

Faculty of Haverford College

Regular Meeting
President Borton presiding

September 24, 1962
9:00 A.M.

- Minute 1. President Borton explained, for the benefit of new faculty members, the Quaker business meeting procedures used in Haverford College faculty meetings.
- Minute 2. The minutes of the meeting of June 4 were approved as amended.
- Minute 3. Dean Cadbury reported on the results of this year's advanced placement examinations. More freshmen took the exams this year than last, and more advanced placement course credits were granted.
- Minute 4. The Faculty Compensation Committee (Gutwirth) reported on Haverford's standing as compared to various other institutions as regards faculty compensation, using the Honor Roll of the A. A. U. P. as a guide.
- Minute 5. Howard Teaf suggested that the faculty representative to the Board serve a term lasting exactly one academic year instead of the present spring-to-spring term, since this would eliminate certain inconveniences due to leaves of absence of faculty members. It was pointed out that this matter was up to the Board to decide, but that the faculty might propose such a change to the Board if they felt it to be desirable.
- Minute 6. Under New Business, President Borton introduced the new faculty members and those of the new administrative personnel who were present.
- George Kennedy suggested that faculty members be appointed as of July 1 instead of September 1, to give greater financial security over the summer. The faculty agreed that the Faculty Compensation Committee should give the matter consideration. President Borton reminded the faculty that the working year of faculty members is officially nine months even though compensation extends over twelve.
- John Spielman is to be advisor for all those students who wish to study abroad (except those under the junior-year-abroad program). Faculty cooperation in sending such students to him is requested.
- Howard Teaf reported briefly on the Danforth Conference and the recommendations arising out of it as to procedures that would benefit either under-prepared or especially talented students.

September 24, 1962

Douglas Heath asked whether there would be a special meeting this year to hear about the budget and the progress of the fund-raising campaign, as there had not been last year. President Borton said that there would.

Marcel Gutwirth suggested that an improvement in registration procedures for multi-section courses should be made; this was generally agreed, and President Borton promised that the administration would work out an improvement if possible.

Meeting adjourned: 9:55 A.M.

John Davison
Secretary

Faculty of Haverford College

Regular Meeting
Vice President MacIntosh presiding

October 18, 1962
11:05 A.M.

Minute 1. The minutes of the meeting of September 24 were approved as amended.

Minute 2. Dean Cadbury reported for the Academic Council. Paul Hare has been added to the Computer Committee. Cary, Davidon, Dunathan, and Loewy have been appointed as a special committee to help Dean Cadbury with letters to medical schools, and Irving Finger has been op-opted. John Chesick has been added to the Advisors to Superior Students.

The following ad hoc committees have been retained, modified, or newly selected for the purpose of making new appointments: Biology; Cook (chairman), Benham, Diamant, Finger, Loewy: Physics; Teaf (chairman), Green, Quinn, Selove: English; MacCaffrey (chairman), Rose, Lester, Comfort, Dunathan: History; Oakley (chairman), Kennedy, MacCaffrey, Smolensky, Spielman: German; Hetzel (chairman), Cary, Gutwirth, Perloe, Pfund.

Ariel Loewy reported that on certain Mondays at 4:00 P.M. the Council will be free for consultation with individual faculty members. Specific dates will be announced.

Minute 3. The Curriculum and College Program Committee (Lester) reported that reconsideration of the program of course offerings in Physics was being postponed until spring and the arrival of a new appointee in the department. Such reconsideration had been requested by the Faculty at the meeting of March 15, 1962.

Minute 4. The Faculty being unable to agree on the proposed new name for the Philips Program Committee, the matter was referred back to the Committee for further thought.

Minute 5. The Faculty Representative to the Board (Bell) reported on the last Board meeting. The Faculty was told that certain Defense Department research funds were no longer even indirectly available to faculty members, and concern was expressed that adequate funds from other sources be found to replace them.

It was announced that the Board has approved the renovation of Sharpless Hall and the building of a new dormitory. Since the plans for the new dormitory imply an increase of about 50 in the student body, the Faculty expressed a concern that both short and long range planning be undertaken to establish definite procedures and goals for the expansion of the College, and that expansion not be undertaken without such planning. It was decided to hold a special meeting on October 22 to discuss this matter further.

It was announced that the Board had agreed that the Faculty Representative to the Board should from now on be on a September-to-September basis.

Meeting adjourned: 12:22 P.M.

John Davison
Secretary

Faculty of Haverford College

Special Meeting
President Borton presiding

October 22, 1962
4:00 P.M.

After discussion, the Faculty approved the following:

1. The faculty agrees in principle to an expansion of the College to an enrollment of 700 students over a period of ten years, provided such expansion is undertaken within the constraints agreed upon and recommended by the faculty at the Special Faculty Meeting of April 23, 1962, and provided also that there be no further expansion beyond the increase of 50 students implicit in the construction of the new dormitory without the formulation of a specific ten-year plan.
2. The faculty agrees that the residential facilities of the College shall consist of two dormitory areas.
3. The faculty agrees that after approval in principle of points 1 and 2 by the Board of Managers, the faculty shall be asked to undertake extensive educational planning.

John R. Cary
Acting Secretary

Faculty of Haverford College

Special Meeting
President Borton presiding

November 5, 1962
4:00 P.M.

Harmon Dunathan spoke for the committee of faculty members who had attended last summer's Danforth Conference, describing in detail the "Three-Term, Three-Course Plan" which had already been presented in reports circulated by that committee (Annexes I and II). After questions and discussion, the Faculty approved the taking of definite steps toward a further study of the described plan, with a view to possible adoption of it at Haverford, always keeping in mind the proposed expansion of the College to 700 students, and the necessity for close co-operation with Bryn Mawr College in the matter of course scheduling. The Faculty agreed that the Academic Council should appoint a committee of three people, one from each division, who would visit (preferably in conjunction with a similar committee from Bryn Mawr) two or more colleges where the said plan is in effect (preferably those as much like Haverford in character as possible), observing and questioning, having collected questions in advance from various faculty members at Haverford. Visits to Haverford of appropriate persons might also be sought, including possibly both a supporter of the plan and an opposer of it, in order that more than one point of view be heard.

The various divisions and departments are asked to consider in detail the effect on them of the adoption of the said plan, and how they might adapt to it.

John Davison
Secretary

Haverford College

October 17, 1962

Report of the Haverford College Delegation to
the Danforth Workshop on Liberal Arts Education-1962

The Haverford team found the total experience of the Danforth Workshop stimulating and challenging. To us, the most vital and generally useful part of the program has been the opportunity to inform ourselves about the experience and plans of other institutions in a variety of programs and experiments. Whenever we suggested a possible change or new program, we soon found that it had been tried or conceived of at another institution. This experience was both humbling and encouraging; but far more than that, it has been profoundly instructive.

Interest-group meetings offered an opportunity to deal with college problems more specifically than was possible in most seminars. The two interest-group meetings on non-Western and Latin American area studies were particularly fruitful.

The seminars met with varying reactions from members of our team. In summary, we feel that, for the participants, they were interesting on the professional level, but contributed little to the specific problems brought with us from the College.

Our specific team problem dealt with plans for acceleration and enrichment discussed among ourselves and with representatives of other colleges. We are not convinced that the magnitude of the problem is such that it warrants the creation of special, highly-structured programs for the exceptional students who come with advanced placement or who take extra courses. The problem of accelerating students seems to be met best by maintaining and strengthening the principle of flexibility, opening a variety of alternatives for students in this category.

Some of these alternatives which might be offered to the student who moves faster through his normal program might be:

1. Offering the student time to complete a double major or an interdepartmental major. This would give some students opportunity for substantially more preparation in diverse fields.
2. Foreign study or travel, with or without academic credit. A student who has accumulated more course credits than he needs at any stage of his four years might be encouraged to work out a project involving study, work, or travel abroad, which would enrich his college experience and contribute to his maturity.
3. Joint undergraduate-graduate work in the senior year in collaboration with another institution within commuting range of Haverford (e.g., Bryn Mawr, University of Pennsylvania).
4. A combination of the A.B. and an M.A. program in the senior year. A student entering his senior year might, in some departments, be able to take a reduced program of

October 17, 1962

Report of the Haverford College Delegation to
the Danforth Workshop on Liberal Arts Education-1962

-2-

courses, do extra work in each, and prepare an acceptable thesis. Upon successful completion of his comprehensive examinations and his thesis he could be awarded the A.B. and M.A. degrees simultaneously. This would probably require that the student have at least 35 credits at the end of his junior year and a minimum average somewhere in the 80's. Also, it would recognize the fact that in many departments senior honors work is the equivalent of the first year of graduate-school training in those disciplines.

5. Early graduation. Students who successfully complete the 40-course requirement before their eighth semester and who complete departmental requirements for the major may be granted their degrees. In some instances, students with fewer than 40 courses may be granted degrees if this course of action is recommended by the major department and the Committee on Academic Standing.

These alternatives raise many additional problems for the College, some of the most important of these being in the realm of counselling. Students who at the end of their freshman year have more than ten credits, either as the result of advanced placement or overload, must be required to discuss with their advisors and the dean their long-term programs in the light of these alternatives and the possibilities presented by accelerating courses of study.

Such flexibility would also require closer contact between sophomores, the dean, and prospective major departments. It could mean allowing students to choose a major before their fourth semester thus benefiting from the early association with their major advisor and department.

That part of our statement of concern dealing with a unified studies program on the underclass level or interdepartmental colloquia at the undergraduate and graduate levels has not been sufficiently discussed to suggest any results.

In addition to the redefinition and refocusing of our stated problem, we have returned to Haverford with an interest in a number of programs which merit the consideration of the college.

I Three-Three Program

One program which was widely discussed at the Workshop is the so-called Dartmouth 3-3 program (three terms, three courses in each). Adoption of this would necessitate substantial changes in our curriculum and in our curricular philosophy -- to say nothing of our calendar. Chief of its advantages according to Dean Jensen of Dartmouth, is the opportunity to the student to concentrate intellectually on only three subjects at a time.

-3-

A more detailed description of this plan is appended. Any consideration of this plan should be carried out in close communication with Bryn Mawr.

II The Grading System

We share with other colleges an interest in changing the present system of evaluating student work on the ground that it tends to impose both too great a pressure and the wrong kind of motivation on the student. The present system has the further disadvantage of centering all evaluation in the professor, thus dulling the students' critical senses. If changes are to be made it would be best if they were introduced by a substantial number of colleges at the same time. We urge the calling of a conference of liberal arts colleges for implementation of this goal.

III Preparatory Year for Under-Prepared Students

Today one of the features of high-quality liberal arts colleges is the increasing homogeneity of the student body, as students are drawn more and more from only the better public and private secondary schools. Thus our student body increasingly reflects both an economic and an educational elite.

One solution to this problem is contained in a newly adopted plan at Reed College, which would allow students, weak in preparation but not in ability, to complete the A.B. requirements in five years rather than four. We see several disadvantages in this plan, among them the psychological handicap to the students involved and the decrease in the number of students graduating.

An alternative would be to enter into an agreement with suitable private schools whereby students of high ability but sub-standard preparation would take a preparatory year at those schools before entering Haverford. We believe that such a program would be particularly suitable for some foreign students and some American Negroes. An arrangement of this sort apparently has worked well in the association of Harvard and Andover, where American Negroes of high ability but with relatively poor secondary-school preparation complete a Harvard degree after a year at Andover.

Our particular situation seems to be ideally suited to such a program. Haverford, Bryn Mawr, and Swarthmore might jointly cooperate with a group of Quaker boarding schools, taking advantage of the general excellence of these institutions and a common interest in social service. The common efforts of the admissions officers and alumni of the cooperating schools and colleges should supply well qualified students.

IV Non-Western and Latin American Studies

One representative at the Workshop referred to the introduction of systematic study of non-Western cultures into the undergraduate

October 17, 1962

-4-

liberal arts curriculum as "the most revolutionary thing to happen in liberal arts education since the introduction of the physical sciences." Whether or not this is an overstatement of the theme, it is true that the traditional orientation of the liberal arts curriculum to the European community and tradition is breaking down. We must, somehow, find adequate means to introduce into our curriculum substantial and academically respectable materials and courses dealing with areas and civilizations outside the Western tradition. At Haverford, the area of specialization should be selected in cooperation with Bryn Mawr and Swarthmore.

V Perpetuation of the "Danforth Effect"

All members of the delegation were impressed by the value of informal contacts with individuals and groups from other colleges, to exchange ideas and information. Group meetings arranged with Bryn Mawr, Dartmouth, and Reed contributed greatly to the development of ideas on our own "research problem" and suggested additional topics.

We suggest that the regular annual budget provide funds for the continuation of such inter-institutional contacts. There should be an opportunity every year for at least one group of two or three Haverford faculty members (and/or administration) to visit another college (or colleges) where an interesting program is being started or is already under way, or which is facing a problem similar to one at Haverford. A group might be members of the Curriculum Committee or another standing committee of the faculty, or members of a department or group of related departments, or an ad hoc group. Occasionally a visit might be to inquire into the operations of a non-collegiate organization.

A variation would be the use of all or part of the annual appropriation to bring to Haverford a similar delegation from another institution, particularly when it seemed to be desirable to bring the outside group into contact with a fairly large cross-section of the Haverford faculty and administration.

A program such as this might be sufficiently significant in purpose and method for submission to a foundation or other donor, for specific current funds for, say, five years, or for endowment.

Harmon C. Dunathan
George A. Kennedy

John P. Spielman
Howard M. Teaf, Jr.

To all members of the faculty:

The attached outline describes the "3-3" plan as it operates at Dartmouth College. This plan attracted the interest of a number of the college teams at the Danforth Workshop including both the Bryn Mawr and Haverford representatives. It is a revolutionary plan in that it would affect almost every aspect of college life -- both academic and non-academic. All of the advantages and disadvantages of the plan are not immediately apparent, new aspects of the program are still being thought of, even by those who attended the Workshop. Like all new plans , this one will be more attractive to certain departments than to others. We hope, however , that the plan will be adopted or rejected after careful thought on the basis of its utility for the whole college.

Naturally any action taken at Haverford must parallel action taken at Bryn Mawr if academic cooperation is to continue or increase. The Bryn Mawr Danforth team has discussed the plan with many Bryn Mawr faculty and a committee is now investigating the plan. The three college committee has and will serve to keep the appropriate bodies at all three colleges informed as to the consideration of this plan on the three campuses.

Harmon Dunathan
for the committee

Three-Term, Three-Course Plan

As reported by Dean Jensen et al from Dartmouth

General Arrangements

Term is 10 weeks

Final examinations: 3 days

Normally, courses meet 4 hours per week but sometimes only 3 times and a fifth hour is available.

(Dartmouth does not have classes before 11 a.m. Monday morning, but classes are scheduled Saturdays)

Sabbatic leaves: One term off with full pay sometime during fifth year. (In language departments, usually the third term.) If sabbatic leave taken after finishing six years, entitled to two terms at full pay or full year at half pay.

Teaching load: Normally two courses a term, six courses a year. Occasionally an instructor will arrange to teach 3 courses for two terms, thus "earning" a term of leave.

Advantages

Principal advantage is concentration of intellectual energy of students. Opportunity and incentive to faculty to give more independent work and to students to do it. Student morale improved by more concentration, less fragmentation of effort.

No lame-duck session after Christmas vacation.

Three terms allow a more varied course sequence, prerequisites easier to arrange.

Languages - can accomplish 2 years work in 3 terms (Though language laboratories were instituted at same time as 3-3.)

Opportunity to the faculty for a free term as noted above.

Drawbacks and Problems

Examinations:

Three examination periods instead of two.

Books to grade at Christmas and spring vacation.

Together with course preparations for following term.

(But only two instead of three courses.)

Three course-registration periods.

Pedagogical problems in

Thesis courses

Student cannot "take time," feeling around for a topic and absorbing background. (History and Philosophy Departments permit thesis to be turned in around middle of following term.)

Heavy-reading courses. Time element: ten instead of fourteen weeks.

Three-Term, Three-Course Plan
(Continued)

Drawbacks and Problems (Continued)

Language loads irregular.

Heavy in Term 1, lighter in Terms 2 and 3.

(Some language instructors teach 12 hours to 3 courses
in Term 1, 8 hours in Term 2, 4 hours in Term 3.)

Science laboratories have had to redesign experiments to fit into
ten sessions.

Comments re Haverford

Would reduce total courses for graduation from 40 to 36.

Since we have classes Monday morning (and if we took more advantage
of Saturday morning) we would have more leeway in weekly
schedule.

Faculty of Haverford College

Regular Meeting
President Borton Presiding

November 15, 1962
11:05 A.M.

- Minute 1. The minutes of the regular meeting of October 18 and of the special meetings of October 22 and November 5 were approved as amended.
- Minute 2. The Curriculum and College Program Committee (Lester) asked and received approval, for one semester only, of a new course, to be entitled Sociology 14: Social Change in Developing Areas, and to be taught by Robert Williamson.
- Minute 3. The proposal of the Philips Program Committee that it be renamed "Committee on the Philips Program, Rhoads Fund, and Distinguished Visitors" was approved.
- Minute 4. The Faculty approved two recommendations submitted by the Special Committee on Final Examinations. (See Annex I, Report to the faculty by Special Committee on Final Examinations.)
- Minute 5. Under New Business, some faculty members questioned the Administration's manner of handling discipline after the misbehavior of many students on the week-end of November 3. After discussion, it was agreed that Paul Desjardins, Marcel Gutwirth, Paul Hare, and Sidney Perloe should constitute a special committee to meet with the Dean and, if thought wise, the Students' Council, to examine the matter and make recommendations as to future ways of dealing with any similar situation.

Meeting adjourned: 12:45 P.M.

John Davison
Secretary

JD:bf

REPORT TO THE FACULTY BY SPECIAL COMMITTEE ON FINAL EXAMINATIONS.

The Students' Committee on the Final Examination System, after consultation with a number of faculty members, and a thorough canvass of student opinion, has prepared a report and submitted it to the Students Council and to the Special Faculty Committee. The Special Committee has considered these findings, and makes the following recommendations to the Faculty.

- A) That midyear examinations this year be scheduled by students for themselves as was done for final examinations last spring.
- B) That no later than the March Faculty Meeting this Special Committee bring a recommendation to the Faculty based on the experience of these two examination periods as to whether or not such a system be adopted as the accepted method of scheduling midyear and final examinations.

If recommendation "A" above is approved, the Dean will prepare and distribute to all students and Faculty a detailed statement about rules for the coming examination period. Students will be asked to turn in to the Registrar's Office before Christmas vacation their elections of dates for examinations, which may be taken morning or afternoon, Monday, January 21 to Wednesday, January 30, inclusive, except Sunday, January 27. Examinations in large courses (more than twenty papers to be read by one person) are to be scheduled not later than January 28. The list of these will be posted by the Registrar.

The system which was in effect last spring can be simplified somewhat. The principal changes will be:

- A) Placing examination questions in the envelopes will be done by the Registrar's Office, rather than by individual faculty members.
- B) The schedule of each day's examinations will be posted in advance, so that faculty members can know when their examinations are being taken.

Faculty members will be expected to submit final grades not later than 9 A.M., Monday, February 4. (Any grades submitted earlier will be welcome.)

Much of the Student Committee's report dealt with details of interpretation of the Honor System, as it applies to this situation. The Special Committee of the Faculty wishes to include in the system the same statement as was approved last year by the Faculty: "There should be no discussion whatever by the students of any examination during the time of the examination period at any place where there is the remotest possibility of the conversation being overheard." The Student Committee agrees that this should be the guiding principle, and we can be confident that the students will operate according to this principle.

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Faculty of Haverford College

Regular Meeting
President Borton presiding

December 13, 1962
11:05 A.M.

- Minute 1. The minutes of the meeting of November 15 were approved as amended.
- Minute 2. Dean Cadbury reported for the Academic Council. The Council has appointed a special committee to consider the "3-3" plan for division of the college year, consisting of Hare (chairman), Gutwirth, and Husemoller.
- Minute 3. The Curriculum and College Program Committee (Lester) asked approval for a new course, to be listed as a general course, and entitled "Asian Studies 22: Introduction to the Civilization of South Asia." It would consist of a series of lectures by visiting specialists, organized under the direction of Milton Singer, Paul Klapper Professor of Social Sciences and member of the Department of Anthropology at the University of Chicago, and co-director of the South Asian Language and Area Center, and would have limited enrollment with preference given to upperclassmen. Due to special organizational problems, the course would have to meet on Thursday evenings, 7-10 P.M. Approval was granted with the strong recommendation that this be regarded as a very special case and not as a precedent for the scheduling of any other class meetings for Thursday evenings, which are among those times set apart for student extracurricular activities.
- Minute 4. The Subcommittee on Medical Plans of the Faculty Compensation Committee (Dean Cadbury) submitted several recommendations to the Faculty, which the Faculty approved, as follows:
- 1) that in the Medical Expense Reimbursement Plan, the total maximum reimbursement be raised from \$5000 to \$7500.
 - 2) that after one member of a family has met the deductible, \$175 in reimbursable medical expenses, the deductible for any other member of this family is reduced to \$100, with the proviso, however, that the same benefit year must apply to those claiming the \$100 deductible as applies to the person claiming the \$175. This provision will go into effect with benefit years beginning after December 31, 1962.
 - 3) that in addition to premiums paid for Blue Cross and/or Blue Shield, premiums paid for other hospitalization and/or surgical insurance plans may be included as eligible expenses, but at not more than the standard Blue Cross/Blue Shield rates.
 - 4) that in the listing of members of the administration eligible for MERP reimbursement, "Assistant to the President" be changed to "Director of Alumni Affairs," and "Dean of Students" is to be added; and also that among the individuals proposed by the Medical Plans

Subcommittee and approved by the Faculty for participation in MERP, the name of Barclay Bollas should be included; the above people are also to be eligible for participation in the Medical Care Plan.

Minute 5. The Committee for Honors, Prizes, and Fellowships (Ashmead) recommended that Edward Reinier Swart of the University College of Rhodesia be awarded a T. Wistar Brown Fellowship in advance of the usual date (April 1963) because of his urgent need to make plans now in view of the distance he must travel, because of his previous application, and because of the excellence of his candidacy (this award to be made with the understanding that an additional award can be made at the regular time in April should a candidate of similar excellence appear, since the Committee may under exceptional circumstances nominate two Fellows rather than one). The Faculty approved the recommendation, with the hope expressed that efforts would be made to have the T. Wistar Brown Fellow better known on campus than such Fellows had been in the past.

The Committee also made a recommendation that the closing date for T. Wistar Brown Fellowship applications be advanced to February 1 in future years. The Faculty approved this recommendation.

Minute 6. The Committee on Non-Science Needs (Diamant) submitted a mimeographed report to the Faculty (Annex I).

Minute 7. The Faculty agreed that the Haverford Chapter of the AAUP hold an open meeting to discuss the effect of the repeal of the disclaimer affidavit on the current position of the College, of not participating in the NDEA and NSF programs.

Minute 8. The Special Committee on Student Behavior (Gutwirth) presented a report to the Faculty (Annex II). Faculty participation on the type of campus judiciary committee recommended in the report, was approved. The Committee was formally disbanded with praise and thanks for its work.

Meeting adjourned: 12:25 P.M.

Respectfully submitted,

John Davison
Secretary

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COMMITTEE ON NON-SCIENCE NEEDS

Report of Meeting November 27, 1962

Using the excellent report of the 1961-62 Committee as a point of departure, we would like to report the following to the faculty at this time:

- (1) The Committee stands ready to assist in consultation about the remodeling of Lyman Beecher Hall. Classroom and faculty office space for the social sciences and humanities are urgently needed. Meeting this need should not be delayed because of inadequate preparation for the new use of the building.
- (2) Remodeling of Lyman Beecher Hall led us to consider problems of classroom and faculty office space which might arise from the proposed increases in enrollment. It would seem to us that increase of the student body to 500 might require 2 seminar rooms and 2 faculty offices in addition to those called for in the 1961-62 report.
- (3) The Library. We would like to call to the attention of the faculty the annex to the report of our predecessor:
 - a. The library, which is the equivalent to a laboratory for most non-science departments, must receive careful attention and full support for its needs for funds, personnel and space if it is to continue to fulfill adequately its important role in the College.
 - b. In any plans for extension or remodelling of the library, space should be provided for faculty studies or carrels sufficient in number to provide work space for each member of the faculty who regularly uses the library for his own research. This will become a pressing problem if faculty offices are moved from the library. These studies should be so designed that typewriters can be used in them.
 - c. Study carrels where students can type in the library would be very desirable. More student carrels should be provided--substantially more if the College continues to emphasize individual work and project courses.

The Committee had some consultation with the librarian concerning these library needs. Craig Thompson pointed out that even without any increase in enrollment the library will continue to grow from year to year. Additional students will require additional study space, typing facilities, etc. In addition, present physical arrangements of the circulation desk, card catalog and professional staff room is inconvenient and space for these purposes inadequate. The Committee awaits the result of a survey and hopes that the recommendations of the survey can be studied without delay and the necessary action taken.

- (4) Student Facilities (See also section III of 1961-62 report).
 - a. The Committee proposes that faculty and administration consider inclusion in the long-range plans of the College the following:

- i. A student art center
- ii. A student entertainment center

If authorized, the Committee will begin discussions about these facilities immediately.

- b. Immediate action by appropriate college officials should be taken on the following:
 - i. Time which has been cleared for artistic and other non-curricular activities be kept free from encroachment by regularly scheduled or required activities. To permit regularly scheduled activities during these periods simply because no apparent conflict exists tends to interfere with occasional (non-recurring) events during these same periods.
 - ii. Improve facilities for drama activities in Roberts basement.
 - iii. Open the Coop on Saturday nights, especially if plays, movies or other social activities are scheduled.
 - iv. Inclusion of social facilities in the new dormitory and planning for such facilities in the proposed quadrangle.

- (5) If the faculty considers it necessary the Committee will again poll the humanities and social science departments concerning their needs in the light of the decision to increase enrollment. Even without such a poll the Committee will proceed on the assumption that an increase in enrollment will carry with it a proportionate increase in the type of facilities with which the Committee is concerned.

A. Diamant, Chairman
W. Reese
E. Rose
R. Sargent

Annex II, Meeting of
December 23, 1962

REPORT OF THE COMMITTEE ON STUDENT BEHAVIOR

The Committee agreed that its mandate from the faculty was threefold:

1. to obtain a reliable account of the offenses committed on the night of November 3d.
2. to discover the grounds brought forward by the Students' Council for its lenient treatment of the offenders.
3. to set forth some guidelines for future policy, for the benefit of the incoming Dean of Students, keeping in mind that these ought not to be construed in any way to restrict his freedom of action.

In order to fulfill the first two parts of its mission, the Committee met with Tim Rose, the President of the Students' Council, who gave us a detailed account of the affair and answered numerous and pointed questions on all phases that were of interest to us.

1

We will not attempt to report piecemeal what occurred, and we shall keep to the most general description of the offenses scrutinized by the Council compatible with the necessity of reducing exaggerated rumors to their basis in fact.

A party was given in two Lloyd entries (rooms and hallways) by the Haverford Glee Club for the benefit of the girls from Connecticut College who had given a concert that evening. Owing to the holiday spirit, it was an open party, and although the punch was lightly spiked, an orderly one. Over a hundred persons were estimated to have been in and out of it between eleven and one o'clock. A compact group of over a half dozen drunken students, in the later part of the evening, caused what disturbance there in fact occurred. They had not gotten drunk on the party punch. Their conduct can best be described as verbally foul and abusive, with sporadic random pinchings of girls, one instance of "goosing", some destruction of property (a book-case was overturned, and a valuable Schiller lost its cover as a result), and two reported instances of more or less public urination. One student relieved himself outside the building, another in ~~in~~ the punch bowl which was no longer in use at the time. There is no evidence that this was done in the sight of girls, and these acts, as far as could be determined, sprang either from drunken callousness or as a response to a dare--rather than from deliberate exhibitionism. Finally, a girl's suitcase was opened and her underwear scattered, though it was recovered the next day.

2

The morning after, a Sunday, saw a steady stream of students reporting to the President of the Students' Council, three of them reporting themselves for a possible violation of the Honor System. Six were picked out by the Students' Council to stand trial under the Student Code of Responsibility, although three of the latter were let off with a reprimand. The three who were tried for Honor System violations were acquitted, and retried under the Code. ~~Six~~ Individuals were tried, then, three of them on two sets of separate charges, and nine were brought up on charges altogether.

^{eight}

Before analyzing the procedure and the penalties it led to, it must be added that a joint letter of apology was sent to the Connecticut College for Women by the Presidents of the Students' Council and of the Glee Club, which was followed by a bafflingly routine letter of thanks from the girls' organization, and that individual Haverford students also sent letters of apology to girls they knew at the college, but that there was reportedly no expression of resentment on the part of the girls either then or during the Glee Club return visit to Connecticut the following week end. The damaged books were compensated for by private face-to-face arrangements.

To come now to the way the offenses were dealt with, it must be noted, first of all, that student opinion was mobilized to the point where the Students' Council felt clearly called upon to act in the matter. Violations of the Honor System fall automatically under the jurisdiction of the Council. Violations of the Student Code of Responsibility (the relevant article: "any breach of taste induced or encouraged by drinking will not be tolerated") are designated as the responsibility of the Administration. However, a published minute of the April 1962 meeting of the Students' Council stressed the responsibility of the Council in enforcing discipline under the Code. Acting on that minute, the Council requested jurisdiction in the cases that came under the Code. The Dean and the President acceded to the request, on the grounds that the Council, with powers of subpoena, was better equipped to give the students a fair trial, and also that the students ought to be given responsibility for managing their own affairs whenever they show themselves prepared to do so.

Under the Honor System, the clause "Any act, which shows disrespect for a woman guest and/or lack of regard for the College community shall be considered a violation of the Honor System" had been previously interpreted as applying solely to acts of an overtly sexual nature. The three students who had reported themselves for possible violation of the Honor System were consequently acquitted, but retried under the "breach of taste" clause of the Code of Student Responsibility. Of the 8 students indicted under the latter Code, 3 were let off with a reprimand, 5 (including the 3 for whom it was a second trial) drew sentences of Cut Probation. The leniency of the sentences was accounted for to the Committee by the President of the Students' Council on the following grounds:

- 1) The crime was unprecedented and the circumstances unique; no such combination of gross and public misbehavior on the part of a group of students had occurred within the memory of the Council nor - in view of the revulsion it caused in the students directly involved, as well as the student body at large - was it likely to occur again. At any rate notice had been publicly served that leniency would not be a stock response.
- 2) The trials, lasting four days in all, with each individual on trial appearing before the Council several hours at a stretch, and left to guess with considerable anxiety what his fate might be, obliged, moreover, to render account of his conduct and suffer the humiliation of dwelling, sober, on what he did when drunk, constituted no small chastisement in themselves.

- 3) The inadequacy and relative inapplicability of the existing range of available sanctions (cut probation, full probation, general probation, expulsion) hampered the Council in arriving at a less controversial sentence.

3.

The Committee, since its task is not to undo past mistakes but to forestall future ones, draws the following moral from the incident just described, and makes the following proposals -

Perhaps the most striking aspect of the whole affair is the failure of the students present to register any sense of shock on the spot - as distinguished from morning after reactions. This points to a general failure of taste, a lowering of the threshold of moral indignation that is the most serious aspect of the case. The Committee, in consequence, views all needful remedial action in the light of the general need, at Haverford, to educate the taste and conscience of the students in the context of their daily lives. This suggests scrutiny of dining room manners, for instance, and some attention to be given by the administration to the legitimate needs of the students in terms of facilities and amenities.

In the area directly involved, the area of transgression and retribution, the following needs are clearly disclosed:

1. The need for a better definition of the crime -

This is not merely a matter of rewriting and publicizing the existing Code - a task which the Student Government has firmly in mind - but primarily a question of educating the community to the legitimate requirements of taste and decency in daily intercourse. Perhaps more frequent access of students and their dates to social affairs under College auspices, involving sizable adult participation would be a help.

2. The need for a flexible range of relevant and fair penalties. The following suggestions are made with the understanding that consultation with responsible student opinion is required before decisions can be made in this area:

The destruction of property involves contempt for human labor. In addition to paying for a breakage, a student might reasonably be required to contribute a stated measure of his time and labor to the College.

Gross disregard of the proprieties in the presence of women bespeaks unworthiness of the privilege of entertaining women in one's rooms. Such privileges are valuable and can be revoked without penalizing the student in the academic sphere, where he did not sin.

Disregard of library rules can spell uncomfortable restrictions in the use of the library.

Violence against persons may rule one as unfit to remain in the community, either for good, or for a cooling-off period that would vary with the circumstances of the case.

3. The need for a competent court to settle offenses that involve the whole community to a degree markedly beyond the ordinary run of transgressions (as in the present instance).

Such a body might include representatives from the Administration, the Faculty, the Students' Council, and possibly the staff, and it might effect a yearly review of community problems in the area of human relations.

Respectfully submitted,

W. Cadbury
P. Desjardins
M. Gutwirth
P. Hare
S. Perloe

Faculty of Haverford College

Regular Meeting
Vice President MacIntosh presiding

January 17, 1963
11:05 A.M.

Minute 1. The minutes of the meeting of December 13 were approved as amended.

Minute 2. Dean Cadbury issued a mimeographed report for the Academic Council (Annex 1). In connection with this report, the faculty took action as follows:

- (1) The Council recommended, instead of the total deletion of the paragraph under I, 11, (a) of Information for Members of the Faculty beginning "In place of options 3 or 4 above..." (which had been considered last spring), the replacement of this paragraph with the following: "The President may, from time to time, and on his own initiative, recommend that an Assistant Professor on continuing appointment be granted a semester's sabbatic leave at full pay after six semesters of service." The Faculty approved this recommendation.
- (2) The Council recommended that, after the first sentence of Section I, 9, (a) of Information for Members of the Faculty, the following sentence be added: "In case of two-year interim appointments, the appointment of an ad hoc committee shall be at the discretion of the President." The Faculty approved the recommendation.
- (3) The Council recommended that, under Section I, 8, of Information for Members of the Faculty, the third and last paragraph be changed to read as follows: "The Academic Council shall
 - a) appoint the standing faculty committees.
 - b) make recommendations to the President on faculty appointments, reappointments, promotions, and tenure, in accordance with accepted procedures.

The Academic Council may:

consider matters having College-wide academic implications which are referred to it by the President and/or by members of the Council. When the Council considers such matters, its actions have no official standing, but serve merely as advice to the President."

- (4) The Faculty approved adoption of the following rule: "All members of the Faculty who are or who have been on appointment for more than one year are eligible to vote for faculty representatives to the Board, and, in their respective divisions, for divisional representatives to the Council."

(5) The Faculty approved the addition of Dean of Students, Director of Alumni Affairs, and Director of Information to the list of persons who "may attend Faculty Meetings as resource persons," given in Section I, 2 of Information for Members of the Faculty. It was agreed that the presence of the Comptroller at Faculty meetings should be left to the President's discretion.

Minute 3. The Curriculum and College Program Committee (Lester) proposed for adoption a new English Department curriculum. After discussion, the curriculum was referred back to the committee for further consideration and revision, but one of the courses in it was approved: English 63, to be entitled "Topics in Romantic Literature."

Minute 4. The Faculty approved a proposal that students with a special interest in certain "critical" languages might spend the Junior year at Princeton University concentrating largely on the study of one of these languages and the area and culture with which it is associated.

Meeting adjourned: 12:35 P.M.

John Davison
Secretary

HAVERFORD COLLEGE
Haverford, Penna.

January 11, 1963.

To: The Faculty
From: Secretary of the Academic Council

REPORT OF THE ACADEMIC COUNCIL TO THE FACULTY,
January 17, 1963.

1. LEAVES OF ABSENCE.

- A. The Committee on Research and Study will be asked to obtain data and report to the Council on the use to which faculty members have put their leaves in recent years. This information will then be used to help the Board to understand the significance to the College of faculty leaves of absence.
- B. Possible deletion of a section on Sabbatic Leave with full pay after six semesters of service. Last spring the Council recommended and the Faculty approved, that this year's Council decide on possible deletion of the paragraph which reads as follows: "In place of options 3 or 4 above, the President, with the advice of the Academic Council, may recommend that an Assistant Professor on continuing appointment be granted a semester's sabbatic leave at full pay after six semesters of service." Instead of deleting this paragraph, the Council recommends that it be changed to read as follows: "The President may, from time to time, and on his own initiative, recommend that ..."

2. REPORT OF THE FACULTY COMMITTEE ON THE ACADEMIC COUNCIL.

Last spring a special Faculty Committee on the Academic Council made a number of recommendations, which the present Council has considered, as follows:

Recommendation 1: More flexible procedures for temporary appointments. To meet this, the Council suggests that the underlined words be added to Section 9 (a) of Section I of Information for Members of the Faculty, "The Academic Council shall appoint an ad hoc committee to make recommendations for each new appointment to the Faculty, except for one-year interim appointments. In case of two-year interim appointments, the appointment of an ad hoc committee shall be at the discretion of the President. Each ad hoc Committee should include..."

Recommendation 2: A procedure which requires that the Minutes record the Faculty view as such, rather than merged with the total Council, in situations where a formal recommendation is necessary or desirable. The Council has added to its normal procedures the following: "If, when a recommendation is necessary or desirable, and if there is division in the Council, the position taken by the Faculty members of the Council should be recorded."

Recommendation 3: Sharper definition of the scope of the Council's several capacities. To meet the suggestions made in this recommendation, Section I, 8 of Information for Members of the Faculty is to be changed as follows. The

present reading is:

"The Academic Council shall:

- 1) consider matters of College policy referred to it by the President and by members of the Council.
- 2) appoint the standing faculty committees.
- 3) make recommendations to the President on faculty appointments and reappointments, promotions, and tenure, in accordance with accepted procedures."

This is to be replaced with the following:

"The Academic Council shall:

- 1) appoint the standing faculty committees.
- 2) make recommendations to the President on faculty appointments, reappointments, promotions, and tenure, in accordance with accepted procedures.

The Academic Council may:

academic
consider matters having College-wide implications which are referred to it by the President and/or by members of the Council. When the Council considers such matters, its actions have no official standing, but serve merely as advice to the President.

3. RULES FOR ELECTIONS.

The Council proposes to the Faculty for its adoption, the following rules, governing who may vote for divisional representatives to the Council, or for Faculty representatives to the Board:

All members of the Faculty who are or have been on appointment for more than one year are eligible to vote for faculty representatives to the Board, and, in their respective divisions, for divisional representatives to the Council.

4. ATTENDANCE AT FACULTY MEETINGS.

The Council proposes that the Faculty approve the addition of Dean of Students, Director of Alumni Affairs, and Director of Information to the list of persons who "may attend Faculty Meetings as resource persons," given in Section I, 2 of Information for Members of the Faculty.

+ + + + +

Faculty of Haverford College

Special Meeting
Vice President MacIntosh presiding

February 11, 1963
4:05 P.M.

The Curriculum and College Program Committee (Lester), presented a revised version of the proposed new English Department curriculum (Annex I). After discussion, the new curriculum was approved, with reservations on the part of some faculty members.

John Davison
Secretary

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REVISED ENGLISH CURRICULUM

To the Faculty of the College
From E. S. Rose

February 11, 1963

The English Department proposes a revised curriculum, described below under four heads: departures from the present curriculum, major requirements, courses of instruction, and summary.

Departures from the Present Curriculum

Two variants of English 12, to be called The Art of Poetry and The Art of Fiction

These are not so much additions to the curriculum as variants of an already existing course. In substance they would share the concern of English 11-12 for values, thinking, and writing, with the added discipline of aesthetic form. Though sophomores are not necessarily to be excluded, qualified freshmen would have priority. Enrollment in each course, though limited, would, if need be, go above the twelve-student maximum set for single regular sections, thus easing somewhat the pressure of staffing Freshman English. We propose that these courses be approved for one year.

Changes affecting the sequence of period courses

The present courses in the Renaissance, Seventeenth, Eighteenth, and Nineteenth centuries (English 23, 24, 31, 32) are to be expanded, rather deepened, from one to two semesters. More time than that afforded by single semesters is needed if our students are to acquire a sense of the pastness of the past and the presentness of the past, both indispensable to the re-creation of the masterworks of our literary heritage. Unlike the introductory courses in Poetry and Fiction, whose function is in part to foster analytical and interpretive skills, the period courses aim to make accessible to students the English literary tradition in its salient aspects.

We propose to list them in their expanded form as "comma" rather than "hyphenated" courses so as to make them more available to majors in other departments. For the major in English, two full-year courses from the sequence will be required, together with independent reading in periods not studied in course.

Enrichment on a more advanced level

A course in Literary Theory and Criticism would supply a long-felt lack. Students of English and of the humanities in general need to explore systematically the various approaches to literature, to grasp various critical positions and their underlying philosophical assumptions, and to experience at first hand, through their own speaking and writing, the interdependence of theory and practice. We propose the addition of such a course.

The principle of building senior seminars on the foundation of the period courses has long proved itself in practice. It needs to be extended, however. At present no advanced work is offered in the Renaissance (Shakespeare excepted), the Seventeenth Century, or the Eighteenth Century. Because of these lacks students tend to crowd into courses in contemporary literature (English 35, 36, 66) and to flood the Department with individual projects. The Department would like to assume greater control over the more

specialized work of the senior year while making available to students a reasonably wide field of choice. Our intention is not to eliminate individual projects, but to ensure that only fully prepared students undertake them.

We propose, then, adding a seminar on Milton to those we now have on Chaucer and Shakespeare, and adding a "topics" course in the Eighteenth Century and another in Romantic Literature.

Major Requirements

The revised curriculum offers a variety of complementary approaches grouped round the central period sequence, embracing the study of literature in its temporal and cultural setting, movements, figures, genres, literary theory and criticism, and the art of writing. In planning their major programs with their adviser, students should take advantage of this ordered diversity. But the English Department is aware that the strengthening of its curriculum, however desirable and justifiable, imposes the obligation to ensure that its majors do not concentrate too heavily within the Department. This obligation is of course shared in varying degrees by all departments. And so we propose, as a step in the right direction, to require that our majors take at least three semester courses or the equivalent in related fields outside the Department.

The present major requirements call for a minimum of eight courses (eight semesters) of work in the Department. The revised major requirements would decrease the present course minimum by one and add to the semester minimum by one - as follows:

2 period courses (4 semesters in 2 periods)
2 courses below the 60's, not in the period sequence
2 courses in the 60's
English 100

Total: 7 courses (9 semesters)

(Note that only one department in the College has a course minimum below 7, and 9 semesters is the college average.)

Courses of Instruction: The Complete List

Same Eng. 11-12. Reading & Writing on Human Values

New Eng. 14. The Art of Poetry
The analysis and interpretation of selected poems in terms of tone, image, metaphor, diction, prosody, theme, symbol, and myth. Priority to Freshmen. Enrollment limited.
Prerequisite: English 11.

New Eng. 16. The Art of Fiction
A concentrated study of selected works of fiction, employing such concepts as plot, character, setting, theme, style, mimesis, and point of view. Priority to Freshmen. Enrollment limited. Prerequisite: English 11.

- Same Eng. 21, 22. General Course in English Literature
- Present Eng. 23, 24. Literature of the English Renaissance
23
- Present Eng. 25, 26. Literature of the Seventeenth Century
24
- Present Eng. 27, 28. American Literature
25, 26
- Present Eng. 31, 32. Literature of the Eighteenth Century
31
- Present Eng. 33, 34. Literature of the Nineteenth Century
32
- Same Eng. 35. British Literature of the Twentieth Century
Offered in 1962-63 and alternate years.
- Same Eng. 36. American Literature of the Twentieth Century
Offered in 1963-64 and alternate years.
- Present Eng. 37. Shakespeare
33
- Present Eng. 40. Creative Writing
37
- New Eng. 42. Literary Theory and Criticism
A systematic exploration of various approaches to literature. Enrollment limited. Open to Juniors, but priority to Seniors.
- Same Eng. - Hist. European Thought and Letters, 1100-1600
49-50 Offered in alternate years
- Same Eng. 61. Topics in Victorian Literature
- New Eng. 62. Topics in Eighteenth Century Literature
Advanced studies in poetry and prose of the eighteenth century. Seminar discussions; independent reading and critical essays. Limited to nine students. Priority to Senior English majors.
- New Eng. 63. Topics in Romantic Literature
Advanced studies in poetry and prose of the romantic period. Seminar discussions; independent reading and critical essays. Limited to nine students. Priority to Senior English majors.
- Same Eng. 64. Seminar in Chaucer
- Same Eng. 65. Topics in American Literature to 1920

- Present Eng. 66. Seminar in Shakespeare
62
- Present Eng. 67. Topics in Contemporary British and American Literature
66
- New Eng. 68. Seminar in Milton and His Age
A close study of Milton's complete poetry, for itself,
in relation to its time, and to the tradition from which
it derives. Selections from the prose works. Limited
to nine students. Priority to Senior English majors.

Summary

Quantitative summary: The revised proposal would

- 1) introduce 2 variants of English 12 (of which we ask approval for one year).
- 2) increase the number of strictly departmental courses from 15 to 19, by the addition of
 - a) 1 course in theory and criticism, and
 - b) 3 senior seminars.
- 3) increase the number of semesters from 15 to 23, and the semester requirements from 8 to 9.
- 4) decrease the course requirements from 8 to 7.
- 5) require 3 semesters in related fields.

Qualitative summary: The proposal would

- 1) provide qualified Freshmen with opportunity for more advanced work.
- 2) make available theoretical courses of value to students of literature regardless of departmental affiliation.
- 3) create a more disciplined and better balanced major for our students by
 - a) strengthening the sequence of period courses;
 - b) diversifying our offerings to include needed courses in analysis, theory, genres, and movements;
 - c) completing the developmental logic of our course program;
 - d) offering a wider spectrum of senior seminars, with the side effect of lessening the pressure of individual projects.
- 4) exploit creatively, more fully than heretofore, the varied talents of the English faculty.

Faculty of Haverford College

Regular Meeting
President Borton presiding

February 21, 1963
11:05 A.M.

- Minute 1. The minutes of the meeting of January 17 were approved as corrected and those of the special meeting of February 11 were approved as circulated.
- Minute 2. President Borton announced that hereafter, as an administrative policy, he will specify, when making appointments to department chairmanships, the period of time that the appointment covers.
- Minute 3. Dean Cadbury reported for the Academic Council. Cletus Oakley has been elected to the Council for two and a half years, to replace Ariel Loewy. On the ad hoc English committee, Ralph Sargent replaces Edgar Rose; on the Faculty Compensation Committee, George Kennedy replaces Paul Desjardins; and on the Committee on the Philips Program, Rhoads Fund, and Distinguished Visitors, George Heise replaces John Cary. An ad hoc committee has been appointed to look for an additional member of the Religion Department: Philip Bell (chairman), Gerhard Spiegler, William Davidon, and Douglas Steere.

The Council submitted suggestions for minor changes in the terms of reference of two committees: 1) changes in the terms of reference of the Committee on the Philips Program, Rhoads Fund, and Distinguished Visitors, necessitated by the addition of funds for the Humanities; 2) the deletion of "Freshman Advisor" from the list of those who usually meet with the Committee on Academic Standing, and the addition of "Dean of Students." A new title and terms of reference for the Committee on Curriculum and College Program were proposed, but discussion and action on this matter were postponed to the March faculty meeting.

- Minute 4. The Arts and Service Committee (Hetzell) announced that Arts and Service courses, hitherto offered in the fall and winter terms only, will now be offered in the spring term as well.
- Minute 5. The Curriculum and College Program Committee (Lester) asked and received approval, for one year only, for the offering of Topics in German Literature: Thomas Mann (German 42), to be given by John Cary in the spring semester, 1963-64.
- Minute 6. The Academic Standing Committee (Quinn) suggested that it might be helpful if some member of the Committee, as well as the Dean, were informed if a student seemed to be in serious trouble in a course. The reason for the trouble should be given, if known.

Meeting adjourned: 12:15 P.M.

John Davison
Secretary

Faculty of Haverford College

Regular Meeting
President Borton presiding

March 21, 1963
11:05 A.M.

Minute 1. The minutes of the meeting of February 21 were approved as circulated.

Minute 2. President Borton reported for the Academic Council. An ad hoc committee for an appointment in Political Science has been appointed, consisting of Fay Selove, chairman, Alfred Diamant, Marcel Gutwirth, Douglas Heath, and Howard Teaf.

Since the President and Vice President MacIntosh are ex officio members of all committees, as stated in the catalogue, the inclusion of their names in the Terms of Reference of each committee is redundant, and will be discontinued.

Faculty approval was asked, and granted, for the new name and terms of reference of the Curriculum and College Program Committee, henceforth to be called the Committee on Educational Policy (Annex I, incorporating further revisions suggested by the Academic Council and the Dean).

Minute 3. The Committee on Educational Policy (Lester) presented curricular proposals involving courses in Chemistry, History, Economics, and Philosophy (Annex II). All were approved.

Minute 4. The Honors, Prizes, and Fellowships Committee (Diamant) asked, and received, approval of the following recommendations to the Board: 1) that David Daneker be awarded the First Cope Fellowship and David Hunt the Second Cope Fellowship; and that 2) David Lawrence Szanton be awarded the second T. Wistar Brown Fellowship.

Minute 5. The Special Committee on Final Examinations submitted a report (Annex III) including a recommendation that the student self-scheduling of examinations be continued, with the understanding that the Faculty has the right to change the system again at any time. The Faculty approved the report and the recommendation. Details of administering the system are to be left, as before, to the Administration working with the Students' Council; with the suggestion, however, that any discussion of the examinations during examination period, even of the "safe" variety, could easily lead to violations, and endanger the system, and thus should be discouraged.

Minute 6. The Committee on the Philips Program, Rhoads Fund, and Distinguished Visitors (Pfund) asked that the following general principles be observed in making out budgets for proposed visits: 1) the entertainment allotment should not exceed \$50 a day, and if possible be kept to \$35 a day; 2) the travel allotment should be based on jet air coach or first class train fares, with no specific travel allowance for wives or children; 3) in the interests of economy, less expensive substitutes for taxi travel should be found when possible and convenient.

Meeting adjourned: 12:40 P.M.

John Davison
Secretary

TERMS OF REFERENCE OF THE COMMITTEE ON EDUCATIONAL POLICY

The Committee on Educational Policy normally consists of four faculty members (a Chairman, and one person from each of the three divisions) plus ~~the President and~~ the Dean of the College.

The Faculty, as a whole, has the final voice in determining educational policy. The functions of the Committee, acting within the framework of the accepted educational philosophy of the College are

- A. to oversee educational policy in general, and
- B. to oversee the curriculum in particular.

A. This Committee should consider and bring to the Faculty recommendations concerning over-all educational policy, both curricular and outside the curriculum, but details of the administration of the Physical Education program, the program of Arts and Service, extracurricular activities, Music and Drama, and Honors are the responsibility of appropriately designated persons or Faculty Committees.

B. In overseeing the curriculum, the Committee's responsibility includes:

- 1) the total number of courses to be required of students for a degree, or the number required in any term.
- 2) the amount of credit for each course.
- 3) specific College or division course requirements, such as the Freshman English requirement, the language requirement, and the limited elective requirements.
- 4) revision of programs proposed by individual departments.
- 5) the institution of new courses, dropping of old courses, or major changes in courses. Proper concerns of the Committee are the area of the course, prerequisites, the level of the course, and limitation, if any, of class size. Teaching methods, specific textbooks, assignments, papers, laboratory work, and lecture topics are the concern of the Department and the Faculty member in charge of the course, except insofar as these factors overlap with those of other courses, or relate to or impinge upon other courses or Departments, or the curricular program as a whole.

All changes involving the five areas above are subject to approval, first of the Committee, then of the Faculty as a whole, except

- a) temporary omission of a course for one year,
 - b) a change in the number of a course, unless that change reflects a change in level,
 - c) changes in name or course description, or changes in the content or teaching methods of a course, which do not change its general provided that area of concern, its function in the curriculum, the amount of time required of students who take it, or its relation to other courses or departmental programs.
- such changes do not alter the course's general*

Although specific details of Major requirements are the responsibility of the individual Departments, it is proper for this Committee, and for the Faculty as a whole, to concern itself with the extent of specialization which may be promoted by the number of courses which students are required or encouraged to take in a Major department.

Terms of Reference of the Committee on Educational Policy - - - page 2.

The Committee should concern itself with interrelationships among divisions, areas, departments, or courses, and among the "Three Colleges". In particular, when considering curricular changes the Committee should take into account the offerings at the other Colleges.

Although exact dates on the academic calendar are set by the College administration, major changes in the calendar are the responsibility of the Educational Policy Committee and the Faculty as a whole.

Addition of a department, dropping of a department, or combining two or more departments are properly the province of the President and the Board of Managers.

It is recognized that, from time to time, special committees will be appointed by the President or the Faculty to deal with matters which overlap or supersede normal concerns of the Educational Policy Committee.

The Committee is responsible for keeping abreast of new ideas in higher education, and, where appropriate, for initiating proposals to the Faculty based on such ideas. The Committee should bring to the attention of the Faculty important articles and books dealing with new developments in higher education.

Curriculum Committee - Curricular Proposals for March 21, 1963 - I

I. Curricular Proposals in CHEMISTRY

The proposed changes in the Chemistry curriculum result largely from a re-study of the Chemistry program as it has evolved in the past seven years, and represent three principles of curricular development:

1. A new freshman course (Chemistry 15) which will permit well-prepared students to make a more effective start in college chemistry.

Such students hitherto have been encouraged to undertake Chemistry 23 during their first semester in place of Chemistry 13. These students have then gone to Chemistry 14 for the second semester work (sometimes with Chemistry 24 taken concurrently), and have followed the conventional program from that point. This has not been an altogether satisfactory arrangement. Too few students can successfully undertake the work in Chemistry 23 as freshmen, and the result has been that the beginning course, Chemistry 13, has contained students with a very wide range of backgrounds.

The proposed new course, Chemistry 15, would combine material from the present 13, 14 sequence in a rapid survey which would permit perhaps one-fifth of the entering students to complete the present program of the freshman year in one semester. Experience suggests that from 60 - 60 per cent of students who eventually major in Chemistry would be able to take this accelerated course. This fraction may rise as the strong high-school chemistry courses become more common. It is expected also that enough able, but less well prepared, students will remain in the Chemistry 13, 14 sequence to maintain the quality of these courses.

2. A thoroughgoing revision of the courses in analytical, inorganic, and physical chemistry, those at present labeled 23, 24, 31, 32, 34, and 61.

In part, this revision is prompted by a feeling that analytical chemistry, which was historically an extremely important and the earliest developed branch of the science, is now of considerably less importance to the field; indeed, as it is usually taught, analytical chemistry consists largely of a study of a series of techniques. The proposed revisions seek to modernize the work in physical chemistry, particularly in the physical chemistry laboratory, which has not had a thoroughgoing revision in perhaps twenty years.

3. In the process of these changes, it will be possible to cover the same material as is covered at present, with fewer courses, by eliminating duplication (the contents of Chemistry 23 are now almost all repeated in other courses) and shortening the treatment of some topics.

I. (CHEMISTRY) cont.

Proposed Chemistry Program

Chemistry 13: Principles of Chemistry
Chemistry 14: Structure and Bonding
Chemistry 15: Principles, Structure, and Bonding in Chemistry
Chemistry 16: The Physical Chemistry of Equilibrium Systems
Chemistry 21: The Physical Chemistry of Reacting Systems;
 Chemical Kinetics and Mechanism
Chemistry 22: The Physical Chemistry of Molecules
Chemistry 25: Reactions and Mechanisms in Aliphatic Systems
Chemistry 26: Reactions and Mechanisms in Aromatic Systems
Chemistry 34: Advanced Laboratory in Physical and Instrumental
 Methods
Chemistry 44: Quantum Mechanics of Atoms and Molecules
Chemistry 51: Advanced Topics in Inorganic Chemistry
Chemistry 53: The Identification of Carbon Compounds
Chemistry 54: Advanced Topics in Organic Chemistry
Chemistry 81: Library Problem in Chemistry
Chemistry 83, 84: Laboratory Research Problem in Chemistry
Chemistry 100

Course Requirements for the Major: 13, 14, (or 15), 16, 21, 22, 25,
26, 51, 81, and 100; Mathematics 15, 16; and Physics 13, 14

Summary of Course Changes:

Chemistry 13, 14: Unchanged
Chemistry 15, 16, 21, 22: Added to Curriculum
Chemistry 23, 24: Dropped
Chemistry 25, 26: Unchanged
Chemistry 31, 32: Dropped
Chemistry 34: Course retains this number, but the nature of
 the laboratory work will be changed.
Chemistry 44: Unchanged
Chemistry 51: Added to curriculum
Chemistry 61: Dropped (replaced by Chemistry 22)
Chemistry 63, 64: Course numbers changed to Chemistry 53, 54
Chemistry 66: Dropped
Chemistry 81: Changed to Library Problem only
Chemistry 82: Dropped
Chemistry 83: Added to curriculum
Chemistry 84: Added to curriculum (replaces present Chem. 82)
Chemistry 100: Unchanged

NOTE THAT this proposed curriculum in Chemistry will in practice
take two, possibly three, years to achieve. The following
scheme shows the planned transitional steps:

I. (CHEMISTRY) cont.

<u>1962-1963</u>		<u>1963-1964</u>		<u>1964-1965 (?)</u>	
13	14	13	14	13	14
		15	16	15	16
				21	22
23	24				
25	26	25	26	25	26
31	32	31	32		
	34		34		34
		51		51	
61					
63	64	53	54	53	54
	66				
81	82	81		81	
81	82	83	84	83	84
	100		100		100
TOTALS:	18		16		16

The new program will result in a decrease by two semester-courses of the present total number of course offerings.

Faculty approval is asked at this time for the "Proposed Chemistry Program" as detailed on p. 2, although steps toward that program will have to be made by the plan detailed above.

II. Curricular Proposals in HISTORY

The appointments of Professor Bronner (part-time in History) this year, and of Professor Roger Lane for the coming year, make possible the proposed course-offerings listed below. The proposals involve:

1. Introducing the full-year American History course on the sophomore (rather than the freshman) level, on the assumption that all students will have had some American History before reaching Haverford.

The proposed course will assume knowledge of the basic facts of American history and will offer a selection of major topics in American history since colonial times.

2. A first step toward a combination of four semester-courses which Professor Lane will eventually offer as a sequence of advanced work in various topics in American history.

The course here proposed, History 42, will form a part of that sequence; proposals of the other three semester-courses will be made by the History Department in the course of 1963-1964.

Proposed Course Offerings:

History 21-22. AMERICAN HISTORY.

A survey of American history from colonial times to the present. Mr. Lane

History 42. THE DEVELOPMENT OF AMERICAN DEMOCRACY.

A study of social history and reform movements between the Revolution and the Civil War. Class discussion and papers based on readings in the sources and secondary works. Prerequisite: Previous college work in history or political science, or consent of instructor. Mr. Lane

History 51. TOPICS IN REGIONAL HISTORY

A study of the institutional and cultural developments of the Delaware Valley beginning with the pre-colonial period. The history of Pennsylvania both as a colony and as a state will be emphasized. Students will prepare research papers based upon the rich manuscript resources available in this region. Mr. Bronner

III. Curricular Proposals in ECONOMICS

Owing to the absence of Professor Bell in 1963-1964 and the difficulty of finding an instructor to take over his teaching in Economics/Political Science 40, that course will not be offered next year.

In its place, it is proposed that Economics 47 be offered for one further year, 1963-1964 only. Originally this course was approved for two years, 1961-1962 and 1962-1963. It has been offered in both years, with good enrollment.

[Economics/Sociology 47. REGIONAL ANALYSIS - Mr. Smolensky.

The techniques of economic location theory are developed and used to explain differences in the economic structure of regions. Problems of regional income inequality, population and industrial migration, and the economics of cities are examined.
Prerequisite: Economics 11, 12.]

IV. Curricular Proposals in PHILOSOPHY

With the retirement of Professor Steere at the end of this academic year, Philosophy 23 and 28 will no longer be continued in the Philosophy Department curriculum.

1. For 1963-1964, the Philosophy Department proposes that one new course (Philosophy 35) be added to the curriculum, approval for one year only. Possibly, following Departmental discussions next year, this course will be proposed as a permanent alternating course in a newly-designed Philosophy curriculum. The Philosophy Department (Athens annex) particularly asks that the Faculty bear in mind, when the whole Philosophy curriculum is re-studied next year, that this interim proposal entails the dropping of two courses and the addition of one for 1963-1964.
2. It is also proposed that Philosophy 31, approved last year for 1962-1963 only, be approved now as a permanent course in the Philosophy curriculum, since it will certainly be a part of the new Philosophy curriculum to be proposed next year.

Proposed Course Offerings:

Philosophy 35. METAPHYSICS AND EPISTEMOLOGY - Mr. Parker.

A study of the nature and possibility of theories of reality and fundamental presuppositions of knowledge and action. Prerequisite: Phil. 21-22. Offered in 1963-1964.

[Philosophy 31. MODERN ANALYTIC PHILOSOPHY - Mr. Kosman.

A study of the historical and theoretical development of analytic philosophy in England and America. Selected writings of Russell, Wittgenstein, Moore, Ayer, Wisdom, and others, with special emphasis on theory of language. Prerequisite: Philosophy 21-22.]

REPORT TO THE FACULTY BY THE SPECIAL COMMITTEE ON FINAL EXAMINATIONS

The Faculty will recall that at the Faculty Meeting of November 15, the Faculty approved the proposal that midyear examinations be scheduled by students for themselves, as was done for final examinations last spring, and that no later than the March Faculty Meeting, the Special Committee should bring a recommendation to the Faculty, based on the experience of these two examination periods, as to whether or not such a system should be adopted as the accepted method of scheduling midyear and final examinations.

The Special Committee has reviewed the experience of these two examination periods and believes that this system should be approved.

There is agreement that the revisions in the mechanics of administering these examinations made this winter were an improvement over the process in effect last spring. At neither of these examination periods was there any instance, so far as is known, of cheating. However, there were several cases in which help was given through carelessness, but once the carelessness was recognized, and the attention of students was called to it, there were no further incidents of this sort. It is anticipated that with more careful preparation of the student body by the Students' Council and the Honor System Committee, instances of this sort can be kept to a minimum.

If the Faculty agrees, certain beneficial changes in the calendar can be inaugurated. Retaining the same opening and closing dates, and retaining the same number of class periods, both Spring vacation and the midyear break can ~~not~~ be lengthened a little.

The Committee therefore recommends that the Faculty approve the self-scheduling by students of mid-year and final examinations (but not of Senior comprehensives).

Report to Faculty by Special Committee on Exams - - - - - - - - - page 2.

Details are to be worked out by the Administration. However, the Faculty wishes to instruct the Dean to see to it that each successive Students' Council takes seriously its responsibility to make clear to the student body what dangers to the Honor System are inherent in this method of scheduling examinations. Students are to be reminded that the Faculty has the right to change the system again at any time.

William E. Cadbury, Jr.
Alfred Diamond
John A. Lester, Jr.
Irving Finger

March 15, 1963

Faculty of Haverford College

Special Meeting
President Borton presiding

March 22, 1963
4:45 P.M.

President Borton presented and explained the College budget for 1963-64 and compared it with the budget for 1962-63. He then answered questions on the budget from faculty members.

John Davison
Secretary

Faculty of Haverford College

Regular Meeting
President Borton presiding

April 18, 1963
11:05 A.M.

Minute 1: The minutes of the meeting of March 21 were approved as corrected, and those of the special meeting of March 22 as circulated.

Minute 2: Dean Cadbury announced, for the Academic Standing Committee, a proposal to restore certain former grading policies, as follows: 1) on the transcript of any student who dropped a course, the grade of "DR" would be recorded and counted as the equivalent of a grade of 40 in computing the average; 2) any student who completed a course would be given a grade above 40, the grade of 45 being suggested as the lower limit.

The faculty approved these policies in principle, authorizing the Committee to work out the details.

Minute 3: The Curriculum and College Program Committee (Committee on Educational Policy) (Lester) presented proposals for course changes in Political Science and Psychology, all of which were approved (Annex I).

Minute 4: The Faculty Representative to the Board (Bell) reported that the proposed budget for 1963-64 had been accepted, that the use of NDEA scholarship funds had been rejected, that the building of a new dormitory had been approved, and that a visiting committee for the Chemistry Department had been appointed.

Minute 5: Under Old Business, there was discussion of the program for Phillips and other visitors, and it was suggested that the Committee on the Phillips Program, Rhoads Fund, and Distinguished Visitors might gather and keep data on such matters as attendance at lectures by the visitors.

Meeting adjourned: 12:30 P.M.

John Davison
Secretary

Annex I. Meeting of April 18, 1963

HAVERFORD COLLEGE
Haverford, Penna.

From: Curriculum Committee

To: Members of the Faculty

Re: Course Proposals for Faculty Meeting,
April 18, 1963

Date: April 16, 1963

The Curriculum Committee will have two course-matters to submit for Faculty approval on April 18th:

I. Recommendations in POLITICAL SCIENCE

Professor Somers' resignation has entailed three proposed changes in Political Science offerings for 1963-1964, as follows:

- (1) 21, 22 [dropping present 31, 32] AMERICAN PARTY POLITICS:
INSTITUTIONS AND BEHAVIOR.

A study of political parties, their organization and functioning; the relationship of interest groups to the party system; the influence of public opinion, personality, culture, voting behavior and attitudes on political life.

- (2) 31, 32 [dropping present 26 and 41] COMPARATIVE POLITICS

An advanced institutional-functional analysis of the political process in developing and mature political systems. A framework for comparative analysis will be constructed for the examination of selected political systems in Europe, Africa, and Asia. Political culture, ideology, constitutionalism, parties, interest groups, and bureaucracy will be analyzed. Special attention will be given to the problem of institutional transfer.

- (3) 65 SENIOR SEMINAR

An intensive study of the scope of political studies and of the methods conducive to arriving at reliable and verifiable results. Students will design and initiate a research project which will be completed in the second semester as part of the work in Political Science, 100. To be offered in 1964-65. Required of all majors.

- NOTES: A. (1) creates a one-year sequence and a sophomore offering, in place of the present Political Science 31 and 32.
(2) creates a full-year sequence of essentially the materials of the present Political Science 26 and 41. To achieve maximum coherence in the new course, Professors Diament and Glickman will participate in all class meetings in 1963-1964; thereafter the load will be distributed equitably between the two instructors.

On grounds both of sequence of curricular offerings within the Department and of increased offering of coherent major stages of work in Political Science, the Committee feels that both of these proposals are commendably sound.

Curriculum Committee - Memo to Faculty - April 16, 1963 - 2

B. Nevertheless, in view of appointments and longer-range planning to be made, the Department proposes, and the Curriculum Committee agrees, that Political Science 21, 22, and 31, 32 should be approved for one year only at this time.

C. (3) is proposed to meet a need for special training and culmination of the student's major work in the field, and is hence proposed for Faculty approval as a permanent Political Science offering. The Curriculum Committee recommends that this proposal be approved with the proviso that,

~~Political Science 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 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1377, 1378, 1379, 1371, 1372, 1373, 1374, 1375, 1376, 1377, 1378, 1379, 1380, 1381, 13~~

Faculty of Haverford College

Regular Meeting
President Borton presiding

May 16, 1963
11:05 A.M.

Minute 1. In elections held before the start of the meeting, George Kennedy was elected Humanities Representative to the Academic Council; Louis Green was elected Faculty Representative to the Board, with John Lester as First Alternate and Howard Teaf as Second Alternate.

Minute 2. The minutes of the meeting of April 18 were approved as circulated.

Minute 3. Dean Cadbury reported for the Academic Council. The Council has recommended that newly appointed faculty members should be informed that cash advances on salary are available during the summer before they begin at Haverford, in cases where the salary period of the institution they are leaving ends before the summer.

President Borton announced that he would recommend approval of the following policy by the Board of Managers if it received Faculty approval, which it did:

"Service on the Academic Council should be recognized by the granting of slightly more frequent sabbatic leaves. A faculty member who has served for one term (two years) as Faculty representative to the Board, or for one term (three years) as an elected divisional representative to the Council will be eligible for sabbatic leave one year earlier than would be the case in the absence of such service. This policy is to go into effect starting with persons elected this spring."

The faculty approved a proposed new disability compensation plan for faculty and administration (Annex I, prepared and presented for the Council by Howard Teaf).

Minute 4. The Academic Standing Committee (Quinn) made a proposal, which received the approval of the faculty, that a grade of "CIP" (Course in progress) might be submitted at midyear not, as has been the case in the past, only for senior research courses, but also for certain other year courses, as agreed upon by the instructor and the Dean, and so announced at the beginning of the course. The Committee would have the right to ask the instructor to give a provisional or approximate grade before the academic year was out, in cases where it might be necessary to have such a grade for consultation.

Minute 5. The Admissions Committee (Walter) reported that no faculty members had responded to the suggestion that they visit secondary schools in various cities where they might travel, to interview prospective Haverford students. Nevertheless, the faculty felt that the possibility of such visits should still be considered for another year.

The Committee announced that it proposed dropping the idea of a program for underprepared students, for lack of funds. Faculty opinion was expressed that, if such a program were felt to be of real value, funds should be found rather than it be dropped.

Minute 6. The Curriculum (Educational Policy) Committee (Lester) presented five proposals (Annex II) for faculty approval:

1. The first proposal, involving a more specific catalog listing of special possibilities open to gifted students, was not approved, because some faculty members felt it was so detailed as to raise large issues which should be gone into more thoroughly. It was referred back to the Committee with the suggestion that the Advisors to Special Students be op-opted and that a special faculty meeting might be called next fall to discuss the issues involved in the proposal.
2. The second proposal, which was approved, involved the adding to the second paragraph of the discussion in the Catalog, p. 44, of "Intercollegiate Cooperation," the underlined clause: "Permission (to take a course at another college) is not granted if an equivalent course is offered at Haverford, except that, if taking the course elsewhere will resolve a serious schedule conflict, the Dean, with the consent of the Department offering the equivalent course, is empowered to make an exception."
3. The third proposal aroused much discussion. It involved temporary exclusion from French study at Haverford of students who had studied French in high school but did badly on the Placement Test, and it was finally approved, with some individual exceptions on the part of faculty members who felt that a dangerous precedent was being established, and with the following provisos added: 1) that the working of the new system be reviewed by the faculty in three years' time, and a report given to the faculty after one year, and 2) that accepted Haverford subfreshmen be fully informed of the system and sent Placement Test samples which could be taken at their schools and would be corrected.
4. The faculty approved the renumbering of German 15 as German 21.
5. The faculty approved for two years (with the understanding that if Departmental circumstances do not permit the offering of Economics 34 in 1964-65, it may be offered in the year following) the proposed new course, Economics 34: Technology, Employment, and Leisure (Mr. Teaf).

Minute 7. The faculty approved the inclusion of Mrs. Andrews who will be on less than full time because of health, in the "certain individuals" category of the medical eligibility program.

Meeting adjourned: 1:20 P.M.

John Davison
Secretary

Proposed Revision in Disability Compensation Plan
for Faculty and Administration

1. Present Provisions

Under a minute of the Board of Managers dated December 2, 1955, the present provision for faculty and administration is "full salary.... without interruption for a period of disability up to one year. At the expiration of one year it is the policy of the Board of Managers to consider the individual case and to decide whether or not such payments should be continued and, if so, for what period of time." The minute goes on to say, "this statement confirms the practice generally followed by the College in the past, which practice now has the force of custom and usage."

So far as is known, this was the first explicit statement of the Board or Administration on the subject of disability. It had been pretty generally understood before that time that, in the case of the total disability of a member of the faculty or administration, salary would be continued at least until the end of the current salary year (that is, to August 31).

In the early 1950's there were two cases of serious disability, one a faculty member and one a member of the administration. The former, a member of the faculty for about 25 years, was continued on full salary through several intermittent disability periods extending well beyond a twelve-month period and, we believe, full-salary payments were continued to his widow until the end of the salary year in which he died. The other man was a member of the administration for about five and one-half years before becoming disabled. His full salary was continued for the remaining six or eight months of the current fiscal year and through the full following salary year, in the course of which he died.

The memory of those occasions and knowledge of the general budgetary procedure suggests that the practice before 1955 was the payment of full salary to the end of the current year and for one full year thereafter. However, this is not completely inconsistent with the wording of the Board's minute, since the Board might well have taken into account extension of the full-salary benefit beyond one year from disability when salary for the additional time was included in the budget.

2. Disability-Plan Income Exempt from Personal Income Tax

Under the present Federal Personal Income Tax "amounts received as wages or in place of wages under a Wage Continuation Plan for the period when you are absent from work on account of personal injuries or sickness" are excluded from reportable income up to the limit of \$100 per week.

This provision has a double bearing on a College Disability Income Plan.

- (1) Considerable advantage is derived from the very fact that the College has a plan. The tax reduction because of the excluded income would amount to at least \$1200 a year, depending on the top bracket of the income class.
- (2) This tax saving should be taken into account in any disability-income formula.

3. (G) Possible Insurance of Disability Income

T.I.A.A. offers disability insurance with benefits (including any receipts from Social Security or Workmen's Compensation) of 50% of salary (maximum \$500^{per month}), for a premium of \$4920 a year, including waiver of T.I.A.A.-C.R.E.F. premiums during disability. The premium may be paid entirely by the employer or shared by employees. This estimate was based on coverage of 65 members of the Faculty and Administration -- the entire eligible group.

T.I.A.A. benefits would start after six months of total disability and would terminate at age 65. There would be no benefits for partial disability.

4. Possibility of Self-Insurance

In general, the basic usefulness and value of insurance is directly proportional to the size of the economic loss, particularly with relation to available resources*. A corollary to this is the idea that insurance may provide a substantial amount of cash at the time of a loss (e.g., fire) -- a real advantage even when the burden of the loss would not be great if it could be spread over an extended period.

The negative statement of the above is that insurance is not so useful or necessary where the amount at risk is small, relative to resources, or where the cost of a loss can be spread over a long period. Note that this makes no reference to the frequency of losses, but if losses do occur fairly frequently and if no one of them yields a very large cost, it is probable that self-provision or self-insurance would be just as good as and probably cheaper than insurance.

Disability benefits fit almost perfectly into the preceding paragraph. Total disability is of infrequent occurrence. While benefits paid for a long-continuing disability may total to a large amount, any very large total must be paid out over a very long period. Also, there is a predetermined age limit on payments -- 65, when annuities "take over." Another combination of factors acts to limit losses: Incidence of total dis-

*This is the principle underlying our \$175 deductible in the Medical Expense Reimbursement Plan, valid so long as the really large medical losses are "covered."

ability is greater with advancing age. But as age increases disability payments (of larger monthly amounts, it is true, because of increasing individual salaries) must be paid for shorter and shorter periods. And if a relatively young eligible person were totally (and permanently) disabled, with a possibility of, say, thirty years of benefits, this would be at lower monthly benefit amounts, since the younger person would be in the lower range of salaries. Another limiting influence is the decrease in the life expectancy of the totally disabled person.

The Board of Managers, by its 1955 minute, is in reality self-insuring the first year of disability. Any protection of the individual member of Faculty or Administration beyond that year, however it is interpreted, might depend on how "tight" College finances were at the time. Note that no financial provision is made by the Board for meeting additional costs of benefits or of replacement during that year.

The same practice could be extended. Though there would be potentially greater total cost, no further financial provision need be made now -- currently. For by the time a total disability started, and ran for a year with indications of permanence, provision could be made for inclusion of the benefits in future annual budgets.

In the meantime, there would have been no cash cost -- of insurance premiums. Instead of stretching out the cost by annual prepayment, it would be stretched out "after the fact." Because of the infrequence of total disability, this is important. Suppose that Haverford College had undertaken disability insurance in 1930, when it started T.I.A.A. annuities. In earlier days premiums would have been less, but over the thirty-year period they would have averaged, surely, no less than \$3500 (70% of the present estimated premium). At that rate, we would have paid a total of \$115,000 premiums.

And in 33 years what benefits would have been paid, under the T.I.A.A.-proposed policy? We believe less than \$10,000!*

*It must be understood by all participants that benefit costs will reduce the amounts available for salary increases. But this would be true, as well, of premium costs if insurance were purchased.

HAVIERFORD COLLEGE DISABILITY BENEFITS PROGRAM.

I. Eligibility.

All full time members of the Faculty and Administration who have been in the employ of the College for more than one year are eligible to participate, provided that

- A. the faculty member's current appointment is for not less than three years,
- B. by Administration is meant those persons listed in Information for Members of the Faculty as Administration eligible for fringe benefits.

II. Benefits

A. Total Disability. The College undertakes to pay benefits to eligible persons who are totally disabled, as follows: (in each case, the total benefit includes any amount received by the beneficiary from Social Security or Workmen's Compensation).

1. For each eligible beneficiary, full salary to the end of the current salary year, or for six months, whichever is longer.
2. For each eligible beneficiary, from the termination of 1. above until retirement age, 50% of salary, plus 1% of salary for each year in the employ of the College at the time disability occurred, up to a maximum of 60% of salary, calculated as follows:

In calculating benefits, "salary" shall be the larger of the following:

- a. The salary received in the last month preceding the date on which disability occurred.
- b. The minimum salary at the time of benefit payment for the faculty rank held at the time of inception of the disability. (The minimum for an administrator who does not hold formal faculty rank would be the minimum for the rank which carries the same salary as the last annual salary of the administrator, or, in the case of an administrator whose last regular salary was larger than that of any faculty rank, the minimum for the rank of professor.)

B. Partial Disability. Payments to a partially disabled eligible member of the Faculty or the Administration will be made as in the case of total disability, except that the payment will be the appropriate percentage (50% to not more than 60%) of the difference between the (partial) salary he now earns and his salary (defined as in 2, a. and b. above) at the time the partial disability occurred.

C. Changing Disability. If a case arises which is not covered by the rules above (an example would be a change in degree of disability together with a change in faculty rank for a partially disabled person), the President is empowered to make an interpretation consistent with the spirit of these rules.

D. Degree of Disability. In determining degree of disability, the President has the right to require a report from a physician.

III. Annuity Premiums. In addition to payments of cash to the disabled person as described under II above, the Board of Managers undertake to continue premium payments to T.I.A.A. and C.R.E.F. based on full salary calculated as in II,A,2 above, from the onset of disability to retirement age.

IV. Financing. It is intended that at present this Plan not be funded in anticipation of benefit costs. If and when an eligible person becomes disabled, the necessary amount after the current year should be included in College Budgets.

- V. Provision for Review. The operation of the Plan and prospects should be reviewed periodically. The desirability of funding should be considered from time to time.
- VI. Administration. This program will be administered by the President of the College, on the basis of specific recommendations⁵ from the Administrative Committee for the Medical Expense Reimbursement Plan.

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HAVERFORD COLLEGE
Haverford, Penna.

From: Curriculum Committee

To: Members of the Faculty

Re: Proposals for Faculty Action,
Meeting of May 16, 1963

Date: May 15, 1963

The Curriculum Committee will have the following five proposals to present, with recommendation that they be approved, at the Faculty meeting on Thursday, May 16, 1963. This note is sent you in the hope that you may be able to give these proposals some consideration in advance of the meeting:

- Not approved*
1. A proposal affecting special curricular arrangements which may be made for students of unusual ability. In effect, this proposal constitutes expansion and detailed specification of the present section entitled "Special Cases," Catalog, p. 43. The Committee's proposal is attached to this memorandum as ANNEX A.
 - Approved*
 2. A proposal affecting the terms under which a student may take courses at Bryn Mawr College, Swarthmore College, and the University of Pennsylvania. See ANNEX B.
 - Approved with
Poviser
(see minutes)*
 3. Change in prerequisite qualifications for French 11-12.
It is proposed that French 11-12 no longer be open to students who have had previous course study in the French language. The motivation and achievement of students who, after some substantial engagement with the language in school, come to "Beginning French" at Haverford, have proved generally low; and French 11-12 should not be devoted to the remedy of pre-college deficiencies in language instruction.
The prerequisite for French 13-14 will continue to be, as at present, successful performance on the Placement Test or in French 11-12. [Students whose Placement Test performance is on the border-line will be interviewed orally to ascertain their capacities, interest, and motivation, and admitted to French 13-14 if this is warranted.]
 - Approved*
 4. To indicate realistically the level of linguistic achievement required for the course, the German Department proposes (and the Curriculum Committee recommends) that German 15 [READINGS IN GERMAN LITERATURE] be renumbered German 21.
[Title of course changed as well, but no substantial change in content.]
 5. Proposed new course-offering in Economics:
ECONOMICS 34. TECHNOLOGY, EMPLOYMENT, AND LEISURE - Mr. Teaf.
~~(also called Political Science 34 and Sociology 34.)~~
Seminars study of the social and personal problems arising out of rapid technological change and increase in productivity. The labor force and its full employment; insecurity of the individual; unemployment benefits and pensions; public policy and programs; leisure - its opportunities, uses, and effects. Prerequisite: One year of Economics, Political Science, or Sociology.

Approval of this course is recommended for two years, 1963-64, 1964-65, with the understanding that if Departmental circumstances do not permit the offering of Economics 34 in 1964-65 it may be offered in the year following.

HAVERFORD COLLEGE
Haverford, Penna.

April 26, 1963.

To: Members of the Faculty
From: The Curriculum Committee

The four faculty members who participated in the Danforth Conference last summer brought back some thoughts about students with Advanced Placement Credits and other exceptionally good students.

President Borton referred their report to the "Advisers to Superior Students" who in turn submitted a report to the President with the suggestion that it be referred to the Curriculum Committee for further action. The Curriculum Committee has considered this, and proposes to the Faculty that it authorize an expansion of the section entitled "Special Cases" in the Catalog designed to call attention to possible areas of flexibility, particularly for superior students. The Curriculum Committee recommends that the Faculty approve specific recognition of the following three possibilities to be described in the Catalog, with the statement that permission of the Committee on Academic Standing be required in order for a student to be admitted to any one of these programs:

- a) Graduation after three years of College. A student in this program will choose his Major at the end of his Freshman year. He must successfully complete two full years of work at Haverford beyond his first year at the College, and must maintain an 85 average. He must fulfill limited elective and ^{minimum} departmental requirements, and in addition during his second and third years at Haverford he must study for four consecutive terms some subject (or meaningful combination of subjects) outside of the division in which his Major department lies.
- b) A term away from Haverford. A student in this program must enter his Major department early in his second year. He must meet all departmental and limited elective requirements and must successfully complete a total of seven semesters at Haverford and one semester away from Haverford, (or six semesters at Haverford and two semesters away) working or studying on a program to be approved in advance and evaluated after completion by the Dean and the Major Supervisor.
- c) Independent Study Program. A student in this program will spend the usual eight semesters at Haverford, including all the limited elective requirements and either a normal or a special Major departmental program. As a Senior, however, with the approval of his Major Supervisor he would be permitted, if he has maintained a general average of 85 or above, to register for as few as three courses each semester, and would be expected to work independently on a thesis, growing out of some of the course work done in previous years.

The Committee further recommends that the Faculty approve the following as general policy: incoming Freshmen with three or more Advanced Placement credits and occasional other particularly promising students will be assigned as advisees to special faculty advisers, whose duty it will be to advise students who might be encouraged to follow some special program, such as those outlined above.

ANNEX B

HAVERFORD COLLEGE
Haverford, Penna.

From: Curriculum Committee To: Members of the Faculty

Re: Courses at Bryn Mawr, Swarthmore, and Date: May 15, 1963
the University of Pennsylvania

It is proposed that the following statement be substituted for the second paragraph under "Intercollegiate Cooperation," Catalog, p. 44. The only change from present policy is embodied in the "exception," which is indicated by underlining in the following text:

Students desiring to take advantage of this arrangement must obtain the permission of the Dean. This permission is not granted to Freshmen, and is not usually granted to a student whose general general average for the preceding semester has been less than 80, but the requirement of an 80 average may be waived if the course at the other institution is necessary for the student's Major. Permission is not granted if an equivalent course is offered at Haverford, except that, if taking the course elsewhere will resolve a serious schedule conflict, the Dean, with the consent of the Department offering the equivalent course, is empowered to make an exception.

Faculty of Haverford College

Regular Meeting
President Borton presiding

June 3, 1963
9:15 A.M.

- Minute 1. The minutes of the meeting of May 16 were approved as corrected.
- Minute 2. Dean Cadbury reported, for the Academic Council, that the committees for next year had been chosen and that the list would soon be circulated.
- Minute 3. The Faculty Compensation and Medical Plans Committee (Gutwirth) suggested to the faculty that it instruct next year's Committee to make a report on the situation of the Haverford faculty in point of salary, in relation to the situation of the faculties of other institutions and members of related professions, especially in view of next year's interruption of the ten-year program of faculty salary increases on which Haverford had embarked. This suggestion was approved by the faculty.
- Minute 4. The Faculty Research and Study Committee (Howard Comfort) announced that the Shell Corporation has again donated \$500 for the Committee to dispose of. Of this, \$100 has already been allocated, and \$400 remains, presumably to help finance trips to meetings of professional societies (e.g., next December) by faculty members not otherwise eligible for such financial help.
- Minute 5. The Honors, Fellowships and Prizes Committee (Ashmead) recommended the awarding of the following College honors:

summa cum laude - Michael J. Wichura
magna cum laude - Lawrence H. Auer
Charles C. Bernheimer
Edwin M. Hartman
David Hunt
Kermit V. Lipez
Stephen S. Smith

The faculty approved the awarding of these honors, and thanked the Committee for its fine work.

- Minute 6. The Faculty Representative to the Board (Bell) reported that the Board has 1) approved plans for the remodeling of Sharpless Laboratory, to begin this summer, 2) approved the College's undertaking loan commitments to students similar to NDEA loans in almost every respect, and 3) approved the revised plan of the new dormitory.
- Minute 7. The faculty approved the granting of appropriate degrees at Commencement to these students who have fulfilled the requirements.
- Minute 8. George Kennedy read a statement which he had circulated to the faculty and which he asked to be minuted as having received faculty support and approval. The statement received the desired approval after minor amendment, and is as follows:
1. Disciplinary conditions directly affect students' work and relations to faculty members and are therefore a continuing

subject of faculty concern. It was out of such a concern that the faculty, in Minute 8 of the meeting of December 13, 1962, approved a request for faculty participation in a campus judiciary committee. Good discipline requires the support and cooperation of the faculty, and radical disciplinary changes can be more successfully instigated by the administration if the students realize that these are made with the backing of the faculty. The faculty, therefore, requests the President to transmit to the student body, before the first class in the fall, the following statement:

"The faculty supports the principles of student government and believes that they are an important part of education at Haverford. It believes further that many problems can be solved or averted by the adoption of a code of student behavior, towards which an administration, faculty, and student group is now working. From time to time, however, certain situations call for intervention by the College to alter patterns of behavior which have become accepted among a considerable number of students and thus seem temporarily beyond the reach of any code.

The faculty condemns the deteriorated standards of student conduct in the dormitories and in the College dining room during 1962-1963. It regards in particular the throwing of food and upsetting of furniture as a clear breach of taste and decorum which would be intolerable in a private home or public restaurant, and which is, further, an affront to those students who wish to eat a meal in dignity and quiet. The faculty strongly supports the steps taken by Dean Lyons to improve standards of conduct and will support, if Dean Lyons invokes them, even more severe sanctions, such as the suspension for the remainder of the term, or longer, of any student who throws, spills, or otherwise willfully upsets food, overturns or damages any of the furniture or fixtures in the College dining hall, or willfully damages any other College property."

2. It is necessary that the College secure the highest possible standards of cleanliness and service in the dormitories, dining hall, and kitchen.

Meeting adjourned: 10:35 A.M.

John Davison
Secretary

REPORT TO THE FACULTY ON THE COLLEGE HONORS EXAMINATIONS

The examinations for College Honors were held on May 30 and 31. Before this examination the Honors Committee reviewed the records of fourteen candidates. One of these fourteen did not receive honors from his department, and so was not eligible for College Honors. Of the remaining thirteen candidates proposed by various departments, ten were invited to appear before the Committee and co-opted examiners from the faculty.

Here the Honors Committee wishes to note that the lowest four of the acceptable candidates had weighted averages of .50 of 1 per cent to .67 of one per cent below 88: 87.50, 87.40, 87.37 and ~~87.33~~ 87.33 (weighted x2 first semester senior year, x3 junior year, x2 sophomore year, x1 freshman year). The current operating rules of the committee require it to choose candidates with a weighted average of 88. Without going here into such complexities of educational statistics as the standard error of an average, the standard error of the difference between two averages, or how to achieve significance at either a 1 per cent or a 5 per cent confidence level, the Honors Committee agreed to regard these weighted averages as acceptable. (The Committee expects that a research project to be carried out this fall, using the computer, will explore this and some related problems of the present weighted average system).

A total of twentytwo faculty members joined the Honors Committee as examiners; five faculty members served on more than one panel. A number of other faculty attended as observers. All the examinations were held in Sharpless 307.

In all examinations the examiner from the candidate's major department was given twenty minutes ~~in~~ for questioning in that field. The balance of the hour was spent in exploring the candidate's competence in both related and unrelated fields; in addition he was usually given a chance to express a considered, philosophical view of his four years at Haverford and his future professional career.

Following the procedure of last year, at the end of each examination the candidate and the student visitors withdrew, and the opinions of all faculty examiners were discussed and recorded. (Here the Honors Committee notes that the subject of what use, if any, should be made of Faculty observers, will be explored by next year's Honors Committee). The members of the Committee on Honors, Fellowships and Prizes attended each of the ten examinations; met briefly at the end of the first day, and for several hours at the conclusion of the examinations.

In reaching the following recommendations to the faculty, the Committee systematically weighted these three items: 1) the candidate's record of excellence as revealed by the grades on his transcript; 2) the breadth and

depth of his knowledge in his major field, the related fields as well as across the board, as revealed by his transcript; 3) his performance on the one hour oral examination, with special consideration for the quality of mind revealed in the examination. The Committee took into account the difficulty of the questions which varied from candidate to candidate.

The criteria for summa cum laude which constitute the operating rules of the Honors Committee and which were approved by you were "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 specialties. In general the cumulative average will be a minimum of 91." We recommend that

MICHAEL J. WICHURA

be awarded his degree from Haverford summa cum laude.

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 specialties. In general the cumulative average will be a minimum of 88." On the basis of these criteria (and noting here that three of these candidates, as discussed above, have cumulative averages of 87.50, 87.40, and 87.37), we recommend that the following men be awarded their degree from Haverford magna cum laude:

LAWRENCE H. AUER
CHARLES C. BERNHEIMER
EDWIN M. HARTMAN
DAVID HUNT
KERMIT V. LIPEZ
STEPHEN S. SMITH

Respectfully submitted,

Alfred Diamant
Irving Finger
English Showalter
John Ashmead, Chairman
Honors, Fellowships and Prizes Committee