The candidate's record of excellence as revealed by the grades on his transcript.

II. The breadth and depth of his knowledge in his major field, the related and unrelated fields, as well as across the board as revealed by his transcript.

III. His performance on the oral examination, with special consideration for the quality of his mind, as shown by the mastery of his major field and by the depth and breadth of his liberal education.

The criteria for summa cum laude which constitute the operating rules of the Committee as approved by the Faculty are "Superlative achievement in the candidate's major field and in a related field, as well as excellent work in one or more fields not related to his specialty." We did not find a candidate who met those qualifications.

The criteria for magna cum laude are "Excellent work in the candidate's major field and in a related field, as well as a high degree of competence in one or more fields not related to his specialty." While we recognized that there was a wide range in the competence of the six candidates in their major and related fields, we concluded that all six of the men had qualified for magna cum laude.

We recommend that: Robert Hume, Robert Long, Brian Salisbury, Lance Schachterle, Michael Schatzki, and Gerald Schwertfeger, be awarded their degrees from Haverford magna cum laude.

Howard Comfort
John Davison
Colin Macleay
Edwin Bronner, Chairman
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