FACULTY OF HAVERTON COLLEGE

Regular meeting
President White presiding

September 21, 1953
9:10 A.M.

Minute 1: The Faculty expressed its sorrow at the death of Howard
Henry, Associate Professor of Biology, and Dr. Herbert
Taylor, the College Physician, and directed the secretary
to send its condolences to the surviving families (Annexes
1 and 2).

Minute 2: The President announced that among the Philips Visitors
for the current school year there will be two groups of
lecturers concerned with nuclear science and with new
frontiers in medicine. T. O. Jones and Herman Somers, who
are in charge of the two programs, outlined their plans,
and promised to provide each Faculty member with a final
list of the scheduled lectures as soon as possible.

Minute 3: The President introduced the new members of the Faculty.

Minute 4: Vice-President MacIntosh announced that the class of 1957
will consist of 120 able and willing freshmen, "one or two
of whom may surprise you." As of 9:27 A.M. Eastern Daylight
Saving Time he was rather emphatically confident of a total
enrollment of about 482.

Minute 5: Professor Snyder announced that this year's Shipley Lecturer
will be the distinguished Poe scholar Thomas O. Mabbott, who
will be on the campus from October 22 to October 24.

Minute 6: Professor Steere announced that André Trocmé, a leading
personality in the Fellowship of Reconciliation, will be on
the campus from October 5 to October 7.

Minute 7: The President shared with the Faculty a resolution adopted
by the Haverford College Alumni Council at its meeting on
June 7, 1953, which affirms the principle of academic free-
dom to which the Faculty and the Managers of the College had
previously subscribed (Annex 3). The Faculty was gratified
to learn that the Alumni Council had taken so unequivocal a
stand, and pleased that the resolution is being given wider
publicity.

Minute 8: The President announced that with the help of a grant from
the Rockefeller Foundation the College is undertaking a
three-year experiment in offering a senior seminar to be
conducted by a committee of the Faculty. Professor Parker
explained that the committee hopes to develop a program
which will induce seniors to bring the varied knowledge and
experience acquired during the preceding three college years
to bear upon some current issues or problems of major con-
sequence.

After several other, more routine announcements and explanations the
meeting adjourned at 9:55.

Gerhard Friedrich
Secretary
Haverford College  
Haverford, Pa.

September 22, 1953

Mrs. Howard Henry,  
1464 Drayton Lane,  
Penn Wynn, Pa.

Dear Mrs. Henry:

At its first meeting since the summer recess, the Faculty of Haverford College asked me to convey to you its sorrow and sympathy at the passing of Howard Henry, and its appreciation of Howard's long, faithful and effective service here.

We fully share President White's sentiment that Haverford College has lost a fine and devoted teacher, and a first-rate scientist, who had besides endeared himself to his colleagues by his serene and kindly manner, which added substantially to the friendly atmosphere of the College community. It is perhaps the greatest tribute to Howard Henry that he is remembered by every one of us, as well as by his students, with a deep sense of respect and affection.

Sincerely yours,

Gerhard Friedrich  
Secretary of the Faculty
HAVERTFORD COLLEGE

MEMORANDUM FOR MEMBERS OF THE FACULTY

It is an unhappy duty to report to those of you who were absent the death of Howard Henry on July 5th. The College has lost a fine and devoted teacher.

Members of the Faculty will wish to know that arrangements are being made for a special memorial service to be held in September after the opening of College.

Gilbert F. White
September 22, 1953.

The Taylor family,
457 Lancaster Avenue,
Haverford, Pa.

Dear Friends:

At its first meeting since the summer recess, the Faculty of Haverford College asked me to convey to you its sorrow and sympathy at the passing of Dr. Herbert Taylor, and its deep sense of appreciation for his long, faithful, and marvelously effective service to his Alma Mater.

In his quiet, unobtrusive way, Herbert Taylor had naturally become considerably more than Physician in Charge to a good many of us. We relied on him, trusted him, and loved him - not only as a devoted Haverford alumnus and a competent and understanding physician, but as a person who radiated good humor, who was in various situations a wise counselor, and whose serene spirit was an example to us of what a man can be. He will be long missed in the College community, and always remembered by those who had the privilege of knowing him with respect and warmest affection.

Sincerely yours,

Gerhard Friedrich
Secretary of the Faculty
The following resolution was adopted by the Haverford College Alumni Council at its meeting on June 7, 1953, at Haverford College, Haverford, Pennsylvania.

We affirm the principle of academic freedom to which the faculty and Managers of Haverford College subscribed and which has been set forth as follows:

"(a) The teacher in his search for truth is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties.

"(b) The teacher in the exposition of truth as he sees it is entitled to freedom in the classroom in discussing his subject, but he should not, for propaganda purposes, introduce into his teaching controversial matter which has no relation to his subject.

"(c) The college teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he writes or speaks as an individual member of the community, he should be free from college censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and the college by his utterances. Hence, he should show respect for the opinions of others, and when speaking as a citizen or as an individual member of the community, should make every effort to indicate that he is speaking as such and not for the college."

We wish to affirm that quality in free men and societies which permits dissent, encourages the clash of opinion, and fosters a climate where the new or unpopular idea is examined honestly and objectively, along with those held by the majority. In this climate, teaching and the search for new knowledge flourish.
Special meeting
President White presiding
October 5, 1953
4:10 P.M.

Minute 1: The Minutes of the meeting of June 3, 1953, were approved as revised.

Minute 2: The Minutes of the meeting of September 21, 1953, were approved as read.

Minute 3: The Faculty minuted its appreciation of John Roche's able and spirited service as its secretary for the past three years.

Minute 4: President White announced that the regular Fifth-Day meeting on October 8, 1953, will be in the nature of a memorial service for Howard Henry and Herbert Taylor.

Minute 5: Stephen Sachs, President of the Students' Council, reported on the present state of the Honor System, and made suggestions as to how faculty members might facilitate the proper operation of the system. He cited the more extensive explanation of the rules to this year's freshmen and the increased number of self-reported minor violations as encouraging developments; as the potentially greatest weakness of the system he singled out the lack of any weekend time limit on entertaining women guests in student rooms. It was left to the discretion of each faculty member whether individual students should be permitted to use a typewriter during examinations, and if so, whether such students should be permitted to withdraw to rooms not specifically set aside for that purpose in the examination schedule. After some consideration of the perennial problem of hard-and-fast rules vs. flexibility, both the Students' Council and the Faculty expressed their continued satisfaction with the general effectiveness of the Haverford College Honor System.

Minute 6: William H. Cornog, Executive Director of the School and College Study of Admission with Advanced Standing, discussed the origin and progress of the study. Professors Sutton and Wylie, who served as chairmen of the subcommittees on physics and French, agreed with him in stating that willingness of the participating colleges to grant advanced standing in one or more specified subject-matter fields to qualified high school graduates would: 1.) provide for able high school students an incentive along with a more adequate educational program, and 2.) stimulate and encourage more intensive subject-matter teaching in at least some secondary schools, and thus definitely help to counteract the often bemoaned deterioration of standards in high school education.

Adjourned 5:50 P.M.

Gerhard Friedrich
Secretary
FACULTY OF HAVERFORD COLLEGE

Regular meeting October 22, 1953
President White presiding 11:10 A.M.

Minute 1: The Minutes of the meeting of October 5, 1953, were approved as read.

Minute 2: Tom Benham reported that this year's Campus Day was generally a success, but lamented the marked decrease in student participation, which he thought could be in part attributed to an athletic event unfortunately scheduled for the same day. More careful planning for next year's Campus Day is to start now, in close cooperation with the students.

Minute 3: Gilbert White announced that Dr. Henry Cormman, class of 1941, has been appointed College physician, and will assume his new duties sometime next year.

Minute 4: Cletus Oakley, who had spent his excess energy this summer constructing bicycle sheds in various parts of the campus, felt moved to call attention to the increasing number of student cars at Haverford, and to the fact that many other collegiate institutions do not grant their students car privileges.

Adjourned 12 noon.

Gerhard Friedrich
Secretary
Special meeting
President White presiding
November 2, 1953
4:10 P.M.

Minute 1: The Minutes of the meeting of October 22, 1953, were approved as read.

Minute 2: Louis Green opened the discussion of problems involved in admitting high school graduates with advanced, college credit, by a series of specific explanations and comments which seemed to anticipate a variety of doubts. Among other things he emphasized that, while neither aiming at nor in fact favoring a reduction in the usual four-year college term, the School and College Study committee had thought it unrealistic and unwise to rule out that distinct possibility for properly qualified students. In the general discussion which followed Louis Green's careful analysis, several important questions were raised which may demand more attention in the future, concerning:
1.) the nature of the causes and purposes of acceleration;
2.) the personal and educational advantages as well as disadvantages involved;
3.) the best type of adjustment to be made in the college curriculum; and
4.) the apparent inequality of standards reflected in the reports of the subject-field sub-committees.

The Faculty was agreed that, in response to the detailed report of the School and College Study of Admission with Advanced Standing (see Annex I), Haverford College should enter the proposed program of considering applicants for advanced credit in the autumn of 1954, on an experimental basis, with the understanding that their applications will be handled like those of transfer students, but in consultation with the departments involved, and with the provision that the whole matter of continued participation in the program shall be reviewed by the Faculty after two two years. This decision was reached in the belief that the proposal under consideration represents by far the most promising of several alternatives. Gilbert White remarked that prophecies of doom should be seen in relation to the solid facts that Haverford's only Nobel Prize winner (Theodore W. Richards '85) entered college at fourteen, and that Haverford's three alumni most interested in its financial development in recent history (Morris E. Leeds '88, William P. Philips '02, and Jonathan M. Steere '90) all completed their college work in three years. The Curriculum Committee was asked to examine the implications of the decision referred to, with regard to the College's limited electives requirements, and to report on its findings to the Faculty.

Adjourned 5:40 P.M.

Gerhard Friedrich
Secretary
Regular meeting November 19, 1953
President White presiding 11:10 A.M.

Minute 1: The Minutes of the meeting of November 2, 1953, were approved as amended.

Minute 2: The Curriculum Committee recommended approval of a new course in the Social and Technical Assistance program, originally planned for the second semester, namely Social Science 95: Seminar in Community Development. The Faculty approved this fait accompli.

Minute 3: The Curriculum Committee recommended (see Annex 1) and the Faculty approved that, in connection with the Faculty's decision at the preceding meeting to consider applicants for advanced credit in the autumn of 1954, those school courses for which college credit is granted shall count toward satisfying the limited elective requirements, leaving implementation of this decision to the Dean.

Adjourned 12:10 P.M.

Gerhard Friedrich
Secretary
At its meeting of November 2, the Faculty agreed to consider granting college credit to freshmen for work done in high or preparatory school under the program sponsored by the School and College Study of Admission with Advanced Standing. The question was then raised as to whether these college credit courses would count toward the limited elective requirements. This question was referred to the Curriculum Committee with the request that it submit a recommendation to the Faculty.

The Curriculum Committee believes that those school courses for which we grant college credit should also count toward satisfying the limited elective requirements. The Committee's reasoning runs as follows:

The college credit courses given by the schools are to be truly at the college level. This is the central idea of the Study of Admission with Advanced Standing. These courses will in all probability be different from the corresponding ones given at Haverford but they should differ from our courses in the same way in which courses given at other academically respectable colleges differ from ours, and not in the way in which we customarily think of school courses as differing from college courses. We should therefore count these college credit courses toward the limited elective requirements. Such a procedure would be in line with that already followed with transfer students. With the latter it has been the practice for a number of years to count toward the limited electives any course for which they receive credit on entering Haverford. Since the college credit courses are to be given for the gifted students, by the ablest teachers, and at a level beyond anything now attained in even the best schools, there is reason to hope that the freshman entering with college credit will be as well prepared as many of the transfer students we now get.

The Curriculum Committee also believes that the freshman entering with college credit has an opportunity beyond that of his fellows of enjoying a rich educational experience. This opportunity should be drawn to his attention first by the director of admissions and later by the dean and by the student's advisor. As indicated in the previous paragraph the Committee does not believe that a student who has been granted credit for a college credit course which corresponds to one in the list of limited electives should be required to take a complete set of limited electives at Haverford. However it may well be that to take advantage of his opportunity the student should be strongly advised to take various courses beyond those of his immediate interests and beyond the minimum necessary to satisfy the limited elective requirements.

Therefore at the Faculty Meeting on November 19, the Committee will recommend that those school courses for which college credit is granted shall count toward satisfying the limited elective requirements. At the same time it will suggest that the advising of the freshmen entering with college credit be handled with particular care by the director of admissions, by the dean, and by the advisors.

The Curriculum Committee
Minutes:

Minute 1: The Minutes of the meeting of November 19, 1953, were approved as read.

Minute 2: The Committee on the Graduate Curriculum recommended and the Faculty approved continuation of the Social and Technical Assistance program for the year 1954-55. In further following out the Committee's recommendations (see Annex 1), the Faculty approved that the emphasis of the program be somewhat broadened in order not to focus it so exclusively on the "Point Four" type of approach. The Faculty also approved the Committee's plans to encourage an interest among Haverford undergraduates in the Social and Technical Assistance Curriculum and in the visitors brought to the campus as part of the program.

Minute 3: In connection with the decisions recorded in Minute 2, the Faculty approved that a study should be made of the most effective ways in which the College could in the future best use its resources available for graduate work. A report on this subject is to be presented to the Faculty in the autumn of 1954. The Curriculum Committee was asked to submit at the next Faculty meeting a recommendation as to how or by whom such a study should be undertaken.

Adjourned 5:35 P.M.

Gerhard Friedrich
Secretary
After three years of experience with a small graduate unit in Social and Technical Assistance Studies, the Faculty Committee for the STA after a thorough review of the entire program and its ramifications feels justified in recommending to the Faculty of Haverford College that the program be continued for the year 1954-55.

Several features that have marked the present year's program should be noted: A course in Basic Education (Community Development) has been added as well as a brief series of meetings on the use of visual aids. These have appreciably strengthened the actual technical equipment with which members of the unit have been supplied. This year's unit has been more carefully selected than in previous years and a larger percentage of its members are mature persons already possessing some technical skills. It is suggested that if the program is approved for continuation in 1954-55, that once again this same principle of selection be exercised and that the size of the unit be aimed at twelve.

On the Graduate Curriculum

The Faculty Committee suggests to the Faculty that the present basic program seems to it to be unusually well balanced and sound and that it be continued. This refers to the pre-college work camp experience in Philadelphia of ten days; to the six week (Dec. 20-Feb 3) period of guided field work in a situation where intercultural conflicts must be faced; and to the three basic full year courses of: 1) Motivational and political and economic orientation 2) Case Studies in Social and Technical Assistance 3) Cultural Anthropology and Human Relations.

The Committee would also however recommend that if this program is approved for 1954-55 that the two following features be added: 1) A slight broadening of the appeal of the course by an increased emphasis upon service in foreign work and even intercultural work within the United States that may not focus it so exclusively on the "Point Four" type of technical assistance. This would affect the content of the course and the persons recruited for it.

2) A sustained attempt to encourage concerned undergraduates in the upper classes in looking to the offerings and to the visitors which this unit brings to the campus as a means of kindling and enlightening their own sense of social and international responsibility.

For the Committee

Theodore R. Hetzel
Chairman
FACULTY OF HAVERFORD COLLEGE

Regular meeting January 21, 1954
Vice-President MacIntosh presiding 11:10 A.M.

Minute 1: The Minutes of the meeting of December 14, 1953, were approved as read.

Minute 2: The Curriculum Committee recommended, and the Faculty approved, several changes in the Philosophy Department's course offerings for the year 1954-55. These temporary changes are occasioned by the absence of Douglas Steere, who will be on sabbatical leave, and the appointment of J. Loewenberg as Visiting Professor of Philosophy for the year, and of Paul Ricoeur as Visiting Professor of Philosophy for the first semester. Professor Loewenberg will offer during the first semester a course in Kant (which Haverford students usually have to take at Bryn Mawr) and a "Philosophy of Literature" course, and during the second semester a course in "Recurrent Problems in Philosophy" in place of the regular Philosophy 32 course. Professor Ricoeur will offer a course in "Christian Existentialism" in place of the regular Philosophy 29 course, and will also take over a section of the "History of Philosophy" course (Philosophy 21) insofar as Frank Parker will be giving one third of his time to the new Haverford 100 senior seminar.

Minute 3: The Faculty approved the award of high honors in English to Dan A. Wheaton, who will be graduated in June.

Minute 4: Philip Bell and others voiced a concern about the kind and the possible consequences of information regarding individual students at Haverford, in particular their views as expressed within the framework of the educational process, which Government agencies have on several occasions sought from Faculty members. Ned Snyder pointed out that not only students, but Faculty members as well, might become the victims of such inquiries, and endorsed the view that the teacher-student relationship should be regarded as a "privileged" one. The Faculty approved the establishment of a special three-man committee, to be appointed by the President and to include one member of the Administration, to take the problem under consideration and report back to the Faculty.

Adjourned 11:50 A.M.

Gerhard Friedrich
Secretary
Regular meeting
February 18, 1954
President White presiding
11:10 A.M.

Minute 1: The Minutes of the meeting of January 21, 1954, were approved as read.

Minute 2: In connection with next year's changes in the Philosophy Department's course offerings, as recorded in Minute 2 of the Faculty meeting of January 21, the Curriculum Committee recommended and the Faculty approved that the proposed course in "Recurrent Problems in Philosophy" shall count toward fulfilling the Limited Electives requirements in the humanities (group a), and the proposed course in "Christian Existentialism" shall count toward fulfilling the Limited Electives requirements in the humanities (group b), as do the regular Philosophy 32 and 29 courses which they will temporarily replace.

Minute 3: The Faculty directed the secretary to convey to John Flight their sympathy and best wishes in his present illness, which has forced him to give up teaching for the remainder of the college year (Annex 1).

Adjourned 11:55 A.M.

Gerhard Friedrich
Secretary
February 18, 1954.

Professor John W. Flight,
791 College Avenue,
Haverford, Pa.

Dear John Flight:

At its regular meeting today, the Faculty asked me to convey to you in your present illness, the sympathy and the kindest regards of all of us. You are certainly being missed on the campus, and we want you to know that we are thinking of you, and that we trust this period of rest will help you to be back in good health again before very long.

Sincerely,

Gerhard Friedrich
Secretary of the Faculty
FACULTY OF HAVERFORD COLLEGE

Special meeting March 8, 1954
President Mite presiding 4:10 P.M.

Minute 1: The Minutes of the meeting of February 18, 1954, were approved with the significant substitution of the more accurate term college year for the misnomer school year.

Minute 2: In following out the Faculty's request at its meeting on May 14, 1953, to study the problem of final honors, the Curriculum Committee submitted a report including seven recommendations regarding final honors. While there were some reservations expressed as to the advisability of discontinuing the current practice of adding points to a student's average for the senior year on the basis of Honors, High Honors, or Highest Honors, the Faculty minuted its general agreement in principle with the Curriculum Committee's report as amended (see Annex 1), specifying however that paragraph four on page 1 and recommendation e. be rephrased so as to stress the relevancy of the desired breadth of knowledge and interests to the major field.

Minute 3: The Curriculum Committee was asked to submit at the next Faculty meeting a revised draft of its report and recommendations, which shall take into account comments and suggestions submitted by members of the Faculty within the next three days.

Adjourned 5:35 P.M.

Gerhard Friedrich
Secretary
Report and Recommendations to the Faculty with regard to Final Honors

to be presented at the Faculty Meeting on March 8, 1954

At its meeting on May 14, 1953, the Faculty requested that the Curriculum Committee study the problem of final honors.

The outcome of the Committee's discussions are presented below. These discussions were not directed toward expanding the present honors work into an honors program of, say, the Swarthmore variety. The objective was rather to look for possible improvements in something we already have.

The Committee believes that honors work should provide stimulation for capable students to undertake and carry through high quality academic work. The stimulation to such work is a major responsibility of the College. The present honors work should be strengthened.

There is general agreement in the Faculty as to two characteristics of high quality work: first, the student must have a broad and thorough understanding of his major field, and second, within the range of his honors work he must have a knowledge which is in some measure more profound than would ordinarily be expected at the undergraduate level. A third characteristic which many of the faculty also have in mind when considering the award of high or highest honors is that the student must show a breadth of knowledge and interests beyond his major field. The Committee believes that this third characteristic is in accord with the liberal arts tradition of the College and will recommend that it be a major consideration in the award of high and highest honors in the future.

There seems to be general agreement as to what characterizes high quality academic work. The principal problem is therefore what can be done to stimulate students to undertake and carry through such work. The Committee has considered the following suggestions:

1. The honors work will be stronger and students will be more enthusiastic about undertaking it if it is clearly something beyond the ordinary level of course work at the College so that it is an honor and a privilege for a student to be allowed to undertake it. Students should be told about the honors work when entering a department. Those who are considered to have the ability to undertake such work should be so informed as early in their junior year as is convenient. However, the student himself must signify to the department his intent to undertake honors work and this intent should be made known before the end of the second semester of the junior year if possible.

2. A number of members of the Faculty feel that, in addition to the usual route to "simple" honors, it should be possible to award "simple" honors to students who have done excellent departmental work but have not entered upon special honors work. Some departments award "simple" honors on this basis at present. The Curriculum Committee believes that it is wise to leave open this alternate route to "simple" honors.
3. Further stimuli to undertake honors will result if the honors work is along lines of the student's interest and if, in so far as possible, it requires original work. Most people enjoy particularly pursuing problems of their own choice and our honors work will be stronger if we can draw on this extra source of energy. Some departments find it almost impossible to have their honors students undertake original work. Others, due to differences in subject matter, find this relatively easy. The Curriculum Committee believes that, where it is practical, honors students should be encouraged to do original work. The plan of the honors work must, of course, be approved by the major supervisor and the details must be decided upon in each case by the student and the department. It is thought that such a procedure will encourage a more aggressive approach on the part of the student toward his honors work.

4. Stimulus may also be provided by public oral examinations of candidates for high and highest honors. These examinations should be open to all faculty. They should also be open to all students unless the candidate specifically requests that students be excluded. Each examination should be conducted by an Examination Committee. Other faculty or students attending the examination would do so only as observers unless invited to take part by the Committee. The Committee should include at least two men who are not members of the Department concerned. The practice of inviting examiners from other divisions and from outside the College should be encouraged. Such orals would lend prestige to the program and stimulate interest in it. To be effective such orals may have to be longer than is now customary. It is suggested that from a third to a half the time available should be set aside to allow for questioning by members of the Faculty outside the candidate's major department.

5. To allow adequate time for the kind of honors work here envisaged, the honors candidate may devote one or two project courses in his senior year to his honors work. It is not thought that this amount of time will necessarily be adequate to allow the student to do the honors work but it is felt that it will be a step in that direction. The student's interest in his work must be counted on to force him to find the additional time and energy which the honors work may require. This move will help to relieve the feeling which many thoughtful students have that their attention is too widely scattered in their senior year with the regular five courses and the honors work in addition. The student will receive a grade for his honors work at the end of the second semester of his senior year. If he is awarded high or highest honors, the grade will necessarily be a high one. This grade shall apply to each project course which was taken as part of the honors work.

6. The question now arises as to whether to continue the present practise in the case of honors students of adding points to the average of the senior year to change a student's standing in his class. The reason for introducing this practise originally seems to have been the feeling that the class standing of the honors student might otherwise drop due to the amount of time and energy which would have to be taken from the regular five courses to carry out the honors work. The Committee feels that if the suggestions listed above under five be followed,
not only will the honors work be strengthened but there should be little or no reason for neglect of work in other, especially non-departmental, courses in the senior year. The adoption of the Committee's suggestions would therefore largely remove the need felt by some members of the Faculty for adding points to the senior average.

The Curriculum Committee will therefore recommend to the Faculty at the meeting on March 8 that it adopt the following regulations:

a. The student must signify to the department his intention of being an honors candidate at the beginning of the first semester in which honors work is to be done.

b. A candidate for final honors may devote one or two project courses in his senior year to his honors work. The grade assigned to the honors work at the end of the second semester of the senior year shall apply to each project course which was taken as part of the honors work.

c. Candidates for high and highest honors shall take an oral examination open to all faculty. This examination shall also be open to all students unless the candidate requests that students be excluded. The time and place of the examination shall be posted on the faculty bulletin boards, and if students are not excluded, it shall also be posted on the student bulletin boards.

d. The Examination Committee shall include at least two men who are not members of the department concerned.

e. In the award of high and highest honors, emphasis shall be put on both breadth of knowledge and interests and upon depth within a particular field of study. A greater degree of one may compensate for lack of the other, but in general, highest honors in a department shall be reserved for students with a breadth of interest and some realization of the relationship of their specialty to other areas of human experience.

f. A department may award "simple" honors to a student who has done excellent departmental work even though he has not undertaken honors work as such. This would be a rare procedure.

g. The present practice of adding points to the average for the senior year shall be discontinued.

The Committee hopes that the suggestions which were presented above, but which have not been incorporated in the recommendations, will be treated as "advice to the Faculty".
Regular meeting March 18, 1954
President, White presiding 11:10 A.M.

Minute 1: The Minutes of the meeting of March 8, 1954, were approved as read.

Minute 2: The Curriculum Committee presented a revised draft of "Suggestions and Recommendations ... with regard to Final Honors." The Faculty approved the report as further amended (see Annex 1), with the provision - arising out of the discussion of the comment appended to Recommendation 1 - that at a later date the actual practice of the various departments with regard to honors work shall be made the subject of a special Faculty meeting.

Adjourned 12 noon.

Gerhard Friedrich
Secretary
Suggestions and Recommendations to the Faculty with regard to Final Honors to be presented at the Faculty Meeting on March 18, 1954.

At its meeting on May 14, 1953, the Faculty requested that the Curriculum Committee study the problem of final honors. The Committee considered the problem at length. A first draft of the Committee's recommendations was discussed at a meeting of heads of departments on March 3, 1954, and the Faculty Meeting of March 8 was devoted to a consideration of a second draft.

In these discussions attention was not directed toward expanding the present honors work into an honors program of, say, the Swarthmore variety. The objective was rather to look for possible improvements in something we already have.

THE PURPOSE OF HONORS WORK

There is general agreement that honors work should provide stimulation for capable students to undertake and carry through academic work of high quality. It is agreed that three indications of such high quality work on the student's part are: first, a broad and thorough understanding of his major field; second, within the range of his honors work, a knowledge more profound than would normally be expected at the undergraduate level; and third, some understanding of the relationship of his major field to other areas of human experience.

The honors work will attract the capable students if its nature is such that it clearly offers an opportunity to do work beyond the ordinary level of course work at the College. To emphasize this opportunity, the honors work should to some extent be set off from the rest of the College work so that it is a distinction and a privilege for a student to be allowed to undertake it.

SUGGESTIONS AND RECOMMENDATIONS

Undertaking the Honors Work

Suggestion A: Each department should be prepared to inform prospective majors of the nature of the honors work in that department.

Comment: The necessary information might well be available on mimeographed sheets which could be given to interested students.

Suggestion B: Those students who are considered to have the ability to undertake honors work should be so informed as early in the course of their work as majors as is convenient.

Comment: This advice represents a change in emphasis from the policy stated in 1933, that every student is to be regarded as a potential honors candidate.
Recommendation 1: The student must signify to his major supervisor his intention of being an honors candidate at the beginning of the first semester in which honors work is to be undertaken.

Comment: For some departments, honors work may begin as early as the first semester of junior year; for others it may not start until the second semester of senior year. Where it is practicable the early start offers the advantage of more time, including the possibility of work over the summer.

Nature of the Honors Work

Suggestion C: Where it is practicable, the honors work should be along the lines of the student's particular interest and should require original work.

Suggestion D: The honors work should be such as to give the student a sense that he has put his roots down, that he has begun to feel a sense of mastery in a segment of his field, and yet to bring him to the point where he sees how far the horizon stretches beyond the point he has reached.

Recommendation 2: The plan of the honors work must be approved by the major supervisor.

Recommendation 3: A candidate for final honors may devote one or two (or in special cases, more) semester project courses in his senior year to his honors work. The grade assigned to the honors work at the end of the second semester of the senior year shall normally apply to each project course which was taken as part of the honors work.

Comment: This recommendation is not meant to open the way to excessive specialization in the senior year. As at present, the major supervisor is expected to discourage undue concentration by the student.

"Honors"

Recommendation 4: The award of "Honors" shall be made at the discretion of the major department.

Recommendation 5: Under exceptional circumstances, a department may award "Honors" to a student who has done excellent departmental work even though he has not undertaken honors work as such.
High and Highest Honors

A. The Oral Examination for High or Highest Honors.

Recommendation 6: Candidates for High or Highest Honors shall take an oral examination open to all faculty, as observers. This examination shall also be open to all students, as observers, unless the candidate requests that students be excluded. The time and place of the examination shall be posted on the faculty bulletin boards, and if students are not excluded, it shall also be posted on the student bulletin boards.

Recommendation 7: The oral examination of candidates for High or Highest Honors shall be administered by an Examination Committee under the chairmanship of the major supervisor. This Examination Committee shall be appointed by the major supervisor, and shall include at least two men who are in other fields than that in which the student is majoring.

Suggestion E: The practice of inviting examiners from other divisions and from outside the College should be encouraged.

Comment: A modest fund to pay examiners from outside the College will be made available.

Suggestion F: A third to a half of the time available should be set aside to allow for questioning by members of the Examination Committee from outside the candidate's major department.

Suggestion G: The duration of the examination shall be about one hour.

B. Award of High or Highest Honors.

Recommendation 8: The award of High or Highest Honors is to be made by the Faculty upon the recommendation of the Examination Committee.

Recommendation 9: In recommending the award of High or Highest Honors, the Examination Committee shall have in mind that the student must have demonstrated, first, a broad and thorough understanding of his major field, second, within the range of his honors work, a knowledge more profound than would normally be expected at the undergraduate level, and third,
some understanding of the relationship of his major field to other areas of human experience. A greater degree of one may, to some extent, compensate for less of another, but, in general, Highest Honors shall be reserved for students who excel in all three ways.

Discontinuance of Extra Points for Honors

Recommendation 10: The present practice of adding points to the average for the senior year of those students who receive Honors, High Honors, or Highest Honors shall be discontinued.
Regular meeting April 12, 1954
President White presiding 4:10 P.M.

Minute 1: The Minutes of the meeting of March 18, 1954, were approved as read.

Minute 2: As provided in Minute 2 of the meeting of March 18, the practice of various departments with regard to honors work was presented and discussed. The remarks of Cletus Oakley, Red Somers, Willi Meldrum, Douglas Steere, and Larry Wylie - while emphasizing that certain differences in honors work, e.g. as regards the suggested "original" work, are dictated by the subject matter and by the number of honors candidates - made it clear that they see few difficulties in adjusting practice in their respective departments to the Curriculum Committee's general suggestions and recommendations as adopted at the meeting of March 18.

Minute 3: Several Faculty members expressed the view that "the new look" in honors work at Haverford College will tend to increase the student's concentration on his major field during the senior year, despite the Curriculum Committee's well-intentioned warning against "excessive specialization."

Adjourned 5:40 P.M.

Gerhard Friedrich
Secretary
A CITATION AWARDED ANNUALLY FOR THE MOST SIGNIFICANT
AND CONSTRUCTIVE CONTRIBUTION TO THE FACULTY MINUTES

"SWEET WILLIAM"
Early American Specimen (Anonymous)

That Willy the Wylie would not like to be Bill,
But - recalling his kinship with Shakespeare -
Pursues his great middle-name even until
He has robbed (O for goodness' sakes, dear!)
Cadbury, Meldrum, Reitzel, and Reese
Of their most respectable "Bill,"
Is a bright contribution to Faculty peace,
And the college prestige now will surely increase,
Though Laurence's a lariat still.
FACULTY OF HAVERFORD COLLEGE

Regular meeting	 April 22, 1954
President White presiding	 11:10 A.M.

Minute 1: The Faculty elected Holland Hunter to be its representative on the Board of Managers for the two-year term expiring in 1956, with H. Field Haviland, Jr., as alternate.

Minute 2: The Curriculum Committee recommended and the Faculty approved the following changes in the College Curriculum:

- In English, the addition of a course numbered English 85, "Reading for Honors."
- In German, the inclusion of German 15-16, "Advanced German," as a Limited Elective under Humanities, group b;
- In Physics, the expansion of Physics 21, "Atomic Physics," into two semester courses, namely Physics 21 (which will deal with extranuclear structure) and Physics 22 (which will deal with nuclear structure); the course in "Physical Optics" will be renumbered Physics 24;
- In Biology, the division and expansion of Biological Science 11, "General Principles of Biological Science," into two semester courses, namely Biology 11, "The Physical Basis of Life," and Biology 13, "Organisms in the World;
- also, the addition of a "Reading Course in Biochemistry," numbered Biology 37 or 37b, of a course in "Cellular Physiology," numbered Biology 41, and of a "Laboratory Course in Basic Methods of Physiology and Biochemistry," numbered Biology 42.

Minute 3: With regard to suggested changes in the offerings of the Chemistry Department, the Faculty authorized the Curriculum Committee to make the final decision.

Adjourned 12:10 P.M.

John P. Roche, Acting Secretary

Gerhard Friedrich, Secretary
May 14, 1954.

Professor Gerhard Friedrich,
Haverford College,
Haverford, Pa.

Dear Mr. Friedrich:

I have your letter of the 15th advising that the Faculty elected Holland Hunter as representative of the Board of Managers for a two year term, and H. Field Haviland, Jr., as alternate.

I will see that notices in the future go to Professors Somers and Hunter respectively, and I suppose they notify their alternatives if they cannot attend.

Sincerely,

Wm. Nelson West 3rd

W3rd/McC
Regular meeting
President White presiding

May 13, 1954
4:10 P.M.

Minute 1: The Minutes of the meetings of April 12 and April 22, 1954, were approved as read, with one very minor change in wording.

Minute 2: In connection with the report of the Committee on Faculty Compensation, and with the change-over in college physicians, members of the Faculty expressed the desire to have the question of the availability of the college physician and the college infirmary to Faculty members and their families reconsidered and clarified. Gilbert White agreed to see to it that this is done.

Minute 3: The Committee on Fellowships and Prizes recommended that the first Cope Fellowship for the year 1954-55 be awarded to Howard Kalodner, and that the second Cope Fellowship for the same year be awarded to John Kelly. W. Wistar Comfort was a close runner-up. The Committee emphasized that differences between the three leading candidates with regard to academic standing as well as with regard to resources available for doing graduate work were so small as to make the final, unanimous decision a very difficult one. The Faculty approved the Committee's recommendations.

Minute 4: The Faculty expressed its appreciation of the services rendered by Louis Green during his term as the Faculty's representative on the Board of Managers.

Adjourned 5:10 P.M.

Gerhard Friedrich
Secretary
Regular meeting
President White presiding
June 2, 1954
9:10 A.M.

Minute 1: The Minutes of the meeting of May 13, 1954, were approved as read.

Minute 2: The Faculty recommended to the Board of Managers that appropriate degrees be awarded to those who have fulfilled the requirements.

Minute 3: The Faculty approved the award of highest and high honors to the following men in the subjects indicated:

- Montgomery Thomas Furth: Highest Honors in Philosophy
- Fredric Ruff Jameson: Highest Honors in French
- Howard I. Kalodner: Highest Honors in English
- Dawson Frederick Muth: Highest Honors in Political Science
- Thomas Darrah Thomas: Highest Honors in Chemistry
- Richard Bentley Bourne: High Honors in Chemistry
- John Hagan Kelly: High Honors in Economics
- Chester Townsend Ruddick: High Honors in Greek
- Peter Woll: High Honors in Political Science
- John Christian Wren: High Honors in English

The award of High Honors in English to Dan App Wheaton had been approved at the meeting of January 21, 1954.

Minute 4: The Faculty agreed that a candidate for high or highest honors may, after his oral examination, be entitled to an indication as to what recommendation, if any, his major department has decided to make to the Faculty. The Faculty also agreed that after the Faculty has acted on the recommendations for high and highest honors, the recipients of honors may be informally notified by their respective departments.

Minute 5: The Curriculum Committee submitted a Preliminary Report on Graduate Work (see Annex 1). The Faculty approved the four, numbered recommendations included in the report, but with the express understanding that the suggestions made in the report shall not in any way bind, limit, or prejudice the special committee which is to study the entire problem of graduate work at Haverford College next year.

Minute 6: Supplementing Minute 4 of its meeting of May 13, 1954, the Faculty expressed its gratitude to Louis Green in his capacity as chairman of the Curriculum and College Program Committee, for conscientious perseverance in tackling and resolving various problems brought before it during the college year.

Adjourned 10:30 A.M.

Gerhard Friedrich
Secretary
At its meeting of December 14, 1953, the Faculty requested that the Curriculum Committee review the subject of how Haverford might use its resources for graduate work to the best advantage. It was felt that, in view of the importance of the matter, it would be wise for the 1953-54 Committee to submit only a preliminary report. The matter should then be reconsidered by a new committee with the purpose of presenting a final set of recommendations to the Faculty.

The STA Program

The Curriculum Committee has devoted the major portion of its time to a study of the STA Program. It was felt that:

a. A program of this type is very much in accord with the principles of Friends and of Friends education.

b. The present STA Program is unique among the few programs of somewhat similar objectives that are being pursued elsewhere. The Quaker attitude has a special contribution to make to any program of the present type.

c. The potentialities for good in a program more or less of the present type may be very great.

d. The precise form which the Program should take if it is to be continued should not be decided hastily. The Faculty should not look forward to receiving final recommendations from next year's committee early in the fall, or even in the first semester.

The 1953-54 Curriculum Committee therefore recommends that:

1. The present extension of the STA Program should be carried forward another year, to June 1956.

2. The President should appoint a special committee to make a thorough study of the present program and to examine systematically the possibilities for improvement. This committee should present recommendations to the Curriculum Committee early in the spring of 1955 if possible, but in any case, in time for the latter to consider them carefully before the October meeting of the Faculty in the fall of 1955.

3. The recruiting of students for the 1955-56 STA Program should be pressed from October 1954 onward.

The study by the special committee should involve a consideration of
the objectives of the possible programs, the uniqueness of the Haverford contribution to each, methods for recruiting students, the curriculum, the problem of placement, the resources in faculty and funds which are involved, and the relation to the undergraduate program. The central question may be whether or not more time, effort, and funds can be devoted to the administration of the Program so that recruiting, day to day decisions, and placement may be more effectively handled. Probably the principal administrator should have no duties outside the Program so that he can give his entire allegiance to it. He should be free to travel widely in the interest of the Program. It is probable that scholarship funds should be employed to bring the ablest students to the College rather than to insure the presence of a certain size group on the campus. The decision at this point may be closely tied to the importance which is assigned to community living as an element of training.

Graduate Work other than the STA Program

The Curriculum Committee devoted part of its time to a consideration of graduate work other than that connected with the STA Program. It was felt that:

a. Except in the field of Quaker studies, Haverford lacks the man power and the resources to give work at the graduate level which is comparable in quality to that which it gives to undergraduates.

b. Although in the past graduate work at Haverford has been valuable to a number of young men, particularly those from colleges of severely limited resources, still there seems to be no unique character to Haverford's contribution at this point except in special cases.

The 1953-54 Curriculum Committee therefore recommends that:

1. Except for the occasional student for whom Haverford may have something special to offer, graduate work outside the field of Quaker studies should not be encouraged at the present time.
Faculty Committee Appointments, 1954-55

Upon the recommendation of the Faculty representatives on the Academic Council, the following Faculty committees have been appointed for 1954-55, the first-named being in each case the chairman:

Academic Standing: Docherty; Heath, James, Snyder, Woodroffe.

Admissions: MacIntosh; Ashmead, Flight, Quinn.

Curriculum and College Program: Haviland; Ashmead, Bell, Cadbury, Kelly, Oakley, Pfund.

Faculty Compensation: Teaf; Benham, Cormman, Lester, Oakley, Rush.

Fellowships and Prizes: Somers; H. Comfort, Durling, Foss, Sutton.

Graduate Curriculum in Social & Technical Asistences: Hetzel; H. Cadbury, Hunter, Pickett, Pfund, Reid, Teaf.

Graduate Students: Meldrum; Drake, Dunn.

Library: Wylie; deGraaff, Friedrich, Gordon, MacCaffrey, Loswy, Parker, Post.

Non-Academic Instruction: Woodroffe; Benfey, Bernheimer, Gutwirth, N. Wilson, Reese.

Philips' Visitors: Green; Gutwirth, Scott.

Student Affairs: Campbell; Asensio, Holmes, Lemonick, Randall, Wisner.
Student members: Anthony Borton, Robert Greer, Paulding Phelps.

The President and the Vice Presidents are ex-officio members of all committees.

The elected members of the Academic Council are: Benfey (Natural Sciences), Gordon (Social Sciences), and Snyder (Humanities).

The elected Faculty Representatives to the Board of Managers are: Hunter and Somers, with Haviland and Wylie as alternates.

Wallace MacCaffrey will be in charge of the Spring Day program.

Gerhard Friedrich has agreed to serve as Secretary of the Faculty.

Gilbert F. White
HAVERFORD COLLEGE

June 3, 1954

SCHEDULE OF FACULTY MEETINGS FOR 1954-55

TO ALL MEMBERS OF THE FACULTY:

During the academic year 1954-55 faculty meetings will be held in the Common Room on the dates and at the times indicated below:

(1) September 20 (Monday) 9:10 A.M.
(2) October 4 (Monday) 4:10 P.M.
(3) October 21 (Thursday) 11:10 A.M.
(4) November 1 (Monday) 4:10 P.M.
(5) November 18 (Thursday) 11:10 A.M.
(6) December 6 (Monday) 4:10 P.M.
(7) December 16 (Thursday) 11:10 A.M.
(8) January 17 (Monday) 4:10 P.M.
(9) January 20 (Thursday) 11:10 A.M.
(10) February 17 (Thursday) 11:10 A.M.
(11) March 7 (Monday) 4:10 P.M.
(12) March 24 (Thursday) 11:10 A.M.
(13) April 11 (Monday) 4:10 P.M.
(14) April 21 (Thursday) 11:10 A.M.
(15) May 19 (Thursday) 10:30 A.M.
(16) May 31 (Tuesday) 9:15 A.M.

Gerhard Friedrich
Secretary of the Faculty