Regular Meeting
President Borton presiding
September 26, 1960
9:00 A.M.

Minute 1: The minutes of the meetings of May 30 and June 1, 1960, were approved as corrected.

Minute 2: The Admissions Committee reported the membership of the class of 1964 as 118. The total college enrollment is now 471, and the applications list for next year's class is higher than any previous year at this time.

Minute 3: The chairman of the Fellowships and Prizes Committee announced the forthcoming publication of a list of fellowships for seniors. Faculty representatives of the Fulbright, Danforth, Woodrow Wilson and Rhodes scholarship programs urged the faculty to recommend qualified seniors well before the application deadlines.

Minute 4: The faculty representatives to the Board (Green, MacCaffrey) reported on the meeting of September 23rd. The Board heard a progress report on plans for the new science building from R. Williams, acted on faculty appointments and replacements, and established a procedure whereby retiring members of the Board may be appointed emeritus members of the Board. The President reported the acceptance by the Board of a new site for the science building at an earlier meeting.

Minute 5: Under old business the President mentioned:
   a. Last year's request for information on the operation of the bookstore. This information will be made available in a report to the faculty.
   b. The consideration of conflict in laboratory-athletic requirements. The Dean and R. Randall will consider this problem.

Minute 6: The President welcomed the new members of the faculty and reported action taken by the Board on appointments and replacements in recent meetings.

Minute 7: R. Sargent expressed dissatisfaction with the present system of distributing faculty mail and suggested the installation of larger, more private boxes.

Meeting adjourned 9:38 A.M.

H. Dunathan
Secretary
Faculty of Haverford College

Regular Meeting

President Borton presiding.

Minute 1. The minutes of the meeting of September 26th were approved as circulated.

Minute 2. Dean Cadbury reported for the Academic Council.
   a. In the interests of increasing Faculty-Board communication, a series of meetings is planned between members of the Board and faculty members from one division. This year two such meetings will be held, one with the humanities division and one with the social science division.
   b. Russell Williams will replace Frank Quinn on the Academic Standing Committee for 1960-61. Douglas Steere will replace Frank Parker on the Curriculum and College Program Committee during the second semester 1960-61.

Minute 3. The Faculty Research and Study Committee (Reid) will meet on the first Tuesday of each month to consider proposals for the 1960-61 college year and for the summer of 1961. The Committee will also receive applications for the Danforth summer fellowships for summer 1961.

Minute 4. The Fellowships and Prizes Committee (Pfund) called the attention of the faculty to the prizes offered by the College in many areas. A copy of the list of prizes prepared last year will be available in the faculty room.

Minute 5. The Rhodes Scholarship Committee (Steere) reported that three students have been approved as candidates for the Rhodes Scholarships: C. M. Kimmich from Pennsylvania, J. W. Gould from New York, and A. W. Armstrong from Maryland.

Minute 6. The Library Committee (Santer) warned the faculty that no further funds are available from the Philips bequest for new periodicals. In the future, department funds may have to be used to meet the increasing cost of periodicals.

Minute 7. The Faculty Representatives to the Board (Green) reported on the proceedings of the meeting of October 18th. The Board acted on a number of reappointments and promotions; these will be itemized in a memo from the President's office.
A series of meetings between the Board and Faculty already described in Minute 2 will provide opportunity for more contact between the Board and Faculty.

Minute 8. The Dean on behalf of the Athletic Advisory Committee read the following statement:

"In general, classes and laboratories end at 4:00 P.M. However, since in certain courses specified below, it is desirable to have available uninterrupted periods longer than 2 and 1/2 hours, permission is granted to extend the laboratory in these courses, provided that arrangements can be agreed upon in advance between the Department of Physical Education and the Science Department concerned. The courses where this arrangement is permitted are Physics 21, Chemistry 34, 63, 66, Biology 32, 37-b, (for 1961 only), 61 - 62, 63 - 64, 65 - 66."

A discussion of the implementation of this recommendation followed. The faculty approved the recommendation on the assumption that the mechanism for its application could be worked out between the parties concerned.

Minute 9. Announcements were made of coming events.

Thomas Drake, Chairman of the Parents' Day Committee, mentioned the date, November 5th, and schedule including morning classes upon to parents, exhibitions, musical and athletic events, luncheon and tea.

President Dorton announced that the annual Faculty-Board dinner would be held January 27th.

Minute 10. The President again emphasized that student smoking in academic buildings should be confined to the seminar rooms in Chase Hall. A discussion of the disciplinary responsibility of the faculty ensued.

Minute 11. The President reported on the organization and schedule of the capital funds drive.

Minute 12. The special faculty meeting scheduled for November 7th was cancelled.

Adjourned 11:58 A.M.

H. Dunathan
Secretary
Faculty of Haverford College

Regular Meeting

November 17th, 1960

President Borton presiding.

Minute 1. The minutes of the meeting of October 20th were approved as circulated.

Minute 2. The Dean reported for the Academic Council:

The Council took action on appointments and reappointments, and considered modifications of the College calendar before referring this topic to the Three College Committee. The incident at the Bryn Mawr Presbyterian Church involving Haverford students was discussed.

Minute 3. President Borton expressed the concern of the College over the incident at the Bryn Mawr Presbyterian Church and read a statement describing the incident as accurately as possible and listing the steps taken by the College as a result of the incident. This statement was prepared with the intention that it be used for publication as a straightforward account of the affair, discounting the many exaggerated versions now current. President Borton added that the College now questioned the advisability of distributing it (unless asked for by an individual) except to Reverend Clements of the Bryn Mawr Presbyterian Church.

Discussion of the incident and the President's statement followed at some length. Professors Parker, Bell and Teaf requested further information as to the circumstances of the incident. Professors Reid, Steere and Teaf stressed the importance of limiting the publication of the President's statement, while Professor Thompson suggested that the church Session and Trustees might be sent this statement. Professors MacCaffrey, Parker, and Bell felt that the statement should clearly distinguish between the College's attitude toward the manner of the protest versus the protest itself. The Dean assured the faculty that the students were reprimanded solely on the basis of the impropriety of their act, rather than on their right to protest. President Borton then concluded the discussion by saying that these suggestions would be kept in mind in revising the statement.
Minute 4. The Honors, Fellowships, and Prizes Committee (Pfund) will soon request the names of potential departmental honors candidates from department chairmen in order to expedite the granting of college honors.

Minute 5. The Optimum Plan Committee (Parker) will distribute a preliminary outline draft to the faculty next week. Faculty comment and criticism will form the basis for a revised draft to be distributed for discussion in a special meeting of the faculty. The faculty agreed to hold this special meeting on Monday, December 12th at 4:05 P.M.

Minute 6. The Academic Standing Committee (Finger) reported the number of freshmen in academic difficulty as 20, the same number as last year. Of this year's group only 2 were expected to rank in the top one-half of the class, a marked decrease from last year. The number of upperclassmen in serious difficulty decreased considerably compared to last year.

Minute 7. H. Teaf thanked the faculty for their response to solicitation for funds for the current drive.

Adjourned 12:04 P.M.

H. Dunathan
Secretary
Faculty of Haverford College

Special Meeting  December 12, 1960
President Borton presiding  4:05 P.M.

Minute 1. President Borton opened the meeting and then gave the
floor to Frank Parker, Chairman of the Optimum Plan
Committee.

Minute 2. The Optimum Plan Committee (Parker) had circulated a
report (Annex I) embodying the results of the Committee's
work, as well as faculty comment on an earlier version of
the report. Parker briefly reviewed the events leading
to the appointment of the Committee, invited comments from
the other members of the Committee and asked for discussion
on the "aims" on p. 2. From the discussion that followed,
it would seem that the faculty was in sympathy with the
aims but not in agreement with those "steps" listed as
possible means to the aims. Independent study was dis-
cussed from the standpoints of faculty time, student
ability, and curriculum design. Training was held to be
the primary function with truly independent work reserved
for the few. Interdepartment courses were discussed,
these points being made: Degree of integration will
depend on faculty, not curriculum. The need for inte-
gration is and can be met by increases in the breadth of
courses offered.

The faculty approved the voluntary procedures suggested
by the Committee on pp. 8-9. Marcel Gutwirth suggested
that the faculty meet with Douglas Heath to learn of
techniques for increasing the independent study abilities
of the students.

Adjourned 5:40 P.M.

Harmon C. Dunathan
Secretary
From: The Optimum Plan Committee

To: All Faculty Members

Attached is the Committee's report revised in the light of comments received from faculty members by Wednesday, December 7. The Committee is grateful to the faculty members who sent in these comments. It has of course not been possible to do full justice to all these comments, but the Committee has tried to do as much justice to them as possible and it hopes that the result is a better statement than the first one.

It should be noted that the Committee was directed to frame its report "without regard to economic considerations." "It would then be possible," the President's directive to the Committee went on to say, "to look at it and determine how much it would cost, and how much money we would have to raise to put it into effect." Further, that directive said that "this plan might well be one which could be instituted step by step."

The attached, revised report is to be the basis for discussion at the special meeting of the faculty on Monday, December 12, at 4:05 P.M. in the Common Room. The Committee hopes that discussion of general issues raised in this report will not cause faculty members to lose sight of the specific proposals made on pp. 7-10. This report does not, of course, present anything approaching a complete optimum plan. The Committee would be grateful if faculty members would bring their copies of this report to the special meeting of the faculty.

Harmon Dunathan
Holland Hunter
Frank Parker, Chairman
I. Aims

The most recent statement of aims officially adopted by the faculty (November 17, 1947) is the following:

The educational program of Haverford College has as its central purpose the development of courageous and effective men who will give life to the ideals for which the College stands.

Haverford attempts to cultivate in its students qualities of mind and character which will make them responsible, generous, and wise in their judgments. Chief among these attributes are moral and intellectual integrity, faith in individual human worth, concern for the welfare of others, and a sense of the supreme value of spiritual and social peace. Since qualities of mind and character are developed through action as well as reflection, the College thinks of all elements in the life of the campus as important in its program. The just evaluation of ends and of the means to achieve them, which is the primary concern of truly liberal education, involves not only intellectual but also religious, ethical, and aesthetic considerations. All of these have their place in the program of the College.

In essential agreement with this is the statement given on pp. 19-20 of the catalogue.

The Committee believes that these aims still are and should continue to be the ultimate or most general aims of Haverford College, though the statement of aims finally incorporated into an optimum plan should be improved in wording and emphasis over the above quotation - especially by emphasizing the search for and transmission of knowledge.

The Committee also believes, however, that a statement of these ultimate aims should be supplemented by a statement of more immediate, more specific aims forged in the light of the main academic and cultural forces at work at the present time and in the foreseeable future. The most strik-
In order to implement these general aims in a period marked by more and better students and fewer teachers, by greater amounts of more specialized knowledge and the consequent danger of fragmentation, by more time and attention needed to assimilate and advance knowledge and less time and attention for responsible action based upon it, and by more impact of one culture on another and less time to understand and ameliorate this impact, Haverford College aims to stress responsible independent study by its students and meaningful inter-relations in its educational program: inter-relations of academic disciplines and departments, of Western and non-Western cultures, and of academic study with non-academic activities.

II. Curriculum

One major aspect of an optimum curriculum for Haverford College concerns our response to broad trends in the dimensions of human knowledge - the material we seek to put before our students. With each passing decade knowledge proliferates, apparently at an exponential rate. Ten years more of history is there in the record; ten years' worth of literature is available; another decade of advances in the sciences must be assimilated. A decade now contributes in mass, if not in quality, what a century added not so long ago. Even now some departments feel very great pressure to expand their offerings and staffs, and this pressure will surely increase. Moreover, there is now a geographic broadening as well, since we have some responsibility to acquaint students with cultural traditions and current developments in regions of the world which were not noticed fifty or even twenty-five years ago, though with most of our students coming out of a Western-based culture, and spending their lives in Western society, our major emphasis will continue to rest on Western traditions.
Within the bounds of a four-year undergraduate curriculum, with a small faculty and a belief in a liberal, relatively unspecialized education, we face inexorable pressure to reorganize the detailed content of the curriculum. New materials compete with traditional content, and we have the task of choosing with some care an optimum range of topics in the curriculum. How can these choices be made?

It seems inescapable that the less essential must, somehow or other, be squeezed out to make room for the more essential which can be distilled from this burgeoning material, thus reducing the sheer quantity to a manageable size. Obviously no single course can contain the whole body of knowledge about a particular subject, and consequently all teaching is a process of selecting material for its relevance and significance. As knowledge proliferates even further, it becomes increasingly important, especially for a small, liberal arts college, to avoid a correlative proliferation of courses; and this means that there should be an even greater degree of selectivity of material for its importance and significance as time goes on. There is, of course, no single selection which is the only right one. Furthermore, such selection must guard increasingly against the danger of presenting only conclusions separated from the evidence and the method by which they are reached. Yet the degree of selectivity of the essential and the degree of rejection of the non-essential must be increased.

Such fundamental, and therefore also broad, essentials often burst the boundaries of the traditional disciplines to form the foundations for more meaningful relations among the various branches of knowledge, so courses built upon them tend to advance the second of the above proposed immediate aims. Such courses also give the student a base or central core of knowledge upon which he can build in greater detail in his chosen area of specialization by means, not only of advanced specialized courses, but also
of his own independent, specialized study, thus advancing the first of
the above proposed immediate aims. In order to be effective such inde-
pendent study requires that the student possess not only a broad and deep
foundation of knowledge but also the tools or techniques of independent
study. Some of these tools are general in nature, those needed for effec-
tive independent study in most or all fields. Others are specialized in
nature, those peculiar to independent work in specific fields. The degree
of separability of technique from content probably varies from one area
to another, and it is no doubt never absolute; but the distinction between
technique and content is surely an important one, and the recognition of
this distinction can only conduce to clarity in a curriculum. In the
acquisition of these techniques of independent study - those to be gained
by a study of foreign languages, mathematics, and logic, for example -
the use of various types of mechanical aids, including so-called "teach-
ing machines," might, as a supplement to regular teaching, both release
more faculty time and also perhaps even be more effective than conventional
teaching. Whether or not the greater use of such mechanical aids would
effect a net gain in teacher time is uncertain but certainly worthy of ex-
ploration. It is also questionable how effective such mechanical aids may
be in learning the techniques of research in particular disciplines. It
seems more certain, however, that the use of such mechanical aids might well
free a significant amount of faculty time from elementary drudgery and for
use on more interesting and significant items, thus tending to improve
teaching - and in any case, once more, the question seems well worth ex-
ploring. Equipped with such general and special techniques of independent
study together with broad and deep foundations of information and under-
standing, each student could then proceed, with the aid of advanced, spe-
cialized courses but with a greater independence from formal instruction
than is now the case, to acquire for himself the knowledge and understanding of the details within his own special field of knowledge.

These considerations suggest a curriculum with three main dimensions: (1) a number of content courses at the freshman, sophomore, junior, and senior levels, some of them foundational and others intermediate and advanced, some of them interdepartmental, divisional, or even interdivisional and others departmental and specialized; (2) a number of courses, such as calculus, statistics, foreign languages, logic, and special methodologies, which will give the student, inter alia, techniques necessary for more competent later study, at least some of which courses might be taught with mechanical aids; and (3) relatively independent study courses each under the supervision of a faculty member. Many of these relatively independent study courses would not be original or creative in nature, though others would. It seems clear, also, that independent study is more feasible in some subjects than in others and more feasible at later stages than at earlier stages. The Committee believes that the use of outside examiners for these relatively independent study courses on topics lying outside the specialties of Haverford faculty members might well create a better relation between the faculty member and the student. The purpose of the limited elective requirements would be satisfied by selected courses of types (1) and (2), and the program of final honors would operate according to the present plan now in its first year.

The determination of courses is now made by the individual faculty members and departments working in cooperation with the Curriculum Committee. And this is as it should be, the Optimum Plan Committee believes. The body of knowledge and techniques which the student needs if he is to go on educating himself in a particular discipline can be properly selected only by responsible scholars competent in the relevant fields. While the Committee
has suggestions to make concerning the nature of the proposed interrelational courses and technique courses, it believes that their actual determination, as well as the determination of specialized departmental courses, should — and probably even must — come from the faculty members themselves, working cooperatively with each other and with the Curriculum Committee. Toward this end the Committee makes the following proposals:

A. The Committee proposes that departments and interested faculty members individually or collectively outline curricula in their areas of interest to be submitted to the Curriculum Committee. Such outlines should include:

1. One or more foundational and interrelational courses of two to four semesters emphasizing a number of points of contact among several areas or fields. These points of contact should be listed, and also any new materials or techniques which should be added to the curriculum in the area in question and any other materials included in the present curriculum which could be omitted. Such interrelational courses might result in the elimination or reorganization of certain elementary courses or extensions of certain advanced courses; other introductory and advanced courses would remain in the curriculum.

An example of a very general interrelational course might be a four-semester course (or two-semester double course) in world history dealing with materials from West and East and from ancient and modern times as these materials are considered by various different disciplines such as history, science, social science, philosophy, religion, literature, and art. New materials which would need to be added would be primarily ones from Eastern cultures, but Western cultures should and must remain central in such a course. An example of a narrower interrelational course might be a two-semester course in the seventeenth century in Europe dealing with figures like Bacon, Kepler, Galileo,
Donne, Rubens, Schütz Hobbes, Descartes, Milton, More, Purcell, Velasquez, Pascal, Dryden, Racine, Lully, Spinoza, Locke, Newton, and Leibniz as they are approached by various differing disciplines such as history, science, political science, philosophy, literature, music, art, and religion.

What is essential in such outlines is that the materials studied be those which are voluntarily accepted - and in many cases already now taught - by the faculty members involved. The Committee believes that this should avoid the fatal weakness of the Social Science 11-12 courses: faculty members dealing with materials in which they felt little interest or competence. Thus if faculty members disapprove of the particular courses just offered as examples, this fact is, according to the Committee's proposal, sufficient in itself to demonstrate that the disapproved course or courses should not be taught - or at least not by the disapproving faculty members. It is hoped that faculty members who disapprove of these particular examples - as well as those who approve of them - will suggest other courses which they approve and approve enthusiastically. This is the Committee's proposal. The materials in such courses would either be ones which faculty members are already now teaching or ones which they think ought to be taught, and proposed faculty collaborators would be persons with whom the proposing faculty member or members would like to collaborate. The danger of superficiality inherent in broad courses may be avoided by the expedient of each faculty member or group fitting the appropriate amount of time to the proposed materials. Since this would probably result in courses of differing magnitudes, it might be well to consider changing to a credit-hour system. No increase in the size of the faculty is necessarily entailed. In short, the Committee's proposal is that faculty members suggest new courses containing material which they them-
selves think ought to be taught.

2. A list of techniques - mathematics, logic, English and foreign languages, etc., (it is not suggested that any of these is merely a technique) needed for further work, and especially independent work, in any field and a similar list of techniques needed for further work, and especially independent work, in specific areas students should be encouraged to study. In this connection the Committee also proposes that the College arrange for demonstrations of various types of mechanical teaching and learning aids for various different types of courses. The faculty members would then carefully consider, not necessarily immediately begin, using such mechanical aids in any courses which may seem appropriate. Such a careful consideration would be the foundation for a more rational decision as to whether or how to use such aids at Haverford.

3. Several plans for interdepartmental, divisional, or interdivisional majors. Here the "inter" should be genuine and meaningful; the interrelation should be solid and have specific content - a set of problems or topics requiring the use of knowledge and techniques from each of the two or more departments. (An example of such an interdepartmental (or interdivisional) major might be one in "the classical tradition" involving four full year courses in Greek or Latin, four semester courses, in other departments, on a related modern field such as modern drama or modern constitutional history, written comprehensive examinations dealing with both the classical and the modern field, and a thesis dealing with some specific aspect of the classical tradition.) The Committee believes that the pursuance of this proposal might also lead to improvements in the foundational courses in the curriculum, and also to a merging of closely related
departments and/or the formation of new educational units which cut across departments. The Committee also believes that faculty members themselves profit from having several colleagues directly around them, preferably within the same department or similar educational unit, joined together in dealing with a large, coherent set of topics covering a meaningful, well-thought-out portion of knowledge.

B. Secondly, and finally, the Committee proposes that the Curriculum Committee receive these outlines, lists, and plans and by combinations and modifications of them, in consultation with the departments and faculty members concerned, attempt to construct a revised curriculum to submit to the faculty for approval for limited, trial periods.

Reorganization of the curriculum in these directions would, the Committee believes, bring it into closer correspondence with the structure of contemporary intellectual resources and moral responsibilities in the world outside the College. It would therefore enable the College to meet the basic needs of its students in the 1960's and 1970's more adequately than can be done with the present curriculum. It would also provide a means for the continued education of the faculty, since the faculty itself faces a substantial danger of intellectual obsolescence, on the one hand, and of fragmentation, on the other. Faculty members should not, however, lose sight of the fact that all that the Committee is specifically proposing at the present time is that faculty members, individually and/or collectively, send to the Curriculum Committee proposals for detailed inter-relational and technique courses and major programs which the faculty members themselves want and believe best for Haverford.

III. Size

In considering the size of the student body, the size of the faculty, and the resulting student-faculty ratio, we soon recognize that certain
mutually independent factors operate to set limits to each of these numbers. We shall consider these factors, set the limits as well as possible, and then examine the possibilities remaining.

The Faculty: The lower limit to the size of the faculty could be determined by the number of educational units at the College and the minimum number of faculty members in each educational unit. By "educational unit" is meant either a department or a newly organized educational endeavor which cuts across departmental lines. The Committee feels that the number of such units in the College might well be decreased, but certainly not increased, and that it would be desirable to set a higher minimum number of faculty members per educational unit, perhaps three, than the present actual minimum. The scope of every discipline in the College has increased tremendously in the last twenty-five years. Although any attempt to provide "coverage" is ill-founded, the student would certainly benefit from more than a single view of a subject and from a more complete program than can be given in a one or two person educational unit, and the faculty would benefit from a more fruitful professional interplay than is possible in a one or two person educational unit. Achieving the goal of three or more faculty per unit might involve expansion in some areas; but it might more often be accomplished by department mergers, by new educational endeavors which cut across departmental lines, or (as is now already done in some cases) by omitting some departments entirely from Haverford and relying upon neighboring institutions for those disciplines.

The Student Body: The purpose of Haverford in remaining small over the years has been to maintain a spirit of unity which gives Haverford many of its unique qualities. Many different criteria have been offered to set limits to the size of the student body; for example, nearly all students should be known to each other, no need for smaller units (such as
fraternities) should arise, and all students should be able to participate together in Collection and Meeting. Extracurricular activities also can set limits; a small student body will be strained to fill the roles of the activities while a large student body tends to make it impossible for all students to participate. The honor system probably sets a maximum above which the sense of collective responsibility fades. The desire to achieve a certain diversity of interests and backgrounds in the student body sets a very real lower limit. A requirement which hardly needs stating is that of educating as many students as possible given the limitations of the system; that is, smallness is not in itself a virtue.

Bearing all these factors in mind, the Committee feels able to set limits to the size of the student body of 350-650 and (assuming three-person educational units) a minimum size of the faculty at 50-55. A maximum number of faculty might fall in the range of 70-80. Within these limits it is possible to set up a table illustrating some of the possibilities:

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In A and B the student body has been increased to its "limit" with little or no increase in faculty; in D both student body and faculty are at or beyond their "limits." All three choices seem certain to change the character of the College markedly.

Of the remaining combinations, K, L, N, O, and P represent ratios far below that of the College at present. The Committee feels that such a decrease would not be justified in view of the aim to give a Haverford-quality education to as many as possible and in view of a curriculum which should put increasing emphasis on student freedom, responsibility, and independent work.

The remaining combinations - C, E, F, G, H, I, J, and M - may be reduced to five since E, I, and M represent a number of faculty difficult to achieve even with department mergers. This leaves C, F, G, H, and J, the present situation being approximately the mean of J and I. These five remaining alternatives vary from our present size to a somewhat larger size and do not include sizes smaller than the present one. That is, the present size of the College falls at the lower limit of the remaining alternatives rather than being in the middle or at the top. In surveying these remaining alternatives, the Committee regards the following fact as striking: The difference among these alternatives is, when viewed from a larger perspective, relatively minor. These alternatives are more similar than different, with respect to student-faculty ratio (7:1 - 9:1), size of the student body (450-650), and size of the faculty (60-80). A proposal of any single figure seems to the Committee to be contingent upon curricular decisions. Any change in the student-faculty ratio should primarily depend, as the Committee sees it, on the extent to which changes in the educational program can effect a net release of faculty time. If (N.B.) greater stress on independent study, which is proposed in order to encourage greater indi-
vidual responsibility, would also yield as a by-product a net gain in faculty time, then it would be possible to increase the student-faculty ratio—though certainly not by very much (the highest ratio in the above remaining possibilities is only 9:1).

The above "if" is a big one, however. The faculty would not be unburdened by spending less time in classes if it spent the time thereby gained—and perhaps even more time—in tutoring. And the opposite extreme is of course absurd: if students could do effective work entirely independently, then they might better not be in College at all but rather entirely on their own in laboratories and libraries away from the College. Such a state of affairs is indeed the College's goal as understood in this report; but in order for it to be achieved, students must first have something substantial to work with and the tools with which to work effectively, and these can be acquired only with the guidance and under the supervision of competent teachers. Thus the Committee is not proposing that students be turned completely loose; it is rather proposing that they be carefully trained to become capable of more independent study and at an earlier stage than they now are. This will take careful faculty teaching, counselling, and supervising. Whether a greater amount of independent study beginning at an earlier stage will effect a net release of faculty time is quite a separate question. The Committee does not presume to know the answer to this question; but it believes that it cannot be given a negative answer a priori and that, on the contrary, it can only be answered by experimentation conducted with an open mind and in good faith.

IV. Other Topics

Some other factors involved in an overall plan for the College but concerning which the Committee has not yet arrived at any conclusions are the following: physical education, aesthetic and artistic activities,
social service, student government, admission policy, financial aids to students, type of faculty, conditions necessary to retain, secure, and improve the faculty, use of student employees, visitors, use of neighboring institutions, the credit and grading system, and scheduling and the calendar.

The Committee is especially concerned that all extracurricular activities be organized and conducted in such a way that they are more directly related, and make more of a contribution, to the educational process than is now the case. The Committee would be grateful for comments on any of these topics.
Minute 1: The minutes of the meeting of November 17 were approved as corrected.

Minute 2: The Curriculum and College Program Committee (Kennedy) presented a report to the faculty on "The Study of Foreign Languages." This report contained five recommendations which if adopted would be implemented by appropriate changes in the catalogue statement.

Discussion of the recommendation raised these points: Language courses at Haverford might well meet more than three hours a week, use "language labs," and require a proficiency examination at the end of two years' work. Perhaps a third year or fifth semester of a language should be required. Elementary and intermediate level language courses cannot emphasize cultural studies if they are to successfully teach the language. These recommendations would require more of some students than others. The consideration of the individual student's needs should improve standards of scholarship and instruction in upper class courses.

The faculty approved recommendations 1, 2, 3 and 5 with slight modifications. No action was required on Number 4.

The report and the recommendations as approved by the faculty appear as Annex I.

Minute 3: Douglas Steere reported that Alan Armstrong has passed the Maryland-Washington Rhodes Scholarship Committee and will now enter the regional competition.

Minute 4: The Honors, Fellowships and Prizes Committee (Pfund) reported that Jeffrey Larson and Robert Martin have been recommended for Danforth Fellowships.

Minute 5: The Optimum Plan Committee (Parker) presented two recommendations (Annex II) based on the report of December 7, (Annex I of the meeting of December 12). An extended discussion followed. A number of faculty objected to the stipulation that each department must submit suggestions under recommendation A. The time involved and the fact that many departments feel they have already considered
the items in A were given as reasons.

The suggestion was made that the question of furthering independent study be discussed in a special meeting in January with the help of Douglas Heath.

As a number of faculty had to leave for class, the discussion was postponed until the next faculty meeting.

Adjourned 12:05 P.M.

Harmon C. Dunathan
Secretary
THE STUDY OF FOREIGN LANGUAGES has traditionally been an important part of a liberal education. The student is
1. brought into direct and challenging contact with ways of life and thought unlike his own from which he can achieve a broadened understanding,
2. given practice in the grammatical, stylistic and logical exercise of the comprehension or expression of thought in a new medium and in the discipline of word by word analysis of a text,
3. in most cases presented with an enlarged etymological and semantic basis for knowledge of his own language, and
4. introduced to significant works of foreign literature as a union of style and content.

These liberal results of the study of ancient and modern languages are hardly less valuable to a scientist or a social scientist than to a student of the humanities.

At the same time, quite apart from its value, language study furnishes students with necessary tools for specialized work in all divisions. This is a particularly important consideration for students planning graduate work, and since such students make up a considerable percentage of our undergraduate body, we have a special obligation to be exacting in our linguistic demands.

An ideal language requirement and program would extend the paideutic values of language study to all students and insure that each student have the necessary language knowledge for his special interests. The present language requirement is intended to do this, but is a somewhat unsatisfactory compromise. Among the objections to the present situation are these:
1. In two years of study many students do not attain to the mastery of a language which would make it natural for them to consult a work or document in that language without constraint. Nor do they attain a familiarity with a foreign culture great enough in most cases to give them a continued bond with it. Their knowledge of the language and interest in the culture is thus apt to be dissipated slowly by neglect.

2. Students, with some exceptions, are not expected to make continued use of their knowledge of foreign languages and tend not to do so on their own. Only in a few cases do non-language courses regularly make assignments in a foreign language. But if we are continually to improve standards of scholarship and instruction and if our upper-class courses are in any way to approximate the techniques of real research we should look toward an ideal where all students may be assumed to have or to be acquiring tools of direct research.

3. The language requirement as it stands tends to encourage students to pass second year language courses rather than to attain a broadened or useful knowledge of a culture or language. A problem exists particularly in the case of entering students who may need some review, but who could subsequently move along rapidly. Small departments are unable to offer a wide range of lower level courses for students with different preparation.

Individual departments have tried consistently to improve the level of their instruction. We should try also to raise the scholarly standards of the students in the College as a whole. One of the areas in which this can be done is in the use and study of foreign languages. Haverford should make use of its unique small size and make individual decisions about the language needs of individual students.
2. Members of the Faculty are urged to consider imposing language requirements in advanced courses where this can be logically and practically done and in approving new courses the Curriculum Committee will take into consideration whether or not the courses make appropriate language requirements.

3. Departments are urged to require that students' honors work not avoid foreign language materials where those can logically and practically be required and in recommending students for College honors the Committee on Honors, Fellowships and Prizes shall take into consideration whether or not the student has consulted foreign materials in the original. No student shall be recommended for summa cum laude if failed to consult in the original language important foreign materials which in the Committee's opinion constituted a necessary source for his honors work.

4. Freshman and sophomore advisers are urged to explain to students that they will be required to use foreign languages in upper-class courses and department work and should foresee the need.

5. A Committee should be appointed to investigate the feasibility of teaching short-term, intensive elementary or review foreign language courses without College credit, but required to some or all students in the early fall (i.e. Sept. 1-Oct. 1) and the coincident dropping of present elementary language courses (or the first term of them). The also Committee should consider any other pertinent matters concerned with elementary language instruction.
Report of the Optimum Plan Committee to the Faculty Meeting of December 15, 1960:

The Optimum Plan Committee recommends for Faculty approval:

A. that all departments submit to the Curriculum Committee, and that interested faculty members, individually or in groups, submit to the Curriculum Committee and to the Chairmen of their departments, suggestions for:

1. one or more inter-relational courses (departmental, inter-departmental, divisional, or inter-divisional), emphasizing a number of points of contact among several areas or fields;

2. new materials which should be introduced into the curriculum and old materials which could be omitted from the curriculum;

3. techniques needed for further work, and especially independent work, in any field, and techniques needed for further work, and especially independent work, in specific areas students should be encouraged to study;

4. one or more inter-departmental, divisional, or inter-divisional major programs, emphasizing problems or topics requiring the use of knowledge and techniques from two or more departments.

B. that the Faculty express to the President its desire that arrangements be made for demonstrations of various types of mechanical teaching and learning aids for various different types of courses.

Harmon Dunathan

Holland Hunter

Frank Parker, Chairman
Minute 1. The minutes of the special meeting of December 12th were approved as circulated. The minutes of the regular meeting of December 15th were approved as corrected.

Minute 2. The Chairman of the Curriculum and College Program Committee (Kennedy) yielded the floor to Holland Hunter, Acting Chairman of the Optimum Plan Committee. Hunter asked for approval of a report of the committee (Annex I) which had been distributed to the faculty. Discussion followed which resulted in the clarification of several points in the report. Further general discussion of the principles of curricular planning was followed by faculty approval of the report.

Minute 3. The Chairman of the Faculty Compensation Committee (Bell) requested faculty approval of two committee recommendations:

Since the college fiscal year does not match the fiscal year of many institutions, many new faculty ask for and receive informal short term loans from the college. The committee recommends that in the future faculty members sign notes for these loans.

Concerning college housing, the committee recommends that the condition of each college housing unit changing hands be assessed by the comptroller and a sum set for redecoration. These sums would then be published with the list of available housing each year.

The faculty approved these recommendations with the request that the committee investigate plans for college participation in financing major improvements to housing.

The committee reported the probable withdrawal of the college from the Tuition Exchange Plan and asked for suggestions from the faculty for alternate plans.

Minute 4. The Faculty Representative to the Board (Green) mentioned a report to the board on the Capital Fund Drive. President Borton described progress in the drive to the faculty in detail, mentioning the three-year goal of 3.6 million, the results of approaches to foundations, and favorable impressions made by the large faculty contribution to the drive.
Minute 5. President Borton reported action taken by the Association of American Colleges at the recent meeting in Denver. The Resolution Committee proposed a resolution recommending that the disclaimer affidavit required under the National Defense Education Act be abolished. This was adopted with no dissenting votes. A joint committee of the American Association of University Professors and The Association of American Colleges has prepared a policy statement regarding the recruitment and resignation of faculty members. This statement will be distributed to the faculty.

Meeting Adjourned 12:10 P.M.

Harmon Dunathan
Secretary

HD:rr
To: All faculty members

From: Optimum Plan Committee

Subject: Report to the faculty meeting of January 19, 1961

On the basis of our previous report and the discussion on December 12, we offer the following proposals: First, we suggest some guidelines for curricular evolution that grow out of our report and that appear to command general approval. Then we outline some steps toward an optimum plan — steps leaving ample scope for the individual approach of each faculty member. Our hope would be that both the guidelines and the plan for action, perhaps modified by discussion, could be adopted by the faculty on January 19.

Guidelines for curricular evolution

1) The size and content of the curriculum depends on the size of the faculty and organization of its offerings. Overall limits are suggested by Part III of our previous report which narrowed the range of feasible and desirable sizes of the College to five, the student body varying between 450 and 650 men and the faculty varying between 60 and 80 members. An optimum balance in the next few years would depend on our experience with attempts to promote independent study on the part of students.

2) Part II of the report emphasized the desirability of continuing the gradual modification of our liberal arts curriculum to provide a more rigorous, balanced, and selective undergraduate education. As faculty members see the need for changes in their courses, this approach would encourage openness toward points of contact among disciplines and toward bringing topics together across traditional boundaries whenever perspective and awareness of relatedness would thus be improved.
3) It follows from this judgment on the size of the College and its educational task that faculty members, in consultation with each other, would be encouraged to continue their ongoing revision of individual courses and clusters of courses, dropping out certain material to make room for new material, and reorganizing major programs so that a sound introduction can be presented within a "handful" of courses. This principle would encourage interdepartmental or even interdivisional majors.

4) Our call for balance and rigor in the curriculum is meant to go beyond intensive, exhaustive concentration, stressing a selective linking together of fundamentals to yield perspective and an appreciation of general principles. This approach is more demanding than one which employs a large number of discrete courses, but it appears to us to be imposed by the framework of our responsibilities.

5) Finally, the December 12 discussion of the report indicated general agreement on a request to the President that material on the use of teaching machines be brought to the College, and also that interested faculty members hold one or more meetings to review means for encouraging independent student work.

**Steps toward developing an optimum plan**

1) Faculty agreement on guidelines like those set forth above.

2) In order that points of contact between existing courses can be perceived by the Curriculum Committee, faculty members are asked to deposit with the Curriculum Committee reading lists, lecture topics, and, in general, information about each of their courses. This material might well be syllabi, prospectuses, or course outlines now distributed by faculty members in many courses.
3) Deposit with the Curriculum Committee of individual proposals for course or major program modifications. These would be voluntary, not mandatory.

4) The Curriculum Committee, on the basis of (2) and (3), within the guidelines provided by (1), could then discuss with whichever faculty members were involved the best ways to fill gaps, retain balance, and take advantage of opportunities to strengthen an interrelated and coherently organized curriculum. This evolving curriculum, in turn, would provide a sound basis for planning the size and organizational pattern of the faculty and all its facilities.

January 16, 1961

Harmon Dunathan
Holland Hunter
Frank Parker, Chairman
President Barton presiding.

Minute 1. The minutes of the meeting of January 19 were approved as circulated.

Minute 2. The Dean reported for the Academic Council. The Council decided that the Optimum Plan Committee should remain inactive until the return of the chairman, Frank Parker, in the Fall. A committee was appointed on Foreign Language Studies following the recommendation of the Curriculum Committee, consisting of Diamant (chairman), Cary, Cook, and Asfensio.

Minute 3. The Academic Standing Committee (Finger) reported that while five students have been dropped from college the number of students in serious trouble has decreased markedly as compared with last year. This is particularly noticeable in the freshman class where only ten students had a failure in one course and none failed more than one. The committee was asked to consider keeping in closer contact with the advisors of students in serious academic difficulty.

Minute 4. The Curriculum and College Program Committee (Kennedy) recommended that Political Science 46, "Politics and Government in Underdeveloped Areas," be granted the status of a permanent course with the understanding that this will not lead to expansion in department personnel. The faculty approved this recommendation.

Minute 5. The Research and Study Committee (Reid) will receive applications from faculty for Summer fellowships until Tuesday, March 2.

Minute 6. The chairman of the Honors, Fellowships, and Prizes Committee (Pfund) read the names of seven seniors who are candidates for departmental honors and also considered by their department to be candidates for college honors.

Minute 7. The Faculty Representative to the Board (Green) reported on the January board meeting. Other than personnel matters, the board discussed the possibility of a tuition increase and considered a proposal to establish a small computing center at the college. Louis Green, who had described this center to the Board, then gave a brief description of the proposed facilities and their uses to the faculty.
Minute 8. The Committee on the Non-Science Needs of the College (Pfund) described the results of its investigations thus far. The committee feels that the Department of Music is most in need of new facilities and will soon recommend to the President and Board that the facilities of the Comfort home be remodeled for use by this department.

Although the chemistry building will not be vacated for some time, a preliminary survey of the space available there indicates that no fewer than eight classrooms and twenty offices might be located in the building.

It was suggested that the committee consider the need for more seminar room space, the need for better facilities for drama, the need for adequate ventilation in any new class and seminar rooms, and the desirability of grouping the offices of all humanities faculty in one building.

Meeting adjourned at 12:08 P.M.

H. Dunathan
Secretary

HD:rr
Regular Meeting
President Borton presiding.

March 16, 1961
11:05 A.M.

Minute 1. The minutes of the meeting of February 16 were approved as corrected.

Minute 2. The Dean reported for the Academic Council. The council approved a suggestion that the Department of Biblical Literature be renamed the Department of Religion.

Minute 3. The Curriculum and College Program Committee (Kennedy) presented a series of recommendations to the faculty (Annex I). The faculty took action on these recommendations as follows:

1. Economics Department.
   a. The faculty asked that the committee reexamine this course (Introduction to Regional Analysis) in consultation with the Departments of Economics, Sociology and Political Science.

   b. and c. were approved by the faculty.

Recommendations 2, 3, 4, 5 and 6 pertaining to English, Humanities, Mathematics, French and Religion courses were approved with the small correction noted in the annex.

Minute 4. The Curriculum and College Program Committee (Kennedy) presented a report (Annex II) on their study of alternatives to the five course plan. The faculty accepted with minor modifications the paragraph on p. 2, Annex II for introduction in the college catalogue.

Minute 5. The faculty expressed their appreciation for the fine work done by the maintenance workers in keeping the college roads free of snow this winter. The secretary was asked to express this appreciation in writing to the persons responsible.

Minute 6. The President called the attention of the faculty to the reports recently circulated on the state of the college map collection and the operation of the college bookstore.

Meeting adjourned 12:17 P.M.

Harmon Dunathan
Secretary

HD: rr
CURRICULUM COMMITTEE, REPORT TO THE FACULTY FOR ACTION AT THE MEETING OF MARCH 16, 1961.

1. Economics department

(a.) The Committee recommends the approval of:

Economics 45. Introduction to regional analysis. Mr. Smolensky.
"The techniques of economic location theory are developed and used to explain differences in the economic structure of regions. Patterns of regional income inequality, urban-land use, population and industrial migration, and water source development will be examined. Prerequisites: Economics 11, 12."

To make room for this course the department will cease to offer Economics 39, Government and business.

(b.) The Committee recommends, however, at the request of the Economics and Political Science departments, that Economics 39 be retained in the Catalogue with the notation "This course is given at Bryn Mawr College as Economics 201a." The Economics department has already established cooperation with Bryn Mawr in the case of the Soviet System course, given here and listed as an interdepartmental course in their catalogue, and this step would further cooperation. Prof. Baratz, who gives Economics 201a, is an expert in the field of government and business. The title of Economics 39 should be changed to accord with the Bryn Mawr title, "Industrial organization and market behavior."

(c.) The Economics department has been teaching Economics 81 as a senior seminar regularly every fall and Faculty teaching credit has been given for it. In addition there are individual project courses. This custom is inconsistent with College policy which does not grant teaching credit for 81, 82 courses. Therefore, the Committee recommends that a nominally new Economics course be established:

Economics 61. Topics in Economics. Members of the Department. "Advanced study of selected issues in (a) domestic economic policy, (b) international economic relations, or (c) modern industrial and commercial organization. Admission is subject to the consent of the Department."

Economics 81, 82 will remain in the Catalogue as special project courses.

2. English department.

Like the Economics department the English department has given senior seminars numbered 81, 82 as regular courses with faculty teaching credit.
The Committee recommends that English 61, as now described, be renumbered English 65, *Topics in American Literature*, and English 62 be renumbered English 66, *Topics in Contemporary Literature*. English 61 and 62 will then be listed as Projects in English and will be limited to individual or small-group special projects as in other departments.

3. General Courses.

The Committee recommends the creation, in the spirit of the Optimum Plan Committee's recommendation, of the following new course intended to stress connections between a number of fields:

**Humanities 45-46. The Age of Enlightenment.** Mr. Gutwirth.

"An examination of the European scene in the 18th century, primarily through French, German and English literature, and some major contributions in other fields. Individual students will be expected to take a leading part in the discussion of works falling within their major subject. Faculty consultants will be called in from time to time to lecture or participate in the discussion of specialized topics. A reading knowledge of French, German or Latin is required. Limited to twelve students. Prerequisite: consent of the instructor. Taught in 1961-62."

In 1961-62 and alternate years, *Humanities 21-22* would be taught in two rather than three sections, thus freeing Marcel Gutwirth to teach this course.


The Committee recommends approval of the following curriculum in mathematics. Courses involving some change from the present program are marked with an asterisk.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Math 11</td>
<td>Freshmen mathematics</td>
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<tr>
<td>*Math 12</td>
<td>Introduction to calculus: introductory and terminal course in differential and integral calculus for non-specialists.</td>
</tr>
<tr>
<td>Math 16</td>
<td>Calculus: integral calculus. Prerequisite: Math 15 or the equivalent.</td>
</tr>
<tr>
<td>*Math 17</td>
<td>Introduction to statistics. Prerequisite - Math 12 or 16 or consent of the instructor.</td>
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</table>
Note: Differential equations is now covered in Math 21, 22, 31, 32. The sequence Math 15, 16 was offered for the first time in 1960-61 and makes possible the new choice of topics in Mathematics 21.

*Math 22 Linear algebra: vector spaces and matrices. Applications will be made to linear differential equations. Prerequisite Math 21.

Note: Content will be similar to that of the present Math 33 but presented at a sophomore level. The present Math 22 is listed in the catalog as "calculus and matrices" and has included about six weeks' study of matrices.

*Math 31 Advanced calculus: elementary topology of Euclidean space, infinite series and integrals. Fourier series with applications to partial differential equations, the gamma function. Prerequisite Math 22 or consent of the instructor.

*Math 32 Advanced calculus: Jacobians and the implicit function theorem, curves and surfaces, differential forms, theorems of Green, Gauss and Stokes.

Note: The content of the present Math 31 will be distributed among the courses Math 21, 22, 31 and 32. Topics offered in the proposed Math 32 are listed in the current catalog under the one semester advanced calculus course Math 32. In practice these topics have been taught partially in Math 32 and partially in Math 65.

*Math 33 Modern algebra: introduction to modern abstract algebra. Prerequisite Math 22.

Note: This course is now offered as Math 34.

*Math 34 Modern algebra: topics in algebra will be selected from one or two of the following: Galois theory, theory of groups, theory of numbers. Prerequisite Math 33.

Math 35 Modern geometry. Prerequisite Math 22.

Math 36 Modern geometry. Prerequisite Math 35.

*Math 38 Probability and statistics: Prerequisite Math 22 or the consent of the instructor.

Math 41 Classical field problems of mathematical physics.

Math 42 Boundary value problems of mathematical physics.

*Math 63 Analysis: complex function theory. Prerequisite Math 32.

*Math 64 Analysis: topics in analysis will be selected from one or two of the following: complex function theory (continuation of Math 63), measure and integration, normed linear spaces, point set topology.

Note: This course is now listed in the catalog as Math 65.
5. Romance Languages: French.

The Committee recommends approval of the following curriculum in French.

11-12. No change.

13-14. No change.

21. Diction and composition in French. Mr. -----------
"Intensive language work in a small class. Grammar review, compositions, pronunciation drill, oral reports. The work will be centered on literary topics (e.g., the contemporary theatre), but the emphasis will be on perfecting linguistic performance. Prerequisite: permission of the Department."

22. Explication de textes. Mr. ------------
"An introduction to the study of French literature by the method of intensive analysis of style and structure applied to the several genres. Prose and poetry, essay and fiction drawn from a variety of periods will come under scrutiny. Prerequisite: French 21 or the equivalent."

31. The classical age. Mr. Cook.
"Readings in the French XVIIth century, from Pascal's Pensees to La Bruyère's Caractères, with special attention to the flowering of the classical drama. Prerequisite: French 22 or the equivalent. Offered in 1961-62 and alternate years."

32. The twentieth century. Mr. Gutwirth.
"Three generations, those of Gide, Malraux, and Sartre, will be examined in representative novels, plays, essays, and poems. Prerequisite: French 22 or the equivalent. Offered in 1961-62 and alternate years."

33. Nineteenth century lyric poetry. Mr. ------------
"The lyrical rebirth of the 19th century: Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé. Prerequisite: French 22 or the equivalent. Offered in 1962-63 and alternate years."

34. The novel from Laclos to Proust. Mr. ------------
"The rise of the modern novel in France from the late 18th to the early 20th century, with particular attention to Balzac, Stendhal, Flaubert, Zola, and Proust. Prerequisite: French 22 or the equivalent. Offered in 1962-63 and alternate years."

41. Advanced topics in French literature.
1962-63. Montaigne. Mr. -----------
Prerequisite: consent of the instructor.
42. Advanced topics in French literature
1961-62. Proust. Mr. Cook
1962-63. Baudelaire. Mr.
Prerequisite: consent of the instructor.

81,82. No change.

This new program involves no increase in the number of courses given at any one time or in the need for staff, but establishes a regular pattern of clearly identified courses.

6. Religion.

The Committee recommends that the following two courses be approved for one year only:

Religion 33. The theology of the liberal movement. Mr. Spiegler.
A detailed examination of selected writings of F. Schleiermacher, A. von Harnack and E. Troeltsch. Attention will be given to major interpretations and criticisms of the liberal movement. Prerequisite: Consent of the instructor. Offered in 1961-62.

Religion 34. Major trends in contemporary religious thought. Mr. Spiegler.
An examination of methods and issues in the writing of Barth, Wieman, H. R. Niebuhr and others. Prerequisite: Consent of the instructor. Offered in 1961-62.

The offering in Religion next year will consist of these courses, if approved, 11,12 Introduction to the Bible, 21 Early Christian thought, 22 Medieval and reformation religious thought and 81,82. 23,24 History of religions and 25 Modern Jewish and Christian thought will not be offered in 1963-64, but should be retained in the Catalogue until Gerhard Spiegler has an opportunity to examine the whole program.
NO CURRICULAR TOPIC has been more debated at the College than the present five course plan. Various alternatives have been proposed including a four course plan, a five-five-four-four course plan, a plan which would require thirty-six or thirty-eight courses for graduation but would not specify the number to be taken in any one term, and a credit hour system. At the recent informal faculty meeting to discuss independent work the Curriculum Committee was asked to consider the matter anew.

The Curriculum Committee does not recommend any change in student course load. We believe that the five course plan is:

1) sound educational philosophy. Liberal education is based on a wide variety of subjects and exposure of students to the liberating influence of thought in many new areas. This breadth is as necessary in the upper-class years when the student is directing his attention toward some specialty as before; indeed the elective courses of upper-class years are often of very special value in the mature broadening of a student's mind, for they are the courses which complement his major work and greatly influence the attitudes with which he approaches his career. We have a very special obligation to assist the future doctor, for example, to take "that one music course" in his senior year, or to offer the chemist his one course in economics, or the English major one glimpse of the history and philosophy of science. The number five in itself has no special significance, but it is probably the largest feasible number of courses for the average student. Five offers more variety than four, four more variety than three.

2) realistic. Students complain of the course load, but we do them a service in introducing them to the pressures of the world of employment and the need for planning their time. Some students (eleven this term) find time to take six courses. Furthermore, there is no evidence that our drop-out rate is higher than that of schools with four course plans or five-five-four-four plans. Faculty members should not, however, equate very long assignments with very good assignments and should plan a course to take approximately one-fifth of a student's time. In the past this has been defined as about nine hours a week per course including class hours. Students need time to write term papers and this should be provided for in planning courses. Reading periods are now used by some faculty members for the purpose.

There is already a feeling that some upper-class courses are under-enrolled for purposes of good class discussion and this situation would be aggravated by a decrease of one-fifth in junior and senior enrollments.
Some faculty members would quite justifiably feel a lack of stimulation if they had fewer advanced students. In the extracurricular program we regard it as a virtue of Haverford that students are drawn into a wider variety of activities than they would be at a large university; if they were not, many activities would have to be curtailed. We believe that the students profit from the involvement and that the same principle applies to curricular work. Similarly, at a small college the faculty necessarily undertake a wide variety of academic and administrative tasks.

A credit-hour system might possibly be devised which would answer the problem, but conversation with faculty members does not indicate a willingness at this time to engage in the extensive deliberations necessary for such a change, especially since the results are not certain to be beneficial. It is possible that closer cooperation with Bryn Mawr College and the admission of transfer students might eventually result in a changed condition in upper-class courses and any extensive increase in the size of the College certainly would do so. In any of these events the problem should be reconsidered.

Opportunities for course reduction now exist but are not clearly understood by faculty or students, and are nowhere definitely stated in the Catalogue. We recommend the introduction into the Catalogue (p. 36), immediately after the paragraph "Bachelor's Degree," of the following paragraph:

"Course Intensification

Students are required to enroll in five courses each term as described above, since the College believes that wide diversity of course experience is an important part of a Haverford education, but the College also recognizes that students may sometimes profit from the opportunity on occasion to work more intensively on a smaller number of subjects. Therefore, with the approval of his adviser, a student may, if he wishes, effect reduction in the number of different subjects he is studying at any time except in his freshman year by registering, with the instructor's permission, for double credit in one or more of his courses. In double credit courses the student undertakes an approved program of independent study in conjunction with a regular course or a project course and submits a paper or passes an examination based on his independent work. Such independent work is not suitable in all subjects and the instructor of the related course must be the final judge of whether or not it should be attempted. In unusual cases, a student may apply to the Academic Standing Committee for permission to pursue a program of less than five subjects without enrolling in a double credit course.

* insert "and in unusual cases more than one"
Regular Meeting
President Borton presiding.

Minute 1. The minutes of the meeting of March 16 were approved as circulated.

Minute 2. The Dean reported the academic council's concern with our increasingly crowded class schedules. The council asked for faculty reaction to a plan for scheduling classes on the half hour 8:30...11:30 on Monday, Wednesday and Friday and 8:30...10:30 on Tuesday, Thursday and Saturday. Discussion of the new plan revealed no strong opposition, yet there was no feeling of urgency to adopt the new plan for 1961-62.

Minute 3. The Academic Standing Committee has approved the request of Joseph Stokes III that he be granted the B.A. degree from Haverford as part of the class of 1946.

Minute 4. The Curriculum and College Program Committee (Kennedy) presented a series of recommendations affecting the departments of Astronomy, Chemistry, Economics, English, History, History of Art, Mathematics, Physics, Political Science and Psychology. (Annex I). The faculty approved these recommendations with the minor changes noted in the Annex.

Minute 5. President Borton called attention to the statement in "Information for Members of the Faculty", paragraph 7, section 3, on hours for classes. A number of classes, seminars, etc. have been held at hours other than those described. The President asked that the faculty inform his office of all such meetings in order that the magnitude of the scheduling problem might be known.

Minute 6. The Committee on Faculty Compensation and Medical Plans (Bell) asked that a special faculty meeting be scheduled to discuss the committee's proposals pertaining to the tuition plan, medical and life insurance, etc. The faculty agreed to meet Monday, May 8 at 4:10 P.M. to discuss these proposals.

Minute 7. The Committee on Faculty Research and Study (Reid) presented a report to the faculty.

The Danforth Grants have been awarded for the Summer of 1961. This exhausts the three year grant.

The Committee has been operating on funds that were substantially less than those received during any year since the first year of its establishment. The Committee senses the need for a yearly operating fund of at least $10,000, twice the amount of the present Board of Managers allocation. The President and Faculty Representatives to the Board are asked to express this need to the Board when it conveys the Faculty's appreciation for its support of our research interests.
Minute 8. The Committee on Honors, Fellowships and Prizes (Pfund) announced that Hyun Yoon of Korea will come to Haverford next year as a T. Wistar Brown fellow. Mr. Yoon was unable to accept the same fellowship last year due to political unrest in Korea.

The committee invited applications for the Cope Fellowships from members of the senior class and, having examined the qualifications of the six applicants, recommended that Jeff Larson be awarded the first Cope fellowship and Kenneth Trabert the second Cope fellowship. The Faculty approved this recommendation.

Minute 9. President Borton reported action taken at the last Board meeting. A tuition increase of $150 was adopted. Faculty salary increases were approved; however, the specific amounts have not been set. The renovation and remodeling of the Comfort home was approved.

Meeting adjourned 12:25 P.M.

Harmon Dunathan
Secretary

HD:rr
The Committee recommends the following changes in the Curriculum:

**ASTRONOMY**

**Proposed Courses in Astronomy**

**Ast. 11, 12. Descriptive Astronomy** (as at present)

**Ast. 21, 22. Reading Course in Stellar Astronomy** (to be dropped)

**Ast. 41. General Relativity and Cosmology - Mr. Green**

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered.

Prerequisites: Mathematics 21 and Physics 28

Offered in 1961-62

(This course was the former Math. 41 - Physics 41)

**Ast. 43. Magneto hydrodynamics - Mr. Green**

The principles of magnetohydrodynamics are developed and applied to such geophysical topics as the earth's magnetism and paleomagnetism and the Van Allen belts; to such solar-terrestrial relationships as the origin and variations of the radio, ultraviolet and cosmic ray fluxes; and to such astrophysical problems as the alignment of the interstellar dust, the presence of synchrotron radiation in certain sources and the structure and magnetic field of the galaxy.

Prerequisite: Mathematics 21 and Physics 28

Offered in 1961-62

(This course is a new one)

**Ast. 44. Quantum Mechanics of Atoms and Molecules - Mr. Green**

(Also called Chemistry 44)

The structure and spectra of atoms and simple molecules are derived quantum mechanically. A brief demonstration of the use of group theory is included. Considerable time is devoted to the quantum mechanical explanation of the chemical bond, its ionic, covalent and metallic character, as well as its steric properties. The interpretation of laboratory and astronomical spectra is discussed.

Prerequisite: Mathematics 21, Physics 13, 14 and Chemistry 13, 14.

(This course is the former General Physical Science 31)

**Ast. 45. Advanced Classical Mechanics - Mr. Green**

The Lagrangian and Hamiltonian formulations of mechanics are developed and applied to the motions of the earth. The Hamilton-Jacobi equation is derived. Action-angle variables are demonstrated and, together with perturbation theory, are applied to the motion of natural and artificial satellites. Planetary theory is treated briefly, and galactic dynamics is considered.

Prerequisites: Mathematics 21 and Physics 28

Offered in 1962-63 and alternate years

(This course is the present Ast. 45)
Ast. 46. Stellar Evolution and the Origin of the Elements - Mr. Green
The theory of stellar structure is reviewed and the problem of stellar evolution is discussed on the basis of the theoretical and observational evidence. The significance of the results for the origin of the elements is considered.
Prerequisite: Mathematics 21 and Physics 21 and 28
Offered in 1962-63 and alternate years
(This course is the present Ast. 46)

Chem. 44. Quantum Mechanics of Atoms and Molecules - Mr. Green
(Also called Astronomy 44, see above.)

Eco. 47. Introduction to Regional Analysis - Mr. Smolensky
The techniques of economic location theory are developed and used to explain difference in the economic structure of regions. Patterns of regional income inequality, urban-land use, population and industrial migration, and water source development will be examined.
Prerequisites: Econ. 11, 12.
Note: approval is requested for two years only. This course was discussed at the last Faculty Meeting and room for it made by listing Government and Business as taught at Bryn Mawr College.

Engl. 42. Medieval Classics - Mr. Thompson - to be dropped and replaced by the following:
Engl. 49-50 European Thought and Letters, 1100-1600 - Mr. Thompson.
(Also called History 49-50)
History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious developments of the epoch.
Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. Students electing the course are expected to have some antecedent knowledge of European history and a reading knowledge of Latin or of a relevant modern language.
Offered in 1962-63 and alternate years.

GENERAL COURSES

Interatomic and Intermolecular Forces - Mr. Green -
Phys. Sci. 31 to be dropped and replaced by Astronomy/Chemistry 44.

HISTORY

Hist. 41-42 Reading Course in American History, 1492 to the Present - Mr. Drake.
To be dropped.
Hist. 49-50 European Thought and Letters, 1100-1600 - Mr. Thompson.
(Also called English 49-50. See above.)
HISTORY OF ART

Hist. Art 21-22  Introduction to the History of Art - Mr. Fowles.
The course taught in recent years will be resumed and the
experiment of teaching American art abandoned.
The description will be that in the 1959-60 catalogue.

MATHEMATICS

Math. 41  Classical Field Problems of Mathematical Physics - Mr. Green.
This course will be dropped and replaced by Astronomy 41, see above.
Math. 42  Boundary Value Problems of Mathematical Physics - Mr. Green.
(Also called Physics 42)

Orthogonal functions, perturbation theory, the calculus of
variations, (integral transforms), and iterative procedures
are employed to solve boundary value problems expressed in
the form of differential or integral equations. Such functions
as Legendre, associated Legendre, Bessel, hypergeometric,
and confluent hypergeometric are employed. Attention is
given to numerical and machine methods. An introduction
to Sturm-Liouville theory and Hilbert space is presented.
Examples are chosen from such fields as heat conduction,
classical and quantum mechanics, acoustics, aerodynamics,
electromagnetic theory, and radiative transfer.
Prerequisites: Mathematics 31; Physics 13, 14.
Offered in 1961-62 and alternate years.
(This course is the present Math. 42, Physics 42 with revised
contents.)

PHYSICS

Phys. 25  Physical Optics and Atomic Spectra, Mr. _______. Will not
be offered in 1961-62.
Phys. 27  Thermodynamics - Mr. Davidson.
The physical significance and quantitative properties of
heat, temperature, entropy, and related concepts are developed
from the fundamental assumptions of thermodynamics concerning
the conservation and degradation of energy, together with
the corresponding statistical considerations.
Prerequisites: Physics 13, 14, Mathematics 21, 22.
Offered in 1961-62.
Note: approval requested only for one year.
Phys. 41  Classical Field Problems of Mathematical Physics - Mr. Green
To be dropped and replaced by Ast. 41; see above.
Phys. 42  Boundary Values of Mathematical Physics - Mr. Green
For revised description see above, Math. 42

POLITICAL SCIENCE

This department has undertaken a general renumbering of its
courses to make possible better cooperation with other depart-
ments, such as Economics. These changes do not change the
nser of the courses, and thus do not require approval, except in the following cases:

**Pol. Sci. 45**
Comparative government - Mr. Diamant - will become a sophomore course, Pol. Sci. 26.

**Pol. Sci. 24**
American Foreign Policy - Mr. ------- will become a junior-senior course, Pol. Sci. 46.

**PSYCHOLOGY**

With the addition of a third man, approved by the Academic Council, beginning in the spring term 1961-62 and continuing thereafter, it will be possible to enlarge the offering of the department. At the present time only an interim program has been submitted. Further changes and additions will be submitted next year. For 1961-62 the offerings in Psychology, if approved, will be:

**Psych. 12**
Introductory Psychology - Staff.

**Psych. 21**
Perception and Judgment - Mr. Perloe
An analysis of the major theoretical positions and relevant research in perception and judgment. In addition to discussions on the traditional topics of form and space perception, perceptual learning, perceptual constancies and the effects of frames of reference on judgment, attention will be given to the effects of motives, values and personality upon perception. Prerequisite: Psych. 12.

**Psych. 24**
Cognitive Processes - is to be dropped.

**Psych. 26**
Human Relations - is to be dropped.

**Psych. 27**
Social Psychology - Mr. Perloe.
An intensive consideration of the individual aspects of social behavior. Initial attention will focus on the processes involved in individuals' definitions and interpretations of social situations. Following this, the effects of culture and social structure upon personality and the effects of personality on social behavior will be discussed. Prerequisite: Psych. 12.

**Psych. 28**
Developmental Psychology - the present Psychology 34.

**Psych. 29**
Theories of Personality - the present Psychology 33.

**Psych. 32**
Communication, Propaganda and Attitude Change - Mr. Perloe.
A detailed analysis of research on the factors which persuade people to change their attitudes and opinions. Consideration will be given to the effects that techniques of presenting communications, types of communicators, and personalities of communication targets have on creating attitude change. Attention will also be paid to the effects of forced compliance, "brain washing" and other behavioral determinants of attitude change. Prerequisite: Psych. 12 or consent of the instructor. Note: approval for this course is requested only for one year.

**Psych. 35, 36**
Contemporary Issues in Psychology - Staff.
A joint faculty-student seminar investigating a limited problem area of psychology not dealt with in the curriculum, problem areas to vary from year to year. Prerequisite: Psych. 12 and consent of the instructor.

**Psych. 38**
Systems and Theories of Psychology - Mr. Heise. No change.
Psych. 51, 52  Research Topics in Psychology – Staff
(This course will function in somewhat the same way as
English 65, 66 and Economics 61, 62, approved last Faculty
Meeting to obviate the counting of 81, 82 courses as part
of a Faculty teaching load.)

Psych. 81, 82  Individual Projects – Staff.

Further, Psychology 23 Principles of Learning
" 25 Principles of Motivation – will be retained in the
Catalogue and listed as "Not offered in 1961-62."
Special Meeting
President Borton presiding.

May 8, 1961
4:05 P.M.

Minute 1. President Borton opened the meeting, then turned it over to the Chairman of the Committee on Faculty Compensation and Medical Plans (Bell).

Minute 2. Philip Bell presented an outline of the problems being considered by his committee, together with a detailed discussion of one of these problems, tuition plans for faculty children. (Annex I)

Minute 3. Under Part Two of the outline the committee recommended a relaxation of the rules for assigning housing to new faculty members. The allocation, now made strictly on the basis of the date on which the contract was signed, should be made by the President judging the housing most appropriate to the needs of the faculty member. The faculty approved of this new procedure with the addition (Kennedy) that in case available housing is insufficient for all new faculty, those who first signed the contract should be given the units available.

Minute 4. Under Part Three of the outline the question of medical insurance for retired faculty was discussed and referred to the committee for further action.

The chairman described the committee's concern with long term disability insurance protection. The college policy toward continuing the salary of a disabled faculty member beyond one year is made by consideration of the individual case. More satisfactory alternatives might be either a commercial plan, such as that of the T.I.A.A., or a formalized college plan. The faculty expressed interest in this type protection and supported the suggestion that a T.I.A.A. representative be invited to the campus to describe such a plan.

Minute 5. Under Part Five of the outline the Dean described a modified plan for sabattic leave drawn up by the academic council.

The present possibilities for sabattic leave; that is, one year at half pay or a semester at full pay every seven years are extended to include these alternatives: After six semesters at the college one semester's leave with half pay or one semester's leave in residence (teaching one course and continuing advisory duties) at full pay. In addition, an assistant professor on continuing appointment may be granted a semester's leave at full pay after six semesters at the college when such a leave is recommended by the President and the academic council.
After discussion the faculty formally approved the new policy. This will be presented to the board as a recommendation of the council and faculty.

Minute 6. Part Four of Annex I provoked an extended discussion of the merits of plans A and B outlined in Annex I. The faculty seemed favorably disposed toward a plan of tuition subsidy for faculty children and showed some preference for plan B. Further development of this plan by the committee will result in a recommendation by the committee for faculty action.

Meeting adjourned 5:45 P.M.

H. Dunathan
Secretary

HD:rr
Minute 1: The minutes of the meetings of April 20th and May 8th were approved as circulated.

Minute 2: The President asked the faculty representatives to the Board to proceed with the election of two new representatives to the Board, one for a two-year term, the other for one year. Wallace MacCaffrey asked for consideration of a list of eligible faculty. This list was corrected for those on leave to the best knowledge of the faculty. The faculty then elected by the procedure adopted May 19, 1959 (see Annex IV of those minutes) two representatives to the Board. Philip Bell was elected for a two-year term and Frank Parker for a one-year term. Elections were held for alternates; Thomas Drake was elected first alternate and Ariel Looey, second alternate.

Minute 3: The chairman of the Committee on Honors, Fellowships and Prizes (Pfund) reported the awarding of a second T. Wistar Brown fellowship to Giuliana Pontara. Mr. Pontara, an Italian national is presently studying philosophy in Sweden and wishes to continue these studies here.

A statement of procedure for College Honors Examinations was read. The faculty discussed the statement and approved it when amended to allow student attendance. The amended statement was distributed to the faculty. (Annex I).

Minute 4: The Curriculum and College Program Committee recommended that English 49-50 be accepted for either the Humanities or Social Science limited elective requirement. The faculty approved.

Minute 5: The Philips Program Committee (Cary) asked for faculty advice as to the disposition of surplus funds which have been accumulated. The Committee was asked to meet and consider both a budget for 1961-62 and the use of these surplus funds.

Minute 6: The President was asked about plans for new faculty mail boxes. There followed a discussion of the merits of closed, open, and slotted mail boxes and their location.

Minute 7: The President suggested that a special meeting for discussion of the College Budget be held Tuesday, May 23, at 4:05 P.M.

Meeting adjourned 12:30 P.M.

Harmon Dunathan
Secretary
The oral examinations for the new College Honors will take place during the week of May 29, probably on the afternoons of Wednesday, May 31 and Thursday, June 1.

The examiners will consist of the three members of the Committee on Honors, Prizes and Fellowships plus co-opted members from the candidate's major department as well as from departments in which he has done considerable work or in whose fields he displays a marked degree of competence. The examinations are open to other members of the Faculty in addition to those specifically invited and to students. The exact dates and times will be announced.

Department chairmen are requested to report immediately to the chairman of the Committee on Honors, Prizes and Fellowships the results of the comprehensive examinations and also to report whether the potential candidate is to receive departmental honors. The Committee would appreciate an opportunity to peruse Senior project papers prior to the oral examinations.

For this year's first series of examinations under this new system of honors, the Committee has established the following criteria, based on a careful study of the records of potential candidates:

1) for summa cum laude: superlative achievement in the candidate's major field and in a related field as well as excellent work in one or more fields not related to his specialties. In general, the cumulative average (Freshman year = 1; Sophomore year = 2; Junior year = 3; Senior year first semester = 2) will be a minimum of 91.

2) for magna cum laude: excellent work in the candidate's major field and in a related field as well as a high degree of competence in one or more fields not related to his specialties. In general, the cumulative average will be a minimum of 88.

The Committee would like to reserve the right to change or amend these criteria following this first year's experiences.

In recommending a student for College Honors, this Committee (at the behest of the Curriculum and College Program Committee) will take into consideration whether the student has consulted foreign materials in the original language. No student will be recommended for summa cum laude if he has failed to consult in the original language important foreign materials which in the Committee's opinion constitute a necessary source for his Honors work.

It is highly unlikely that more than one or two summa cum laude candidates will be recommended in a single year. Ordinarily not more than five or six candidates will be recommended by the Committee for the award of magna cum laude, but the Committee may recommend more awards or that no awards in either category be made.

The Committee on Honors, Fellowships and Prizes
Fay Selove
Bradford Cook
Harry Pfund, Chm.
Outline of Issues before the Faculty Committee on Compensation and Medical Care

PART ONE. SALARIES

PART TWO. HOUSING

PART THREE. MEASURES FOR PERSONAL SECURITY
   * A. Health
   * B. Death
   * C. Disability
   D. Retirement
   E. Short-term Financial Stress

PART FOUR. MEASURES TO AID IN THE FINANCING OF A COLLEGE EDUCATION FOR FACULTY CHILDREN

PART FIVE. MEASURES FOR PROFESSIONAL EDUCATION AND ADVANCEMENT
   * A. Sabbaticals
   * B. Expenses for Meetings of Professional Associations
   * C. Isaac Sharpless Appointments for Teacher-Scholars

* To be discussed or reported on at the special faculty meeting on 8 May.
PART FOUR. MEASURES TO AID IN THE FINANCING OF A COLLEGE EDUCATION

FOR FACULTY CHILDREN

A. The Tuition Exchange Plan

The tuition exchange program adopted by a large group of colleges in the early 1950's, including ourselves, whereby members of the plan would agree to provide full tuition grants for children of faculty members of other institutions provided of course they met admission requirements, has not worked out. At least half of the top-quality institutions in which we would be interested either are not or are in the process of withdrawal. The reason for the debacle is simple: when the plan was established no system of "compensatory payments" was worked into the scheme, and the better institutions have found themselves steadily building up a credit balance, i.e., they are taking in many more students tuition free than they are sending out. Haverford is one such institution. These creditor institutions are now either leaving the plan, or refusing to accept more students tuition free under the plan until their credit balance is made smaller. The tuition exchange plan therefore affords little security for us in the immediate future, none in the longer run.

B. Extent of the Problem

What is the magnitude of the problem involved? A survey of faculty and administration now on the payroll and returning next year indicates that there are five families with one child under 20, thirteen families with two children under 20, seven families with three children under 20, seven families with four children under 20, and one family with five children under 20. The birthdates of these 85 children from 35 families are distributed as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>1940</th>
<th>1941</th>
<th>1942</th>
<th>1943</th>
<th>1944</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1941</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1942</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1943</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1944</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Projecting roughly, we can say, therefore, that on the basis of our existing faculty we will have the following numbers of children at college age (i.e., between 18 and 22) over the next 16 years:

<table>
<thead>
<tr>
<th>Year</th>
<th>1961</th>
<th>1962</th>
<th>1963</th>
<th>1964</th>
<th>1965</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>1962</td>
<td>9</td>
<td>13</td>
<td>16</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>1963</td>
<td>23</td>
<td>25</td>
<td>26</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>1964</td>
<td>23</td>
<td>20</td>
<td>21</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>1965</td>
<td>23</td>
<td>26</td>
<td>26</td>
<td>23</td>
<td>26</td>
</tr>
</tbody>
</table>

The numbers involved are clearly not small. The financial burden of financing a college education for these children is going to be heavy without the effective operation of the tuition exchange program, particularly because the planned growth in faculty salaries is likely to put a number of the families involved just outside the range of scholarship aid from other institutions. And where this is not the case, as with the larger families, the children may not be awarded scholarships; it seems likely that little special attention, at any rate, will be given our faculty children by other institutions when so many of these other institutions are contributing substantially to the education of their own faculty children (see below).
There are, basically, four possible grounds on which the faculty may choose to recommend and the Board to act on this problem. Although it was not so stated explicitly, the logic underlying the Tuition Exchange Program would seem to be that members of the academic profession wish to treat each other on the same basis as members of the legal or medical profession treat each other: a doctor considers it unethical to charge a fee for taking care of another doctor's family. A doctor can rationalize this on the basis that he is simply giving extra time to a fellow doctor. But under the Tuition Exchange Plan, children of faculty in other institutions were not simply added to normal enrollments; they took the place of other scholarship candidates who might have needed financial aid more than the faculty children.

A second ground for aid of some kind is that it is a means of rectifying what might possibly be considered one of the most serious disadvantages of entering the teaching profession: no teacher can be happy if he gives himself, at a considerably lower salary than he could earn elsewhere, to the education of others and is unable to provide properly for the equivalent education of his own children. Extended to the community, no community can be flourishing and happy if some members of it are put in this situation. Because of our deep commitment to higher education, the possibility that faculty children may be excluded from educational opportunity commensurate with their abilities because of lack of adequate finances achieves the same status in our thinking as the possibility that some member of the community may be excluded from adequate medical care because of lack of finances, i.e., as something that we must avoid.

Still a third ground for aid is of a somewhat different character. We profess to believe that the country must invest more in human resources. We say this when the issue of salaries is raised, we tell our alumni this, and we refer to it often in other connections. If we truly believe it, then perhaps we, as a faculty, should set an example at home, so to speak, by investing in the human resources of our own community. Of course even if we believe in this and wish to act on this belief, we may not wish to extend our action to the Haverford community, i.e., this ground for action really assumes two commitments, one to education and one to the Haverford community. But if this position does strike a spark, does have some validity, it implies that we have a right to ask for a "return" on our investment. This right has considerable significance in the choice of plans below.

Finally, even if we do not believe strongly in any of the three grounds for action listed above, we must take into account our competitive position. As shown below, a large number of competitor institutions are giving substantial aid for the education of faculty children. Clearly this fact can affect our recruiting and holding position, particularly with respect to faculty in a certain age group, i.e., with children nearing college age. We can to some extent balance this competitive position by salary adjustments (although at a net loss to the institution because of tax considerations), but because of salary brackets and the like it may not be possible to effect a balance entirely.
D. Three Alternative Proposals

If we wish to try to do something about this problem, there would seem to be three alternative ways of attacking it.

Plan A

The principal means of meeting the problem which has been adopted by colleges which have left the Tuition Exchange Plan, or were never in it but provide some assistance for the education of faculty children, is to pay directly the full tuition, or in some cases a fraction thereof, to the educating institution, i.e., cover the tuition cost of a college education (which is about half the total tuition, room, and board cost) for all faculty children. In a very few cases, a 'means test' is attached, but this is rare. A survey by Colgate University in December 1960 showed the following (This is not a complete survey, but merely a sampling of the policies of comparable institutions).

The following institutions provide cash grants for tuition for faculty children:

<table>
<thead>
<tr>
<th>Alleghany</th>
<th>Hobart</th>
<th>Skidmore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amherst</td>
<td>Lafayette</td>
<td>Sweet Briar</td>
</tr>
<tr>
<td>Bowdoin</td>
<td>Lawrence</td>
<td>Thiel</td>
</tr>
<tr>
<td>Carleton</td>
<td>Macalester</td>
<td>Tufts</td>
</tr>
<tr>
<td>Colby</td>
<td>Mount Holyoke</td>
<td>Vassar</td>
</tr>
<tr>
<td>Dartmouth</td>
<td>Muhlenberg</td>
<td>Washington and Lee</td>
</tr>
<tr>
<td>Davidson</td>
<td>Oberlin</td>
<td>Wellesley</td>
</tr>
<tr>
<td>Denison</td>
<td>Ohio Wesleyan</td>
<td>Wells</td>
</tr>
<tr>
<td>Drew</td>
<td>Rochester</td>
<td>Wesleyan (Conn.)</td>
</tr>
<tr>
<td>Earlham</td>
<td>Saint Lawrence College</td>
<td>Williams</td>
</tr>
<tr>
<td>Gettysburg</td>
<td>Sarah Lawrence</td>
<td>Wittenberg</td>
</tr>
</tbody>
</table>

The following institutions report that consideration is being given to the cash grant proposal:

<table>
<thead>
<tr>
<th>Alfred</th>
<th>Colorado College</th>
<th>Middlebury</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryn Mawr</td>
<td>Cornell College</td>
<td>Reed</td>
</tr>
</tbody>
</table>

The following report that no cash grant program exists or is under consideration:

<table>
<thead>
<tr>
<th>Adelphi</th>
<th>Goucher</th>
<th>Pomonas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antioch</td>
<td>Grinnell</td>
<td>Ripon</td>
</tr>
<tr>
<td>Brandeis</td>
<td>Haverford</td>
<td>Russell Sage</td>
</tr>
<tr>
<td>Bucknell</td>
<td>Kenyon</td>
<td>St. Olaf</td>
</tr>
<tr>
<td>Butler</td>
<td>Lehigh</td>
<td>Simpson</td>
</tr>
<tr>
<td>Clark</td>
<td>Miami (of Ohio)</td>
<td>Springfield</td>
</tr>
<tr>
<td>Coe</td>
<td>Norwich</td>
<td>Susquehanna</td>
</tr>
<tr>
<td>Dickinson</td>
<td>Occidental</td>
<td>Swarthmore</td>
</tr>
</tbody>
</table>

Haverford could join the first list of colleges above, which are giving cash grants, as the Bryn Mawr faculty has proposed to their Board. We will call this Plan A. The college would simply pay 1/2, 2/3, or full tuition up to the full tuition being charged at Haverford directly to any college attended by children of Haverford faculty. Plan A is simple, and it gives wide flexibility of choice to fit the needs and abilities of different faculty children. Its cost is considered below.
Plan B

Plan B involves contributions into an educational fund by faculty members with children nearing college age, with matching grants by the college up to some maximum amount. Over a period of 10 years (when the child was between 12 and 22) the fund would accumulate, a fund which would go far to meet tuition, room and board of faculty children during the expensive college years 18-22.

Suppose, for example, that the college made a grant matching individual contributions annually, up to $400 a year, beginning in the year when the child was six years away from college. Over six years the fund, assuming the maximum contribution, would grow to $5,374 compounded at 4-1/2 per cent interest. Over the next four years contributions might be increased to $500, but outpayments would exceed inpayments so that in effect net the fund would pay out $2,000 a year for educational expenses during the college years, i.e.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fund at beginning of year</th>
<th>Interest during year</th>
<th>College contribution</th>
<th>Outpayment</th>
<th>Fund at end of year</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>$5,374</td>
<td>242</td>
<td>500</td>
<td>2,000</td>
<td>$2,801</td>
</tr>
<tr>
<td>9</td>
<td>$4,116</td>
<td>185</td>
<td>500</td>
<td>2,000</td>
<td>$1,991</td>
</tr>
<tr>
<td>10</td>
<td>$2,801</td>
<td>126</td>
<td>500</td>
<td>2,000</td>
<td>0</td>
</tr>
</tbody>
</table>

Before considering Plan C, let us compare Plan B with Plan A. First as to cost. Under Plan B we would have to make some adjustment for children between the ages of 12 and 18 now. Arbitrarily, in order to make cost comparisons, let us say that we invite double contributions for children after 1945 until 'backpayments' are met, and give a cash tuition grant of $1,000 a year for children born before that time, when they reach college age. We then estimate that if we adopted full tuition grants under Plan A and these averaged $1,500 a child, and if we adopted the contributory scheme outlined above for Plan B which would pay out $2,000 a year, and if everyone eligible for the plan contributed the maximum allowable amount, the cost of the two plans would be as follows (i.e., the cost to the college).

### Plan A

<table>
<thead>
<tr>
<th>Year</th>
<th>Children in college</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>2</td>
<td>$3,000</td>
</tr>
<tr>
<td>1962</td>
<td>4</td>
<td>$6,000</td>
</tr>
<tr>
<td>1963</td>
<td>5</td>
<td>$7,500</td>
</tr>
<tr>
<td>1964</td>
<td>7</td>
<td>$10,500</td>
</tr>
<tr>
<td>1965</td>
<td>9</td>
<td>$13,500</td>
</tr>
<tr>
<td>1966</td>
<td>9</td>
<td>$13,500</td>
</tr>
<tr>
<td>1967</td>
<td>13</td>
<td>$19,500</td>
</tr>
<tr>
<td>1968</td>
<td>16</td>
<td>$21,000</td>
</tr>
<tr>
<td>1969</td>
<td>20</td>
<td>$30,000</td>
</tr>
<tr>
<td>1970</td>
<td>24</td>
<td>$36,000</td>
</tr>
<tr>
<td>1971</td>
<td>28</td>
<td>$41,500</td>
</tr>
<tr>
<td>1972</td>
<td>25</td>
<td>$37,500</td>
</tr>
</tbody>
</table>

### Plan B

<table>
<thead>
<tr>
<th>Year</th>
<th>Children in plan</th>
<th>Contributions to fund</th>
<th>$1,000 grants</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>13</td>
<td>$8,400</td>
<td>$2,000</td>
<td>$10,400</td>
</tr>
<tr>
<td>1962</td>
<td>18</td>
<td>$8,300</td>
<td>$5,000</td>
<td>$13,300</td>
</tr>
<tr>
<td>1963</td>
<td>26</td>
<td>$11,200</td>
<td>$5,000</td>
<td>$16,200</td>
</tr>
<tr>
<td>1964</td>
<td>32</td>
<td>$13,000</td>
<td>$5,000</td>
<td>$18,000</td>
</tr>
<tr>
<td>1965</td>
<td>36</td>
<td>$15,000</td>
<td>$3,000</td>
<td>$18,000</td>
</tr>
<tr>
<td>1966</td>
<td>43</td>
<td>$18,000</td>
<td>$1,000</td>
<td>$19,000</td>
</tr>
<tr>
<td>1967</td>
<td>52</td>
<td>$22,100</td>
<td>...</td>
<td>$22,100</td>
</tr>
<tr>
<td>1968</td>
<td>53</td>
<td>$20,300</td>
<td>...</td>
<td>$20,300</td>
</tr>
<tr>
<td>1969</td>
<td>56</td>
<td>$24,100</td>
<td>...</td>
<td>$24,100</td>
</tr>
<tr>
<td>1970</td>
<td>58</td>
<td>$21,200</td>
<td>...</td>
<td>$21,200</td>
</tr>
<tr>
<td>1971</td>
<td>59</td>
<td>$25,900</td>
<td>...</td>
<td>$25,900</td>
</tr>
<tr>
<td>1972</td>
<td>60</td>
<td>$26,500</td>
<td>...</td>
<td>$26,500</td>
</tr>
</tbody>
</table>
While the total costs over the next 10 years of the two plans as posited above are about equal (with Plan A thereafter becoming more expensive than Plan B), clearly the plans can be made more or less equal in terms of costs and benefits simply by altering the size of one or the other. Plan B would seem to have one cost advantage over Plan A: the annual budgeted cost to the college is more stable under the former. What of other considerations? The degree of flexibility in choice of educational institution is the same in both (and a great advantage over the Tuition Exchange Program even when it was working effectively). The basic decision we must make if we decide to have a plan of this type is whether it should be a contributory or a non-contributory plan. The non-contributory plan is more flexible in two respects: (1) in the degree of freedom allowed faculty members with children going to college to develop their own financing plans; (2) in allowing for the possibility of switches in policy on this issue in future years. Whether these are in fact advantages or disadvantages depends perhaps on our approach to the problem. The contributory plan: (1) makes it clear that the parents of the child are bearing the major responsibility (they will of course have to bear this under Plan A as well, but it is perhaps not so obvious); (2) guarantees the community a return on its investment so to speak, i.e., guarantees at any rate that lack of finances beyond tuition will not prevent the faculty child from being able to take advantage of the best educational opportunity open to him on the basis of ability and interest; (3) commits us perhaps more than under Plan A to a definite policy on this issue. It has been suggested to us that we need flexibility on this matter over the next few years — to allow us to switch to another type of plan, to alter the extent of benefits, or even to disband the whole thing. The Faculty Committee on Compensation feels, however, that we should commit ourselves pro or con on this issue now, for surely it will simply generate inequities if we adopt a plan for five years and then decide to forego the whole matter.

The annual cost of either of these two plans can be estimated fairly accurately. It can be put in terms of adding 10 to 20 tuition-paying students a year, tightening up on faculty expansion by two to three members, or simply as $250 to $300 per faculty member a year. If we as a community wish one or the other plan, we must face the fact that it costs money and be ready to suggest in some responsible fashion how that cost should be met. Do we wish to urge more strongly limited expansion, for example of transfer students? Are we ready to cut the size of the faculty in some way? Are we ready to forego permanently two per cent of next year's salary increase and then move back to the planned eight per cent increases, for example, in order to establish this type of long-run security we could then feel about the education of faculty children?

Plan C

We have left Plan C to treat as something of an addendum because it must be considered largely in terms of the future, and there is no way really to estimate its cost. Plan C envisages a new Tuition Exchange Program with two major differences from the old one: (1) annual deficits and surpluses on the part of participating institutions would be settled by compensatory payments; (2) any net cost over the years would be met from general college funds rather than from scholarship funds.

In effect if we adopt Plan A or Plan B above we would be coming close to joining such a plan as C with other institutions which have adopted Plan A. By taking care of the two principal defects of the old Tuition Exchange Program by the changes above, it might be possible to establish a new plan with very wide participation. If participation was wide enough, we would lose little in the way of more limited choice of institutions. And it would correct the one inequity which arises if some but not all institutions adopt some form of Plan A or Plan B, viz., the education of children of faculty members in an institution with a plan is paid for by that institution, i.e.
if we adopt Plan A or Plan B above no other institution will grant scholarships
to our children knowing that the costs are covered by Haverford; the education of
Dickinson or Grinnell or Swarthmore faculty children on the other hand (institutions
which do not have a plan) may also be paid for by Haverford, out of scholarship
funds.
Tuition = $2,000

Special Meeting of May 14, 1961
P. W. Bell
Annex 1A

Group I. The Three colleges.

II. Colleges which now give cash grants for education of faculty children (Dartmouth, Mount Holyoke)

III. Colleges which do not contribute toward education of faculty children (Harvard, Vassar)
FACULTY OF HAVERTSFORD COLLEGE

Special Meeting
President Borton presiding.  

May 23, 1961
4:05 P.M.

Minute 1: The President described the College Budget for 1961-62.

Meeting adjourned 5:45 P.M.

Harmon C. Dunathan
Secretary
Minute 1. The minutes of the meetings of May 18th and May 23rd were approved as circulated.

Minute 2. The Dean reported for the Academic Council. New committee personnel have been appointed; the faculty will shortly receive the committee list for 1961-62.

The Special Advisors to Able and Deserving Students (Green, MacCaffrey, and Kennedy) suggested to the Council that their committee be continued with fewer specific duties and some regular advisees. It is hoped that this group might serve as a means of communication between outstanding students and the faculty.

This year's meetings between members of the Board and the faculty of a division will be continued next year with the natural science division and, possibly, a second meeting with another division's faculty.

Minute 3. The Honors, Fellowships and Prizes Committee (Pfund) was pleased to see the awarding of college prizes not regularly awarded in the past.

Members of the Class of 1961 have received high honors (four) and honors (twenty-three) in their department work. Since this year has seen the inauguration of a new program of college honors, a statement of the committee's procedure was read (Annex I).

The committee recommended the awarding of the following college honors:

- summa cum laude - Curtis G. Callen
- magna cum laude - Richard L. Caplan
- Jeffry K. Larson
- Kenneth K. Trabert

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

Minute 4. The Philips Program Committee (Cary) presented a report (Annex II) including a budget for 1961-62 and recommendations for future allocation of funds. A discussion followed revolving about the use of surplus funds, and the per cent allocation to periodicals. Craig Thompson described the rapidly increasing costs of periodical subscriptions. The discussion closed with approval of the report, with particular attention paid the recommendation that ways of obtaining periodical funds other than increasing the Philips' allotment be found.
Minute 5. The Faculty Representatives to the Board (Bell) reported action taken at the last Board meeting. The Board considered a new sabbatic leave policy, approved salary increases and approved the overall design of the new science building. Plans were approved for renovation of the Comfort home for the use of the Music Department. The new music center will be called the "Henry S. Drinker Music Center."

Minute 6. The Committee on Foreign Language Instruction (Diamant) presented a report (Annex III). The recommendation on page two, paragraph two, concerning the exclusion of students with more than one year of preparation from 11-12 language courses was discussed at length. Several faculty members felt that freshmen had no time for review during the school year. Alternate suggestions involved a language exam given in the spring, auditing 11-12 during the freshman year without credit, changing languages, or half credit in 11-12 for those with two or more year's preparation. These points will be considered further by the committee. H. Pfund asked that the committee consider increasing the number of hours per week in elementary languages and the possibility of starting language labs.

Minute 7. Russell Williams read a statement (Annex IV) approved by the committee on Honors, Fellowships and Prizes recommending the awarding of departmental honors in "Chemistry-Biology" to Michael Shove. The faculty approved this recommendation.

Minute 8. The faculty recommended to the Board of Managers that appropriate degrees be awarded to those students who have fulfilled the requirements.

Minute 9. The secretary read a memorial minute to Legh Reid prepared by Cletus Oakley (Annex V). Copies of this minute were sent to members of the family.

Meeting Adjourned: 10:22 A.M.
COMMITTEE ASSIGNMENTS, 1961-62

STANDING COMMITTEES OF THE FACULTY

Academic Standing: Mr. Finger, Chairman; Messrs. Solomon, Quinn

Admissions: Mr. Walter, Chairman; Messrs. Hare, Rose

Arts And Service: Mr. Hetzel, Chairman; Mr. Davison

Curriculum and College Program: Mr. Kennedy, Chairman; Messrs. Hunter, Lester, Loewy

Faculty Compensation and Medical Plans: Mr. Teaf, Chairman; Messrs. Bell, Cadbury, Desjardins

Faculty Research and Study: Mr. Somers, Chairman; Messrs. Cook, Loewy, Satterthwaite

Honors, Fellowships and Prizes: Mrs. Selove, Chairman; Messrs. Ashmead, Drake, Pfund

Library: Mr. Santer, Chairman; Messrs. Gutwirth, Smolensky

Philips Program: Mr. Cary, Chairman; Messrs. Davidon, Glickman

SPECIAL COMMITTEES

Computer Policy: Mr. Green, Chairman; Messrs. Bell, Hare

Three-College Liaison: Mr. Dunathan, Chairman; Mr. Somers

Science Needs: Mr. Spielman, Chairman; Messrs. Rose, Heath, Williams

The Committee on Foreign Language Instruction is continued: Mr. Diamant, Chairman; Messrs. Asensio, Cary, Cook

The Optimum Plan Committee will be continued, with new personnel and terms of reference to be decided in the Fall. College Plan

Faculty Representatives to the Board: Messrs. Parker, Bell. Alternates; Messrs. Drake, Loewy

Elected Members of the Academic Council: Messrs. Gutwirth, Hunter, Williams
The examinations for College Honors were held last Wed. and Thurs. afternoons. Prior to the examinations the Committee on Honors, Fellowships and Prizes had carefully studied the records of twelve candidates proposed by various departments. Seven of the twelve were invited to appear before the Comm. and co-opted members of the Faculty. One candidate was a potential nominee for summa cum laude on the basis of the memorandum submitted to the Faculty at the last meeting and subsequently circulated in mimeographed form under date of May 19, 1961. The others were potential candidates for magna cum laude.

A total of twenty Faculty members were co-opted by the Comm. to join them as examiners, several officiating on more than one panel. Prof. Henry Primakoff, Donner Prof. of Physics in the Univ. of Pa., was invited as outside examiner in the case of two candidates whose major field was physics. A number of additional Faculty members attended of their own free will. The exams. were held in the smallest of the four seminar rooms in Chase Hall, Chase 5, extra chairs being provided. Student attendance ranged from 3-4 to almost 20 one one occasion. This occasion was the only one that produced an effect of overcrowding with a certain enervating influence, we fear, on the candidate.

In all cases but one the representative(s) of the major dept were allowed approx. 25 minutes to interrogate the candidate in his major field. In many cases an effort was made to establish connection between the candidate's specialty and related fields. Questions were also asked that gave opportunity for an expression of the candidate's philosophy of life and his opinion of world and domestic problems that might affect him and his future. Generally another ten minutes were allocated to a related field in which the candidate was presumed to possess some degree of proficiency. Other members on the Faculty panel frequently interposed questions during these first 35 minutes. The remaining part of the hour was thrown open to questions that in most cases cut fairly well across the board, emphasizing, however, a certain competence in one or more fields not related to the candidate's specialty. Only in one instance was the criticism made afterwards that the cand. had been questioned too long on his major field.

At the conclusion of each exam. the cand. and the student-visitors were requested to withdraw and the opinion of each member of the Faculty on the panel as well as of other Faculty members present was requested and briefly registered. At the end of each afternoon the Comm. members communed among themselves for a considerable period, besides holding two long sessions on the following days. The Comm. itself spent a total of 13 hours during and after the examinations.

In arriving at the following recommendations to the Faculty, three factors were considered by the Comm.: 1) the candidate's record of excellence as revealed by the grades on his transcript;
2) the breadth and depth of his knowledge in his major field, the related field as well as across the board, as revealed by his transcript; 3) his performance in the one-hour oral exam, as outlined above with consideration also of the quality of mind revealed. In the case of 3) the Comm. tried to take into account the difficulty of the questions and problems posed which varied somewhat from case to case.

All the candidates possess proficiency in at least one foreign language.

The Committee now makes the following recommendations:

Summa cum laude
Curtis G. Callan, Jr.

Magna cum laude
Richard L. Caplan
Jeffry K. Larson
Kenneth K. Trabert

The Committee on Tenure, Fellowships and Grants (1960-1961)

Bradford Cook
Fay Selene
Larry Pfeffer, Ohio
The Philips Program Committee, consisting of J. Cary, chairman, H. Ranken, M. Senter, and C. Thompson met May 26, that is, too late to present recommendations to the faculty before the College budget for 1961-62 was approved by the Board of Managers.

The Committee submits instead the following report to the faculty, together with certain recommendations which it is making to the President.

The Philips Program budget approved by the Board of Managers for 1961-62 is as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitors</td>
<td>$23,100</td>
<td>60.0%</td>
</tr>
<tr>
<td>Visitors' rooms, meals, publicity, overhead</td>
<td>$12,000</td>
<td></td>
</tr>
<tr>
<td>Periodicals</td>
<td>$21,100</td>
<td>36.6%</td>
</tr>
<tr>
<td>Rare books</td>
<td>$ 2,000</td>
<td>3.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$58,200</strong></td>
<td></td>
</tr>
</tbody>
</table>

The 1961-62 percentage distribution represents a decrease in the Visitors' portion of 6.6% (from 66.6% to 60.0%) and a corresponding increase in Periodicals of 6.7% (from 29.9% to 36.6%) as compared with the present year.

The increase in the Periodicals budget was recommended by the President in response to the Librarian's request for funds to cover increases in the costs of acquiring and processing the present periodical holdings.

The President, on recommendation of the Committee, approved requests for Visitors, made during the current year, which total $1615 in excess of estimated Philips for 1961-62. The amount in excess will be taken from unspent surplus of previous years.

The Committee is recommending to the President that normally the Philips Program funds should be apportioned as follows: 66.6% for Visitors, 30% for Periodicals, and 3.4% for rare books. This would correspond to the percentages recommended during the past two years.

The Committee is strongly recommending that the President consider with the Librarian and the 1961-62 Library Committee at an early date in the next academic year ways of meeting the College's need with regard to periodicals while at the same time heeding the desirability of not expending more than 30% of the Philips funds for periodicals.

The Committee does not have a recommendation for the more systematic use of the unspent surplus Philips money because time did not permit an adequate discussion of various rather large items such as the suggested construction of a vault for the more satisfactory housing of rare books. The Committee suggests that its successors place a discussion of the use of these funds high on their agenda.
FROM: Committee on Foreign language instruction.

TO: Faculty

The Committee was appointed to look into the feasibility of teaching short-term elementary or review foreign language courses (without credit) and the coincident dropping of present elementary language instruction. The Faculty in its initial discussion seemed to feel that elementary language instruction should not receive college credit, especially if the students planning to enroll in these courses had received language instruction in secondary schools.

Two sets of facts are pertinent for further consideration:

(I) Though the current Catalog requires "three years of a foreign language", data from the classes of 1963 and 1964 are as follows:

- 67% had 4 or more years of language in high school (in 2 languages)
- 88% had 3 or more years of language in high school (in 2 languages)
- 60% had 3 or more years of one language
- 12% had two years of a language

In short, about 40% of recent freshmen classes do not have the "three years of one language" prescribed by the current Catalog.

(II) Language enrollment for the classes of 1963 and 1964 grouped by language and assignment to either elementary or advanced courses presents this picture:

<table>
<thead>
<tr>
<th></th>
<th>German</th>
<th>Spanish</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>No high school language</td>
<td>56</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>High school language placed in &quot;13&quot; &amp; above</td>
<td>31</td>
<td>19</td>
<td>41</td>
</tr>
<tr>
<td>Placed in &quot;11&quot;</td>
<td>2</td>
<td>33</td>
<td>21</td>
</tr>
<tr>
<td>Total registration</td>
<td>89</td>
<td>33</td>
<td>92</td>
</tr>
</tbody>
</table>

In short, students enrolling in Spanish II or German II are making a fresh start in the language, probably taking it as a second language, while almost all students with 2 or more years of high school Spanish or German go directly into "13". In French, however, the picture is quite different.
Almost half of those with secondary school French enroll in French 11. As a result, enrollment in French courses of the classes of 1963 and 1964 arranged by number of years of secondary school French looks as follows:

<table>
<thead>
<tr>
<th>Yrs. in H.S.</th>
<th>Fr. 11</th>
<th>Fr. 13</th>
<th>Adv.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>5</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>17</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>11</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>51</td>
<td>33</td>
<td>8</td>
<td>92</td>
</tr>
</tbody>
</table>

After considering these and other data collected with the help of Mr. Ambler and the Admissions Office, and after discussions in which Dean Cadbury, and Professors Gutwirth, DeGraaff, and Kennedy participated, the Committee submits the following report:

(1) To eliminate elementary instruction in foreign languages would tend to prevent students from starting a second language in college or from taking a language other than the one they studied in secondary school. For example, in the class of 1964 of 119 freshmen enrolled in language courses, 41% (N. 50) started a new language in college. Nevertheless, the Faculty could decide that learning a foreign language, though important, does not deserve college credit.

(2) In view of the large number of students taking French 11-12 after having received 2, 3, or even 4 years of secondary school language instruction the Committee makes the following proposal applicable, however, to all foreign languages:

Students who have had two or more years of language instruction in secondary school will NOT normally be permitted to enroll in the 11-12 course of that language for credit. If after taking the placement test they are not placed in the "13" course at the beginning of the freshman year they are excused from language courses during that year. But they will be responsible for improving their language skills sufficiently to gain admission to the "13" course at the beginning of their sophomore year.

(3) The Committee also considered several other proposals:

Alternative A: The College provides for the administration of the language placement test in the spring. Those students with two or more years of secondary school language who do not qualify for the "13" course will take an intensive course of 3-4 weeks administered at Haverford which will end just before the beginning of the regular school year. The students will enter into a "12" course in the fall; this would require offering a section of "13" in the spring and a section of "14" in the fall.

Alternative B: Essentially the same as A above, but the assumption is that the student will be ready for "13" immediately in the fall.
Alternative C: (this applies chiefly to French): Students with two or more years of secondary school language who do not qualify for "13" will be treated as in the Committee’s proposal in (2) above. Those without secondary school French who want to take the language will enroll in a course "French 10" in the second semester of their sophomore year. After successful completion of this course, they will then take French 11-12 in their sophomore year.

(4) The Committee understands that this fall the French Department plans to group students in French 11-12 according to their secondary school language preparation. This will avoid a situation in which students with 3 or 4 years of secondary school French are placed next to students without any language preparation.

(5) The Committee in its discussion with the language faculty, Dean Cadbury, and the business manager has been made aware of the many difficulties involved in operating an intensive language course during August and early September: outside faculty would have to be secured, the food and housing staff would have to function, and close supervision would have to be exercised over this isolated group of freshmen.

(6) During the discussions with the language faculty there was some optimism about the future trend of secondary school language preparation. There was considerable opinion that we might be able to look forward to better preparation in languages and to a decreasing need to teach elementary language courses. Secondary schools seem to place increasing stress on language preparation and try to offer more than two years of a modern language.

(7) In the original Faculty discussion on foreign languages, there was some concern over the level of language proficiency for certain advanced courses in the social sciences and the humanities. The Committee discussed that problem but has no recommendations to make at this time.
The Departments of Chemistry and Biology wish to recommend for faculty action that Michael Showe be given "Honors in Chemistry-Biology". This is presumably the form of honors which would be given in the case of an interdepartmental major. Although Showe is not registered as such, most aspects of his program and performance are appropriate to that category.

Showe is a chemistry major and an honors candidate. He has achieved an average of 84.2 in departmental courses. His comprehensive grade is 81. This performance does not warrant honors in chemistry. On the other hand, he carried out satisfactorily a research project in Biology and in addition participated in all Biology 100 sessions as a sixth course, although he did not take the comprehensive examination in Biology. His four course grades in Biology average 92. However, since he has not taken the complete Biology major program or the comprehensives in that field, the Biology Department does not feel justified in awarding honors.

We believe that viewed as a whole, Michael Showe's performance merits the award of honors, especially since he has shown unusual maturity and involvement in his work. Yet neither department feels that it can award departmental honors and so we propose the formula given above to indicate the joint nature of his work.

R. R. Williams, Chairman, M. Santer, Chairman,
Department of Chemistry Department of Biology
In his 94th year, Legh Wilber Reid died on April 3, 1961 in his home in Highfield, Maryland. His passing will bring nostalgic memories to generations of Haverfordians to whom he was affectionately known as "f of x". Active in the life of the College and also of the community for more than a third of a century, he was teacher and friend to each student in at least one required course and was one of the founders of the Haverford Chapter of Phi Beta Kappa to which he gave forty years of service as Secretary. His interests outside of mathematics were wide and included sports (he established the Virginia Cup for Tennis in 1925), history (he wrote the History of Saint Mary's Church, Ardmore) and the history and genealogy of his Virginia families. He was a life long student of the history of the War between the States.

He did his major graduate work in mathematics at the University of Göttingen where he wrote his dissertation under the then greatest living mathematician, David Hilbert. His outstanding book "The Theory of Algebraic Numbers" is still used in graduate schools throughout the country although it was published fifty-one years ago.

After such a long life it is but natural that he was known only to a few of the present faculty but all of us join in honoring his memory and in expressing our sympathy to his niece Katherine L. Reid and to his nephews James K. Reid and Reid A. Dunn.

With some notes for the 1961-62 Committee

Members 1960-61: George Kennedy (Chm.), President Borton, Vice President MacIntosh, Philip Bell, Louis Green, Frank Parker (fall term only, on leave spring term), Douglas Steere (spring term only, replacing F. Parker).

The Committee's activities may be divided into four major categories: 1) review of foreign language requirements, 2) examination of the place of the teaching of statistics in the curriculum, 3) curricular changes and reports resulting from the work of the Optimum Plan Committee, and 4) greater or lesser changes in individual departments.

1) Those members of the Committee who had served as Special Advisers to Superior Students in 1959-60 raised the question of whether adequate foreign language demands were being made in the curriculum as a whole. The chairman was particularly concerned over the fact that students majoring in some departments where much material came from foreign sources, nevertheless had little knowledge of the languages in which those sources were written. The Committee's studies led to the conclusion that in two years of study (all presently required) many students do not attain to the mastery of a language which would make it natural for them to consult a work or document in that language without constraint. Further, students are only rarely expected to make continued use of the language in which they have met the language requirement and finally, the language requirement as it stands tends to encourage students to pass second-year language courses rather than to attain a broadened or useful knowledge of a culture or a language. The Committee after much discussion submitted a report to the Faculty Meeting of December 15, 1960. This report defined the objectives, cultural, grammatical, stylistic, semantic and literary of language study, pointed out weaknesses presently existing, and made five recommendations, all of which were approved in substance by the Faculty. First, it was agreed that Haverford should make use of its unique small size to suit individual advanced language requirements to individual students. Under the new scheme an individual decision is to be made as to whether a student should be required to take further language study at the time he chooses his department. Experience in the spring of 1961 has not shown that this requirement has had much positive effect. Second, members of the Faculty were urged to impose language requirements in advanced courses where this could be done logically and practically, and in approving new courses the Curriculum Committee would take into consideration whether or not the courses made appropriate language requirements. This provision has been more effective, and language requirements have been added to at least four upper-class courses in the College. The third provision concerned the need to read materials in original languages when they constituted part of a student's honors work, and it appears that this provision will be effective. The Committee on Honors, Fellowships and Prizes has established consultation of original sources in the original language as a criterion of honors work. The fourth provision urged advisers to explain to students that they will be required to use foreign languages in upper-class courses and department work and should foresee the need. It would probably be advisable for a memorandum to this effect to be circulated to advisers in the early fall. Finally, a Committee was called for and appointed to investigate elementary language instruction including
the possibilities of teaching languages outside of the normal academic year. This Committee is still at work. The Committee agreed that the entire subject should be reviewed in a year or two to see whether more stringent requirements should be recommended.

2) The social science departments had long expressed some concern about Math 14, the elementary statistics course, and proposed changes in the mathematics curriculum created an opportunity for the Committee to intervene actively and persuade the department to substitute a Math 17 course in statistics which would presuppose some calculus and could thus be taught at a more significant level. There was some evidence that the old 14 course was regarded as too easy by students and that very little useful knowledge was being gained from it. Extensive discussions with the Mathematics department and a survey of the needs in statistics of the social science and natural science departments conducted. The Mathematics department agreed to the 17 course which was approved by the Faculty, but expressed concern about the effects upon teaching schedule and class size by shifting a course from spring to fall term. It was agreed to go ahead with the new course and try to solve any problems as they arose.

3) As a result of Faculty reaction to the Guide for Planning the Future Size of Haverford College, issued by Hugh Borten, Howard Teaf and Aaron Lemonick in the late fall of 1959, an Optimum Plan Committee, consisting of Frank Parker, Holland Hunter and Harmon Dunathan was appointed. It was instructed to consider the optimum educational plan for the College without regard to economic considerations. A preliminary discussion of the Committee's work was held with the Faculty on December 12, 1960, and at the Faculty Meeting of December 15, 1960, the Optimum Plan Committee recommended that all departments submit to the Curriculum Committee and that interested faculty members, individually or in groups, submit to the Curriculum Committee and to the Chairman of their departments suggestions for 1) one or more interrelational courses emphasizing a number of points of contact among several areas or fields; 2) new materials which should be introduced into the curriculum and old materials which could be omitted from the curriculum; 3) techniques needed for further work, and especially independent work, in any field, and techniques needed for further work, and especially independent work, in specific areas students should be encouraged to study; 4) one or more interdepartmental, divisional, or interdivisional major programs, emphasizing problems or topics requiring the use of knowledge and techniques from two or more departments. It was also recommended that mechanical teaching aids be investigated.

The Faculty objected to the demand that course proposals come from all departments and the report was not adopted. At the Faculty Meeting of January 19, 1961, the Optimum Plan Committee reported again: it outlined some guidelines for curricular evolution; the suggested size of the student body was between 450 and 650, the Faculty between 60 and 80; revision of the curriculum should continue and should stress points of contact between disciplines and topics; attempts should be made to encourage independent work. More specifically, faculty members were asked to deposit with the Curriculum Committee reading lists, lecture topics and, in general, information about each of their courses, also proposals for course or major program modifications; and the Curriculum Committee, on the basis of these, was, within the guidelines approved, to discuss with whichever faculty members were involved, the best ways to fill gaps, retain balance, and take advantage of opportunities to strengthen an interrelated and coherently organized curriculum. These recommendations were adopted and the Curriculum Committee undertook to act upon them with results as outlined as follows. It seemed clear to the Committee, however, that there was no strong feeling in the Faculty that extensive curricular
changes were advisable at this time and the Committee, as a result, proceeded cautiously.

Proposals for new courses and course revisions were called for and possibilities were discussed in or out of Committee with Louis Green, Edgar Rose, Paul Desjardins, Marcel Gutwirth, Craig Thompson and George Kennedy. For a time it seemed that the best way to proceed was by creating a small number of new upper-class "General Courses." One plan envisioned a series of Humanities courses dealing with the ancient world, with the Middle Ages, with the enlightenment and with the modern period, an expanded history and philosophy of science course, and some kind of upper-class social science course reaching across department lines. This plan did not materialize, however, and the only changes in general courses were the addition of one upper-class Humanities course, The Enlightenment, Mr. Gutwirth; and the transformation of Physical Science 31 into a joint Astronomy-Chemistry course instead of a general course. Some progress was made in cross-listing courses between departments to increase cooperation, especially in Astronomy/Chemistry 44, English/History 49-50, and in renumbering of Political Science courses to make cooperation easier.

Prospectuses and other information about courses were collected but no specific result has followed study of them. They are being held for possible future use.

As a result of the Optimum Plan Committee's efforts a meeting was held under the chairmanship of Douglas Heath to discuss methods of increasing independent study at the College. The Curriculum Committee was asked at that meeting to re-examine the five-course plan, since some faculty members believed it was a serious bar to independent work. The Committee did re-examine the plan and issued a two-page report supporting the five-course plan as both sound educational philosophy and realistic. It recommended, however, that opportunities for course reduction be clarified and inserted in the College Catalogue and the Faculty accepted this recommendation.

4) Throughout the year, but especially in the spring, the Committee considered specific programs of individual departments, partly on its own initiative, as in the case of the English department, more usually at the request of the department concerned. Insofar as they relate to policy or to probable need for action by future committees, matters discussed were as follows. Specific information on individual course recommendations, as accepted by the Faculty, are to be found in the minutes of Faculty Meeting and in the permanent files of the Committee in the office of the faculty secretary.

Astronomy. A fuller description of what is actually taught was adopted and some changes in content were made. By omitting 21, 22 Reading Course in Stellar Astronomy, it was possible to add one course and still effect a reduction of one in the total number. The course load in some years may be excessive, however. It is the Committee's hope that Astronomy 44, Quantum Mechanics of Atoms and Molecules, also called Chemistry 44, may eventually be cross-listed in Physics.

Biblical Literature. This department has been renamed Religion and two new courses, Rel. 33, The Theology of the Liberal Movement, and Rel. 34, Major Trends in Contemporary Religious Thought, were approved FOR ONE YEAR ONLY. Rel. 23, 24, History of Religions, and 31, Modern Jewish and Christian Thought, will not be offered in 1961-62 but are to be retained in the Catalogue until Gerhard Spiegler has an opportunity to examine the whole program. It should be noted that the teaching program in this department is a heavy one,
largely due to the big enrollments in Rel. 11, 12.

**Biology.** No changes were made, but discussions were held with the department about a possible program to be offered if outside funds should make a temporary increase in the staff possible. The proposals are in the Committee files. They were sympathetically heard, but no final approval was requested or given.

**Chemistry.** The only changes were in the listing of Astronomy 44 as also a Chemistry course. The relation between Chemistry courses and the new Thermodynamics course in Physics, approved for one year, was discussed and should not be forgotten in making any long term decisions.

**Classics.** No changes.

**Economics.** Extensive discussion was conducted on the subject of Economics 45, Introduction to Regional Analysis, which was subsequently approved by the Faculty FOR TWO YEARS ONLY, that being the term of appointment of Eugene Smolensky. The Economics department was allowed to cease teaching Economics 39, Government and Business, but the course will continue to be listed in our Catalogue as taught at Bryn Mawr, where the title is Industrial Organization and Market Behavior. The Committee in approving this was not creating a broad precedent for the listing of Bryn Mawr courses in our Catalogue, but would expect any subsequent applicants to show, as the Economics department has done, that effective cooperation can be carried on and that Bryn Mawr students are coming to Haverford for other department courses.

To avoid counting 81, 82 courses as part of the teaching load, the Economics department was allowed to create a senior seminar Ec. 61, Topics in Economics.

The Committee assented to the proposal that the International Relations course be taught in cooperation by the Economics and Political Science departments; Philip Bell teaching one term, Harvey Glickman the other. It was agreed that the course is a joint offering of the two departments. If it should at any time be dropped, each department would be entitled to a one-term course in its place. The Committee urged the establishment of a sequence between Pol. Sci. 46, Politics of Developing Areas, and Ec. 42, The Economics of Development.

**Engineering.** No change.

**English.** The Committee made considerable effort to revise the program in English. Ralph Sargent came in person to discuss the matter and subsequently submitted a request for changes which were largely rejected, since they did not seem to the Committee to answer the needs of the curriculum. The Committee would favor a thorough re-examination of freshman English (the possibility was mentioned of making it a course taught by faculty from a variety of departments), revision of English 21, 22 either by opening it generally to English majors and making it a course dealing with certain important works like Paradise Lost, which would not then be treated in the other courses in the history of English literature, or by abolishing it and completely revising the sequence of courses on the history of British literature to extend over two additional terms. The Committee would also favor establishing certain patterns of alternation in upper-class English courses so that one or two other courses could be introduced in alternate years,
for example, a course in the English language, a course in literary criticism or a genre course in drama. The Committee might also favor introduction of more continental literature, preferably in the original languages, into some English courses.

A new course, English/History 49-50, Thought and Letters 1100-1600, to be taught in 1962-63 and alternate years, was permanently approved after extensive discussions between the English, History and Philosophy departments. There was some thought of listing this as a General course, but it was decided that its concern was probably not broad enough. The course will be counted toward either Humanities b or Social Science limited elective requirements.

The Committee did not favor opening creative writing to sophomores or making the Chaucer course a junior course, as the department suggested. A new course, English 65, 66 called Topics in American Literature and Topics in Contemporary Literature was approved to obviate the custom of counting English 81, 82 as part of Faculty teaching load.

**General Courses.** Humanities 45-46, The Age of Enlightenment, was approved FOR ONE YEAR ONLY. The Committee discussed but did not recommend listing it as one of the courses fulfilling one or more requirements in the limited elective system.

**German.** The Committee rejected the request of the German department to require four class hours a week in German 11-12. It was felt that language laboratory and other mechanical aids should be investigated first and that less classroom time rather than more was the objective of the Committee at present.

**History.** English History 49-50 is discussed above (s.v. English). The department was allowed to drop Hist. 41-42, Reading Course in American History, 1492 to the Present, since it has not been taught recently, but the Committee agreed that the department would have a greater than normal right to reinstitute the course if it seemed wise in the future.

**History of Art.** The Committee approved the return to a course in European art and looked upon the experiment of teaching American art as unsatisfactory.

**Mathematics.** Extensive changes were approved in the Mathematics curriculum designed to increase the amount of advanced mathematics which could be studied on the campus (i.e., without going to the University of Pennsylvania which will be increasingly difficult under their new schedule). The course in Differential Equations was dropped, with dispersal of much of the subject matter into a number of other courses. As stated above, Statistics was renumbered 17 and requires henceforth some knowledge of calculus. All the changes in Mathematics were permanently approved.

**Music.** No changes. The Music department inquired in the early fall about the possibility of giving academic credit to certain students for instrumental study at an institution in Philadelphia. The Committee expressed no sympathy in the proposal and no more was heard of it.

**Philosophy.** No changes.
Physics. The Committee recommended and the Faculty approved FOR ONE YEAR Physics 27, Thermodynamics, to be taught in place of the course in optics. With the arrival on campus of Professor Davidson in the fall, the Committee hopes that a re-examination of at least some phases of the Physics department's program can be undertaken, specifically to avoid overlap between courses in Physics and courses in other departments in the fields of Quantum Mechanics and Thermodynamics.

Political Science. Pol. Sci. 46, Politics and Government in Developing Areas, was permanently approved. The department undertook an extensive renumbering of courses, which the Committee favored. The principle was accepted that a department is free to renumber its courses within reason as long as the new numbering does not change the nature or level of the course. In two cases Committee and Faculty approval were given to changes from junior to sophomore level and vice versa.

Psychology. Extensive personnel changes, including expansion to three men, made necessary some changes in the curriculum of this department. Douglas Heath discussed the matter in person with the Committee in the fall and then again in the spring when the personnel decisions had been made. Since only two of the three men will be on the campus in the first term 1961-62, it seemed best to make the changes in two steps and thus further proposals from Psychology should be expected in 1961-62. Ira Reid was present during some of the discussions and future changes should clearly be made in consultation with the Sociology department, whose program will be disarranged by some of the proposals such as teaching elementary psychology in the fall term. Ira Reid also warned against any plan of lowering-class courses in abnormal psychology. Among the more important changes approved were the following: Psychology 21, Perception and Judgment, approved permanently to replace Psychology 24; Psychology 32, Communication, Propaganda and Attitude Change, approved FOR ONE YEAR; Psychology 35, 36, Contemporary Issues in Psychology, approved permanently. To avoid the practice of granting teaching credit for Psychology 81, 82, Psychology 51, 52, Research Topics in Psychology, was created at the instance of the Committee. The Committee was not sympathetic with a request that Psychology courses involving laboratory work count toward fulfillment of the Natural Science limited elective requirement. It was recommended and accepted by the Faculty that limited elective credit for Psychology courses be limited to Psychology 12, 27, and 32 which may be counted as courses in Sociology.

This request provoked some greater discussion of the limited elective requirement and a communication was received from the Student Curriculum Committee suggesting that Psychology courses involving laboratory work be counted toward fulfillment of the Natural Science requirement and Astronomy not be so counted. The Committee considered the possibility of dividing the Social Science requirement into two parts, one involving exact methods or measurement, the other not. No decisions were reached.

Romance Languages. The French department requested a revision of its catalogue statement to present a better face to the world and to describe more accurately the practices of the department. These were approved. The Committee refused to permit the titles of French courses (except French 22) to be listed in French and persuaded the department to drop the specific limitation of French 21 to twelve students.

No changes were requested in Spanish.
Sociology and Anthropology. The arrangements with Bryn Mawr for course offerings in Anthropology worked out relatively well and the department expressed a desire to have them continued. It is understood that Anthropology 101, a year course, will be open to Haverford sophomores in 1961-62.

The subjects which seem most likely to need the attention of the 1961-62 Curriculum Committee are the following:

1. Re-examination of the curriculum in English.
2. Re-examination of the curriculum in Physics.
3. The second stage of revisions in Psychology.
4. Perhaps some changes in Religion.
5. It is expected that the Optimum Plan Committee will again be active and some recommendations may come from them.
6. Examination of overlapping between courses on the basis of the prospectuses collected.
7. Examination of parts at least of the limited elective system.
8. Alumni Seminars.
9. Consideration of Freshman Seminars.
10. Information should be secured about the interterm semesters at Smith and Colby.
11. Investigation of mechanical teaching aids should be pressed.
12. The use of the Computer may suggest some curricular changes.
13. Continued consideration of General Courses, Experience in Humanities 45-46 should be evaluated.