Regular Meeting
President Borton presiding
September 26, 1961
9:00 A.M.

Minute 1. The minutes of the meeting of June 5 were approved as amended.

Minute 2. The sociology department (Reid) requested and received faculty approval of the following course change for the coming semester: a new course, Sociology 35a: Sociology of the Professions: Medicine, taught by Solomon Bloom, to be substituted for Sociology 35: Small Groups. This change was occasioned by leave of absence being granted to Paul Hare.

Minute 3. The Faculty Research and Study Committee (Somers) announced a deadline of October 30, 1961, for the use of funds already granted; i.e., all vouchers, etc., must be in by that date. President Borton announced that the College had received $1500 from the National Science Foundation which was being added to the funds available for distribution by the Faculty Research and Study Committee.

Minute 4. Howard Teaf reported a bequest by William C. Rose to the College of $25,000, the income of which is to be used to bring Visitors in the humanities and the social sciences to the campus. The management of this fund was assigned to the Phillips Program Committee by the President.

Minute 5. President Borton reported that a target deadline of November 15 had been set for the completion of architectural and engineering plans for the new Science Building, and that bids would be let about a month later, with construction possibly starting this year.

Minute 6. After much discussion of a proposed method of regulating class hours and hours for extracurricular activities, presented by Dean Cadbury, the proposal was referred back to the Academic Council for further working out.

Minute 7. President Borton appointed Dean Cadbury to write a memorial minute for Professor Russell Williams. (An election was held by the Science Division after Faculty Meeting to determine the successor to Russell Williams on the Academic Council. Ariel Loewy was elected.)

Minute 8. New members of the faculty were introduced and welcomed.

Meeting Adjourned: 9:55 A.M.

John Davison
Secretary
Minute 1. The minutes of the meeting of September 26 were approved as amended.

Minute 2. The Dean reported for the Academic Council. Because of the election of Ariel Loewy to the Council, Colin MacKay has been appointed to replace him on the Faculty Research and Study Committee.

The Optimum Plan Committee has become the College Plan Committee, with its purpose "to look at the needs of the College: educational, physical, and financial, immediate and long-range." It consists of the Academic Council plus Professors Green, Kennedy, Somers, and Teaf.

The Council has appointed a committee, consisting of Professors Cary, Dunathan, MacIntosh, and Santer, to help the Dean prepare letters of recommendation for students for medical schools.

The new administrative procedure on class hours and extracurricular activities (to replace III, 7 of Information for Members of the Faculty), discussed at the last faculty meeting, has been amended in the light of that discussion, and will go into effect. (See Annex I.)

The Council has appointed Theodore Hetzel, Calendar Coordinator. A memorandum (Annex II), setting forth his functions was distributed to the faculty.

Minute 3. The Curriculum Committee (Kennedy) presented a report consisting of three recommendations. The first proposal, that the college year be moved forward several weeks, was discussed at length, but no agreement was reached on its desirability. The second recommendation, a proposal to define more exactly how many hours a week a class customarily meets, was referred back to the committee for condensation and rewording. Discussion of the third recommendation, on the subject of class scheduling, was postponed; the administration was asked to undertake a study of facts and problems of scheduling in the last few years, to be used as a basis for discussion.

Minute 4. Vice-President MacIntosh announced for President Borton that the last sentence in the first paragraph of Section IV, Paragraph 4, of Information for Members of the Faculty is to be deleted.

Minute 5. A memorial minute (Annex III) in tribute to the late Professor Russell Williams was read, adopted by the faculty, and ordered to be spread upon the minutes, with copies sent to close relatives of Professor Williams.

Meeting adjourned: 12:10 P.M.

John Davison
Secretary
To: Members of the Faculty.

During the summer the Administration has considered the question raised by several Faculty members last spring, concerning the best use of the limited number of hours in the College week.

We examined reports submitted by Faculty members of occasions when they had held classes at other than normal hours. We have attempted to solve the problem by a procedure which introduces both more and less flexibility: more, in the sense that the absolute prohibition on classes outside normal hours is relaxed; less, in the sense that we expect Faculty members to adhere faithfully to the rules.

The statement on "Hours for Classes" in "Information for Members of the Faculty" (III, 7) has been revised to provide procedures for holding classes, if necessary, at other than the usually permitted hours. The new statement is attached to this Memo. I have delegated to the Dean, and he has accepted, responsibility for implementing it.

It is probable that, beginning with the second semester this year, the 8:00 A.M. hour will have to be more extensively used than in recent years. During the first semester this may be a possible (if not highly popular) hour at which to hold some special sessions of classes like those which were necessary last year. Another possible time is 11 to 12 on Saturday. Since only occasional meetings of Economics 11, 12 use the 11 to 12 hour on Saturday, the Dean would usually be able to grant a request for use of that hour, or for 11 to 1 on Saturday when a two hour period was needed; he would almost always be able to grant a request for use of the hour 12 to 1 on Saturday.

Another problem is scheduling of the 100 course. This is a course, like any other, the times of its meetings are subject to the same provisions. Departments are encouraged to schedule it in advance, if it seems reasonable to do so, especially if the number of Senior Majors is large. But for small departments, or for 100 courses which do not meet every week, the provision for flexibility may be helpful. For example, if there are only a few Majors, the Dean might easily determine that none of them was involved in spring athletics, and thus be able to grant an exception for early Wednesday afternoon or for late afternoon on another day. Or, if none of them was involved in Glee Club, he could grant an exception for Thursday evening.

The reason for asking the Dean to make such inquiries rather than expecting individual Faculty members to do so, is that experience indicates that students, whatever the reason, do not always give correct answers to inquiries about whether they are free or have academic or non-academic conflicts at particular hours. Since there will be a central calendar authority, the Dean should also be able to make intelligent judgments about the possibility of interference of special classes with public lectures and other special events.

We hope that with the cooperation of all concerned this system may result in more effective use of the time available.

HUGH BORTON
Class Hours and Extracurricular Activities.

Hours at which classes are normally scheduled are as follows:
between 8 and 1 Monday through Friday (except 11 to 12 Tuesday and Thursday), between 8 and 12 on Saturday, between 1:30 and 4 Monday, Tuesday, Thursday and Friday, and between 7 and 10 Monday and Tuesday evenings.

Morning classes begin at 5 minutes past the hour, and end promptly on the hour. Classes, either regularly scheduled classes or special sessions, may not be held at other times except by arrangement with the Dean (see below).

Courses are only listed as HTBA if anticipated enrollment is very small. If a course is so listed, the instructor should notify the Registrar promptly of hours decided on.

Evenings other than Monday or Tuesday are normally reserved for extracurricular activities, such as athletic contests, Drama Club, Glee Club, Orchestra, meetings of student organizations, etc.

To minimize cutting of classes for participation in intercollegiate athletics, classes are not normally scheduled on Wednesday afternoons (but laboratories may be scheduled then, provided conflicts can be made up). Similarly, to permit the College to maintain its program of physical education, classes are not normally scheduled between 4 and 6 P.M. on any day. If an instructor wishes to schedule a small class, or to hold a special meeting of a regularly scheduled course, during these hours, on Wednesday afternoon, or on any evening other than Monday or Tuesday, he should consult the Dean, who will approve the request only if his investigation shows no conflict for the students involved. Whose decision will be based largely on whether or not the proposal produces serious conflicts for the student involved.

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The duty of the Calendar Coordinator is to regularize the scheduling of events on campus, in order to reduce conflicts of time and interest, and to prevent undue burden on facilities or on the people responsible for them. His authority extends throughout the College year, that is from the beginning of the Orientation period through Commencement, including vacation times.

The Student Affairs Committee will continue to compile the calendar in advance. The Student Council will continue to be responsible through the Student Affairs Coordinator for the scheduling of student activities, but in cooperation with the Calendar Coordinator. The College Business Committee will determine the general principles governing which outside organizations may use College facilities, and will decide specific cases where there is doubt as to the application of policies.

Public events (lecture, forum, movie, dance, debate, concert, etc.) in addition to those already on the calendar are to be scheduled only with the approval of the Calendar Coordinator. This is so that events can be planned with some assurance that other events will not intrude and undercut their support and attendance. This does not mean that approval will not be granted for two simultaneous events, using different facilities, if, in the judgment of the Coordinator, the later-scheduled event does not detract appreciably from or interfere with the event already in the Calendar.

The person who wishes to schedule a public event shall first request the approval of the Calendar Coordinator. After making appropriate inquiries (especially from the Office of Food and Housing), the Coordinator will make his decision and will then notify the person making the request, and the Director of Housing.

The promoter of the event shall make the particular arrangements with the Office of Food and Housing for the reservation of space, use of facilities, etc.
TO:  FACULTY MEMBERS

This is to remind the members of the faculty the contents of the fifth paragraph of Minute 2, October 19, 1961, faculty meeting.

In that meeting the faculty was informed that the college had a Coordinator and a memo was distributed illustrating his function.

To make it a little more specific, faculty members were informed that the Office of Food & Housing would not be able to make a reservation until the event had been approved by the Coordinator. Consequently, a practical schedule of operation would be the following:

1. The faculty member who wants to sponsor an event should check with the Office of Food & Housing about availability of dates.

2. The faculty member should contact the Coordinator and get the Coordinator's approval of the event.

3. The Coordinator should notify, in writing, the Office of Food & Housing that the event is approved. This form can be mailed directly by the Coordinator or be sent to Food & Housing via the sponsoring faculty member.

4. The faculty member makes final detailed arrangements with the Office of Food & Housing.

Faculty members are also cautioned that step (2) above should follow step (1) as rapidly as possible, otherwise it may be that the dates have been taken by someone else by the time approval is received by Food & Housing.

I hope that the above clarification may be of help.

Aldo Caselli
MEMORIAL MINUTE for RUSSELL R. WILLIAMS, JR.

On July 6, 1961, the Haverford Faculty lost one of its valued members, when Russell R. Williams died, following a cerebral hemorrhage which he suffered on June 21.

Russell Williams began his service to the College in the Fall of 1956, when he came to us as Professor of Chemistry and Chairman of the Chemistry Department, after several years' service on the Faculty of the University of Notre Dame. In the five years that followed, he proved himself to be an effective teacher, he continued active in research, which resulted in several important and significant papers in radiochemistry, he completed work, with Professor William H. Hamill of Notre Dame, on a textbook in Physical Chemistry, and, as Chairman, he built up an excellent department, which was almost entirely new, since retirements and resignations had produced nearly a complete turnover in the Chemistry faculty. His success as Department Chairman was a strong testimony to his patience, intelligence, and good judgment.

Under his Chairmanship, the departmental curriculum was radically altered. But he was never satisfied - although the job might be well done, he always sought ways to do it better. He pictured his role as Chairman, rather than Head, of the department, and although he gave firm leadership, and accepted responsibility, all members of the Department had a voice in establishing policies.

His election as Science representative to the Academic Council was an indication of the respect which other members of the Science division felt for him. He carried a heavy load in planning for the new Chemistry-Mathematics-Physics building, and on several occasions he presented very effectively to Board members and to alumni groups some of the thinking involved in this planning.

For the lighter side of Faculty life he made two major contributions - not to mention innumerable minor ones. He was one of those most instrumental in establishing the Haverford Faculty Swimming Club, and as an expert caller for Square Dances, he brightened up a number of winter evenings.

We will miss him sorely; we are thankful that we knew him, and that for five years he was a member of our community.
Report to the Faculty Meeting of October 19, 1961.

1. Beginning this year the University of Pennsylvania is operating on a calendar which provides for a fall term of 15 weeks (13 weeks of classes and 2 weeks of examinations) stretching from immediately after Labor Day until Christmas and a spring term of 16 weeks (13 weeks of classes and 3 weeks of examinations) stretching from the middle of January until the middle of May. The calendar is somewhat experimental and is still subject to revision. It is not intended to be a trimester system and Penn summer school will consist of two six-week terms. This calendar offers a number of advantages:

1. The lame duck session after Christmas is eliminated since all the courses are over and examinations completed before the students leave for Christmas vacation. Courses have greater unity.

2. The spring term begins freshly after a good vacation rather than immediately after an exhausting series of examinations.

3. A week's vacation put in the middle of the spring term falls during the dreary days of March, when work tends to fall off and a vacation is needed rather than in early April, when the world tends to look brighter.

Further, it might be noted that:

1. Faculty members with small children have to be back by Labor Day anyway, and there is a general tendency to view vacation as over by that time.

2. Under such a schedule the Academic Standing Committee would have nearly a month to review students' records between terms.

3. The Faculty would be under less pressure to get grades in at the end of the fall term.

Only three disadvantages to this calendar appear to exist:

1. Some learned societies hold national or international meetings in early September.

2. Spring vacation has usually coincided with Yearly Meeting.

3. The advantages of a calendar synchronous with the University of Pennsylvania would be more than offset by the increased difficulty of cooperation with Bryn Mawr.

4. When Labor Day falls relatively late there is some crowding of the calendar. Customs Week would have to be scheduled before Labor Day in some years.
Therefore, if the Faculty approves enthusiastically, we recommend:

that the President and the delegates to the Tri-College liaison committee inform the administrations and delegates of Bryn Mawr and Swarthmore that Haverford wishes to adopt approximately the calendar of the University of Pennsylvania beginning in September, 1962 and that they request Bryn Mawr, at least, or Bryn Mawr and Swarthmore, to join with us in the adoption of this calendar.

If the calendar is adopted, we recommend that it be understood that Faculty members may rearrange or cancel classes as may be necessary to attend meetings of national or international learned societies in September and to attend Yearly Meeting.

2. One department recently raised to the Committee the question of scheduling an elementary course for four rather than three class meetings.

We find that some variation does in fact exist; there are courses meeting more than three and classes meeting less than three hours a week. As an attempt to describe the practice and to set limits to it, we recommend the following statement to be inserted in Information for the Faculty. The second part of the proposal may contribute to increased opportunities for independent work or to decreased scheduling problems in the case of upperclass courses.

"Courses involving laboratory work normally meet for four class hours a week and courses not involving laboratory work for three class hours. However, the instructor in charge of a course numbered between 11 and 30, after consultation with the Dean, may schedule four hours a week of class meeting in a present three-hour course if the nature of the subject makes frequent class exercise and drill advisable. The increase in class time is not to be accomplished by an increase in the total number of hours of work a week required of the student in the course, but should reflect only a change in the method of teaching the course, nor should changes necessitate additional members of the staff unless arrangements to that effect have been agreed upon previously by the President. Two hours of class time may be scheduled for courses numbered 31 and above after consultation with the Dean if the nature of the subject makes an increased amount of independent work educationally feasible. Greater variations than these from the three-hour pattern will require the prior approval of the Curriculum Committee."

3. There was prolonged discussion last year about the hours at which classes should be scheduled. This arose from the practical difficulties being experienced by the Dean and Registrar in scheduling and from the fact that some proposed remedies would reduce the opportunities of taking Bryn Mawr courses. There is further some evidence to suggest that some departments would welcome or have already made use of hour and a half meetings early in the mornings and that the eight-thirty hour is not regarded with the loathing that eight o'clock inspires. If classes were scheduled to meet from 8:30 to 10 on such a schedule as Mon. and Fri., Tues. and Thurs., and Wed. and Sat., three class periods might be opened up where only two
(Mon. Wed. Fri. and Tues. Thurs. Sat. at 9) now really exist, since eight o'clocks are so little used. Under such a schedule our students could take 9 o'clock classes at Bryn Mawr and be back here for 10 o'clocks. The present hourly pattern at 10, 11, and 12 would not be altered. If the present Mon.-Thurs. and Tues.-Fri. afternoon pattern were changed to Mon.-Fri. and Tues.-Thurs. (as has been done in the case of one Economics course) there would be less conflict with Bryn Mawr afternoon classes. The resulting schedule would be as follows:

I. 8:30-10 Mon. and Fri. } Three hour a week courses
    Tues. and Thurs.
    Wed. and Sat.
   9-10 Mon. and Fri
    Tues. and Thurs.
    Wed. and Sat. } Two hour courses
       
   9-10 Mon. Tues. Thurs. Fri. } Four hour courses.
       Tues. Wed. Fri. Sat. (Note: Mon. Wed. Fri. at 9 and Tues. Thurs. Sat. at 9 would be forbidden.)
III. 11-12 Mon. Wed. Fri. as at present. Four hour courses could meet Mon. Wed. Fri. Sat.
IV. 12-1 Mon. Wed. Fri. Two hour courses could meet Tues. Thurs.
V. 1:30-4 One, two, or three hour classes under the present system, but meeting Mon.-Fri. and Tues.-Thurs. rather than Mon.-Thurs. and Tues.-Fri.
VI. 7-10 Mon. Tues., divided up into one, two, or three hour classes as at present.

Courses with two scheduled hours and a tutorial to be arranged could fit into either two hour or three hour slots in this schedule since the tutorial can be arranged fairly easily at the convenience of those involved.
Minute 1: The minutes of the meeting of October 19 were approved as amended.

Minute 2: Dean Cadbury reported for the Academic Council. The Council has appointed an ad hoc committee to make an appointment in the Chemistry Department, consisting of Herman Somers, Chairman, Colin MacKay, Harmon Dunathan, Robert Walter, and Melvin Santer.

It was announced that the Council proposes to change the rule about the composition of such committees, to accord with present practice, in which often only one member of the committee is from another division, rather than two as specified in the rule. There was discussion; some faculty members felt that it would be better to change present practice to conform to the rule than to change the rule. The matter was referred back to the Council for further consideration.

The Council has appointed William Davidon to the Computer Committee to replace Paul Hare.

The four faculty members chosen to attend the Danforth Foundation Campus Community Workshop this coming summer are Harmon Dunathan, George Kennedy, Francis Parker, and John Spielman.

Minute 3: The Academic Standing Committee (Irving Finger) reported that deficiencies among the upperclassmen had declined in the first quarter of 1961-62 in comparison with the previous two years, but that the number of freshmen having three or more deficiencies had increased.

Minute 4: The Curriculum Committee (George Kennedy) reported that the results of the questionnaire circulated among the faculty, on the desirability of changing the scheduling of the first semester, were indecisive. Thirty-eight per cent of those replying like the present system; twenty-two per cent like the idea of ending the semester before Christmas; the rest favor various other plans.

Meeting adjourned: 12:12 P.M.

John Davison
Secretary
PRINCIPLES GOVERNING ALLOCATION OF FACULTY RESEARCH FUND

The following principles will govern allocation to the faculty from the above Fund.

I. All full time members of the Haverford College faculty, emeriti, and part-time faculty members on joint appointment with Swarthmore and Bryn Mawr Colleges are eligible to receive grants. Applications from other members of the faculty and administration who are not included in the above categories may also be considered.

II. The Fund will be used primarily to support research needs which cannot be met through existing outside sources. Where there is any expectation that outside assistance will be available, applicants are urged to make application to such sources before approaching the Research Committee. Applicants seeking outside support but who believe it likely they may make application to the college Research Fund for the same project later on are urged to notify the Committee at the time of their original application.

III. The Fund will pay for the final typing of scholarly or creative manuscripts intended for publication, as approved by the Committee. (See Procedures attached.) Each recipient may make his own arrangements for typing, subject to a reasonable maximum for typist compensation. In general, however, it is recommended that for economy and convenience, arrangements be made for typing through the Business Office. Such grants would include cost of materials. If the grantee receives payment for publication or sales, it is expected he will reimburse the Fund for this typing grant.

IV. Grants may provide equipment and services necessary for carrying out particular research projects:

1. **Equipment.** This includes such items as laboratory and statistical equipment, microfilm, books, mechanical stenographic aids, or any other item demonstrably necessary for the research project. Equipment so purchased becomes the property of the College.

2. **Stenographic Assistance.** Stenographic assistance required in the course of research may be provided. Such needs must be estimated in the budget submitted with the application for grant. Other types of clerical and stenographic assistance may be provided by the College through its regular procedures outside of this Fund.
3. **Research Assistants.** Grants may be made to provide laboratory assistants, statisticians, searchers or other auxiliary personnel required for a particular research project.

4. **Travel.** Grants may be made for travel where it is essential to the project. A contribution will be made towards transportation costs and towards out-of-pocket expenses. Estimates of costs for such travel must be included in the original request for a grant and receive advance approval.

V. **Publication Costs.** Assistance may be granted towards the publication of articles in scholarly journals and towards the publication of longer manuscripts previously accepted by a reputable publisher. If the recipient later receives refund or royalty from such publication, it is expected that he will reimburse the Fund for this grant.

VI. **Limitations of the Fund.** The faculty has determined that funds will not be awarded at present for the following purposes: 1) Grants for maintenance; 2) Grants for the support of essentially creative work (except as mentioned in Section III), e.g., the writing of a novel or composition of music; 3) Grants for the improvement of courses.
PROCEDURES

A. Applications for grants for final typing of manuscripts intended for publication are subject to two types of procedures, depending on size of manuscript.

1. Manuscripts for Articles, Not of Extraordinary Length.
   As time may be an essential consideration, the applicant may proceed directly as indicated in Section III above, while simultaneously submitting application to the Committee. In order to avoid injurious delay, the approval of the Committee will be presumptive and will be made retroactively.

2. Manuscripts for Books or Articles of Extraordinary Length. In such cases all applications for grants must be made to and approved by the Committee in advance of any expenditure.

In both types of cases, applications for grants will be received at any time. The Committee will attempt to act on all such applications within a month.

Application forms will be available in the Faculty Secretary's office. They should be submitted in triplicate.

B. In the event that a recipient of a grant does not arrange for his typing through the Business Office and has any doubt about whether the charges to be made by the typist fall within approvable limits, it is recommended that he check with the Comptroller in advance.

For payment of typing bills the request should be accompanied by two copies of the bill to be paid; or if the bill has already been paid and the faculty member is claiming reimbursement, one copy of the receipted bill from the typist and a bill from the faculty member to the College for the same amount should be submitted.

C. Each recipient of a typing grant should, for information purposes, submit to the Committee a very brief report before the end of the academic year, including the following information: a) Where was the manuscript submitted? b) Was it accepted? c) When and where published? d) Copy in library? If publication takes place after the end of the academic year, the information should be submitted in a supplementary report, so that the record will be accurate.

D. Applications for research grants will be considered by the Committee twice during the academic year 1961-62. Such time limitation is necessary so that a) some measure can be made of the comparative value of various proposals before individual grants are made, and b) reports may be cumulatively gauged against total resources. Applications should be submitted by November 10, 1961, or by April 13, 1962. Decisions will be made by the Committee, subject to the approval of the President, by December 1, 1961 and May 1, 1962.

E. All applications for research grants must include the following information in the following sequence (there are no formal application
forms): a) Brief title of project; b) Professional personnel involved (if others besides the applicant); c) Detailed description of project including its purpose, scholarly context, procedures to be followed, and plans for publication; d) Specified equipment or services and travel requested; e) Statement of the present state of progress of the proposed research program; f) Estimated time necessary to complete project; g) A list of the applicant's own publications relevant to the proposed project; h) Names of professionally competent individuals who can evaluate the professional significance of the project; i) A detailed budget of all estimated expenses; j) A statement of whether funds for the proposed project have been or are now being sought from other sources and whether other research funds will share in support of the project; k) A statement on whether there has been previous application or grant from the Faculty Research Fund for the same or a closely related project of the applicant.

F. Each such application for research funds must be submitted in six copies. Applicants are invited to make use of the duplicating facilities in the Faculty Secretary's office, if they so desire.

G. Approved purchases of equipment and materials should ordinarily be routed through the Business Office. If the purchase is to be made directly by the recipient, it should be done after consultation with the comptroller.

H. In addition to financial reports made directly to the Business Office, each recipient is expected to report to the Faculty Committee on the results of his project by the end of the academic year. If additional results become available subsequently, the Committee will appreciate the additional information at a later date to keep its records complete.

I. It is expected that a copy of all publications resulting from grants from college funds will be presented to the college library.

J. Ordinarily, unless specific provision is otherwise made, all grants are made from allocations which terminate within a given year. Such funds as have not been spent or properly or specifically earmarked for extension into the following year through the comptroller's office, will revert to the Faculty Research Fund at the end of the year. For these purposes the fiscal year ends on October 30. Consequently, all bills must be submitted to the Business Office by that date to be honored.
Regular Meeting
President Borton presiding

Minute 1: The minutes of the meeting of November 16 were approved as amended.

Minute 2: Dean Cadbury reported for the Academic Council. In deference to the views expressed by the faculty at the November 16 meeting, the rule on committees for faculty appointments (Information for Members of the Faculty, Section I, Paragraph 9a, Sentence 2) is not to be altered as much as originally proposed. The sentence in question will read: "Each ad hoc committee shall normally include . . . usually a second member of the department in which the appointment is to be made." (The middle part of the sentence remains the same; in the first part, "normally" has been inserted and, in the last part, "senior" deleted.)

Minute 3: The Curriculum and College Program Committee (Kennedy) has evolved, and recommends for adoption by the College, an experimental Freshman-Sophomore Unified Studies Program. A description of the program (Annex I) had been circulated, and there was discussion. Though various individual points in the program as circulated were brought into question, the faculty approved the general objectives of the program, and approved the forming of a committee to organize it, with consultation with all departments and individuals concerned so that any difficulties or objections may be worked out; it was noted that special financing would almost certainly be necessary if the program were to go into effect.

Minute 4: The Faculty Compensation and Medical Plans Committee (Teaf) reminded members of the faculty that the actual vaccine used in inoculations does not come under the Medical Care Plan, and should be paid for at the time of the inoculation.

Minute 5: President Borton announced that Vice President MacIntosh will be going to Rhodesia in January, and that he himself will be at a conference in Japan from January 26 to 31. Dean Cadbury will serve in the President's place in academic matters during the absence of both men. It was agreed that the Faculty-Board dinner, listed for January, be postponed to February.

Minute 6: Guy Davenport and John Davison were asked to work up a Faculty Show to be presented on Class Night, February 22.

Meeting adjourned: 12:19 P.M.

John Davison
Secretary
The Curriculum Committee recommends to the Faculty the creation of an experimental Freshman-Sophomore Unified Studies Program, accommodating about fifteen students a year, aimed at producing a greater degree of meaningful inter-relationship of disciplines than is possible under the present course of study. The program would have three features: an interdepartmental seminar, an interdepartmental colloquium, and the choice of a special field by each participating student from among the present departments. The program recommended would also have the advantages of: 1. increasing the variety of program and courses open to freshmen, 2. helping students with a tentative special interest to decide whether or not to pursue that as an upperclass major, 3. attracting to Haverford some good students who might not otherwise apply, but who would find the existence of a special program appealing, 4. enlivening the College program by an increased sense of novelty and experimentation, and 5. continuing the line of curricular evolution approved by the Faculty last year in its adoption of the recommendation of the Optimum Plan Committee that interrelationships between courses and departments should be increased and that responsible independent work should be emphasized. The program is not intended as an honors program, but as an alternative to the present course of study for interested and capable students.

At the end of the first term of the freshman year students who had done satisfactory work in English 11 and who had some clearly developed interest could elect to enter, to the capacity of the seminar and colloquium described below, and with the approval of the Faculty members in charge, a Freshman-Sophomore Unified Studies Program. Each of these students would choose a department as his special field and, with the advice of a representative of that department, enroll for the next three terms in at least one course a term in the department. The student's field work would involve in addition participation in the colloquium described below, where he would be a spokesman for his special field, and an independent reading or research project in the spring term of his sophomore year, designed to cap off the program. Such a project might well be done in close association with one of the courses in which the student was enrolled. The student might subsequently choose to major as an upperclassman in the same field or he might switch to another, especially to a related, department. This aspect of the program might assist students in making the far more important choice of a major for upperclass years and a change from one special field to another would increase the breadth of the student's education.

For the sake of making the Program a program, rather than a collection of courses, and to achieve a degree of integration which separate courses could not do, and for the sake of experimentation along a curricular line often discussed, we recommend that a special three semester seminar be instituted for students in the Program. For the students involved this Seminar would take the place of English 12 and of the present Humanities A requirement. The seminar should be taught, two at a time if possible, by a wide cross section of faculty members, though representatives of the humanities division would ordinarily carry the greater part of the load. This Seminar, extending over the second term of the freshman and all the sophomore year, would not be a survey, but an intensive study, with some background reading, of a small number of highly significant texts taken in chronological sequence from ancient to modern times. The specific texts would be chosen by the faculty members participating, and might include during the course of the program such works as Thucydides' History, Plato's Republic, the Gospel of John, Descartes' Discourse on Method, Mozart's Don Giovanni, Goethe's Faust, Darwin's Origin of Species, Marx's Capital, and Joyce's Ulysses. Students would produce seminar papers each term.
Students in the program would in addition enroll in enough courses to complete a full schedule and would be required to satisfy language and limited elective requirements.

Approximately once in two weeks the students in the program would meet for a tea and a non-credit colloquium which would be the clearing house of the program where the students would try to achieve some understanding of each other's work, and of the nature of the various disciplines and studies involved. Among the means to this end might be discussion with invited guests of the methodology or philosophy or problems of some of the various fields represented, discussions by individual students from the point of view of their special interest of specific problems encountered in the Seminar or in courses, and in the spring term discussions of the projected or completed independent work of the sophomore members. The Colloquium would include both freshman and sophomore participants in the program; it would be conducted by the students themselves with a student chairman, but with faculty advisors and guests.

It is recommended that the program be administered by a committee of three faculty members appointed by the Academic Council. This committee would centralize the planning of the seminar and colloquium and would judge, on the advice of instructors in freshman English and other faculty members, which students would most profit by the program. The Committee might well be given some discretionary power to waive or impose requirements for or on individual students if it seemed in the interests of their development.

It is recommended that the program be undertaken if possible in 1962-1963. An attempt should be made to secure outside financing to enable faculty members to be released from courses to participate in the Seminar and to provide funds for the teas, visitors, and the publication of a brochure to make maximum use of the admissions appeal the program might have.

EXAMPLE of FRESHMAN-SOPHOMORE SCHEDULE under proposed UNIFIED STUDIES PROGRAM

**1ST TERM**

|---------------|------------|-------------|-------------|-------------|-----------------|

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A REPORT OF THE THREE-COLLEGE COMMITTEE ON INTERCOLLEGE COOPERATION

The Committee's questionnaire on intercollege cooperation has been answered by 18 department chairmen. The results of this questionnaire are summarized below:

1. Members of the faculties of Bryn Mawr and Swarthmore have taught in nine of our departments in the last five years. In seven of these departments the faculty members came from Bryn Mawr, in one department they came from Swarthmore and in one department, from both Bryn Mawr and Swarthmore.

2. Faculty from eight of our departments have given courses at Bryn Mawr and Swarthmore in the last five years. In the case of four departments the courses were given at Bryn Mawr; in two departments they were given at Swarthmore, and in two departments at both Bryn Mawr and Swarthmore.

3. Twelve of our departments send students to Bryn Mawr and two send students to Swarthmore for courses not available here. The total number estimated is about twenty per year. This compares to the total registration of Haverford students at Bryn Mawr of fifty for the first semester of 1961-62.

4. Of the fourteen departments sending students to Bryn Mawr and Swarthmore, thirteen sent students to courses above the freshman level while one made use of courses at all levels.

5. Bryn Mawr and Swarthmore students take courses in thirteen of our departments; in eleven students come only from Bryn Mawr and in two they come from both Bryn Mawr and Swarthmore. The total estimated enrollment is approximately twenty-two per year. This compares with the forty-six Bryn Mawr students registered at Haverford in the first semester 1961-62.

6. Bryn Mawr and Swarthmore students take only courses above the freshman level in nine of our departments; courses at all levels in two of our departments and courses at the freshman level in two of our departments.

7. In eight of our departments the course offerings take into account the courses available at Bryn Mawr and Swarthmore.

8. Only one of our departments felt that the four-course and five-course load difference between Haverford and Bryn Mawr decreased significantly the number of our students taking courses there. Fourteen departments felt that it made no difference and three expressed no opinion.

9. In ten of our departments, faculty and students attend seminars, colloquia, etc., at Bryn Mawr or Swarthmore. In five departments the attendance was only at Bryn Mawr; in three departments attendance was both at Bryn Mawr and Swarthmore and in one department only Swarthmore. The number of such events was estimated at thirty-five per year.

10. Faculty in eight of our departments address seminars at Bryn Mawr or Swarthmore. In five cases these are given only at Bryn Mawr and in three cases, at both Bryn Mawr and Swarthmore. The number estimated is approximately ten per year.
11. Faculty and students from Bryn Mawr and Swarthmore attend seminars, lectures, etc., at Haverford under the auspices of fifteen of our departments. Five departments classified this attendance as frequent; eight as periodic; two as rare.

12. In four departments faculty from Bryn Mawr and Swarthmore address seminars and lectures at Haverford. In two departments the visiting faculty come from Bryn Mawr only; in one from Swarthmore only, and in one from both Bryn Mawr and Swarthmore. The number of such events estimated was two per year.

13. Only one department holds joint class sessions, seminars or colloquia with Bryn Mawr or Swarthmore. In this case most of the activity is with Bryn Mawr.

14. Eight of our departments have a degree of contact with Bryn Mawr or Swarthmore faculty which appreciably relieves the problems of isolation inherent in small departments. One department was uncertain and nine had not this degree of contact.

15. In explaining the lack of contact referred to in No.14, five departments mentioned a lack of common professional interests, three a lack of contact due to distance and three a lack of opportunities for such contact.

16. Students in seven of our departments consult Bryn Mawr or Swarthmore faculty about problems connected with papers, projects, etc. In five cases the consultation is with Bryn Mawr faculty, in two cases with both Bryn Mawr and Swarthmore faculty. Such consultation was judged frequent in one department, periodic in one department, and rare in five departments.

17. Students from Bryn Mawr and Swarthmore consult members of seven of our departments about problems connected with papers, projects, etc. In only one case was this consultation judged frequent; in six cases rare.

18. When asked if Bryn Mawr or Swarthmore students used our library facilities in their areas, one department replied "frequently," seven "periodically," three "rarely," two "never," and six had no way of knowing. This use is limited almost entirely to Bryn Mawr students.

19. In three of our departments students use Bryn Mawr library facilities frequently, in ten periodically, in two rarely, and in one never, while three had no way of knowing.

20. Haverford faculty in three departments have served as outside examiners at Bryn Mawr while members of thirteen departments have served as outside examiners at Swarthmore. Such service has occurred approximately twenty times in the last five years.

21. In three departments Bryn Mawr faculty, in five Swarthmore faculty, and in two both Bryn Mawr and Swarthmore faculty are asked to serve as outside examiners for honors examinations. The frequency of this service is approximately twelve in five years.
22. Only three of our departments use equipment or services available at Bryn Mawr College.

23. Four of our departments make available equipment and services for the use of Bryn Mawr faculty.

24. Ten of our departments plan increased cooperation with the corresponding Bryn Mawr or Swarthmore departments. In six cases these plans are indefinite, in three they will take the form of greater cross enrollment between Haverford and Bryn Mawr, and in one participation in a Bryn Mawr graduate program is being considered.

H. Dunathan

H. Somers
Memorandum to the Faculty

College Policy on Civil Defense

Undoubtedly many of us have firm positions on the subject of Civil Defense in an age of nuclear weapons. In view of the importance of this issue, the College should approach the problem constructively as a final step towards the Board of Managers' deciding on a policy which the College should follow.

Haverford's response to the threat of nuclear war will affect the physical security and influence the quality of the life of everyone connected with the College and of the immediate neighborhood. It may also affect the decisions made by other individuals, colleges and communities. Thorough examination of the problem need not presuppose neutrality; well founded convictions stand to gain from a critical scrutiny of their basis. For these reasons, our decision concerning the matter of Civil Defense and more specifically the immediate problem of shelters, must be as thoroughly considered as possible, consistent with the immediacy of the problem.

I have accordingly appointed a committee consisting of William Cadbury, Howard Comfort and William Davidson to advise me on this matter. The Committee has already held three meetings and has recommended the procedure outlined below. While I am cognizant of the many demands on the time and interests of the faculty, the question is so important as to warrant study and evaluation in a manner worthy of a community of scholars. Three study groups will be formed, each of which is to prepare a position paper concerning each of these problem areas:

a. Religious and Moral Concerns
b. Scientific and Technical Issues
c. Political, Social and Military Implications

I hope that the individuals selected by the Committee and listed below will serve on the study groups as indicated. Other members of the faculty who wish to have their views considered should present any information, analysis or conclusions they may have to some member of the appropriate group.

After collating and editing, these papers will be presented and discussed at special meetings of the college community. Such meetings are not to serve as rallies for specific positions, but rather as opportunities for building deeper understanding and appreciation of the relevant problems, and for providing a basis for my recommendations on the matter to the Board of Managers.
STUDY GROUPS:

**Moral and Religious Concerns**  
Convener: Howard Comfort
- Comparison with preparation for other kinds of disaster relief.
- Consistency of Civil Defense program with pacifist and other beliefs.
- Conflicting problems in restricting use of shelters.
- Moral issues arising from preoccupation with personal survival.
  
  Theodore Hetzel, Holland Hunter, Francis Parker, Clarence Pickett, Gerhard Spiegler.

**Scientific and Technical Issues**  
Convener: William C. Davidon
- Efficacy of civil defense measures in possible war situations.
- Post-attack conditions (food, water supplies, disease, etc.).
- Technical feasibility and cost of College civil defense programs.
  
  Louis Green, Ariel Loewy, Colin MacKay, Fay Selove

**Political, Social and Military Implications**  
Convener: William Cadbury
- Effect of shelter program on likelihood of war.
- Effects on national and international political policies.
- Relationship of College program with surrounding community.
- Possible inhibiting or stimulating effect of civil defense program upon pursuit of alternative courses of action.
  
  Philip Bell, Alfred Diamant, Holland Hunter, Ira Reid, Herman Somers

Hugh Borton
The College Plan Committee has met this fall to discuss possible ways by which our academic program can be developed and improved.

We enclose a preliminary proposal for your consideration. Your observations are needed at this point to help us proceed towards a final recommendation. Three small group discussions on a divisional basis are planned for Wednesday, December 13 at 4 p.m.

The Humanities Division: Chase 2
The Social Science Division: Whitall 33
The Science Division: Sharpless 307

M. Gutwirth
E. Hunter
A. Loewy

AL: mbh
A Program for Acceleration and Enrichment of Liberal Education at Haverford
(Parker's interpretation of the subcommittee's proposal)

Concerned with the necessity for continuing improvement of the quality of the education offered by Haverford College, mindful of the need for both acceleration and enrichment, aware of variations in students' preparation, interest, and intellectual and social maturity, and wanting to counteract the tendency of contemporary society to produce specialized functions instead of whole persons, subcommittee PLCS offers the following flexible yet integrated proposal:

I. Acceleration: Haverford has been admitting an increasing number of students with advanced standing credit in specific courses, and it has also been granting early admission to a small number of unusually advanced or promising students. We propose that this policy be broadened and expedited with all appropriate means available. Such acceleration would occur in two main ways:

A. Admission from the 12th grade into the sophomore year: Students whose school work includes ability and preparation approximately equivalent to Haverford's freshman year would be admitted from the 12th grade into our sophomore year. Such students would ordinarily come from schools which are unusually good academically and which have excellent advanced standing programs.

B. Admission from the 11th grade (or even the 10th or 9th grades) into the freshman year: Students in the 11th, 10th, or 9th grade whose ability and preparation are approximately equivalent to those of 12th graders who are admitted to Haverford as freshmen, or whose promise is so great and whose accomplishments in some academic area are so advanced as to outweigh the lack of 12th grade preparation in other areas, would be admitted to Haverford as freshmen. Such students would ordinarily come from schools whose later years are not unusually good academically or which lack advanced standing programs.

In both ways of accelerating it is essential that there be no slackening of standards and that, on the contrary, Haverford's admission policy be such as to continue to obtain better and better students.

II. LAMP (Liberal Arts Masters Program): Enrichment

A. Purposes of LAMP: The fundamental purpose of the proposed one year program culminating in a Master's degree in Liberal Arts is an enrichment of education for those who want or need it, especially for students whose programs have been accelerated. The enrichment offered by LAMP has four main dimensions. First, LAMP would enrich, as well as advance, the student's education in his specialty through intensive tutorial work. Second, it would encourage the student to integrate his special knowledge and concern with other fields of knowledge and other perspectives. Third, it would strengthen the student's ability to communicate with others, especially with people in fields other than his own. And fourth, it would enrich his education by giving him an opportunity to teach, both graduate students and elementary students, thus also strengthening his own knowledge and his ability to communicate it.

B. Structure of LAMP:

1. Curriculum:

2. a double credit tutorial course in a special field focusing on a specific research project

1 an advanced, conventional, course in some other field

1 an inter-disciplinary seminar

4 courses
The double credit tutorial course would be the main channel for advancement and enrichment in the student's special field. The professor in charge of the student in this course, his tutor, would have the dual purpose of advancing the student as far as possible in the particular discipline, say biology, and in a particular research project within that discipline. The methods employed would be determined by the tutor in the light of the student's background and interests and the nature of the discipline and the research project. Methods would be expected to vary widely from one tutorial course to another. The specific curricular goal of this tutorial course would be the student's production of a publishable scholarly article and an oral examination of the student on the article and on the basic features of his discipline.

The advanced, conventional, course could be in any field save that of the tutorial course. The student's selection of this course should be approved by the IAMP administrator or administrative committee (see 5. below) in consultation with the student's tutor about the student's preparation and goal.

The interdisciplinary seminar would include all IAMP students, if the group were not too large, or a representative cross-section if the total group were too large for one seminar. Admission policy (see 5. below) should be such that each IAMP class approximates a cross-section of disciplines, and it is important that this approximation to a cross-section of disciplines be represented in the seminar, and in each of the seminars if there should be more than one. The number of students in a seminar and the assignment of students to a seminar would be determined by the IAMP administrator or administrative committee. One professor would be in charge of each seminar, though not necessarily the same professor each year. The seminar meetings would be similar to our present faculty research talks, each student explaining the nature and significance of his own special work to students specializing in other fields. In addition to the seminar professor, each meeting of the seminar would include the tutor of the student who reports at that meeting, and perhaps also another faculty member from the same department, or at least from the same division. When the student reporting is from the same division as the seminar professor, it might be wise to have the third faculty member present be from a different division. Each student would make two seminar presentations: one early in the year to explain the nature, the validity, and the significance for other disciplines of his projected special research and one late in the year to do the same thing with the results of his research project. In order to encourage an active and critical attitude in the seminar students, they would be required to do some kind of writing in response to each seminar talk. This writing might be the taking of lecture notes, the completion of a questionnaire test prepared by the student who gave the talk, a criticism of the talk, or something else of a similar nature. Whatever the nature of the writing, it would be given to the student who gave the research talk in order to provide him with a feedback on the effectiveness of his talk and the value of his project.

2. Schedule: The advanced, conventional, course would advance conventionally throughout the academic year. The other two courses might well be scheduled as follows. During approximately the first month of the academic year there would be no seminar meetings, and three-fourths of the students' time would be spent in the tutorial courses with the specific objective of determining the nature of the research project. During approximately the second month there would be little or no time spent in the tutorial course as such, and three-fourths of the students' time would be devoted to the seminar course, the seminar meeting as many times during this period as there are students in
the seminar, each meeting being given to a single student's presentation of
the plan for his research project. During approximately the next four or
four and a half months three-fourths of the students' time would be devoted
to the double credit tutorial course. There would be no seminar meetings
during this period, but there would be occasional faculty research talks which
LAMFI students would attend as observers and participants in interdisciplinary
discussion at the faculty level. The student's research paper would be com-
pleted (hopefully!) by early or middle April; and it would be mimeographed and
distributed to the other students in his seminar, to his seminar professor,
and to the faculty members of his major department. All these persons would
return written comments and criticisms of the research article; and the faculty
members of the student's major department, perhaps with the aid of outside ex-
aminers, would give the student an oral examination covering his research pro-
ject and fundamental aspects of the whole discipline. During approximately
the last month of classes the seminar would resume meeting, the research pro-
ject now having been completed; and there would, again, be as many meetings of
the seminar as students in it. Each session would be devoted to one student
explaining the nature, validity, and significance for other fields of the re-
sults of his project with the other students supplying both oral and written
feedback as in the fall term of the seminar. During the final examination
period, in which the student would have no more than one final examination,
namely that in his advanced, conventional, course, each student would re-write
his research or scholarly article in the light of the comments and criticisms
he has received from both students and faculty both in writing and orally in
the seminar. The program would terminate with the submission of the revised
article.

3. Teaching experience: Practice teaching would be an integral part of
LAMFI, but it would be carefully planned and limited teaching at a high quality
level instead of extensive teaching at a low quality level. Practice teaching
would occur in LAMFI in two ways: in the seminar to fellow LAMFI students and
in regular college courses to undergraduates. Each LAMFI student would teach
a few classes in some regular course or courses in or close to his specialty,
the choices and arrangements being made by the student's tutor with the ap-
proval of LAMFI's administrator or administrative committee.

4. Faculty teaching load and flexibility: There are here two birds to
be killed, and we propose one stone for the job. One bird is the fact that
undergraduate project course teaching is at present over and beyond the normal
three course teaching load. The other bird is the problem of freeing the time
of some faculty members to conduct LAMFI tutorial courses and seminars. The
stone to do the job of killing these two birds, we suggest, is to make an un-
dergraduate project course, a graduate tutorial, and a LAMFI seminar each count
as one regular course and thus as one-third of the faculty member's teaching
load. This would mean that a faculty member would in any given year teach
only one of the following — undergraduate project course, LAMFI tutorial, and
LAMFI seminar — plus two regular courses. Faculty members who in any given
semester did not teach a project course or LAMFI tutorial or seminar in ad-
dition to his two regular courses might be teaching in the proposed freshman-
sophomore honors program or the departmental 100 course, or be engaged in ad-
ditional professional scholarly work or additional committee work — such as
LAMFI's administrative committee, for example. Thus no regular course would
have its teacher removed by LAMFI. Any single undergraduate project course
and any single LAMFI tutorial course could contain more than one student if
their projects were similar. It goes almost without saying that this proposal
for allocation of faculty time, and LAMFI itself for that matter, would require
an enlargement of the faculty, perhaps by one-third. Other discussions of the College Plans Committee have indicated, however, that such enlargement of the faculty is desirable independently of LAMP. The financial feasibility of LAMP has not fallen within this subcommittee's terms of reference.

5. Administration: Quite a number of factors concerning the administration of LAMP would have to be worked out, and the subcommittee has suggested that this be done by the College administration. Some of these administrative factors are publicity and recruitment, admissions, scholarships, approval of students' programs and allocation of faculty teaching in LAMP at a reasonably early date, organization of the winter faculty research talks, nature of the oral examination, the recommendation of the master's degree, and, above all, a continuing person or group to administer the whole program.

C. Relation of LAMP to students' vocational plans: While the main purpose of LAMP is enrichment of liberal education, especially for accelerated students either at Haverford or from other colleges, LAMP can also serve its students' vocational purposes, in either a terminal or a non-terminal way. For students planning either to teach in secondary school or to enter some other vocation not requiring further graduate work, LAMP would terminate formal education. It seems likely that most of such terminal students would be planning to enter secondary teaching, and it has been suggested that prep-school headmasters might be especially interested in LAMP's products. For students planning careers requiring further graduate work LAMP would be non-terminal education, a step toward the Ph.D. or other advanced degree. The nature of LAMP, especially its stress on teaching and liberal arts, seems to suggest that most of such non-terminal students would plan to pursue the Ph.D. and a college or university career. While LAMP would in most cases not be the equivalent of the first year of a graduate school Ph.D. program, it would in most cases be partly equivalent to such a year, thus not simply adding a year to the student's total time spent in formal education. Moreover, it should be kept in mind that LAMP is aimed primarily at accelerated students in order to enrich their education and thus does not add a year to the present and normal schedule. LAMP should not, however, be used by accelerated students, or by any students, as a means of remaining in the womb of alma mater. Students who had already spent four years at Haverford would normally not be admitted to LAMP, and accelerated students who did not want or need the enrichment offered by LAMP could continue their accelerated status thus also saving one year's educational expenses.

III. There are two main items in connection with the total proposal which have not yet been checked out: an investigation of the degree of success of Haverford's past and present advanced standing and early admission students, and a consultation with graduate schools, in the various disciplines, to discover their attitudes toward both LAMP and acceleration. These two pieces of work should be done before the proposal reaches a much more advanced stage.

IV. The subcommittee, PLGS, suggests that this overall program has a number of advantages both for Haverford and for education at large. The program utilizes both acceleration and enrichment. It is flexible — flexible with respect to student ability, preparation, and plans, with respect to the relation between graduate and undergraduate teaching, with respect to the allocation of faculty time, and with respect to the possibility of being realized gradually or in parts. It is complementary to while independent of the proposed freshman-sophomore honors program. And last but not least, it conserves and advances Haverford's distinctive tradition: the best possible liberal education, both special and general, with individual attention to individual students.

Let LAMP be lighted, and in an accelerated way!
FACULTY OF HAVERFORD COLLEGE

Regular Meeting	 January 18, 1962
President Borton, presiding	 11:05 A.M.

Minute 1: The minutes of the meeting of December 14 were approved as amended.

Minute 2: Dean Cadbury reported for the Academic Council. The Council has appointed a committee to continue work on the Unified Studies Program, consisting of Dunathan, Kennedy, and Spielman. Since Frank Parker is to be on leave next year, and Douglas Steere the year after that, an ad hoc committee was appointed to find somebody to teach their courses in the Philosophy Department. The Committee consists of Davidon, Desjardins, Hunter, Parker, and Rose.

Minute 3: Questions were raised as to whether the Academic Council over the past few years has observed faithfully its rules as laid down by the Faculty. After much discussion, the Faculty agreed that the President, in consultation with such faculty members as he deems advisable, should look into the matter thoroughly and make a complete report subsequently to the Faculty.

Minute 4: The Faculty Research and Study Committee (Somers) reported its readiness to receive further applications for research grants.

Meeting adjourned: 1:00 P.M.

John Davison
Secretary
Howard Teaf turned the meeting over to J. Donald Hopkins, Publicity Representative of TIAA, who explained the principal features of two types of group insurance that we do not have, and might want to consider adopting: 1) group disability insurance, and 2) group life (death benefits) insurance.

Meeting adjourned: 3:30 P.M.
FACULTY OF Haverford College

Regular Meeting	February 15, 1962
President Borton presiding	11:05 A.M.

Minute 1. The minutes of the meeting of January 18 were approved as circulated.

Minute 2. Dean Cadbury reported for the Academic Council.
Howard Teaf has been appointed to go to the Danforth Conference this summer in place of Frank Parker, who is unable to attend.

Minute 3. The Academic Standing Committee (Finger) asked faculty approval for the granting of a new grade, "Course in Progress" (CIP), to seniors when after a student's first semester in a project course, it appeared that his work in the course was acceptable but largely preparatory. It is desired that this procedure go into effect immediately. Faculty approval was granted. The statement approved is as follows: "For Seniors, a grade of CIP may be submitted at midyears for research courses which run throughout the year (whether or not it carries the same credit for each semester)." In spite of rumor to the contrary, student dropouts this year, it was reported, have not been significantly more numerous than in the past. There were six dropouts in the first semester and ten letters of serious warning. Of the class of 1962, 37 out of 120 will not graduate with their class, though many of the 37 will still graduate, at a later date. Most of the troubles occurred in the students' freshman year.

Minute 4. The Admissions Committee (Macintosh) reported that, as of February 1, applications were 20% ahead of last year.

Minute 5. The Curriculum and College Program Committee (Kennedy) asked faculty approval of a new curriculum in Religion involving some changes of courses. (Annex I.) Approval was granted.

Minute 6. The Faculty Representative to the Board (Bell) reported that Thomas Drake has decided to retire at the end of this year. To replace him, two people will be necessary: an appointee in American history, and a new curator for the Quaker Collection. Committees are being appointed to look for such people. The special committee to look for the Quaker Collection curator will probably consist of President Borton as chairman, with Henry Cadbury, Clarence Pickett, Gerhard Spiegler, and Craig Thompson. A temporary one-year appointment to fill Drake's place in American history is being considered, with John Spielman and Thomas Drake working on this question. The faculty expressed warm appreciation for Thomas Drake's many-sided contribution to the College, and deep regret that he will no longer be with us.
Minute 7. Under Old Business, President Borton reported that, because of his trip to Japan, he was not yet ready to report on the question of the Academic Council and its functioning.

Minute 8. Under New Business, Alfred Diamant expressed a concern for student morale, which had been reported low, and for student-faculty relationships, which Student Council President James Block had intimated might be better in his speech at the Faculty-Board dinner. After some discussion, the Faculty agreed to adopt a statement as follows: "The faculty recognizes the importance of the concern raised by James Block, and hopes that various aspects of it may be kept in mind by faculty and administration."

Meeting adjourned: 12:02 P.M.

John Davison
Secretary
Curriculum Committee

Report to the Faculty Meeting of Thursday, February 15, 1962

The Committee recommends approval of the following Curriculum in Religions:

Religion 11, 12 Introduction to Biblical History and Interpretation
(substantially the same as the present course)

Religion 21 Formation and Growth of Classical Christian Thought
"A study of the origins and normative formulations of Christian doctrines in the encounter with Hellenistic religious and philosophical thought and their theological interpretation through 1500 AD. Special attention is given to the works of the Apostolic fathers, Irenaeus, Tertullian, Origen, Cyprian, Athanasius, Augustine, John Scotus Eriugena, Anselm and Thomas Aquinas. First-hand acquaintance with selected writings of these theologians, reports, lectures, and class discussions.
Prerequisite: Religion 11 or 12 or Classics 19-20. Philosophy 21-22 (these may be taken concurrently) or consent of the instructor.
Offered in 1963-1964 and alternate years."
(this replaces a somewhat similar course entitled "Early Christian Thought")

Religion 22 Currents in Theological Thought Since 1500 AD
"A study of the late medieval and Reformation Protestant theological thought leading into an examination of the main theological currents since the enlightenment within the context of modern philosophical developments. Special attention is given to works by such men as Meister Eckhart, Cocham, Luther, Calvin, Spinoza, Kant, Edwards, Schleiermacher, Kierkegaard, Feuerbach, Troeltsch, and Rauschenbusch. First-hand acquaintance with selected writings of these thinkers, reports, lectures, and class discussions.
Prerequisite: Religion 12 or 21. Offered in 1963 and alternate years."
(this replaces "Medieval and Reformation Religious Thought")

Religion 23 History of Religions
"An introduction to the phenomenology of religion and the historical comparative study of religions. In the first semester generic characteristics of religious forms such as religious symbols, myths, communities and theologies are examined within the context of primitive religions. In addition studies in classical and modern religions are initiated. In the second semester work focusses upon eastern religions, particularly upon Hinduism, Buddhism, Confucianism, and Shinto. Reports, lectures, and class discussions.
Offered in 1962 and alternate years." (Substantially the present course)

Religion 28 Philosophy of Religion - Mr. Steere (Same as 'Philosophy 28')

Religion 29 Religious Ideas in Modern Culture (Also called Philosophy 29)
"A study of constructive theological and philosophical problems and issues in contemporary religious thought with special attention to theistic and non-theistic existentialism, theological naturalism, and dialectical confessional theology. The work of such men as Buber, Sorensen, Jaspers, Heidegger, Bultmann, Whitehead, Wieman, R. Niebuhr, H.R. Niebuhr, Herberg,
Barth and Tillich will be treated respectively. First-hand acquaintance with selected writings of four of these men; reports, lectures, and class discussions."

(This would be taught regularly in place of the present 31 - "Modern Jewish and Christian Thought" and 33 - "The Theology of the Liberal Movement", the latter of which was approved for one year only last year as a temporary replacement for 31.)

Religion 32 Seminar in Historical and Philosophical Theology (Also called Philosophy 32)

"Specialized study of the works of some major philosopher and theologian or work on a major theological problem. Topic for 1962-1963: Process philosophy and theology, a study of Alfred North Whitehead and Henry Nelson Wieman. Prerequisite: Consent of instructor."

(This would replace 34 "Major Trends in Contemporary Religious Thought")

Religion 81,82 Project Courses

There is a total reduction in the number of courses listed by one. Three courses a term would be taught in the department.

Major requirements in Religion are revised to demand five half-courses beyond the introductory level in one supporting discipline such as anthropology, classics, English, History, Philosophy, or Psychology, as well as such additional language courses as deemed essential by the department for the proposed course of study.
Minute 1. The minutes of the meeting of February 15 were approved as amended.

Minute 2. The Admissions Committee (MacIntosh) expressed thanks to the members of the humanities division who had graded writing samples of applicants for admission.

Minute 3. The Curriculum and College Program Committee presented a report (Annex I) to the faculty which included a number of items to be considered separately, some for possible approval and some for expression of opinion only.

In connection with Item 1, the Dean announced that a new form has been provided, on the major program registration card, where the major advisor may specify what, if any, additional language course (beyond the general requirements) he requires the student to take. It was pointed out that, in cases where the student is disposed to cooperate willingly with the advisor, and where the word "require" would be likely to arouse undue resentment, the word "recommend" may be substituted by the advisor.

The courses in Humanities and in Music listed under Items 5 and 6 were approved.

Under Item 7, the following courses were approved: Physics 15, 16, Physics 46, and Physics 48. Since not all appeared to be clear about the general program in Physics as presented, it was referred back to the Curriculum and College Program Committee for further consideration.

Minute 4. The Research and Study Committee (Somers) reminded members of the faculty that there is an established procedure for application for grants to this Committee; informal personal approaches to the Chairman are discouraged as leading to possible inequities.

Minute 5. The Honors, Fellowships, and Prizes Committee (Selove) reported that, after announcement to the students of the availability of Cope Fellowships, twelve applications were received. The Committee recommended that the first Cope Fellowship be awarded to Philip Musgrove and the second to Mark Hartmen. The faculty approved these awards.

The Hamilton Watch Award, for the science student who has most successfully combined success in his own field with achievements in fields outside the physical sciences, will go to Philip Musgrove.
Minute 6. The Philips Program Committee (Cary), asked faculty approval of
the submission to the President of the recommendation that this
year's formula for dividing up the restricted half of the Philips
Fund income be continued another year. (66.6% for visitors;
30% for periodicals; 3.4% for rare books.) Approval was granted,
with the recommendation that careful attention be given to the
need for a permanent source of funds to meet the rising cost of
periodicals.

Minute 7. Under Old Business, the President announced that he had his report
on the functioning of the Academic Council ready to read to the
faculty; it was decided, however, to postpone the reading until a
time when all those most vitally concerned could be present.

Minute 8. Under New Business, the question was raised as to whether the
student Honor System curfew applies in cases when a student and
his date are at the home of a faculty member. It was agreed that
the curfew does apply in cases where the student coordinator has
arranged lodging for a student's date at the home of a faculty
member, but not when the faculty member is entertaining privately.

The Dean asked for suggestions as to how the questions raised in
the report of the Final Exam Committee of the Students' Council
might best be dealt with (see Annex II). The faculty agreed
that the Academic Council should designate an existing committee,
or appoint a new committee, to look into the matter.

Meeting adjourned: 12:30 P.M.

John Davison
Secretary
1. Attention of members of the Faculty is called to the supplementary Foreign Language Requirement, approved by the Faculty last year on the recommendation of the Curriculum Committee and printed in the 1961-62 Catalogue, p. 38:

"At the time a student is admitted to a department his major advisor, in consultation with the student and his language instructors, shall make a decision as to whether the student's projected upperclass work and special interests require him to pursue additional language study and if so what study is required."

2. Louis Green will be on leave in 1962-63 and the Committee understands that all of his courses, whether listed under Astronomy, Chemistry, Mathematics, Physics, or General Courses will be marked "not offered in 1962-63."

3. The Committee understands that bids have been received and are being evaluated for the construction of a small Language Workshop of master booth and four student booths in the Yarnall House seminar room. This workshop will be operated by and under the direction of the German department, but other language departments are being invited to experiment with the facilities. The booths and equipment will be of a type which can be transferred to an enlarged language laboratory facility elsewhere on campus if and when one is created.

4. English 21 and 22, "General Course in English Literature" will be given in 1962-63 with marked increase in critical context, considering distinct and diverse critical avenues of interpretation of each of the major works read. In selecting works to be read in this course, deliberate care will be taken to avoid duplication of reading done in other courses. English 21 and 22 will henceforth be open to English majors as well as to non-majors. The changes, extensive as they are, do not affect the Catalogue description of the course so no formal approval of them by the Faculty seems required.

5. (APPROVAL REQUESTED.) General Courses. The Committee recommends permanent approval of the following course:

    Humanities 45-46. Interdepartmental Seminar. Mr. — — — — — — — — — — — — — — — —
    Study of a literary genre or of the thought and letters of a particular period across national and linguistic boundaries. Individual students will be expected to take a leading part in the discussion of works falling within their major subjects. Faculty consultants will be called in from time to time to lecture or participate in the discussion of specialized topics. A reading knowledge of one foreign language relevant for the topic is required. Limited to 12 students. Prerequisites: consent of the instructor.
    Offered in 1963-64 and alternate years. Topic to be announced.

    (Note: During the academic year prior to that in which this course is next scheduled to be given, the President, with the advice of the Curriculum Committee, will designate the Faculty member to be responsible for the course that year.)

6. (APPROVAL REQUESTED.) Department of Music.
   The Committee recommends permanent approval of the following course:
Music 33. (Taught from time to time as Music 33b.)
Seminar in Musical Composition. - Mr. Davison.
Continuation of composition in small forms, with emphasis on the con-
temporary musical language. Representative twentieth century pieces will be
discussed and analyzed and the student will, in his own compositions, explore
such areas of style and technique as modality, synthetic scales, secundal and
quartal harmony, total chromaticism, irregular meter, and jazz harmony. Pre-
requisite: Music 24 or the equivalent.

(Note: creation of this course is made possible by the full-time status of
Professor Davison in 1962-63.)

7. (APPROVAL REQUESTED.) Department of Physics.
The Committee recommends permanent approval of the following program in Physics:

Proposed Physics Curriculum

13.14 General Physics - Four hours, including one laboratory
period a week. Mrs. Selove
An introduction to the fundamental concepts of Mechanics,
Wave Motion, Heat, Electricity and Magnetism, and Quantum
Phenomena; Freshmen are admitted only with consent of the
instructor. Algebra and trigonometry are essential, and
some familiarity with calculus is useful. Prerequisites:
Mathematics 11,12 or concurrently 15,16 or consent of the
instructor.

15.16 Mechanics - Mr. Davison
Analysis of the motion of particles and rigid bodies, with
emphasis on those conserved quantities common to all
physical systems, classical, quantum, and relativistic; con-
sideration of systems in or near equilibrium, using the first
and second laws of thermodynamics, and the theory of small
oscillations; applications of vectors, linear algebra, and
calculus. Prerequisites: Physics 13,14, or consent of the
instructor.

23.24 Electromagnetism - Four hours, including one laboratory
period a week. Mr. Benham
Electrostatics, magnetostatics, linear circuits (D.C., A.C.,
and transient phenomena); properties of radiation throughout
the electromagnetic spectrum; introduction to Maxwell's
Equations; physical optics, phenomena of interference,
diffraction, polarization; geometrical optics, phenomena of
reflection, refraction, absorption. Prerequisites: Physics
15,16, or consent of instructor.

31.32 Atomic and Nuclear Physics - Four hours, including one
laboratory period a week. Mrs. Selove
Fundamental concepts and constants of the microscopic domain;
atomic and nuclear spectroscopy; nuclear and elementary
particle reactions; introductions to physical concepts and
mathematical methods of quantum mechanics. Prerequisites:
Physics 15, 16, or consent of instructor.
As in

41 General Relativity and Cosmology - Mr. Green

42 Boundary Value Problems of Mathematical Physics - Mr. Green

43-44 Electronics - Four hours, including one laboratory period a week. Mr. Benham

Analysis of circuits for rectification, linear amplification; instrumentation - coincidence circuits, pulse height analysis; scaling and computer circuitry. Prerequisites: Physics 23, 24 or consent of instructor.

45 Advanced Classical Mechanics - Mr. Green

New course

46 Solid State Physics - Four hours, including one laboratory period a week.

Crystal structure; properties of metals; electrical and magnetic properties of material; semi-conductors; applications of nuclear magnetic resonance, masers, etc. Prerequisites: Physics 31, 32.

Present

47 Thermodynamics and Statistical Mechanics - Mr. Davidon

Approved last year for one year

Equations of state and the laws of thermodynamics; applications of thermodynamic concepts; statistical consideration in mechanical and electrical systems; kinetic theory of gases. Prerequisites: Physics 15, 16, or consent of the instructor.

Instead of

48 Foundations of Modern Physics - Mr. Davidon

As in

81, 82 Physics Seminar - Members of the Department

8. The Committee would like to report its interest in and continuing study of department major requirements, which appear to vary from a low of 6 semester courses to a high of 15 and which, with the addition of Limited Elective and language requirements, result in variation of the total number of courses taken by a student to meet some requirement from a low of 18 to a high of 37 out of 40 courses. There has been some suggestion that a flat number of courses should be decided on as constituting an adequate major requirement for any department, or a requirement that the major requirements of each department should include, as some now do, demand for a certain number of courses, or even of advanced courses, in a related department. The Committee would be interested in hearing from any Faculty members who have opinions on this subject.
The following is the report of the Final Exam Committee of the students' Council. While we recognize the impossibility of developing a procedure for the administration of final exams which would ideally suit the wishes of each and every member of the Administration, Faculty, and Student Body, we believe that the following proposal contains many significant improvements over our present procedures. As a basis for our discussions, the committee solicited suggestions and views from members of the Administration, Faculty, and Student Body. It was out of these interviews that several alternative methods for change were discussed, accepted, incorporated, or rejected. (See the Appendix for the committee's views on xx alternative methods.)

ISSUES

The following are the wishes of the Administration, Faculty, and students which the committee has attempted to satisfy:

1. Administration
   a. Simplify as much as possible the work of the Registrar's Office in scheduling exams, reducing the total load if possible.
   b. Reduce as much as possible those aspects of existing procedures which cause "morale" problems in the Student Body. Students must not have excessively heavy exam schedules.
   c. Reduce or, hopefully, eliminate the necessity to reschedule conflicting exams.
   d. Keep strains on the academic honor system as minimal as possible.
   e. Provide for the early completion of senior comprehensive exams at the end of the second semester.
   f. Make provisions for special exams, e.g. music, language orals, etc.

   From the Administration point of view, an optimum examination procedure would be as simple as possible in its preparation and operation, would be in keeping with the academic aims of the examinations and the exigencies of grading and reporting of grades, and would not place an undue strain upon the Honor System, either through intentional or accidental transfer of information.
a-Allow time for a break between semesters which can be used for vacations, to work on personal research, to plan second semester courses, or to grade term and project papers.

b-Shorten the exam period.

c-Allow an interval of time between the last class and the start of the exam period in which students can organize for exams.

From the Faculty point of view, an optimum examination procedure would be one within which an opportunity would be provided to the students to accurately demonstrate their comprehension of their courses, but which would not unduly interfere with the other responsibilities which the Faculty must face during the examination period.

3) Students

a-Eliminate the possibility that a student be required to have several or all of his exams concentrated at any point in the exam period.

b-Allow time for a break for all students between the end of the examination period and the start of the second semester.

c-Administer exams in both the morning and the afternoon.

From the students' point of view, an optimum examination schedule would be one in which the load would be more or less evenly distributed over time, and which would not vary significantly and arbitrarily between students. It would also permit a short break between the end of exams and the beginning of second semester classes.

In view of the desires expressed above, the committee felt that there were significant deficiencies in present exam procedures. Under the existing system, there is no general period between the end of classes and the beginning of the exam period in which to organize for exams. Because of the arbitrary nature of setting the day on which an exam is taken, a student can have all of his exams crammed into the first week, all of his exams crammed into the second week, some exams early and some exams late, or exams generally spread through the exam period. As a result, preparation is unequal for all
Students often have several days to a week to prepare for an exam which needs little preparation or ... time to prepare for difficult exams. Some students have several exams early in the first week - which leaves little time to prepare - and in addition, they have their remaining exams late in the second week which eliminates any possibility of a semester break. In the recent exam period, 264 students took exams in the last two days. How many of these were the same students taking two exams is not known. In any case, there was a sizable number of students who had virtually no semester break.

The very same inequality exists for faculty members. As a result, there is no opportunity for many faculty members to have a substantial block of time for themselves. Faculty members are presently required to hand out and collect their exams, and due to the spread of exams, this responsibility precludes any vacation for many faculty.

Proposal

The committee recommends that the following procedure for scheduling final examinations be instituted on an experimental basis:

The examination period shall consist of 10 days, from a Monday to the second Wednesday following (if the last day of classes is a Thursday) or from a Wednesday to the second Friday following (if the last day of classes is a Saturday). There will be two examination times, 9-12 a.m. and 2-5 p.m., each day except Sunday. During that period, all students enrolled in courses at Haverford shall take examinations subject to the following limitations:

a-Students will be required to specify three to five weeks in advance of the examination period, the days and times at which they will take their examinations.

b-No student may take more than one exam in any one calendar day or more than two exams in any three calendar days. Students will not be required to take more than one exam every other day.
c-In courses or sections of courses which entail the reading of more than twenty-five examinations by any single professor, all students in that course or section will be required to complete the examination by 5 p.m. on the last day of the first week of the examination period. If this limitation should conflict with b- above, the student will schedule the remaining exam(s) during the second week of the examination period.

Students will schedule their exams by the following procedure:

Three to five weeks before the beginning of each examination period, each student will fill out a mimeographed sheet of paper requiring the following information:

a-The student's name
b-The departments and numbers of his courses
c-The number of the sections, if any
d-The name of his professor in each course
e-The date and time at which the student will take the examination in each course
f-Any special instructions which pertain to taking any exam, e.g. a two instead of three hour exam.

The relevant information above will then be punched on IBM cards. These cards will then be used on the IBM 407 accounting machine to print two separate lists. One list will be divided in the following way: day, time, alphabetically by student, and then by the exam that the student has scheduled to take at that time. Thus, the people who will distribute the exams will know, for example, that on Monday, at 12 p.m., these students will be taking these exams. The other list will be arranged according to course, day, time, and then alphabetically by student. This list will be given to the professors so that they will know exactly at what time all of their exams will be completed and are ready for grading. These lists will be posted and copies kept in the Registrar's Office.

Before the beginning of the exam period, each professor will submit to the Registrar's Office an exam in a sealed envelope for each student. On the front of the envelope will be the student's name, the name and number of the course, and any restrictions or special instructions. Using the list prepared from the IBM cards, these envelopes will be arranged in the Registrar's Office by, day, time, and then
Fifteen minutes before the hour at which any examination is scheduled to begin, members of a special Students' Council committee will distribute the sealed envelopes to the students who are to take them. The exams will be distributed at several different places (for example: students A to H in Chase; I to S in Hilles, etc.) Each student will pick up his exam at the proper place and then complete it somewhere in that building. (In the example above, John Doe would report to Chase and take his exam there.) Three hours later, the completed exams will be returned to the same committee member at the same place. The committee will then check to be sure that all exams and all question sheets have been returned in the original envelope. These exams will then be taken immediately to the Registrar's Office where they will be arranged according to course and kept until all exams in a course have been completed. They can then be delivered to the professor for grading.

In courses which require special facilities for the examination (such as music, History of Art, laboratory exams in the sciences, or oral exams in language courses), the time for the exam will be during the last class of the semester or arranged by the students and the professor. The scheduling of these special exams will take precedence over the scheduling of the exams which must be completed during the first week of the examination period.

Senior comprehensive exams must be scheduled at the beginning of the exam period as they are at present. This scheduling will take precedence over special exams as outlined in the paragraph above and over exams in courses with large sections. Seniors will schedule their remaining exams to follow their comprehensive exam, and these remaining exams must be completed within the regular exam period.
Although it is not the contention of the Final Exam Committee that all of the problems have been solved ideally for everyone - which would be virtually impossible without a 52 week academic year - we do feel that the proposed change is a considerable improvement over existing procedures. In every instance we attempted to satisfy Administration, Faculty, and student desires. At certain times it was necessary to compromise, but we feel that the major wishes have been fulfilled:

1) Administration

a-The new system would remove a tremendous load from the Registrar's Office. In future, all that the Registrar's Office would have to do is file the uncompleted and completed exams, and have the uncompleted ones available for distribution by the special Council committee. Distribution of the mimeographed sheets for the students to indicate their exam schedule, and the punching of the IBM cards could be done either by the Registrar's Office or by the special Council committee.

b-There would be no burden on advisors or the Dean's Office in rescheduling conflicting exams, as there could be no conflicting exams.

c-There would be no weakening of the Honor System because the Honor System, as it presently exists, forbids the giving or receiving of aid during examinations. Students have to be aware that any such giving or receiving of aid is a violation and would be dealt with as such regardless of whether it were done consciously or unconsciously, accidentally or intentionally.

2) Faculty

a-Under the proposed change, faculty members would be guaranteed almost a full two week break between semesters: from the end of classes until the end of the exam period. They would not have to hand out and collect exams. This period could be used as each faculty member sees fit: vacation, personal research, grading term or project papers, planning second semester courses, etc.

b-The exam period which is presently two weeks long would be shortened to ten days.

c-Students would have at least three days between the end of classes and the beginning of the exam period in which to organize for their exams. (See Appendix for views on reading period)
a-By eliminating exam schedules which, by concentrating in a short period, do not allow sufficient preparation, each student would have the opportunity to review all the course-material in every course, so that exams would serve a more valuable educational function. This would not only aid morale, but it would also help to alleviate some of the excessive pressure which develops during exam periods.

b-Each student would have a more nearly equal chance to do as well as the other members of his class on any given exam.

c-Students would be guaranteed at least a four-day semester break. Students with fewer than five exams or students who felt that they could schedule their exams slightly closer together would receive a longer break.

d-Afternoon exams in addition to the morning exams would help to reduce the number of "all night stands" since a student could get seven or eight hours of sleep and still have four or five hours to study before the exam.

4) Miscellaneous

a-Planning meals in the dining hall would be simplified. There would be regular meals through the exam period and then no meals during the semester break. Repairs (waxing floors) could take place.

b-During the four-day break, library hours could be as they are over vacations: less rather than more than normal.

c-Fewer college buildings would require heating over the four-day period.

The Committee recognizes that not all is beauty and lists the following deficiencies:

1) Students would not be able to ask questions of a professor immediately preceding the exam. This problem could be reduced by professors wording exam questions clearly and by carefully proofreading them.

2) Professors would not be assured of having all exams in a given course until the end of the exam period. Professors would, however, be assured of four days in which to mark exams before the new semester. This would aid those professors who under the present system have their exams scheduled late in the exam period. Had the system herein est
Advertised been in operation during this past semester, the following courses would have had their exams completed earlier than they were during the past exam period:

- Classics 11
- Economics 43
- Engineering 11
- English 11, 21, 33
- German 36a
- History 23, 25, 31, 35
- Humanities 21, 45
- Mathematics 11, 15, 17, 35
- Philosophy 33
- Sociology 21

The problem of the other professors would be reduced by the requirement that the exams in large sections must be completed in the first week. The exams of students who are known to be in danger of failing could be marked first so that their status would be determined before the start of the next semester. For the remainder, the Administration rule requiring rapid grading of exams - if the Faculty felt there was insufficient time under the proposed system - might be liberalized.

Conclusion:

It is the conclusion of the Committee that this proposed change in the methods by which final exams are administered goes a long way toward satisfying the major Administration, Faculty, and student complaints about our existing system. We believe that the institution of these procedures is possible at a small college such as Haverford and would make Haverford unique among American colleges and universities in this respect. We recommend the adoption of the procedures outlined in this report for institution in the spring semester 1962 on a trial basis through the academic year 1962-1963.

Respectfully submitted,

Kent Smith, Chairman
Final Exam Committee

Members of the Committee:

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<td>Tom Pendleton</td>
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<td>Rick Carson</td>
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<td>Dave Daneke, ’63</td>
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<td>Hugh Knox, ’62</td>
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1) Issues not considered or upon which no decisions were reached
   a - An overall reduction in the number of final exams which were administered was briefly discussed, but the committee felt that this was a problem which was more directly the concern of the student and faculty curriculum committee.
   b - A similar decision was reached with regard to the "lame duck" period between the end of Christmas vacation and the start of the final exam period. The possibility of having final exams before Christmas is a much broader question of overall college policy, and the Committee was confining its proposals to ones which would work within the existing two-semester academic year.
   c - The Committee could reach no agreement on when term or project papers should be due.

2) Issues rejected
   a - The Committee discussed at great length the possibility of a reading period. It was rejected for the following reasons:
      1) It was the experience of friends of members of the Committee that lengthy reading periods (such as at Harvard) encouraged students to put off sizable portions of a term's work and to cram it into this period. It is thus, self-defeating.
      2) For students who have kept up in their work, it is simply an extended Christmas vacation, and a vacation at the wrong time, i.e., before final exams instead of after them.
      3) Assignments may be unconsciously - or consciously - increased, since faculty members would know that this time is available.
      4) A reading period does not eliminate conflicts or reduce last minute pressure. With exams tightly spaced following a reading period, there would be nothing but mental exhaustion.
   b - A proposal that exams be given at separate times (say twice) during the exam period was rejected for the following reasons:
      1) The organization of such a system would be a monumental task just to minimize conflicts.
2. Conflicting exams would be just as possible if not twice as possible as under existing procedures.
3. Consecutive exams would be possible if not unavailing.
4. This proposed system would do little that the present system doesn't, and it would simply compound many of the present problems, e.g., require professors to be at two exams instead of only one, or none; there would be no semester break for anyone.

c-The proposal that an exam could be taken at any time within a certain range (say three days) during the exam period was rejected for the same reasons as the one above. Furthermore, it had some of the disadvantages of self-scheduling without any of the advantages.

d-Some students felt that they should be permitted to schedule all of their exams consecutively during the early part of the exam period. The Committee rejected this proposal because we felt that the primary purpose of the exam period was to take exams in as coherent a fashion as possible and not to get them out of the way so as to have a vacation.
Minute 1. The minutes of the meeting of March 15 were approved as circulated.

Minute 2. Dean Cadbury reported for the Academic Council. An Examination Schedule Committee was appointed by the Council; it consists of Diamant (chairman), Dean Cadbury, Finger, and Lester.

The Council approved the addition of a fourth man to the Biology Department. This addition is made possible by a seven-year grant from the National Institute of Health. Whether the position is continued after seven years depends on such factors as what size the College is then. The ad hoc committee appointed to choose the new man consists of Cook (chairman), Loewy, Finger, Benham, and Diamant.

Minute 3. President Borton read the report on the functioning of the Academic Council which he had been asked, at the January 18 meeting, to make (Annex I). The Faculty expressed its appreciation to him for his preparation of the report.

Minute 4. President Borton reported that the College will have about $870 (the interest from recent gifts) to spend on visitors in the humanities in 1962-63, with more money for this purpose in prospect for succeeding years. The Faculty agreed that the Philips Committee should be charged with the administering of this fund, with recommendation that the name of the committee be appropriately changed to indicate its increased scope of activity, and that special procedures be worked out for selection of visitors in the humanities that would be suitable and fair in view of the relatively small size of the fund.

Minute 5. The special committee appointed to consider the student committee proposal on the final examination schedule (Diamant) submitted a recommendation for a new procedure, based on the student proposal, to be tried out this spring on a provisional basis. This recommendation (Annex II), with minor changes, was approved by the Faculty.

Minute 6. The Curriculum and College Program Committee (Kennedy) recommended the adoption of a somewhat altered curriculum in Psychology (Annex III); this new curriculum was approved by the Faculty.

Minute 7. President Borton and Vice President MacIntosh reported on action taken by the Board. The Faculty has been granted a general increase in salary of seven per cent before TIAA deductions. A Tuition Grants program for faculty children has been established, retroactive to September 1, 1961; this supersedes the Tuition Exchange Program. (Annex IV)
It was agreed that appreciation and thanks for the Board's continuing concern for the welfare of the faculty should be expressed in a special minute.

Minute 8. The Non-Science Needs Committee (Spielman) has submitted a report to the Administration.

Minute 9. The Special Advisors to Outstanding Students (Diamant) submitted a report to the Faculty (Annex V).

Meeting adjourned 12:25 P.M.

John Davison
Secretary
Report of the President reference the question raised in the Faculty Meeting of January 18, 1962 as to whether the Academic Council has observed faithfully its rules as laid down by the Faculty.

At the Faculty Meeting on January 18, 1962, I was to look into the matter thoroughly and make a complete report subsequently. I have done so and find the questions center around:

1. The composition and appointment of Ad Hoc Committees for new faculty appointments.

2. Whether the Council is prevented by its rules from acting on a reappointment or promotion if the Department Chairman does not so recommend or considers the evidence insufficient to do so.

3. The extent of jurisdiction of the Council over matters such as those which might well be considered as primarily of a departmental nature.

In reference to the Ad Hoc Committees for new appointments, the original Terms of Reference of the Council (Section I, 9 (a) reads as follows:

9. PROCEDURE FOR FACULTY APPOINTMENTS, REAPPOINTMENTS AND PROMOTIONS

The following procedures were approved by the Faculty at the meeting on May 20, 1958.

(a) New Appointments
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. Each ad hoc committee should include the department chairman, unless his replacement is under consideration, three members each representing a division of the faculty, and an additional member, usually the second senior member of the department in which the appointment is to be made. The Chairman of the ad hoc committee, normally from a division other than that of the candidate, should meet with the Council to summarize his committee's activities and its considerations and to present its committee's recommendations both orally and in writing.

On October 31, 1961, the Council "was surprised to learn that our procedures in appointing the Ad Hoc Committees have not been in accord with the rules." The Council agreed this rule should be amended. The Council
became aware of this problem when it began to consider the appointment of what it believed to be the best sort of Committee for the position left vacant by Russell Williams' death. As a result of the Council becoming aware of this inconsistency of its practice, Dean Cadbury as Secretary of the Council reported this matter to the next faculty meeting on November 16, 1961.

An examination of the list of Council Committee appointments since 1958 shows that no exceptions to the rules occurred in 1958-'59 or in 1959-'60, except where actual conditions, such as a single man department, made them inapplicable. In 1960-'61, the Council inadvertently fell into the habit of appointing only one, rather than two, divisional representative for the French, Religion, Physics, English, and Mathematics appointment. For one appointment, the Council met with the Chairman of the Department who recommended that during the same year, on recommendation of the Department Chairman, the "Council decided that no Ad Hoc Committee should be named for a three-year appointment with no commitment as to the future beyond that time." The Minutes of the meeting of January 25, 1961 state: "The Council decided that it would be wise to suspend our rules for this one case but that the reason for this suspension should be spelled out quite clearly in these Minutes, so that this would not be regarded as a precedent." The Minutes then set forth the reasons which led the Council to this decision. The Council has not made any other exceptions.

As pointed out above, as soon as the Council realized that it was not appointing representatives from all three of the divisions to the Ad Hoc Committees, the Dean reported this fact to the next faculty meeting, that of November 16, 1961. He also reported on the membership of the Chemistry
Committee to which no objection was raised even though the membership did not follow the rules. At the same time the Dean reported the changes proposed by the Council in the rules for the formation of Ad Hoc Committees. Because of faculty objection to the proposed changes, the Council was requested to reconsider the matter and to present the matter for consideration of the Faculty at its next meeting.

Consequently, at its meeting on December 14, 1961, the Faculty approved the revision of Section I, 9 (a) of "Information of the Faculty" to read as follows:

"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. Each ad hoc committee shall normally include the department chairman, unless his replacement is under consideration, a second member of the Department in which appointment is to be made, a faculty member from another department in the same division and a faculty member from each of the other two divisions, one of whom will serve as Chairman."

In view of the review of this matter by the faculty and its acceptance on December 14, 1961 of minor revisions of the paragraph in question and of the specific statement by the Council in its Minutes of January 25, 1961 that the decision of that date not to appoint an ad hoc committee for one particular appointment was not to be considered as a precedent, no further action would seem to be necessary in this regard.

As for the second problem, the matter of the Council advising the President on a reappointment or promotion after a Department Chairman has made a report to the Council which might or might not include a recommendation, paragraph 9 (c) reads as follows:
(c) Reappointments Involving Tenure and Reappointments and Promotions of Associate Professors and Professors

The Council shall meet with the Chairman of the Department concerned to reach an agreement on a recommendation to be made to the President for each such reappointment or promotion. If the Council cannot agree, it may then appoint a special ad hoc committee, similar to that for new appointments, except that senior members of the Faculty shall be appointed to these committees where practicable. The appointment of such committees should be the exception rather than the rule. The Chairman of the ad hoc committee shall meet with the Council to summarize his Committee's activities and considerations and to present its recommendations both orally and in writing, after which the Council shall make its recommendations to the President.

In making his own recommendations concerning Faculty appointments to the Board, the President shall notify the Board of the action of the Academic Council.

It should be noted that the rules state "The Council shall meet with the Chairman of the Department concerned to reach an agreement on a recommendation to be made to the President." They continue, "If the Council cannot agree, it may then appoint a special ad hoc committee..." The rules do not specifically provide for reaching an agreement with the Chairman. In fact, the Council has consciously adopted the procedure that it postpones reaching a decision until after the Chairman has made his report and left the meeting. It seems clear, therefore, that the Terms of Reference give the Council the authority to advise the President irrespective of the Chairman's recommendation though obviously the latter must be given weighty consideration. In making his recommendation to the Board, the President must decide whether he will follow the view of the Department Chairman, of the Council or follow some other course of action. In so doing, he is required "to notify the Board of the action of the Academic Council."

On the third question concerning the Council's jurisdiction over matters such as those which might well be considered as primarily of a departmental nature, the Terms of Reference of the Council provide that it shall:
"Consider matters of College policy referred to it by the President and by members of the Council." It is clear that such a broad statement permits consideration of a variety of matters and that to be effective caution needs to be exercised by individual Council members and by the President as Chairman to prevent undue interference in matters which are of primary jurisdiction of the Administration, of the faculty as a whole, of faculty committees or of departments. Certain specific suggestions have already been made which are under consideration and which would minimize the possibility of jurisdictional conflicts. I recommend that this aspect of the problem be explored further with the understanding that I report subsequently to the faculty any further clarification of this or other parts of the Terms of Reference of the Academical Council that appear appropriate.

Hugh Borton

March 15, 1962
To: The Faculty
Re: Final Examinations

April 9, 1962

The undersigned, serving as a special Committee, have met to consider the proposal of the Student Committee to alter the final examination schedule.

This Committee recognizes that there are many difficulties, especially demands on the Honor System, and some inconveniences to the Faculty, but after careful consideration, the Committee wishes to recommend to the Faculty that in the coming examination period we try a plan similar to that proposed by the Student Committee.

If this recommendation is approved by the Faculty, the following procedure for final examinations will be in effect this Spring only. In the light of the experience thus gained, the Faculty would decide next fall what it wanted to do about this matter in the future.

The Committee’s recommendation is as follows.

Classes for the second semester, 1961-62, will end May 19, and Comprehensive Examinations will be given on May 21, 22, 23, and 24, as scheduled on the College Calendar. Students may elect to take final examinations at any of the following times: 2 P.M., May 23, 24; 9 A.M. or 2 P.M., May 25, 26, 27, 28, 29, 30, 31, June 1, 2, except that in a course or section of a course which requires reading of more than 200 pages examinations by any single professor, all students in that course or section must elect to take that examination not later than May 25, 26, 27, 28, 29, 30, 31, June 1, 2.

Each student will obtain from the Registrar’s Office one envelope for each course in which he is to take a final examination. On the outside of each envelope he will place his name, the name and number of the course, the name of the instructor in the course, and the day and time at which he intends to take the examination. Not later than May 15, he will give one such envelope to the instructor in each of his courses which has a final examination. Professors will place examination questions in the envelopes, and turn them in to the Registrar’s Office not later than noon, May 21.

Each student will also submit to the Registrar’s Office, not later than May 15, the same information on a card to be supplied by the Registrar. (If any student fails to meet these deadlines, the Registrar will arrange his examination schedule.)

The envelopes with examination questions in them will be sorted according to the days when the examinations are to be taken. Fifty minutes before the hour in which any examination is scheduled to begin, members of a special Students’ Council Committee will distribute the sealed envelopes to the students who are to take them. The exams will be distributed at several different places (for example, students A to H in Chase, I to S in Hilles, etc.). Each student will pick up his examination at the proper place, and complete it somewhere in that building. Three hours later the completed examinations will be returned to the same Committee member at the same place. The Committee man will then check to be sure that all examinations and all question sheets have been returned in the original envelope. This material will then be taken immediately to the Registrar’s Office, where the envelopes will be arranged according to course, and kept until called for by the professor.
Even with the highest degree of cooperation on the part of the Faculty, this system will not work unless the students do their part. Clearly the greatest danger, as far as the Honor System is concerned, comes from the possibility of accident. There should be no discussion whatever by 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.

Failure of students to do their part in signing up for the examinations in advance and, of course, in taking the examinations at the appropriate time, would also cause this system to collapse.

As far as the Faculty are concerned, the principal burdens will be two in number: (1) the necessity of having final examinations ready well before the beginning of the final examination period, and (2) the necessity of waiting until the end of the examination period to obtain all the examination papers. For faculty members who don't mind marking papers as they dribble in, this will be no problem, but for those who prefer to have all papers in hand before beginning to read any, this system will make things more difficult. However, under the calendar suggested, all examinations would be completed six days before Commencement, so that the deadline for submitting grades should not be too difficult to meet.

Alfred Diamant
Irving Finger
John A. Lester, Jr.
William E. Cadbury, Jr.
Kaverji College
Curriculum Committee

Report to the Faculty Meeting of April 19, 1962

1. For information:
   An interdepartmental course in Linguistics with principal emphasis on methods of linguistic analysis, particularly those developed in American structural linguistics, will be taught by Professor William Z. Shetter at Bryn Mawr in the fall semester of 1962-1963. A working knowledge of some language other than English is essential. The course is open to juniors and seniors.

2. Department of History.
   We recommend the following action:
   4. Approve for one year: History 41-42 Seminar in American History. Mr. Dudden. Selected readings and study projects in American social, economic, and intellectual history of the late 19th and 20th centuries. Open to juniors and seniors who have had one year of American History or with consent of the instructor."

3. Department of Philosophy.
   For information:
   1. Philosophy 29(b) Some Aspects of Religious Life and Literature Since the Reformation was not taught in 1960-61 nor in 1961-1962. College policy is to drop automatically any course not offered for two consecutive years unless specific provision for its retention is made. The Philosophy Department and Professor Steere both approve permanent dropping.
   2. Philosophy 34 Recent and Contemporary Philosophy is being revised to become Recent and Contemporary Philosophical Problems. Mr. Kosman. A particular topic will be announced for each year. Topic for 1962-63: basic problems concerning empirical knowledge and their relation to the philosophical theory of perception.

For action:

4. Department of Physics.
   Discussions of the relations between the Mathematics and Physics departments are being continued. Permanent approval of a Physics curriculum must await the appointment of a department chairman, but for next year, the department needs to continue the Thermodynamics course (Physics 27) which was approved last year for one year. Our last report to the Faculty recommended continuation of it as Physics 47 Thermodynamics and Statistical Mechanics "Equations of state and the laws of thermodynamics; applications of thermodynamic concepts; statistical consideration in mechanical and electrical systems; kinetic theory of gases. Prerequisites: Physics 15, 16 or consent of the instructor."
   Continuation in this form for one year is requested.
5. Department of Psychology

The Committee Recommends the following changes in the program in Psychology. They constitute the second phase of curricular change resulting from the expansion of the Psychology Department from two to three men.


2. Change Psychology 27, Social Psychology (also called Sociology 27) to a freshman course Psychology 12 (also called Sociology 12), retaining the same title.

3. Change Psychology 29, Theories of Personality, to a freshman course Psychology 16, retaining the same title.

4. Drop Psychology 25, Principles of Motivation, and replace with Psychology 34 below (6).

5. Add Psychology 25, Analysis of Animal Behavior, three class hours and laboratory. "The course covers basic behavioral processes and problems that can be brought under experimental control and studied systematically at the animal level. These include: appetitive conditioning and primary and secondary reinforcement, temporal and stimulus discrimination, response differentiation and patterning, effects of various types of reinforcement schedules, aversive conditioning, and motivational factors. In the laboratory these processes and problems will be studied with the aid of automatic programing equipment. Prerequisite: Psychology 11."

6. Add a new course Psychology 34, Personality Assessment and Change in place of the Principles of Motivation Course above. 2 class hours and field work. "The seminar will emphasize basic theoretical and statistical issues involved in personality assessment procedures, the methodological problems in assessing personality change, and a systematic introduction to the theories and contemporary research about personality disorders. The fieldwork will offer closely supervised training in observational procedures, participation in the various services of a psychological facility, and discussions with the psychological and other professional staffs. Requirements: Psychology 16 and the consent of the instructor.

Notes: This course will consist of a two-hour seminar at the College each week and field work in cooperation with the Eastern Pennsylvania Psychiatric Institute which has set up a program of conferences with staff and work with patients especially for this course. The students will be very carefully screened before being admitted to the course.
7. Approve permanently Psychology 32, Communication, Propaganda and Attitude change. This was approved for one year last year, as Psychology 10.

8. Continue listing Psychology 35, 36, Contemporary Issues in Psychology although circumstances have not made it possible to offer the course in 1961-62 or 1962-63, which would ordinarily mean its removal from the catalogue.

9. Add Psychology 62, Senior Seminar. "The course is organized around each student's concentration program and has as its purpose the development in some depth of an understanding of the relation and contribution of Psychology to some problem area of mutual concern to the psychologist and the humanist, social scientist, or natural scientist. Each student will write a major paper on a psychological topic that requires him to make use of knowledge of both psychology and another field."

10. The department believes that this seminar (Psychology 62) would be better if it followed the synthesis of his knowledge which the student is asked to make in Psychology 100. The Committee therefore recommends that the Psychology Department be allowed, as an experiment, to give Psychology 100 in the first, rather than second, term of the senior year in 1963-64 and in 1964-65. Next year's seniors will still be operating under the present department requirements, so that the experiment could not begin until 1963-64. We believe it should be tried for at least two years and if successful the department may request its permanent approval.

For information:

The revisions of the program in Psychology include the following changes which by precedent do not require Faculty approval, but are listed here for information.

1. Psychology 12, Introductory Psychology will be moved to the fall term and numbered 11. On completing it a student who wishes to continue in psychology will have a choice of three courses open to him, (see list below). Introductory Sociology will remain a fall term course; students completing it and wishing to continue work in the general subject will normally enroll in the spring term in Social Psychology, which will be listed as Psychology-Sociology 12.

2. As at present, Introductory Psychology, Social Psychology, and Communication, Propaganda, and Attitude Change will be acceptable as courses in Sociology toward fulfillment of the limited elective requirement, but other courses in Psychology will not count toward any limited elective requirements and it will not be possible to fulfill social science limited elective requirements solely in Psychology and Sociology.
3. The requirements for the major in Psychology will be 11, 12, 14 or 25, 16, 21, 39, 62, 100 and four or more related courses. This is a total of 12 courses which is about the same magnitude of specialization demanded by most departments.

List of Psychology Courses
if the program is approved as recommended

11 Introductory Psychology - Staff
12 (also called Sociology 12) Social Psychology - Mr. Perloe.
14 Learning - Mr. Heise.
16 Theories of Personality - Mr. Heath
21 Principles of Perception and Judgment - Mr. Perloe.
23 (Next year as 23b) Developmental Psychology - Mr. Heath.
34 (Repeated each spring as 31b) Personality Assessment and Change - Mr. Heath.
39 Communication, Propaganda, and Attitude Change - Mr. Perloe.
38 Psychological Theory - Mr. Heise.
51, 52 Research Topics in Psychology - Staff.
62 Senior Seminar - Staff.
81, 82 Projects in Psychology - Staff.
TUITION GRANT PROGRAM

Adopted by the Board of Managers on March 30, 1962

Haverford College will make tuition grants for financially dependent children and legally adopted children of:

1. Faculty and administrative officers employed full time by Haverford College; and

2. Such other members of the faculty and administrative staff as may be recommended by the President and approved by the Board of Managers, on the following basis:

a. The child for whose benefit the grant is made must be attending, or about to attend an accredited undergraduate college on a full-time basis and must be in good standing.

b. The grant shall be equivalent to two-thirds of the excess of the tuition alone (not board and room) over the available scholarship aid at the college attended, but shall not exceed two-thirds of the then current tuition at Haverford College.

c. Any grant for the benefit of a child of a part-time faculty or administrative staff member shall be prorated in accordance with the time such member is employed by the college.

d. The grants will be transmitted by Haverford College to the college in which the child is enrolled to be applied against the tuition charge in accordance with the normal billing procedure of the college. In no case will the grant be disbursed to the student for personal use.

e. The grants will be limited to the normal four years of undergraduate work.

f. In case of unusual circumstances the President shall have the power to make appropriate adjustments.

This plan may be changed or discontinued at any time by action of the Board of Managers of Haverford College.
Report of the Special Advisors to Outstanding Students

We have been meeting regularly with small groups and would like the Faculty to know about some general problems which have been brought to our attention by outstanding students in all four classes.

1. A number of students feel that too often they are confronted with tests, reading assignments, and papers on very short notice, especially in those courses where no syllabus is available indicating the distribution of work throughout the semester. Even in courses where a syllabus is distributed, tests or additional requirements are sometimes announced with very little warning. We urge the Faculty to make syllabi available at the beginning of the semester whenever possible, listing assigned work, dates for tests, and deadlines for written assignments. Modifications of the listed dates and requirements should be announced well in advance.

2. A number of students apparently feel that graded tests and corrected papers should be returned with the grade or comments recorded on an inside page of the exam book or paper to insure privacy of grade and evaluation.

3. There was general agreement among students interviewed that it is almost impossible to study in some of the dormitories, especially in Barclay. We realize that new dormitories, by relieving crowding in present facilities, will provide the best remedy and we urge the College to proceed immediately with plans for a new dormitory. In the meantime some temporary steps were suggested and we will try to find ways to improve conditions for study:

   a. the possibility of keeping the Library open to midnight has been discussed with the Librarian.

   b. we urge that rooms in Chase and Sharpless be made available for additional evenings and/or longer hours.

   c. the possibility should be investigated of building study cubicles in the basement of Barclay and/or some other buildings.

Alfred Diamant
Louis Green
George Kennedy
President Borton opened the meeting and turned it over to the College Plan Committee for discussion of the report (Annex I) that they had circulated. Members at the Committee gave further explanations of various points in the report. From the discussion it became clear that there was general approval of the principle of moderate expansion of the College by those faculty members present; some of the specific details and emphases of the report were questioned. It was recommended that individual departments be consulted on their plans and objectives in the case of possible College expansion.

John Davison
Secretary
Expansion, General Considerations
(report of College Plan Committee)

The decision as to whether Haverford College should expand or remain at its present size is important and difficult to make. There are arguments which favor expansion and others which do not. Whichever decision is made, there will be long enduring consequences with which the Board of Managers and the faculty will have to deal. The alumni and the undergraduates are also concerned but not at the same level of action or with the same day-to-day involvement.

The authority to make the decision lies with the Board, but the faculty can be helpful in emphasizing various points which should be taken into consideration. In the latter connection it seems desirable for the faculty to present to the Board a statement which discusses in broad outline, faculty thinking about some of the educational aspects of expansion.

The objective of the College is to make a group of persons who are potentially an extremely effective part of the population into individuals who are mentally and morally equipped to improve and enrich our society. We regard this type of training as the best we can offer to a man, no matter whether he plans to enter business, teaching, or one of the other professions. In short, we have faith in the great tradition of liberal arts education.

It is clear that the larger the group which the College can train the greater will be the contribution of the College to society. On the other hand, it is also clear that increasing the quantity of a product sometimes involves decreasing the quality. By tradition, Haverford has for many years felt that its contribution should be on the side of quality. The present administration, faculty, undergraduates and alumni share this concern for quality and are continually striving for improvement. The image of Haverford which is abroad in the popular mind is also one of an institution of high quality. Probably no single move would be more damaging to the morale of the College community and the alumni than an announcement of a plan of action which would appear to reduce the quality of the educational offerings of the College. It may well be true that our sources of outside support would also be disappointed to see a step down in quality rather than the step up, which they might by Haverford tradition more plausibly expect.

Our concern for quality is not necessarily inconsistent with a concern for greater quantity as well. There are a number of institutions in the country which are larger than Haverford, in some cases six or eight times as large, and which have a comparable concern for quality. Furthermore there is evidence that the quality itself of Haverford's education could be improved if there were a substantially larger, more diverse and more specialized faculty. It seems clear that 80 percent of Haverford's faculty favor expansion in their own fields.
Reasons vary—the need for greater breadth of program; the need for greater student-faculty continuity, given leaves of absence; the problem of having to teach too many different fields; the need for greater diversity of approach, etc. Expansion could take place, department by department, in a way suited to each department's needs. Some may see fit to diversify offerings, some to maintain present offerings while deepening individual work with students, etc. The reason does not matter so long as there is improvement, rather than duplication, unnecessarily narrow specialization, or further proliferation of upperclass courses with, say, less than six students enrolled.

If it is in fact true that both quantity and quality can be simultaneously improved, then it would be difficult to defend the position that the College should remain as it is. If an increase in quantity meant a decrease in quality, none of us would want the College to grow. It therefore appears that any expansion which is undertaken should be made in such a manner as to improve our effectiveness as a center where the able student under the guidance of a fine faculty develops his sense of social responsibility and "the sharp cutting edge of his intellect."

To achieve education of high quality, the raw material must itself be good; therefore any expansion should not exceed the available supply of mature and intellectually effective students. Initially the level of those admitted to the College should be that of our most recent classes. If the quality of the high schools continues to improve and if the maturity of their graduates increases, it may become wise or necessary to raise the mental and moral requirements for entrance to the College.

Unfortunately no one knows a sure way of instilling a sense of social responsibility into young people. However, it appears to help if they can be in an environment which allows for recognition of the value of the individual. For such recognition it is important that the social units should be small. Therefore any expansion should proceed by the construction of "colleges," each of which should be virtually complete within itself except for the strictly academic activities. Each should contain a room for meeting, a dining room, a small assembly hall with a simple stage, a combined browsing room and small library, and some limited indoor and outdoor space for athletics and other recreations. There would be only one college newspaper and probably only one student council, but music and drama and most other extracurricular activities would take place at both the single college and the all-college level. Any expansion in number of students should not exceed the rate at which accommodations can be built. Work on any new college should be started at once and when completed, it should take about 100 students from the present dormitories.

The ability and interest of the faculty are crucial in offering education of high quality. The faculty member must be interested in devoting a substantial portion of his energy to teaching, but if he is to develop in the student "the sharp cutting edge of the intellect," he must also be actively engaged in the pursuit of his subject. In the humanities, this means that he must be active as a creative artist, a critic, or in research; in the social sciences, he must be active in government or other public or social service at the local, state, national, or international level as a resource person, or else he must be a research scholar; in the natural sciences, he must pursue research. Given an able and interested faculty, it must be sufficiently numerous so that each student can be required to pursue on his own but with faculty guidance some limited problem of the kind the faculty itself pursues. The purpose of this
requirement is to stimulate the intellectual involvement with the subject matter which we regard as crucial to the best undergraduate training. Any expansion in the number of students must not exceed the rate at which one can obtain an adequate number of able and interested faculty members.

It is impossible to say what is the minimum number of faculty members required to give the quality of education which we wish to offer. It is true that those institutions with which we compete for students because of their excellent programs have low student-faculty ratios. It appears that during any expansion a safe procedure in deciding when to add members to the faculty would be to give great weight to the opinions of faculty members as to the desirable size of courses and sections in which those faculty members are involved.

The above conditions can be summarized as follows:
1) expansion should not exceed the available supply of mature and intellectually effective students,
2) expansion should take place by the building of new "colleges" and should not exceed the rate at which such accommodations can be built,
3) expansion should not exceed the rate at which one can obtain an adequate number of able and interested faculty members,
4) in making the decision as to what constitutes an adequate number of faculty members in a given department, the opinions of those already in the department should be given great weight.

If these conditions can be met, then it is the belief of the faculty that expansion could be undertaken with the expectation that the quality of Haverford education would be improved. Even so, an expansion plan should be such that, upon appraisal of achievements to any date, revisions and improvements can be incorporated. As stated above if the quantity can be increased and the quality can be simultaneously improved, it is difficult to see why the College should remain as it is. Therefore the faculty feels that expansion subject to the above conditions is desirable.
Faculty of Haverford College

Regular Meeting
President Borton presiding

May 17, 1962
11:05 A.M.

Minute 1. The minutes of the meeting of April 19 were approved as amended.

Minute 2. Dean Cadbury reported for the Academic Council. An administrative post probably to be entitled "Director of Student Affairs" is to be established. A committee consisting of Dean Cadbury, Ambler, Heath, and Quinn was appointed to look for a man to fill it.

The Non-Science Needs Committee's report (Annex I will be used as a guide in future planning by the administration. The committee will be continued on a stand-by basis.

The College Plan Committee is to be continued, with new members chosen by the next Council.

It is proposed that the sentence: "In place of options 3 or 4 ... six semesters of service," in Section I, Paragraph 11(a) (as recently revised) of "Information for Members of the Faculty" be deleted. The new Council will decide definitely on this question.

Minute 3. The Admissions Committee (Walter) called attention to their recent announcement giving details as to how faculty members might help in interviewing student counselors in secondary schools. (Annex II)

Minute 4. The Foreign Language Committee (Diamant) asked for Faculty approval that the committee be continued next year, working in close cooperation with the Curriculum and College Program Committee. This was granted.

Minute 5. An election for a faculty representative to the Board to replace Frank Parker was held, in accordance with the procedure adopted in May, 1959. Wallace MacCaffrey was elected representative. Howard Teaf and Cletus Oakley were elected first and second alternates, respectively. It was agreed by unanimous consent that, since Wallace MacCaffrey cannot be present at the meeting of the Academic Council at which next year's committees will be chosen, the first alternate (Teaf) will replace him on this one particular occasion.

Minute 6. Elections were scheduled for representatives, on the Academic Council, of the Humanities and Social Science Divisions.

Meeting adjourned: 12:15 P.M.

John Davison
Secretary
A college is, above all things, teachers and students; and its essential activities are teaching and learning. For learning to occur and teaching to be effective adequate facilities are essential.

The College has developed its physical plant through a series of ad hoc arrangements made necessary by the slow and gradual addition of new facilities and the unpredictable needs of the several disciplines. A more coherent program for the use of building space and the provision of other facilities is now in order for two reasons. First, the erection of a new structure to house the physical sciences and mathematics will not only relieve the crowding of those departments but also make available a substantial amount of space for the other divisions of the College. Second, the possibility of some expansion of the student body and of the faculty calls for long-range planning.

From recent reports to the faculty by the Optimum Plan Committee, the Curriculum Committee, and from replies to this Committee's questionnaire, the ideal situation for Haverford seems to be one which would:

1) allow for maximum attention to the student as an individual;
2) provide ample facilities for both the academic and social life of students and faculty alike;
3) maintain fruitful interaction among the various disciplines;
4) make special materials (audio-visual, etc.) conveniently available to those who desire to use them in their teaching;
5) avoid duplication of facilities wherever possible.

In the light of these principles, and taking into account the disparity between existing facilities and the expressed needs of the humanities and social science divisions, we make the following recommendations:

I. CLASS ROOMS

The most clearly felt need, and the desire most consistently assigned first priority, is for more seminar-type classrooms. Most of the faculty seems to prefer rooms with large tables and chairs arranged as in Chase 1 and 2. In the following recommendations, "seminar rooms" refers to rooms equipped with a large table and chairs, seating up to 25 students. By "class rooms" we refer to the conventionally arranged small lecture rooms seating less than 50 students. "Lecture rooms" are defined as rooms accommodating large lecture groups, with a minimum capacity of 50 students.

Recommendations:

1. Given the present size of the College and the present distribution of courses in the non-science departments, there should be regularly available to the humanities and social science divisions at least thirteen seminar rooms and five class rooms, not counting those planned for remodeled Sharpless, the new science building and the music building. Any increase in the size of the student body should be accompanied by an approximately proportional increase in the number of such rooms available. The need for large lecture rooms is less urgent, and there will probably be more than enough rooms for large lecture courses of varying size when the science building is finished assuming that the College continues to favor small classes.
2. All seminar and other class rooms should be designed so that audio-visual materials can be used there. This would mean simple blackout shades and electrical outlets for record players and projectors. All class rooms should have adjustable hooks for hanging maps and charts.

3. It is likely that a certain number of class rooms and seminar rooms will be equipped with special facilities for the regular use of one or another department. It ought to be understood that any rooms set up for the regular use of one department will be available for courses in other departments when they are not scheduled for use by the department for which they were equipped.

II. FACULTY OFFICES AND SERVICES

Opinion regarding the location and grouping of offices presented the Committee with an insoluble paradox. Most departments want to be located in one place, and yet have the advantage of proximity to teachers in other disciplines. Without commenting on the intellectual advantage (if any) to be gained from mixing the disciplines by mixing faculty offices, our recommendations in this instance envision the continuance of an unplanned system with a few general suggestions on policy.

Too much faculty time is presently devoted to routine secretarial duties. One department assigned first priority to its need for improved secretarial services, other departments mentioned it as a clear need. The problem generally is one of finding some means of relieving the faculty from the busy work involved in making out book orders, writing routine letters and the like.

Recommendations:

1. Given the present size of the faculty, there should be a total of 34 offices (minimum) for the humanities and social science divisions excluding music, drama and psychology. In addition the College should provide three or four offices beyond the minimum need of the faculty so that visitors or replacement faculty can be accommodated without necessarily displacing a man on leave who remains at the College.

2. No conscious attempt should be made to group faculty offices by division or department unless this is obviously desirable (as in the case of psychology, where proximity to laboratories is an important consideration). Decisions on specific office assignments should be made by an academic official of the College, not by the Business Office.

3. If a language workshop is set up, those faculty members who wish to use these facilities regularly should be given offices where they have convenient access to it if they wish.

4. Members of the English Department should have offices that are adequate for teaching tutorial sections. It is essential that each office be large enough to enable four or five students plus their instructor to sit in some comfort, and sufficiently soundproofed so that persons in neighboring offices will not be disturbed by the tutorial.

5. The nature of the facilities offered by the secretarial center should be more widely publicized. A description of the office and the kind of work it is
prepared to do might be generally circulated among the faculty.

6. Since the small departments characteristic of Haverford make it impossible
to provide each department with its own secretarial services, the College might
well work out plans for some sort of departmental assistantships by means of
which each department could count, each year, on the assistance of a qualified
student who could do some of the time-consuming work involved in checking book
catalogs and the like.

III. STUDENT FACILITIES

Discussion of facilities for students has ranged widely, concerning dormi-
tory space, dining and study facilities. It is a subject which demands more
detailed consideration than this committee can devote to it, and there are other
groups of the faculty more intimately concerned.

Recommendations:

1. That the College continue its policy of integrating the fine arts more
closely into the academic program and provide more facilities for art, music,
and drama. If more adequate studios, a poetry room and the like existed, they
would probably be used to advantage.

2. That attention be given to improving the study conditions in the
library, particularly the central reading room and the south wing.

IV. LANGUAGE WORKSHOP

While opinions concerning the value and utility of mechanical aids in
language teaching vary widely, it is clear from the replies to our questionnaire
that a substantial majority of the faculty who teach languages believe some sort
of workshop to be desirable.

Recommendations:

1. A language workshop should be established, at least on a modest basis,
providing sufficient equipment for those departments concerned to use efficiently
and effectively.

2. Since the type of equipment needed for a language workshop and the
supervision necessary resemble in most respects facilities requested by other
departments, the committee recommends the incorporation of the language workshop
into a more generally useful facility where a greater variety of audio-visual
aids can be made conveniently available to any of the faculty desiring to use
them in their teaching.

3. The committee on Foreign Language Teaching, which is concerned also
with the question of a language workshop, should be consulted when equipment is
purchased.

4. The language workshop should be centralized so that equipment can be
supervised properly.
V. DEPARTMENTAL SEMINAR AND WORK ROOMS

Virtually every response to our questionnaire mentioned a desire for seminar libraries where courses could be taught in the midst of a variety of reference works and source books. Some envision a special room in the library itself where all books on a particular subject would be kept, others suggest that specific rooms be stocked with standard reference works or special materials relevant to the subject to be taught there.

Recommendations:

1. If class rooms are set up for preferential use by one department and equipped with relevant reference works, we recommend that such books be duplicates of library holdings wherever possible, and that they be the property and responsibility of the department concerned, not of the college library. The library is the main resource of the whole college, and anything which is done which reduces its efficiency or interferes with its general program is undesirable.

2. If such seminar libraries are established, the departments concerned should work out systems governing their use. Rules should be clear cut and enforceable.

3. Space should be allocated to providing workrooms for those departments in the social sciences or humanities (especially economics) that request it. In assigning such space, the need for classrooms and offices should have priority.

VI. LYMAN BEECHER HALL

The Committee, realizing that it is not a board of architects, humbly advances the following suggestions for use of Lyman Beecher Hall (old Chemistry Building):

1. That the three laboratories at the south end of the building, being separated by a continuation of the corridor to the new fire tower, be redesigned to provide six seminar-type rooms.

2. That the large lecture room be kept as a lecture hall, but equipped with new seats, and, if possible, with some means of ventilation.

3. That the large laboratory on the ground floor (east side) be considered as a possible location for the language workshop.

4. That the architects be consulted concerning the remaining space and its suitability for offices, seminar- and classrooms, and that this, or a similar committee of the faculty be consulted before final plans are accepted.

VII. MISCELLANEOUS RECOMMENDATIONS

The following concern specific issues which some members of the faculty have brought to the attention of the Committee. They are not grouped by priority, nor do they exhaust the possibilities for improving changes which might be wrought.

1. Extension, central location of faculty social rooms, mail boxes and dining facilities.
2. Faculty mail boxes should be so arranged that mail and papers can be put into them without going through the mail room, but removed only by unlocking boxes.

3. Some solution should be found to the problem of finding sustenance during the break in long afternoon seminars. If it is not desirable to have coffee-making equipment in seminar rooms, then perhaps coffee machines might be an answer.

4. Extending cooperation with Bryn Mawr College will make necessary the establishment of some sort of regular transportation between the two colleges.

5. Cooperation with Bryn Mawr may dissolve in a wave of embarrassment unless more adequate toilet facilities are provided for women.
To the Faculty:

The admissions officers of the College are able each year to visit only a limited number of high schools in their program to inform faculty counselors and students of the educational opportunities at Haverford. The procedure described below has been set up by the Admissions Committee in response to interest expressed by the faculty at its October meeting, in order to provide a convenient means for members of the faculty to contribute to this program during the course of trips which would be undertaken for other purposes. Participation of the individual faculty member will be at his own initiative.

1. When a faculty member plans to travel to another city, and is willing to take the time to visit one or more high schools there, he should inform the Admissions Office of his plans. That office will keep records of visits made in order to avoid duplication of visits to individual schools.

2. The Admissions Office will correspond with the schools to be visited to arrange appointments with the appropriate guidance people. Experience has shown that visits made without prior arrangement tend to do more harm than good by interrupting the routine of the school visited, if the appropriate people can be reached at all. The Admissions Office will furnish appropriate materials (catalogues, announcements to candidates for admission, a statement summarizing the information usually requested by guidance counselors, report forms, and so on) and the names of people on whom the Haverford faculty member should call.

3. After the faculty member makes his calls, he should report the school, the persons, and the time of the visit to the Admissions Office on a simple form, which will also provide space for his comments on the school.

4. The Admissions Office will set aside limited funds with which to reimburse the faculty member for extra expenses incurred for accommodations, transportation, and so on in connection with his visit. Travel expenses to the city visited will not be reimbursed.

This program will be undertaken on a trial basis, and a decision to continue it indefinitely will be made after evaluation of the results during the trial period. The Chairman of the Admissions Committee will remind the faculty of this program at the beginning of each semester during the trial period.

W. W. Ambler
A. MacIntosh
E. S. Rose
R. I. Walter, Chairman

May 16, 1962
Minute 1. The minutes of the meeting of May 17 were approved as amended.

Minute 2. Dean Cadbury reported for the Academic Council. Two divisions held elections for divisional representatives to the Council. In the Humanities Division, Douglas Steere was elected, with Marcel Gutwirth elected as alternate to replace him if necessary in the initial meetings of the new Council. (At the second of two meetings Gutwirth did replace Steere.) In the Social Science Division, Howard Teaf was elected representative, with Holland Hunter chosen to replace him as alternate in the initial meetings.

In the initial meetings mentioned above, standing committees for 1962-63 were chosen. (See Annex I.)

The Council asked and received Faculty approval of the continuation of the Biology ad hoc committee during the summer, with Alfred Diamant replacing Bradford Cook as chairman during this period.

Minute 3. The Faculty expressed approval of the Report of the Committee on the Academic Council (Annex II), and thanked the members of the Committee, recommending that the Report be sent to the new Council as an advice.

Minute 4. The Honors, Prizes, and Fellowships Committee (Selove) recommended the conferring of College Honors on those students found worthy. Of two candidates for summa cum laude and eight for magna cum laude that were examined, Philip Musgrove was recommended for summa cum laude and J. Cooper, Lippard, Warfield, and Waite for magna cum laude. The Faculty approved the conferring of the recommended Honors, with thanks to members of the Committee.

Minute 5. The Faculty Representative to the Board (Bell) reported that William E. Sheppard, '36, has been appointed Director of Alumni Affairs (on a half-time basis to begin with) on recommendation of an ad hoc committee consisting of Baker, Dean Cadbury, Hunter, and Kane, working in cooperation with the Alumni Association. It was suggested that the Faculty take every opportunity to help William Sheppard in building up his program.

It was also reported that the Haverford News would probably no longer carry alumni news, and would go on to a subscription basis for alumni, with a separate vehicle to be found for the alumni news.

Minute 6. The Faculty approved the granting of the appropriate degrees to the graduating class of 1962.

Meeting adjourned: 9:33 A.M.

John Davison
Secretary
HAVERFORD COLLEGE  
Haverford, Penna.

COMMITTEE ASSIGNMENTS, 1962-63.

STANDING COMMITTEES OF THE FACULTY.

ACADEMIC STANDING: Quinn, Heise, Brooks, Docherty.

ADMISSIONS: Walter, Hare, Thompson.

ARTS & SERVICE: Hetzel, Davison.

CURRICULUM & COLLEGE PROGRAM: Lester, Loewy, Selove, Perloe, Spiegler.

FACULTY COMPENSATION: Gutwirth, Oakley, Teaf, Cadbury, Desjardins.

FACULTY RESEARCH & STUDY: H. Comfort, Cook, Oakley, Diamant.

HONORS, FELLOWSHIPS, & PRIZES: Ashmead, Diamant, Finger, Showalter.

LIBRARY: Spielman, Smolensky, Husemoller, Asensio, plus Thompson, ex officio.

PHILIPS PROGRAM:* Pfund, Benham, MacCaffrey, Cary, plus the Librarian, Thompson, and Chairman of the Library Committee, Spielman, ex officio.

*Note: The title of the Philips Program Committee is to be changed to Committee on the Philips Program, Rhodes Fund, and Distinguished Visiting

SPECIAL COMMITTEES.

COMPUTER COMMITTEE: Heath, Bell, Holmes

NON-SCIENCE NEEDS COMMITTEE: Diamant, Reese, Sargent, Rose.

THREE-COLLEGE LIAISON COMMITTEE: Dunathan, Kennedy.

(Members of the College Plan Committee, the Advisers to Special Students, and the Committee on Foreign Language Instruction will be appointed in the fall.)

Faculty Representatives to the Board: Messrs. MacCaffrey, Bell. Alternates: Messrs. Teaf, Oakley.


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TERMS OF REFERENCE OF STANDING COMMITTEES OF THE FACULTY.

Note: Exceptions are possible, but Faculty Committees will usually be of the size indicated.

TERMS OF REFERENCE FOR THE COMMITTEE ON ACADEMIC STANDING:

The Committee on Academic Standing consists of three members of the Faculty, plus President Barton and Vice-President MacIntosh, ex officio. In addition, the Dean and the Freshman Adviser must be present and consulted at all meetings at which student records are under consideration. Whenever such consultation might be relevant, the Committee should consult with Forrest Comfort and, where the need is indicated, with the psychiatrist. Whenever possible there should be representation at Academic Standing Committee meetings from the Admissions Office. The Committee reviews students' records at intervals, and has authority to drop students from College or to set requirements for additional work, in cases where students' work is unsatisfactory. The Committee also judges petitions for permission to assume heavier or lighter course loads than normal, and other similar requests dealing with the standing of the student at the College. The Committee is empowered to act on requests for exceptions to any of the academic regulations. More detailed statements of the principles guiding the operation of the Committee are in the Committee's files.

TERMS OF REFERENCE OF THE COMMITTEE ON ADMISSIONS:

The Admissions Committee normally consists of three Faculty members, plus the President and Vice-President MacIntosh, ex officio. This Committee is responsible for establishing and maintaining, with the help of the Directors of Admissions, current admissions' policies (but the Committee as such does not administer the policy). In such policy making, the Committee acts as the official organ of the Faculty, so that current policy may reasonably be regarded as the College position. The Committee is responsible for keeping the Faculty intelligently informed on programs and processes of admissions. Details of the Committee's operations are as outlined in Part II of the report of the Committee to the Academic Council dated June 11, 1960.

TERMS OF REFERENCE OF THE COMMITTEE ON ARTS AND SERVICE:

The Committee on Arts and Service normally consists of two Faculty members, plus the President and Vice-President MacIntosh, ex officio. The Chairman should have had previous service on the Committee. The functions of the Committee are: (1) to review the program from time to time in its broader aspects and, as the way opens, to propose to the Faculty changes in philosophy or offerings or operation; (2) to administer the program in all its details. To facilitate administration of the program, the Chairman maintains in the Committee files a systematic check list of his duties. This list will, therefore, always be available to subsequent chairmen.

TERMS OF REFERENCE OF THE COMMITTEE ON CURRICULUM AND COLLEGE PROGRAM:

(This statement is not yet ready.)

TERMS OF REFERENCE FOR THE COMMITTEE ON FACULTY COMPENSATION AND MEDICAL PLANS:

This Committee consists of four Faculty members, plus the President and Vice-President MacIntosh, ex officio. Fundamentally, the Committee has two functions: (1) to investigate and make recommendations on Faculty compensation,
including all types of fringe benefits, such as pensions, insurance, disability, housing, and the like. More broadly, Faculty compensation may be interpreted as covering the whole range of considerations which may make a teacher interested in coming to and remaining at Haverford. Thus the Committee may wish from time to time to make recommendations to the Academic Council, rather than to the Faculty on matters not strictly in their purview, such as those relating to sabbatic leave, research funds, and the like, if it is deemed these have an important bearing on the Faculty. The Academic Council may act on such recommendations, or refer them elsewhere. (2) To administer medical plans for the Faculty. (A) A subcommittee of three members of this Committee serves as the Administrative Committee for the Medical Expense Reimbursement Plan; its duties are spelled out in the official statement of that Plan. (B) This subcommittee also administers a program for clinical medical care for the Faculty.

TERMS OF REFERENCE FOR THE COMMITTEE ON FACULTY RESEARCH AND STUDY:

This Committee consists of four Faculty members (one from each division plus a Chairman), plus the President and Vice-President MacIntosh, ex officio. The function of this Committee is to administer funds made available by the Board of Managers for Faculty research and/or study, and any other funds which may be made available from other sources for these purposes. Details of the principles governing allocation of funds are included in the Committee's files.

TERMS OF REFERENCE OF THE COMMITTEE ON HONORS, FELLOWSHIPS AND PRIZES:

This Committee consists of four Faculty members, plus the President and Vice-President MacIntosh, ex officio. The Committee is responsible for making arrangements for and conducting examinations for College honors, and making recommendations to the Faculty for the award of such honors. The Committee reviews from time to time general College policy with regard to the award of Honors - departmental Honors and Honorable Mention, as well as College Honors - and makes recommendations to the Faculty for any changes. The Committee is responsible for preparing and making available to those interested a list each fall of important Scholarships and Fellowships for which our graduates might be eligible. The Committee is responsible for the recommendation of candidates for the Clementine Cope Fellowships and the T. Wistar Brown Graduate Fellowships. The Chairman is responsible for the program of studies of the T. Wistar Brown fellows, or he may delegate such responsibility to another Faculty member as appropriate. The Committee is responsible for administering prizes awarded to students. Such administration includes calling attention of students to the various prizes, reminding various Faculty members of their responsibilities for specific prizes, and, for some prizes, making decisions about awards.

TERMS OF REFERENCE OF THE LIBRARY COMMITTEE:

This Committee consists of three Faculty members, plus the Librarian, plus the President and Vice-President MacIntosh, ex officio. The duties of this Committee are (1) to provide a lead in formulating Faculty views on general Library policy, to transmit these views to the Administration of the College; (2) to provide a source of encouragement and advice to the Librarian on matters affecting Library operation; (3) periodically to assess the Library's needs in the light of a changing curriculum; (4) to determine the budget for book and periodical purchases by the various departments; (5) the Chairman of the Committee and the Librarian, in their capacities as ex officio members of the Philips Program Committee, help to determine the allocation of funds for the purchase of rare books and periodicals.
Note: The title of this Committee, and its duties, will have to be changed to provide for administration of funds recently received for the Humanities.

In addition to the President and Vice-President MacIntosh, ex officio, the Philips Program Committee consists of three Faculty members, and, ex officio, the Librarian and the Chairman of the Library Committee. (1) The Philips Program Committee recommends to the President, subject to Faculty approval, the proportionate amounts of the Philips Funds which should be allotted during the coming academic year to each of the three categories: Visitors, Library periodicals, and Rare Books. These recommendations should be at the disposal of the President as he prepares the College Budget for the following year. (2) The Philips Program Committee (exclusive of the Librarian and the Chairman of the Library Committee) receives all proposals for Philips visitors. It is the function of the Committee to see to it that nominees fall within the terms of the Philips' bequest as being "distinguished statesmen and scientists", and that they will make a contribution to the life of the College in the light of its curriculum and educational philosophy. The Committee reviews the length of the proposed visit, and the sums proposed for honoraria, travel and entertainment expenses.

On the basis of these criteria, and staying within the Budget already recommended to the President, the Committee recommends proposals for Philips visitors to the President for his approval.

Finally, it is the responsibility of the Chairman of the Committee to notify the sponsor of the President's decision on his proposal.
REPORT OF THE COMMITTEE ON THE ACADEMIC COUNCIL

(At a meeting of tenure members of the faculty on May 15, it was decided that a committee consisting of Green, Oakley, Somers, and Teaf, with Somers acting as chairman, should consider what, in its opinion, the structure and functions of the Academic Council should be in the future. This committee read its report to tenure members of the faculty at a meeting on May 26. With a few alterations in line with the discussion on that occasion, this report is herewith circulated to the entire faculty.)

Your Committee has met and carefully considered the problems and proposals discussed at the previous meeting of this body on May 15 as well as thoughts and suggestions which have been volunteered by individual faculty members.

Your Committee has concluded that it is neither feasible nor desirable to undertake at this time any major alterations in the structure or functions of the Academic Council. We will, however, suggest some minor adjustments.

The evidence available to us does not indicate that any basic changes are now necessary. In reviewing all the difficulties which have been raised and all the suggestions which have been brought to our attention, we are impressed that none of these appears to be directed primarily at the structure or method of selection of the Council. All the problems and complaints can be placed under four headings:

a) Disagreement with a particular judgment of the Council or some individual member of it

b) Procedures employed by the Council

c) The scope of operations of the Council

d) Adequacy of communication with the faculty

We will discuss these in the order mentioned, together with our conclusions.
Quality of judgment in individual cases

No organizational structure can preclude the possibility, or even the high probability, of disagreement about personal judgments. It seems to us remarkable that disagreements of this kind have not been far more frequent than they have.

The size and rapidly changing composition of the Council is the best assurance that no single viewpoint or attitude can long dominate the judgments of the body. The size of the Council is very large in relation to the size of the college, its membership being as numerous as similar bodies in educational institutions 20 times our size. The faculty membership is selected in a manner to assure representation of diverse elements in the community. Despite the desirability of some continuity of service, indicated by the provision of three-year terms for individual members, the Council's composition has been characterized, and will undoubtedly continue to be characterized, by frequent turnover. In the new Council which takes office this week, three of the five faculty members are new. This is not an unusual pattern. We can recall no year in which at least two of the five members were not changed, and the possibility exists for all of the members being new. To date, 13 different members of the faculty have served on the Council during its relatively short history. This is a remarkably large proportion of the total faculty considering that the faculty has evidenced particular confidence in certain members by asking them to serve more than once.

With such turnover, such sizeable representation, freely selected in completely democratic fashion by the faculty itself by various types of ballots, there can be no basis for allegation that the Council can be dominated by some particular interest, viewpoint, or group. However, we think it should be clear that disagreements about individual judgments in particular cases will arise no matter what the composition of the Council and no matter whom the faculty selects in the future.
Procedures

Questions have arisen as to whether the Council did or did not follow the prescribed procedures in one or two of its personnel actions. It was not the province of this committee to judge whether the complaint was or was not justified, nor did this appear necessary in relation to the questions posed to us.

It is clear that whatever procedures are prescribed in the rules must be followed. There can, however, be no structural guarantee against possible mis-steps. The present arrangements have as many built-in protections against any avoidable mis-steps as seem feasible. The Council has eight members from divergent elements of the college. The President, who is the recipient of the recommendations made by the Council, is always aware of what procedures were followed and must in fact be a party to them.

When one considers the number of personnel actions taken each year by the Council, often as many as 15 or more—and all terribly time-consuming—and that emergencies and special situations of all sorts do arise, it is striking that so very few instances have occasioned any question as to the propriety of the procedures followed, only two to our knowledge. It seems a remarkable record.

It does, however, appear to us that the present rules are too cumbersome and inflexible. If rules are made so rigid, or difficult to follow, as not to prove practicable in given situations, the tendency to circumvent them becomes inevitable. We have these suggestions:

1) In connection with tenure, or relatively long-term, appointments—three years or more—or any reappointments, the faculty should make clear that it expects prescribed procedures to be rigorously adhered to.

2) In connection with clearly short-term, temporary, fill-in, appointments, more flexibility appears to be needed. The present requirement that an ad hoc committee is called for in any appointment beyond one-year's duration may be quite unrealistic in view of the increasing number of appointments which have to be made as the faculty gets larger, more mobile, and more unforeseen situations arise. There does not appear any reason why the same flexibility permitted for one-year appointments should not apply to two-year fill-ins. Surely the combined judgments of the department concerned, the Academic Council, and the President should be adequate for temporary arrangements. This does not preclude the possibility of use of an ad hoc committee if the situation appears to demand it. We suggest that the matter be discretionary. We believe that the potential damage of the cumbersome and delay inherent in present inflexible procedures can be greater than any harm that could be done by a liberalization of the rules. It would also relieve the faculty of the heavy burden imposed by an ever-increasing number of ad hoc committees.
We have also considered the suggestion made at the last meeting that the ad hoc committees report directly to the President rather than through the Academic Council.

1) We should point out that in large measure this is already the case. The President is chairman of the Academic Council and present at the time when the ad hoc committee report is made. It is made to both the President and the faculty members of the Council. The comments and recommendations of the faculty members of the Academic Council are made on a report which the President himself has heard directly.

2) It is apparent that any particular personnel action is often related to other personnel and policy considerations of the college as a whole. The President is obliged to weigh a particular recommendation against other college problems. If an Academic Council were not available to the President for such broader consideration of each personnel issue, the faculty would undoubtedly wish to be represented on some other body which was to be consulted on such questions.

3) Since the vast majority of the business of the Academic Council already is concerned with personnel matters it would be unwise to establish still another body for such functions.

We have therefore concluded that the present procedure has distinct advantages over the one proposed.

At our last meeting here, it was also suggested that it might be advisable for the faculty members of the Council to meet separately from the administration and to arrive at independent conclusions which would then be transmitted to the President as the view of the faculty group.

There is no doubt that it is advisable, and even necessary at times, for the faculty representatives to meet and discuss matters independently of the administration. This is, in fact, done and perhaps ought to be done more frequently.

However, if regular joint meetings with the President were to be eliminated, the value and effectiveness of the Council would be greatly diminished. If the President is to understand the views of the faculty members, he must be able to participate in discussions with them regarding all the considerations which went into a judgment. If the President is to communicate his views effectively, it must be on a face-to-face basis. Avoidable conflicts and misunderstandings would otherwise be increased.

Moreover, it might be misleading for the President to receive only a final consensus from the faculty group. There is usually no such thing as a single and unified faculty opinion. There are many faculty views. Each faculty member of the Council should have the privilege of expressing his own judgment directly to the President and the President is better served by hearing a range of viewpoints rather than a final compromise only.
We believe that the present arrangement, which permits the faculty members of the Council to hold independent meetings whenever they see fit and also to meet regularly with the President and other representatives of the administration, offers maximum flexibility and utility. The faculty should be reminded in this connection that, on personnel questions, a disagreement between the faculty members of the Council and the President must be so reported by the President to the Board and cannot be concealed.

However, a legitimate concern has been expressed about the fact that the composition of the Council—consisting of representatives of the Administration as well as the faculty—may result in a blurring of the position taken by the faculty members on a given issue. There are some questions on which it is necessary or desirable that the position of the faculty, as such, be made clear, whether or not it conforms with that of the Council as a whole.

This problem can be handled procedurally if on any question on which a formal recommendation to the President is required or appears desirable in the judgment of a member of the Council, the minutes record the position taken by the five elected members of the Council. Such cases in which a recommendation is required or desirable are distinguished from those in which a relatively informal exchange of views is all that takes place.

One other procedural question has been raised and considered. This is the confidential nature of a large portion of the Council’s business. As has been said already, the vast majority of the Council’s time is taken up with personnel questions. These must of necessity be confidential from the viewpoint of the individual concerned as well as from administrative considerations. There is no other way. If the administration could not consider personnel questions together with a very limited part of the faculty, in a highly restricted fashion, it would be obliged to make personnel decisions unilaterally, as was in fact the case at this college not so long in the past.

It is true that a number of non-personal matters are periodically referred to the Council by the President on a confidential basis. The faculty must recognize that if the President could not count on the relative privacy of such discussions it would automatically reduce greatly the number of college issues which the President could bring before the faculty at all. The degree of faculty participation in college decisions would thereby be significantly diminished. If the President could not depend upon the confidentiality of the Council, he would increasingly turn to individual faculty members on a personal basis. There might develop an informal Kitchen Cabinet, not selected by the faculty, and without accountability to the faculty. If a faculty member could not state his judgments to the President with some reasonable sense of privacy the candor of the discussions would decline and lose much of their value. Matters which are not of a confidential nature are in fact generally brought to the attention of the entire faculty by the President, or through its various committees, at regular faculty meetings.

In any case the degree of confidentiality can easily be exaggerated since there are always eight persons present at Academic Council meetings, which hardly results in anything that could very well be considered secrecy, on this campus.
Scope of Council's functions

It has been felt in some quarters that the Academic Council has been called upon to give advice on matters which ought not properly be in its jurisdiction. The present mandate of the Council is very broad and general. The President may ask its advice on anything which is of concern to the College. The Council may bring to him questions which are of concern to the faculty. There is, however, an important distinction which can be made. In the appointment of faculty committees the Council acts officially and has clear jurisdiction as stated in the rules of the College. In the matter of personnel, the President and Council are obliged to follow certain set procedures; the advice of the Council is required and it has official standing. That is all that is definite in the present rules.

On all other matters, the President follows his own judgment as to whether or not he will consult the Council, individually or collectively. However, any Council member may himself raise any question either on his own or at the request of another faculty member. But on such general matters in which the President seeks its advice the Council has no official standing. The responsibility rests with the President and with the President alone. He need pay no attention to advice given by the Council. He can seek advice elsewhere or nowhere.

It seems to us that for various reasons the role of the Council has been exaggerated and it has not been made sufficiently clear that in matters other than personnel selections and appointment of committees, the President has sole responsibility for any actions taken, whether or not the Council has participated in the discussions. Whether or not the Council has participated in the discussions. Whatever influence the Council's advice may have had is of an informal character and not essentially different from advice which might have been sought by the President from any other portions of the faculty.

It would be useful, we believe, to draw somewhat clearer administrative distinctions among the issues brought before Council members. As we have said, there are two areas in which the Council has a formal and official role. Beyond this there is a large area of college business which must be considered primarily administrative. This includes the financial and budgetary operations of the college, the selection of departmental chairmen, various emoluments to faculty members in the form of leaves-of-absence, housing, adjustments in individual course loads, etc. Such matters are the exclusive province of the President and the individuals directly concerned. It is our judgment that it would be well if such matters were only minimally referred to the Council as a body—at such times when in the President's judgment the questions have some college-wide academic implications. But, in general, it should always be made clear that the Council's advice has no official standing. The President is simply seeking assistance and the Council members individually or collectively may be a convenient source. Advice in such instances may be offered or withheld as the individual Council member sees fit. But the President in communicating his decisions to the College ought not to appear to be sharing responsibility with the Council; the decision must be his own. Failures in this connection have caused some harmful misunderstandings.
It has been alleged that the Council has undertaken evaluations of the quality of departments. This is the President's job. He may undertake evaluations of the quality of departments in whatever way he sees fit. The Council has no official capacity in this type of task and, insofar as we can determine, has never undertaken it. However, it should be clear that in making personnel recommendations to the President it is both proper and inescapable that judgments will take into account the apparent needs of a department or the College as a whole. This type of conscious or subconscious evaluation goes on all the time. But no formal evaluation function is assigned to the Council. There is no procedure for such evaluations anywhere in the college and we do not feel that any are necessary. If and when the President should feel that the situation at the College requires such regular or special evaluations the procedure at that time will be a matter for his decision. In most instances, in other institutions, such evaluations are made by the Administration itself or specially selected outsiders responsible to the Board of Managers or the Administration.

It has been suggested that the President look more to the advice of the department rather than the Council on issues affecting a department. This is not a matter which can be prescribed to a President. He may seek advice from neither of these bodies; he may lean to one or the other, depending upon the relative confidence he has in either group. The present procedures do not and cannot determine his behavior and his attitudes in particular situations and it would be foolhardy to attempt to spell out any such procedures. The President does, as a matter of course, always consult departments. He then decides for himself how much weight to place upon the particular suggestions.

It is important to make clear that any faculty member has a right to bring complaints about any particular decisions affecting him directly to the President or through his representative on the Academic Council. When the Council brings a complaint either directly or in representation of an individual faculty member it is acting officially, regardless of the issue at hand.

In general matters on which the Council is consulted by the President we can only urge on both the President and the Council a recognition of the propriety of separating the administrative functions of the college from the faculty and urge upon them both some considerable self-restraint. Beyond this it appears impractical to attempt to draw clear lines.

In any case, it does appear to us that the objections that have arisen are not so much procedural but result from disagreements with the judgments expressed by members of the Council. Where there is no disagreement with the judgments, the question of jurisdiction never appears to arise. As we have said earlier, disputes over judgment are inevitable and fruitless. No judgment can satisfy all members of the faculty.
Communication with the faculty

It is obviously highly desirable that communications between members of the Academic Council and the general faculty be free, easy, and frequent. In a faculty of our size, living in circumstances of constant contact, this does not appear to be a formidable problem. Nonetheless it does deserve special attention.

We endorse the proposal that the members of the Academic Council meet with the non-administrative faculty as a group about four times a year (approximately every two months) for purposes of general discussion, to obtain a clearer view of the attitudes of the faculty, and to report on whatever questions appear appropriate. It has been suggested that the faculty, when meeting in this capacity, be referred to as a Senate. It does not appear to us that any such formal designation is required to achieve the full purposes of such meetings. It has also been suggested that such meetings be confined to tenure members of the faculty. It seems to us, however, that as long as the faculty remains as small as it is, it is feasible and probably desirable to include all its members in order to get a broader range of views. In the past, attendance at meetings called by faculty members of the Academic Council has not been well attended. It is hoped that this new procedure may receive more attention of the faculty.

We would also urge upon faculty members of the Academic Council frequent discussion with other individual faculty members on non-confidential issues where additional judgments would be helpful. However, the degree to which such consultations would be wise or helpful must be left entirely to members of the Council, depending upon the situation at a particular time.

However, in view of some questions which have arisen, we think it should be made absolutely clear that it is not the responsibility of individual Council members to attempt to reflect the viewpoint of the entire faculty or that portion of the faculty which has elected him to serve. It would be impossible to carry out such a function honestly in the light of the broad spectrum of viewpoints that are likely to emerge from the faculty on any significant issue. When an accurate statement of a total faculty view is desired, the matter should be brought before a faculty meeting where the faculty can express itself directly. The only practicable and proper expectation we can have of members of such bodies as the Council is that they will honestly express their own best judgments. That is what they are elected to do; it is the only thing they can do.

Where a strongly-held faculty viewpoint is known, members of the Council are expected to communicate that view to the Council and the President. Opinions of all shades have had no difficulty finding expression and a hearing on this small campus. A Council member should try to be informed of faculty attitudes. However, no individual Council member can be bound in his own decisions by the judgments expressed by others.
Conclusion

In preparing this report we have had occasion to review briefly the history of the Academic Council during the past four years. We think the college and the faculty have been well served by this institution. The volume of issues which has reached this body has been very great. In all four years the members of the Council have made enormous sacrifices of time for this service. We find it most encouraging that so miniscule a fraction of the undertakings of the Council have been questioned. In the normal course of events, considering the importance and the stakes of the matters which reach the Council, it would be expected that far more of them would cause controversy.

There are very few faculties of American academic institutions which enjoy so high a degree of participation in the conduct of the affairs of their college.

Summary of Recommendations

Our examination does not indicate any need for basic reorganization. We find that the objections which have been articulated, and these are relatively few, do not find their source or cause in the present organizational structure, which has been serving the College and faculty remarkably well. We have considered many suggestions for strengthening the procedures of the Council and improving communication with the faculty as a whole. Our conclusions include recommendations for the following changes:

1) More flexible procedures for temporary appointments

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.

3) Sharper definition of the scope of the Council's several capacities:
   a) A clearer distinction between the recommendations which have official standing and those which are relatively informal, in which the President's jurisdiction is exclusive.
   b) Within the second category, it would be desirable to distinguish between academic matters and those more directly in the administrative domain. The Council's involvement in the latter should be minimized.
   c) Such distinctions should help promote self-restraint by both parties: the faculty should not intrude unnecessarily in matters beyond its ken; the President should not attribute any responsibility to the Council, even though it may have been consulted, for decisions which must be wholly his own.

4) Regular meetings of the whole non-administrative faculty with faculty members of the Council to enhance communication.
5) More frequent discussions by Council members with individual members of the faculty on non-confidential matters.

Respectfully submitted,

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