Welcome to New Members of Faculty

Minute 1  President White welcomed the new members of the Faculty.

Announcements

Minute 2  Dean Hoag made announcements concerning the advisor system, Social Science 11-12 and the limited elective program, premedical procedure, and special matters concerning individual courses.

Minute 3  Vice-President MacIntosh announced that the Freshman class was composed of 123 men all top specimens. The College has a total undergraduate strength of 493, with 13 graduate or special students.

Minute 4  President White stated that he had reported to the Board of Managers that the College expected little immediate change this year as a result of the Korean crisis. He informed the Board that the war mobilization creates a long term problem. The question was raised as to what contribution Haverford can make on the basis of its unique background. The Board in reply urged the Faculty to assess the possible contribution that Haverford could make, apart from such sheerly military contributions as ROTC. President White requested the Program Committee to stimulate discussion among the Faculty on this problem.

Minute 5  President White called attention to certain procedural points which he hoped the Faculty would take pains to observe. Among those to which special attention should be called are the deadlines on term papers, stopping classes on time, notifying the President's Office of changes of address and telephone number, the smoking rules.

Minute 6  President White announced that Professor Filmore Sanford has accepted a year's leave of absence to act as Secretary of the American Psychological Association. He expressed his regret that Professor Sanford would not be with us this year.

New Business

Minute 7  Ralph Sargent and William Meldrum, Faculty Representatives to the Board of Managers, reported on the activities of the Board. One-quarter of an acre of College land has been sold to the Philadelphia Electric Company for parking purposes, and in exchange the Philadelphia Electric Company has agreed to install a fence running along the whole Ardmore side of the Campus. In connection with the Korean crisis and its effect on the College, it has been suggested that Haverford College might make a real contribution by training technicians to go out under the Point 4 program, and by training UN personnel. The Board of Managers hopes that the Faculty will take the lead in discussing these and other possible alternatives. At the request of the President, Ralph Sargent repeated his statement to the Board on the New Freshmen English course. It is a course devoted to reading, writing and "human values", made possible by a Carnegie Grant.

Academic Standing Committee

Minute 8  Bill Docherty asked the Faculty to turn in as promptly as possible any pending reexamination grades.

Premedical Committee

Minute 9  Bill Cadbury announced that Herbert Taylor will take his place as advisor to premedical students during the first semester of 1950-51.

Adjourned 9:55  John P. Roche, Secretary
FACULTY OF HAVERFORD COLLEGE

Faculty Meeting	 October 19, 1950
President White presiding	 11:05 A.M.

Minute 1 The Minutes of the two previous special meetings were read and approved with minor amendments.

Committee Reports

Ira Reid reported that the Curriculum Committee had held meetings on two subjects: 1) jointly with the Committee on Graduate Students to discuss the graduate curriculum; 2) with interested members of the faculty, the administration, and the managers to discuss Haverford's contribution to the crisis of our time.

Minute 3 William Waldron reported that the Committee on Graduate Students had approved the programs of the twelve graduate students now attending the college. (See Annex 1)

Minute 4 Cletus Oakley reported that the Committee on Student Affairs had chosen November 1, 1950 to be Campus Day. Faculty were invited to participate in the projects.

Minute 5 Carl Allendoerfer reported that the Committee on Rhodes Scholarships had recommended Darwin Prokop and John Davidson from the State of Pennsylvania, and Sydney M. Cone III from North Carolina.

Minute 6 Ralph Sargent reported for the faculty representatives to the Board of Managers and discussed the highly successful meeting of the Board and the Corporation.

Old Business

Minute 7 The faculty agreed to continue using Friends' procedure at faculty meetings with the understanding that, if it appears desirable, a vote may be taken on a specific issue where choice between two opposing points of view seems imperative.

Announcements

Minute 8 The President urged the faculty to report absences to the Dean's office in accordance with the procedure adopted last year.

Minute 9 Bennett Cooper announced the procedures for the United Fund Campaign and urged the faculty to turn the forms in to his office as soon as possible.

Minute 10 The President announced a special meeting of the faculty to be held November 6, 1950 at 4:10.

Adjourned 12 Noon

John P. Roche, Secretary
Annex 1

1. Approved programs: Total = 12
   Hist. - 2; B.L. - 1
   Soc. - 3; Phil. - 2
   Germ. - 1; Chem. - 3

2. Committee seemed to be in agreement on the point that the date set for handing in grad. theses, May 10, was too early. Is not recommending action at this time, but seemed to favor the insertion in the Catalog of the statement: "The candidate must deposit two copies of his thesis, in its final form, in the College Library not later than the 10th day before Commencement." Left for consideration by those Faculty members likely to be interested.
Regular Meeting	 November 16, 1950
President White presiding	 4:10 P.M.

Minute 1. The minutes of the previous meeting were read and approved.

Committee Reports

Minute 2. Ira Reid reported for the college Curriculum and Program Committee, proposing for faculty discussion the suggested curriculum for graduate study in Social and Technical Assistance. After some discussion of the admission requirements and the scope of the curriculum, the faculty expressed its general approval of the program and recommended that the Committee further investigate the problem in the light of the criticisms expressed by various members (summarized by Ira Reid) and report back to a special meeting of the faculty.

Minute 3. John Herndon reported for the Committee on Fellowships and Prizes, stating that the college had been requested by Harvard College to recommend a Haverfordian for appointment as a Junior Fellow. The American Council of Learned Societies had also requested the name of an undergraduate who is outstanding academically and is planning to go into teaching to compete for a fellowship. John Davidson has been recommended for this ACLS fellowship.

Minute 4. Ted Hetsel of the Committee on Non-Academic Instruction reported that nine courses are getting underway immediately after the Thanksgiving recess.

New Business

Minute 5. President White and Aldo Caselli presented the college's program for inclusion in the new social security program. The college is undertaking to complete the forms for inclusion in the next few weeks, and the Managers are expected to take action at their next meeting.

Announcements

Minute 6. Frank Parker asked for faculty support in the impending Haverford College Service Drive.

Adjourned 5:40 P. M.

John P. Roche, Secretary.
FACULTY OF HAVERFORD COLLEGE

Special Meeting
President White Presiding

December 8, 1950
4:10 P. M.

Minute 1. The faculty approved, with minor editorial changes, the proposed graduate Curriculum in Social and Technical Assistance. (Annex 1)

Minute 2. The faculty approved the appointment by the President of a committee to carry out the detailed organization of this curriculum and to supervise its actual operation. It is understood that this committee is to have power to make such changes in the details of the curriculum as may appear desirable provided it does not alter the general aims and scope of the plan.

Minute 3. The faculty agreed that preference be given to students in this curriculum in awarding the T. Wistar Brown Graduate Fellowships for 1951-52.

Adjourned 5:50

John P. Roche, Secretary
Haverford College

GRADUATE CURRICULUM IN SOCIAL AND TECHNICAL ASSISTANCE

A report of the Curriculum and College Program Committee, as amended and approved by the Faculty, December 8, 1950.

1. PURPOSE. This program is designed to give specialized training to suitably qualified persons which will prepare them for service with social and technical assistance programs in any part of the world, including the United States. It is believed that graduates of this curriculum can qualify for administrative or technical positions in private or public humanitarian service.

Haverford College is offering this curriculum because it believes that large-scale reorganization of social, economic, and political activity will be necessary in many parts of the world over a long period of time if a peaceful world society is to be developed. It considers a sound liberal arts education a basic preparation for those who will take a constructive role in bringing about a peaceful change. In addition, the College offers more specialized training which seems essential to that process.

2. ENTRANCE REQUIREMENTS. This curriculum is open to men and women who hold the bachelor's degree from recognized institutions and who are otherwise qualified by virtue of their character, motivation, and previous training.

All candidates for admission are expected to possess a competence in at least one modern foreign language equivalent to one year's work in college beyond the elementary grade. Those preparing for administrative or non-technical work should give evidence of a strong background in the social sciences. Those expecting to do work in applied science should have completed an undergraduate major in natural science or engineering, and in addition some basic work in the social sciences. Candidates whose preparation does not fit into either of these patterns will be considered upon their merits.

3. COURSE OF STUDY... ACADEMIC. Each student will be expected to complete a program of eight semester-courses selected to fit his particular needs. In most cases, these courses will be chosen largely from those listed below, but students may also be urged to select other advanced courses from the general offerings of the College which contribute to the general aims of this curriculum. Some of the courses listed below are required of virtually all students in the curriculum, and other courses may be required of a student whose preparation along a particular line is considered by the College to be deficient.

(a) Modern Foreign Language. (Two Semesters) Required. A continuation of a language presented for entrance. Students who are proficient in a foreign language may study another language or may be excused from this requirement.

(b) Case Study of Assistance Programs. (Two Semesters) Required. A study by the case method, of the objectives, organizational and operational techniques, and problems faced in various types of assistance programs: relief, reconstruction, technical assistance, social and technical planning. In each program consideration will be given to the geographical and cultural background of the area concerned. Lectures by staff and by visitors, readings, papers, and seminar discussions.
(c) Contemporary Cultures. (One Semester) Required. A study of the social life, customs, and structures of extant cultures, designed to show how they function and why and how they change. Special attention is given to the methods of culture study and analysis.

(d) Human Relations. (One Semester) Required. An advanced course in the understanding of personality as a factor in social relations. The course will include studies in mediation and the analysis of human relations.

(e) World Relations. (One Semester) Elective. Examination of economic, geographical, historical, political, and social factors determining present national and international arrangements; the roles of voluntary associations and international organizations in world affairs.

(f) Advanced Natural Science. (One or two Semesters) Elective. For students preparing to do scientific work on technical assistance programs.

(g) Special Topics in Engineering. (One Semester) Elective. For students with some scientific background. The course will deal with such problems as water supply, sewage disposal, the operation of power-generating and transmission systems, surveying and communication techniques.

(h) Elementary Fiscal Management. (One Semester) Elective. Basic accounting concepts and techniques; simple accounting and other record-keeping systems; reports; cash and budgetary controls; foreign exchange transactions.

4. ORIENTATION SEMINAR. All students will be expected to participate in an orientation seminar which will discuss such problems as "Social Ideologies," "The Nature of Democracy," and "The Philosophy of Assistance."

Throughout the curriculum attention is given to the fact that philosophical attitudes, religious convictions and social ideals are important for the success of persons entering this field.

5. COURSE OF STUDY...NON-ACADEMIC. During the academic year each student will develop as many as possible of the following techniques:

(a) Administrative Procedures -- Methods and implications of administration;
(b) Mechanical Skills -- especially automotive mechanics and radio;
(c) First Aid;
(d) Social Work Procedures.

In each semester at least two of the above will be offered in lectures and practical work groups.

There will also be opportunities for experience in week-end work camps and the like.

6. WORK PROJECT. Following their study all students will engage in a supervised assistance project or its equivalent. The College will assist in arranging for the placement of students in such projects.

7. REQUIREMENTS FOR THE MASTER'S DEGREE. The degree of Master of Arts will be awarded to those who have satisfactorily completed the program listed under 3, 4, 5, and 6 above, and have passed a comprehensive examination covering this program. The examination will be in two parts:

(a) At the end of the academic year: an examination on the Academic
and Non-Academic courses and relevant courses offered for entrance.
(b) At the end of the Work Project: an examination on actual problems of assistance work.

8. AREA STUDIES. For the benefit of students who are planning to join assistance programs, the College will try to arrange concentrated courses in the language, history, culture, and customs of those areas in which assistance programs are currently operating. These courses may be given at Haverford or at other institutions. This work will be in addition to that required for the degree.

ACTION OF THE FACULTY

December 6, 1950

The Committee on The Graduate Curriculum in Social and Technical Assistance is to regard this memorandum as a "working paper" which sketches only the broad outlines of the academic curriculum and the general program. Statements on the content of a course, for example, should be prepared by persons having professional competence in that field of study.

Recommendations of the Curriculum and College Program Committee

1. The adoption of the proposed Graduate Curriculum in Social and Technical Assistance for the year 1951-52. Adopted as written.

2. The appointment by the President of a committee to carry out the detailed organization of this curriculum, to select students for it (with the cooperation of the Director of Admissions), and to supervise its actual operation. It is understood that this committee is to have power to make such changes in the details of this curriculum as may appear desirable provided that its general aims and scope are not affected. Approved.

3. In awarding the Wistar Brown Graduate Fellowships for 1951-52, preference be given to students in this curriculum. Approved.
Regular Meeting
President White Presiding.

Minute 1. The minutes of the two previous meetings were read and approved.

Committee Reports

Minute 2. Ira Reid reported that the Curriculum and Program Committee was planning to investigate the possibility of an undergraduate curriculum in Social and Technical Assistance.

Minute 3. Bill Docherty reported for the Committee on Academic Standing that 182 students had received D or below in one or more courses.

Minute 4. President White reported for the Academic Council vice Dean Hoag. The Council approved the award of degrees to two men who left for medical school after three years at Haverford. In conjunction with this decision the Council made two statements of future policy: (1) if in future, students leave Haverford for medical schools after three years, they may later petition for the Haverford degree provided they have met the distribution requirements of Haverford College; (2) in special cases if a student is forced to leave college before the conclusion of a term, arrangements may be made by the Dean with the professors concerned in order that the student may get credit for his work provided such departure does not take place more than two weeks before the end of a semester. The faculty approved these decisions of the Council, with the understanding that degrees would be granted at the end of three years only in extreme circumstances where the student was forced to leave college by circumstances beyond his control.

Minute 5. Carl Allendoerfer reported for the faculty representatives to the Board of Managers. The Board approved college participation in the Social Security program, and concomitantly initiated a study of faculty retirement policies. The faculty approved the appointment of H. M. Somers and Howard Teaf as faculty representatives on the Board committee to make this study.

New Business

Minute 6. H. M. Somers raised the problem of the degree to which an advisor has discretion in allowing junior advisers to take senior courses, etc. It was the sense of the faculty that problems of this sort were fully within the discretion of the advisor provided agreement was obtained from the instructor of the course concerned.

Minute 7. Several members of the faculty questioned the form of the leases issued for faculty housing. The President agreed to investigate the problem.

Minute 8. Bill Docherty reported on the selective service problem.

Adjourned 5:30

John P. Roche,
Secretary.
Regular Meeting
President White Residing

January 18, 1951
11:05 A.M.

Minute 1. The minutes of the last meeting were read and, after modification, approved.

Committee Reports

Minute 2. Ira Reid reported on the activities of the Curriculum and Program Committee. The Committee recommended that the President appoint a special committee to coordinate the college's activities in the present emergency. The Committee is currently investigating the proposed curriculum for 1951, the operation of the general courses, and the system of awarding honors.

Minute 3. Carl Allendoerfer reported for the Special Committee on Emergency Activities which is currently investigating action that can be taken in the second semester. The Committee plans to offer a non-academic course in medical and transport techniques and first aid, the latter under the supervision of the Red Cross. The faculty authorized the committee to organize this course along the most effective line, with the understanding that it would be open to all students and would receive appropriate non-academic credit.

New Business

Minute 4. President White read to the faculty a proposed statement of the college's attitude on the emergency which he prepared for presentation to the Managers. After much discussion, the faculty endorsed the views advanced therein. (See Annex 1)

Minute 5. John Roche presented the plans that have been made for a joint television program. Bryn Mawr, Swarthmore and Haverford are cooperating in this offering, to be televised on WFIL - TV's "University of the Air." The faculty approved college participation in this program. (See Annex 2)

Adjourned 12:50 P.M.

John P. Roche
Secretary
Since the Board considered this problem at its 9/15/50 meeting, the steps toward war mobilization in the United States have multiplied and the outlines of a new Selective Service program have taken shape. New demands are being made for military manpower. Inflation has continued and defense spending is expanding tremendously. The war psychology has placed more stress on technological training. The range of tolerance for individual expression on political and social issues has narrowed.

On 1/7/51 Lester Haworth and I met with the presidents or deans of Earlham, Guilford, Swarthmore, Whittier and Wilmington colleges. On 1/8-9/51 Archibald MacIntosh and I took part in the annual meeting of the Association of American Colleges. In both of these meetings we exchanged judgments as to the ways in which this mobilization may affect the colleges, and as to adjustments which colleges may make to the new conditions. We also discussed in some detail possible means by which the Quaker colleges might cooperate in meeting the war situation.

From those discussions it seems likely that Haverford is as far advanced in planning to meet new conditions as any college other than those which already have adopted R.O.T.C. programs.

It still is too early to predict the specific provisions of new Selective Service legislation, but it seems probable that a universal 18-year-old draft will be adopted. In that event Haverford in the autumn of 1951 probably would have a very small Freshman class, with substantial reductions in its upper classes. The following year both the Freshman and Sophomore classes would be very small. In the third year — if 27 months were to remain the period of military service — we again would receive a normal Freshman class. During both the second and third years the total enrollment for the undergraduate and
graduate courses at the College might fall as low as 100. This is the roughest type of estimate.

From the narrow standpoint of finances this situation would present us with deficit operations over a period of at least three years. While it is difficult to give precise data on ways in which costs might be reduced, it is certain that if essential Faculty are to be paid and if physical facilities are to be maintained it will be impossible to avoid an annual deficit of substantial proportions, perhaps as much as $150,000 if enrollment were to sink to 100. More detailed estimates will be available at the 1/19/51 meeting.

From the broader standpoint of educational policy it clearly has been the judgment of the Board and of the Faculty that Haverford should continue to offer its basic program of liberal education as long and as effectively as possible. This we are prepared to do on a reduced scale.

It also has been the judgment of the Board that the College should examine ways in which at either the undergraduate or the graduate level it may use its large resources of experience, belief and good will in furthering the education of individuals who will, in the Quaker tradition, aid in reducing in some measure the causes of and the suffering from the deep-lying world conflict. In harmony with this policy the College has undertaken a one-year graduate program in social and technical assistance. It also is planning a program of undergraduate instruction along the lines prescribed in World War II for members of the Friends Ambulance Unit, including first aid, medical technology and motor transport. A related program of non-academic training in civilian defense is under study. Other types of training under consideration are training for the American Field Service and for mental hospital attendant work. Adult education projects will be canvassed.

Basically, the whole direction of changes in Haverford's academic program in recent years has been toward new ways of carrying out its long-standing concern to prepare men to give life and new meaning to the ideals for which the College stands. Thus, the Freshman English course now centers on major issues of human values; the Social Science course helps the student to think through his own convictions and conclusions on key ideas concerning the social process; the basic course in Political Science deals primarily with the conflict between individual freedom and social control; every student pursues some work in the field of philosophical and religious beliefs; the Human Relations course deals with essential questions of inter-personal adjustment. It is this type of study and related experience which can best prepare a young man to act intelligently and courageously upon the basis of moral judgment in the confused world in which we live.

At one point, as during 1918, the College has permitted students to enter into a military program outside the College without affecting their academic work at Haverford: a number of students have registered in the R.O.T.C. at Drexel Institute.

The present war mobilization proposes universal military training which runs contrary in both ideals and method to the basic purposes of the College. In contrast, Haverford has an opportunity and a responsibility to stand for that aspect of American education which looks toward long-term constructive action by intelligent and principled men. Haverford has been founded, managed and in large measure supported by a religiously-centered group which has sought to live by virtue of that life that takes away the occasion for all wars.
If it were certain that in continuing this emphasis in the years immediately ahead the College could so reduce expenditures and so supplement its income as to avoid an operating deficit, there would be little need to stop to appraise our policy now. The prospect is that the College will not be so fortunate. Facing a deficit, the Board should recognize that some colleges are counting upon R.O.T.C. units or some new but as yet unannounced military training programs (none has been specified) to carry them around the financial rapids ahead. On 9/15/50 the Board expressed its approval of a policy suggested by me of refraining "from entering into" such programs. In view of the prospect outlined above the Board may wish to reconsider its stand.

The position of the College probably can be defined best in terms of a central direction of policy than in terms of precise boundaries. To set a precise line beyond which we would not move would be difficult because of the new conditions which are unfolding. We could, I believe, recognize certain activities such as the R.O.T.C. which clearly are out of harmony with the policy.

My personal recommendation is that the Haverford Board should state its determination to maintain the College throughout the emergency as an institution devoted to liberal education, to emphasizing in the Quaker tradition programs which will help young men to act constructively in reducing the causes of and the suffering from the world conflict. That policy would not permit participation in programs which, because they are required or directed by the military for military purposes, depart from the College program, although it would permit the College to accept from the military establishment students who pursue work in harmony with the Haverford program. It would challenge the College to express its ideals in constructive undertakings, the full design and dimensions of which we cannot yet visualize.

I intend to present this question to the Faculty on 1/18/51, and will be prepared to pass on to the Board the results of that discussion.

When a policy on this question is decided it would be well to make it the theme of an early issue of Haverford Trends in which the present resources of the College to deal with the emergency in this fashion would be described.
The committee representing the three colleges, taking joint counsel in regard to what might be done in their share of the time, suggests the following plan for a broad but integrated program which, by its flexibility, would offer a sufficient diversity of subjects to make the division of labor among a number of persons and departments both easy and practicable.

In view of the present state of world affairs and what is apparently a rising tide of isolationist sentiment, there might be considerable merit in a series of presentations designed to show how closely our life in this country is connected with that of many other nations all over the earth. Many of our institutions, customs, beliefs, scientific attainments, and economic practices had their roots in similar cultural complexes abroad to which we are deeply indebted. Not only is this true in nearly every field of learning in regard to the origins of our way of life, it is equally true in respect to the contemporary operation of our society which is at many points dependent upon the cooperation of people from a great number of foreign countries.

It would seem to us that our best hope for the future lies in strengthening these international bonds, and, at home in educating the majority of the American people in the direction of a clearer understanding of them. Whether we will or no, this country has now been forced into a position of such terrible international responsibility that the successful discharge of it will require every bit of wisdom and knowledge that can be brought to bear on the problems of world-wide significance which face us. The basis for intelligent action lies in an understanding of our ties with other nations and cultures.

The experiment in education by television may or may not prove effective, but so long as it is to be tried, might we not at the same time, attempt to do in this emergency that for which we as teachers are best fitted, namely, train the people to a clearer understanding of how their lives are bound up, both historically and in practice, with the lives of millions of others elsewhere. Should we succeed in this effort, if only in a very limited fashion, the time spent would not have been wasted even if the television experiment itself should prove impractical.

The cooperation of all members of the faculties of the three colleges is invited.

POSSIBLE SUBJECTS

Philosophy of Democracy
The Arts
Literature
Sciences
Law - English Constitution

United Nations
Interdependence of East and West
Suggested Opening (Our Natural Resources)
Suggested Close (How do we as Americans fit in this picture)

December 14, 1950
FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President White presiding

February 15, 1951
11:05 A.M.

Minute 1. The minutes of the last meeting were read and approved.

Committee Reports

Minute 2. Ira Reid reported for the College Curriculum and Program Committee. The Committee advised that Philosophy 33 - Philosophy of Science - be approved as a permanent offering. The faculty approved this recommendation.

Minute 3. Frank Parker reported that the Committee on Academic Standing had dropped two students from the College for failing grades.

Minute 4. Ted Hetzel reported that the Special Committee on Medical and Mechanical Training has launched the non-academic course in these subjects.

Minute 5. Howard Teaf reported for the Emergency Committee and broached the summer school problem. Faculty reactions were varied. A special meeting is to be held on this subject in the near future.

Minute 6. In the absence of Ralph Sargent and Louis Green, President White reported on the last meeting of the Board of Managers. The Board approved in principle the statement of policy presented by the President to the faculty at the meeting on 1/18/51. The Board authorized the faculty to confer earned degrees on candidates prior to the June commencement. The Board authorized the use of College personnel and facilities for a summer orientation program to be held for foreign students under the auspices of the Institute for International Education.

Minute 7. The faculty, pursuant to the authority granted in Minute 6 above, approved the conferring of the degree of Bachelor of Arts upon William Miller effective February 8, 1951.

Adjourned 11:53 A.M.

John P. Roche
Secretary
FACULTY OF HAVERFORD COLLEGE

Special Meeting
President White presiding

March 12, 1951
4:10 p.m.

Minute 1. The minutes of the regular meeting of February 15, 1951 were read and approved with minor modifications.

Minute 2. President White announced that this special meeting had been called for the purpose of discussing the advisability of holding a summer session this year. The President pointed out that the final decision would have to be made by the administration on the basis of budgetary data not in the possession of the faculty. The concern of the faculty should be the educational aspects of such a summer session, and the President hoped that the faculty would make its recommendations without reference to the economic aspects.

Minute 3. Carl Allendoerfer and Howard Teaf reported for the Emergency Committee and referred the faculty to their report previously distributed. (See Annex 1). The faculty expressed its gratitude to Carl Allendoerfer and Howard Teaf for their hard work on this problem.

Minute 4. The faculty, although opposed on grounds of educational policy to the holding of summer sessions, agreed that a summer session should be held in the summer of 1951 if there appears to be an urgent and strong need on the part of present and prospective Haverford students.

Minute 5. The faculty is at present unable to guage the need for such a session in sufficiently concrete terms, and leaves the decision in the hands of the administration.

Minute 6. The faculty recommended that an investigation be undertaken of the present curriculum to determine whether or not the institution of a summer session would require a thorough reorganization of present departmental offerings.

Minute 7. The faculty recommended that if no session be held at Haverford, the college should arrange a careful advisory service to aid students in finding proper summer courses elsewhere.

Adjourned 5:50

John P. Roche,
Secretary.
1. That Haverford schedule a 1951 summer session, from June 25 to September 15, divided into two six-week terms. In each term a student will normally take two semester-courses. Incoming freshmen would be admitted to the summer session and would be required to report several days before June 25.

2. That freshman courses offered should be selected from:

- German 11-12
- Math. 11-12
- Phil. 11-12
- Phys. Sc. 11
- Chem. 12
- Soc. Sc. 11-12
- Span. 11-12
- Phys. Ed.

(The present estimate is that about 50 freshmen would elect to start in the summer. There would be only one section of each of the aforementioned courses.)

3. That the following sophomore courses be offered to present students. This is a tentative list, subject to revision in the light of enrollment. Other courses might be added if enrollment justified them.

- Chem. 25-26
- Econ. 21-22
- Engl. 25-26
- Psych. 21-22

(Of students now at Haverford, it is expected that 40 to 50 would enroll in the summer session for these and some of the freshman courses. A few students from Swarthmore or other colleges of like quality might be admitted to the summer session.)

4. That arrangements be made with other colleges to accept upper-classmen who wish to take advanced courses (or other courses not offered at Haverford) during the summer.

5. That students who take four semester-courses during a summer session at Haverford or elsewhere be graduated upon the completion of 39 semester-courses. Students who attend two such summer sessions may be graduated upon the completion of 38 semester-courses. It is recommended that the Faculty now go on record as opposed to reduction of the graduation requirement below 38 semester-courses and as opposed to continuous acceleration of any student through three summer sessions.

6. It is anticipated that individual Faculty remuneration will be at a rate approximately equal to the rate per course during the regular academic year.

7. In considering these recommendations the Faculty should bear in mind the following factors:

(a) One-third of applicants for next freshman class desire to enter in the summer. Many of these would go elsewhere if Haverford did not offer a summer session.

(b) Between sixty and eighty present students have shown interest in a summer session at Haverford provided proper courses are offered. The listing above represents those courses which were requested by ten or more students. Demand for these courses may change with the national temper and with selective service regulations.

(c) Present students could probably get needed courses elsewhere. Change of environment might be desirable.

(d) Failure to offer a summer session to present students might be interpreted as lack of consideration for the needs of present students.

(e) Summer session will not be normal college life. Morale of new freshmen uncertain either with or without upperclassmen on the campus.

(f) Educational value of a summer session questionable; but acceleration may be necessary to meet student demand.

(g) Summer session must carry credit for full semester in order to be of real value to students.

March 9, 1951

Carl B. Allendoerfer
Howard M. Teaf, Jr.
Regular Meeting  
Vice-President MacIntosh presiding  

March 22, 1951  
11:05 a.m.

Minute 1. The minutes of the preceding meeting were read and approved.

Committee Reports

Minute 2. Ira Reid reported on the activities of the College Program and Curriculum Committee. (See Annex 1)

Minute 3. John Herndon reported for the Committee on Fellowships and Prizes. The Committee recommended that the Catherwood Fellowship be awarded to Nevius M. Curtis, and that the two Cope Fellowships be awarded to L. Crosby Deaton (1st) and to Gilbert M.P. Leib (2d). The Faculty approved these recommendations.

Minute 4. The Faculty agreed that Haverford students who take four summer courses, either at Haverford or at another approved college, shall be given credit for one full semester's work and may be graduated with thirty-nine credits. If this is done for two summers, the student may graduate with thirty-eight credits. This ruling is to be reconsidered by the Faculty next year. Some members of the Faculty (4) were unable to agree to this proposal, as they considered it a step away from traditional Haverford standards.

Minute 5. Ralph Sargent reported on the last meeting of the Board of Managers. The Board approved the holding of a summer session.

Adjourned 12:15

John P. Roche,  
Faculty Secretary.
1. The Committee has concluded a series of fruitful discussions on the general courses in the Social Sciences, the Humanities and the Biological Sciences with members of the departments concerned. It hopes to continue its discussions on the general course in the Physical Sciences at an early date.

2. The Committee is now undertaking a general review of the 100 course and the Comprehensive Examination procedure in the several departments. It plans to have a special report on the relationships of course offerings, the 100 courses and comprehensive examinations available for faculty consideration before May 1, 1951.

3. The Committee strongly recommends that copies of previous final and comprehensive examinations be made available to students by placing them in the library. It is believed that these examinations will be useful to students as guides to materials the instructors regard as important, and that this opportunity for review of previously given questions and problems will give "legitimacy" to the examination process.
Regular Meeting	April 19, 1951
President White presiding	11:05 a.m.

Minute 1. The minutes of the last meeting were read and approved.

Committee Reports

Minute 2. Ira Reid reported for the College Curriculum and Program Committee. (See Annex 1). The faculty authorized the committee to proceed to formulate a major program in Russian Studies to be submitted to the faculty for approval at a later date.

Minute 3. Frank Parker reported for the Academic Standing Committee, and recommended that the September reexaminations be given the Friday and Saturday preceding registration. The faculty approved of this recommendation.

Minute 4. Holland Hunter reported for the Spring Day Committee, and asked faculty approval for the cancellation of ten and eleven o'clock classes on Saturday, May 5, 1951 (Spring Day). The faculty approved of this arrangement.

New Business

Minute 5. Vice-President MacIntosh brought to the attention of the faculty a suggested rearrangement of the college calendar for the year 1951-52 that would eliminate the difficulties that have existed heretofore for students taking classes at Bryn Mawr. A broad discussion ensued dealing with subjects more or less related to the college calendar. The faculty at length decided to turn this matter of calendar readjustment over to the administration for final decision.

Adjourned 12 n.

John P. Roche,
Secretary
1. With a discussion of the General Course in Physical Science the Committee completed its review of these general courses. It is the Committee's opinion that these courses are making reasonable progress in achieving the ends for which they were established. Where matters of content, administration and evaluation were questioned the Committee has found the several departments concerned with the courses ready to consider, if not to initiate, such suggestions or modifications as seemed likely to result in progressive changes.

2. To meet the needs of students concentrating in this field: The Committee proposes that the Faculty authorize the construction of a major program in the field of Russian Language and Literature. This program will be submitted to the Curriculum Committee for consideration and recommendation to the Faculty.

3. The Committee is now drafting for the Faculty, a statement that will clearly express the purposes and interrelations of the 100 course, the Comprehensive examinations and the Honors program. This statement will be circulated prior to the time of the next regular meeting.
FACULTY OF HAVERFORD COLLEGE

Special Meeting  
Secretary Roche presiding  

April 23, 1951  
4:10 p.m.

Minute 1. The meeting was turned over to Ralph Sargent and William Meldrum, present faculty representatives to the Board of Managers.

Minute 2. The faculty elected Edward Snyder as faculty representative to the Board of Managers for the term expiring April 1953. Herman Somers was elected alternative representative.

Adjourned 4:40

John P. Roche,  
Secretary
FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President White presiding

May 24, 1951
4:10 p.m.

Minute 1. The minutes of the meetings of April 19 and April 23 were read and approved.

Minute 2. President White reported to the Faculty on the completion of the drive to increase the college's endowment. He expressed his satisfaction with the results to date, but added that he hoped that the friends of the college would continue their efforts to the end that Haverford could better fulfill its educational objectives. The Faculty expressed its thanks to the Administration, the Alumni Association and the friends of the college who aided in the campaign, and requested the Secretary to transmit its thanks to the Board of Managers and the Chairman of the Campaign Executive Committee. (See letters annexed)

Committee Reports

Minute 3. Ira Reid reported for the College Program and Curriculum Committee and brought several matters to the attention of the Faculty. (See Annexes 1 & 2) The Faculty approved the proposed major in Russian Studies (Annex 1) but postponed any action on the proposed changes in the "100 Course" until further information was forthcoming. (See Annex 2) A proposal made by the Student Education Committee that next year a pilot Interdisciplinary Seminar be established to be offered without credit was approved by the Faculty. The President will appoint a member of the Faculty to work with the students on this experiment.

Minute 4. A proposal made by the Curriculum Committee, and agreed to by the Committee on Graduate Students, that Master's theses must be submitted at least fourteen days prior to Commencement was approved by the Faculty.

Minute 5. Clayton Holmes reported for the Committee on Fellowships and Prizes. (See Annex 3).

Minute 6. William Meldrum reported for the Committee on Graduate Students that several applicants have been accepted to commence work in the fall.

Minute 7. Vice-President MacIntosh reported that there would be no summer session.

Adjourned 6:00 p.m.

John P. Roche,
Faculty Secretary.
June 4, 1961

Dr. S. Malen Stokes
Chairman, Board of Managers
Haverford College
Browncroft
Haverford, New Jersey

Dear Malen Stokes:

I have been asked by the Faculty of Haverford College to express our thanks to you and your colleagues for the part you played in bringing the recent campaign to a successful conclusion. One of the great advantages of teaching at Haverford is that one does not merely become an employee, but rather enters into a community with a common concern for education. Few college teachers today are this fortunate. Moreover, at a time when the assembly line technique is rapidly invading the sphere of education, it is a real experience to be able to work with students on an individual basis. It is your concern that has made, and will continue to make, this type of education possible at Haverford, and the College Faculty is deeply grateful to you for your continued and generous support.

Sincerely yours,

John F. Roche
Assistant Professor of Political Science
Secretary of the Faculty
June 8, 1951

John P. Roche, Secretary of the Faculty,
Haverford College,
Haverford, Pennsylvania.

Dear John Roche:

I very much appreciate your letter of June 4th.

The pleasure of working on this project has been greatly increased by the splendid cooperation of the faculty and alumni. All of us who worked on the Haverford Campaign have been well compensated by the satisfaction of successful completion and the pleasure that we have derived from associations with other alumni and friends of the College.

Yours very truly,

RAL-BFF
Russian

The courses offered in Russian are designed to offer the students the opportunity to learn and to read and speak Russian and to achieve an understanding of the thought and culture of pre-revolutionary as well as contemporary Russia. Russian 11-12 and 21-22 are primarily language courses. The elementary course teaches the basic grammar and enough vocabulary to enable the student to speak and understand simple Russian. The intermediate course introduces the student to the Russian literary language; also some newspaper articles and other contemporary material are read.

Students who have completed Russian 21-22 can continue with the more advanced courses offered at Bryn Mawr College.

Major Requirements
(courses number above 100 are offered at Bryn Mawr College)

Students majoring in this field will be required to take
8 semester-courses in Russian language and literature: 11-12, 21-22, 201,
a 300 course chosen from 301, 302, 303, 304, in addition to the 100 course.

4 semester courses in Russian history and institutions: History 208 (History of Russia), Economics 41-42 (Soviet Political and Economic Development)

Other related courses, including Russian 203, (Russian Literature in Translation) will be arranged in individual conference with the major supervisor.

A comprehensive examination on the Russian language, a special period of Russian literature, and Russian history.
Report of the College Program and Curriculum Committee

May 24, 1951

I. Major Concentration in Russian

The Committee recommends to the Faculty approval of a major concentration in Russia as submitted herewith.

II. Course statements - catalog review

The Committee has reviewed statements of courses for the 1951-52 catalog and, where necessary, has discussed these statements with the departments. The Committee notes that three departments have effected a wider spread in their curricula without increasing their personnel requirements, by offering one or more courses in alternate years.

It is the Committee's understanding that the catalog will contain a statement on the Graduate Program on Social and Technical Assistance, and that the current catalog statement on Graduate Fellowships will be amended to express the Faculty's action with respect to their use during the coming academic year.

The Committee continued its explorations of the 100 course as utilized in the several departments as preparation for the comprehensive examinations. Faculty opinion on the role of the 100 course in the departmental and the College curriculum is diverse and diffuse. The 100 is at once a course and not a course it may, must, or may not be taken by the student majoring in a given field; students in the "100" may or may not have the benefit of faculty guidance during this period of review and integration. This diversity in the 100 is a clue to the structure and function of the departmental comprehensives. These examinations may be written or oral or both; may or may not include a research project or senior memorandum, may range in length from three and a half to eleven hours.

The Committee realizes that the nature of the comprehensive examination and
of student preparation for it will vary with the content of the departmental curriculum, and with the nature of departmental emphasis. It has no desire to establish uniformities that will reduce the effectiveness of the departmental program of studies. The Committee is of the opinion, however, that the present interpretation of the 100 and the comprehensive examination should be expanded in principle and practice. We therefore recommend:

1. That the "100" or the period of time in the college curriculum permitted for preparation for the departmental comprehensive examination be recognized as the 40th course in the student's curriculum.

2. That Course 100 provides periodic seminar meetings of departmental faculty and majors in order to facilitate student growth and development through the exchange of ideas and information that such sessions permit. The scheduling of such meetings should be flexible within the departments as to frequency. Participation in these meetings may well provide additional criteria for evaluating the student's comprehensive examination.

3. The departments strengthen the relationship between the 100 course and the comprehensive examination by designing examinations that will tend to focus the attention of both student and instructor on the end results of education in that field and in this college rather than on a multiplicity of details and facts quickly memorized and as quickly forgotten. The Committee suggests that the Faculty consider the formulation of a catalog statement on the Comprehensive Examination that will indicate its purpose in the College program. Such a statement might say that the Comprehensive examination is designed to test not merely factual information, but knowledge and understanding of principles, the ability to apply information to think, to discriminate, to organize materials, and to render sound judgments in the area of major concentration and its related fields.

Our considerations lead us to recommend

1. The inclusion of such a statement as the above, and altering catalog statements as follows
2. p. 36 - line 1 drop the word "non-major"
3. p. 117 - line 10 change the word
Because of its continuing explorations in this area, the Committee is not prepared to offer a substantive report on Honors at this time. Because it is continuing explorations in this area, the Committee is not prepared to offer any final recommendations. It does suggest to the Faculty however, a well expressed concern of the Student Committee on Education. Students as a whole wish auxiliary or supplementary interpretations of the grades we place on their papers and examinations. They say that such telescoped comments as "Very good; Grade 82" are relatively meaningless unless students know what makes the assignments "Very good" and perhaps how that value is to be equated with a grade of "82". They ask in fine, that we supplement our grading symbols with such expository evaluations, criticisms and comments as will permit examinations and tests to serve as books for further learning. Such a practice should place additional responsibility upon the student for his own education.

The Committee thinks well of this suggestion from the students and recommends that it be used more extensively in individual courses.

Our committee held a joint session with the Student Committee on Education to discuss problems of mutual interest. The major concerns expressed related to the matters of grades (presented above) a general comprehensive examination for all seniors, and the practice of ranking students within their classes.

(a) In the main, students were opposed to the idea of adding any examinations to the present academic program, even if the general comprehensive examination were designed to reveal the nature of a Haverford education.

The Student Committee gave favorable consideration to the idea of a non-credit Senior-Faculty Seminar to be conducted as an experiment during the 1951-52 academic year by a group of seniors and selected faculty members. The purpose of this seminar is to provide an opportunity for the inter-disciplinary consideration of matters of scientific, social, and other intellectual import. A limited number of seniors would be asked to elect participation in this pilot seminar and to indicate the faculty persons with whom they would like to study in a series of six or eight meetings during the year.

The Faculty is asked to approve this suggestion and to name a representative to work with the Student Committee on the formulation of the pilot Seminar.
VI

(b) Students have raised two questions with respect to the class-rank item on their reports and transcripts.

1. They question the principles and methods of the present system, maintaining that it provides a meaningless, if not false, evaluation of their achievements and status.

2. They question the advisability of including this rank on the reports given to students, since it serves to maximize an interest in grade-status among the students.

The Committee believed this matter to be one for administrative rather than faculty consideration, and refers it to the officers concerned.

As a result of the opinions and experiences of departments that have required theses for satisfactory completion of work toward the master's degree, the faculty is asked to approve the suggestion that two copies of the thesis will be deposited in the College Library at least ten days before Commencement. The present requirement provides a deadline of May 10th. The Committee requests approval of this recommendation.

VII. Remaining/Continuing Problems

The Committee is of the opinion that the increasing number of evening courses and the wide spread of ETBA courses, and the development of a non-Academic program indicates the necessity for a reconsideration and recasting of our present curriculum time schedule. It suggests this exploration as a major emphasis in next year's committee work.

2. The Dean and the President have referred to the Committee the problem arising out of the increasing number of student trips away from the College causing men to miss classes and examinations. This matter has been placed on the Committee's agenda for discussion during the coming academic year.

May 24, 1951
Annex 3
Small Prize to Neisha Shanks
Alumni Prize to be divided between James Crawford and William Kaye

Masonic Prize for original musical compositions
1st Prize to John Davison
2nd Prize to divided between William B. Clayton and William B. Dowssett

Estuard Jennings Lee Prize to The Theatre in the Round

Poetry Prize to Thrasher Forsyth

E. P. Smith prize of $40 to Wilhelm F. K. Anderson
President White presiding

Minute 1. The minutes of the preceding meeting were read and approved.

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

Minute 3. The faculty approved the award of Highest and High Honors as follows:

Highest Honors in Music to John Davison
High Honors in English to Thomas J. Garbaty
High Honors in English to C. Stanley Scarle
High Honors in Biblical Literature to L. Crosby Deaton
High Honors in French to Frederic O. Musser
High Honors in French, Latin & Spanish (combined) to Paul B. Moses
High Honors in Philosophy to Wilhelm F. Anders
High Honors in Spanish to James C. Peden, Jr.

Minute 4. The faculty received the report of Cletus Oakley for the Student Activity Committee (Annex 1) and made several suggestions to the committee.

Minute 5. Ira Reid being absent, Cletus Oakley reported for the College Program and Curriculum Committee. The Committee earlier circulated among the Faculty its recommendations for action (see Annex 2) and action was taken as follows:

1. The Haverford catalogue statement on page 75 which reads "Each senior must take a special major comprehensive examination (written, oral, or both) during the week preceding the final examination period." should be changed to read "Each senior must take a special major comprehensive examination (written, oral or both) during the period scheduled for such examinations."

2. The following addition to this statement was approved by the Faculty: "The purpose of this examination is to promote the student's comprehension, integration and application of the knowledge acquired in the field of his major concentration, and to secure evidence of this achievement. The passing grade for this examination is 70."

3. On pages 35 and 36 the statement which reads "In order to allow time...for the degree" is replaced by the following statement: "As special background for the comprehensive examination a senior shall engage in a period of study technically called Course 100 in his department of concentration during the semester preceding that examination. This period of study shall be counted as one of the five courses normally carried by the student during that semester. Evaluation of the work in the 100 course may be included in the grade earned by the student in his comprehensive examination. In case of failure in the comprehensive examination a student does not necessarily repeat the 100 course, but follows the application procedure for reexaminations."

4. The following statement is to be added to the section on Major Concentration in the catalogue (pp. 35-36) at an editorially appropriate place: "Students taking majors under the supervision of Bryn Mawr College will note that their 100
course may extend over more than one semester."

5. The word "verdict" in the catalogue statement on Final Honors (p. 117) is to be changed to "opinion."

6. The paragraph on p. 35 which reads: "who has been formally accepted..." be placed in the position preceding the paragraph beginning "Each Senior..."

At the conclusion of this discussion, the faculty expressed its concern that next year action would be taken to aid the various departments in finding out what other departments are offering sub nomine "100 Course".

Minute 6. The President informed the faculty that Holland Hunter had presented him with the report of the Special Committee on Faculty Housing. (See Annex 3).

Minute 7. Howard Teaf reported that plans for the Graduate Program in Social and Technical Assistance were developing rapidly, and that nineteen students have already enrolled.

Adjourned 11:07

John P. Roche
Faculty Secretary
June 6th, 1951

Dr. John P. Roche
Haverford College
Haverford, Pa.

Dear Dr. Roche,

I wish to thank you most sincerely for your letter of June 4th. This message of appreciation from you and the Faculty of Haverford College for the part which the Board played in the successful completion of the recent financial campaign, is cordially welcomed.

It is a great satisfaction to know that our efforts to secure your help to turn the results of this effort into tangible aid to all the members of our faculty, the endowment and close cooperation between our administration, our Administration, our faculty and the Board is a great satisfaction.

Sincerely yours,
S. Emlen Stokes
May 29, 1951

The Committee on Student Affairs

In view of the expanding schedule of "social" affairs during recent years, the Committee on Student Affairs, acting upon the expressed concern of both Faculty and Administration, adopted the following program for "drama" at the College:

1. **Language Clubs** - Plays, when chosen, shall be of reasonable length and shall require only a modest amount of time for preparation. (The French Club play of this year was too long and took too much time for rehearsals.)

2. **Class Night** - Far too much time is being spent on Class Night productions. Existing recommendations of the Students' Council consist, in part, of:

   "The time limit for each class' contribution should be 25 minutes. A careful check on timing should be made at the dress rehearsal and necessary cuts made then, so that any performance running overtime in the actual competition may without injustice be disqualified."

We believe that this is a sound and fair condition of competition and that both the Students' Council Committee on Class Night and the Committee on Student Affairs should jointly exercise full control to insure that a given class abide by these rules.

The 25 minutes (from curtain to curtain) should include estimated time for applause.

Class Night performances shall be given Thursday and Friday immediately preceding the Junior Prom, but the Thursday performance shall be considered a dress rehearsal for which a charge may be made.

Scripts for Class Night acts should be prepared in advance, but rehearsal time shall be limited strictly to the period beginning with the second Monday preceding the performances.

3. **Drama Club** - At Haverford College there shall be one and only one club organized specifically to produce plays. This club, the Drama Club, along with the Glee Club, the Orchestra and the Band, is a member of the parent organization the Cap and Bells Club. The Drama Club shall limit its productions at Haverford to two, of two nights each, per year.

C. C. Oakley,
Chairman
May 28, 1951

HAVERFORD COLLEGE

The College Program and Curriculum
Committee

Memorandum for discussion and action of the
Faculty, June 6, 1951

"The 100th --- Comprehensive Examinations"

In making these recommendations to the Faculty, your Committee seeks
to implement more fully the principles formulated by previous committees
that have dealt with the College's educational program.

We cite:

1. The Centenary Report's "Plan of Study", 1933, Principles and
   Policies Recommended. "That every student in the junior and senior years
   should be freed to a substantial degree from the lock-step methods of large,
   old-style courses; that the student should have the opportunity and should
   shoulder the obligation to form habits of independent study and of conference
   and discussion with his instructors and his fellows. This implies a decrease
   in the number of hours devoted to lectures and a considerable increase in
   the time assigned to work in small conference groups, most of the time would
   be taken up with the presentation and discussion of subjects assigned to
   students for individual study. In this way it would be possible to adjust
   the quality and quantity of work to the capacity of the student."

   This Committee reported that Haverford College "must prepare to offer
every good student such privileges as the following: Small classes or
conference groups, freedom from the plodding pace of mediocre students, and
ample opportunity for conference with a major supervisor." (Haverford
College Centenary, 1933 pp. 23-24.)

2. Report of Faculty Subcommittee on "Faculty and Teaching Methods"
   (Circa 1946).

"Examinations - Comprehensive"

"Because of our belief in the necessity of integration of knowledge in
a liberal-arts program, we urge continued emphasis on comprehensive exami-
nations. They should be given even greater importance than in the past.
We believe that some departments have gone further than others in develop-
ing methods and standards for their comprehensives and some have gained in
effectiveness through contacts with other colleges.

"We recommend that the several departments confer on the methods of
preparing for comprehensive examinations, actual procedures, and standards.
It is not suggested that uniformity in methods should be the aim, but some
increase in uniformity of standards would be desirable, and undoubtedly
most departments could gain from the interchange of ideas...."
"In comprehensive examinations more emphasis should be placed on the breadth of the student's knowledge of his field, on his ability to correlate his knowledge within the field and with other fields, and on his ability to reason. Less emphasis should be placed on course content.

"We believe that the practice of calling upon assistance from outside examiners, both from outside the College and from other departments of the College, should be encouraged or made a College policy. This should have salutary effect on both the students and the faculty."

Your Committee wishes to affirm the general and specific principles expressed by these two reports. We believe that "the 100" offers a unique opportunity for making the conference group idea a functional part of the College's educational program. It seems to be one of the best places in the curriculum where the interrelation of various courses within a single department, and even within an entire division, can be fully explored by seniors and faculty.

The Committee's interest in the comprehensive examination, likewise, is not a new concern. We are of the opinion that, on the whole, we have not yet attained the levels of integration indicated by either of the aforementioned reports. We believe that the faculty should continue to seek means for attaining these levels.

As a result of our review of these principles and our current practices, we propose:

a. the adoption of the following revisions of the catalog statements on curriculum.

b. the implementation of these revisions in the departmental programs.

Proposals

1. For the catalog statement on p. 35 which reads:

"Each senior must take a special major comprehensive examination (written, oral, or both), during the week preceding the final examination period."

a. substitute for the phrase "during the week preceding the final examination period" the phrase "during the period scheduled for such examinations in the college calendar for that academic year."

b. add thereto

"The purpose of this examination is to encourage the student's comprehension, integration and application of the knowledge acquired during the period of his major concentration, and to secure evidence of this achievement. The passing grade for this examination is 70."
c. Retain remainder of that paragraph.

2. On pages 35 and 36: Substitute for the catalog statement which reads "In order ________ for the degree." the following:

"As special background for the comprehensive examination a senior shall take the 100 in his department of concentration during the semester preceding that examination. This period of study shall be counted as one of the five courses normally carried by the student during that semester. Evaluation of the work in the 100 may be included in the grade earned by the student in his comprehensive examination, the passing grade of which is 70. In case of failure in the comprehensive examination a student does not necessarily repeat the 100, but follows the application procedure for re-examination as indicated above." (p. 35)

3. That the following paragraph be added to the section on Major Concentration (pp. 34-35) at an editorially appropriate place.

"Students taking majors under the supervision of Bryn Mawr College will note that their 100 may extend over more than one semester."

4. That the word "verdict" in the catalog statement on Final Honors (p. 117) be changed to "opinion."

5. That the paragraph on p. 35 which reads "who has been formally accepted, etc. etc." be placed in the position preceding the paragraph beginning "Each Senior, etc. etc."

6. That the following statement on the 100, be inserted at an appropriate place in the College catalog:

The 100 of each department is a period of time allotted to seniors during their eighth term as an additional opportunity for independent study and for conferences and discussions with their instructors and fellow students in that field. Its objective is to promote a comprehensive understanding of knowledge within the student's major concentration.

In explanation of these recommendations, the Committee wishes to state its belief that Haverford can use these two educational devices more effectively than it now does. We believe:

a. That the 100 should not be interpreted as a mere cram session.
b. That group conferences of departmental faculty and seniors enrolled in the 100 should be held from time to time throughout the semester.

c. That the work done in the 100 in conferences, discussion and individual study should be taken into account in the comprehensive grade— even as class work in any course is taken into account in a course grade. We regard the 100 as an integral part of the comprehensive examination process that should be evaluated in the grade given for that examination.

Committee on Curriculum and College Program

Louis C. Green  
H. Field Haviland  
Gilbert T. Haag  
Cletus C. Oakley  
Harry W. Pfund  
Ira De A. Reid, Chairman

June 6, 1951.
REPORT OF THE FACULTY HOUSING COMMITTEE
TO
GILBERT F. WHITE

We were appointed to consider three problems:

1. The structure of rents charged for college apartments and houses, i.e., the relation of one rental charge to another.

2. The overall relation between rental income and costs, i.e., the current deficit in real estate operations.

3. The practice of giving both apartment dwellers and householders a redecoration allowance equal to one month's rent each year.

Our report deals with each in turn, presenting first the information which seemed to us relevant, and then our recommendations.

1. The Structure of Relative Rents.

In October, 1951, the College asked Edward Rosewater, Haverford '30, to appraise college housing and "set a schedule to relieve inequities, if any should exist". He spent three days inspecting campus housing, using his "knowledge of rental values gained as a realtor and appraiser over the past seventeen years". The report he then prepared shows his estimate of the present rental value of each apartment and house assuming that it has been controlled on a March 1941-plus-10% basis.

In accordance with the policy laid down by the President and the Board of Managers in "Faculty Housing Procedure", a memo dated March 18, 1949, each of these figures was then reduced by 25%. Comparing these 75%-of-market-values rentals with the rentals currently in force we find:

1. For the 20 apartments, the rate was raised in 9 cases, lowered in 9 cases, and assumed unchanged in the case of the he did not see.

2. For the 17 houses, the rate was raised in 16 cases and unchanged in one case.
3 Taking the apartments as a group, the new schedule (allowing 25% reductions) was 4.3% lower than the current one; for houses the new rates (allowing 25% reductions) were 23.2% higher than the existing level.

Evidently, if we are to accept Mr. Rosewater's valuations, current rents for houses are considerably more than 25% below outside market levels, while current apartment charges are almost exactly 25% below outside market levels. This means that if the demand side of the market is alone considered, house rents will have to be raised very substantially, to bring both classes of housing into a uniform relation to prevailing outside rentals.

Recommendations:

1. Feeling that even the somewhat cursory judgement of a professional appraiser is likely to be less biased and more accurate than our own, we suggest that the relative rents of the Rosewater report be accepted. In 10 cases we have indicated temporary adjustments reflecting special circumstances (see final schedule on pages 13 and 14).

2. However, we suggest that his schedule, which is based only on the demand side of the market, be modified to reflect the cost side of the picture too. This would require that, accepting his relative rates within each group (houses and apartments), their respective contribution to total rental income deviate somewhat from the proportions in his report. The possibilities are examined in Section II.

II Overall Income and Costs.

We are grateful to Seaton Schroeder and Aldo Caselli for making available to us all their detailed cost and income records relating to faculty housing. Both have been considerate and helpful in aiding us to collect and understand the necessary information.
Analysis of the faculty housing problem can be clarified through a reclassification of certain accounts to exclude four borderline cases. At present the four buildings used both as dormitories and as faculty apartments are considered part of the college's real estate "subsidiary", instead of being included with college buildings. The "subsidiary" rents them to the college, and the college covers their direct operating costs. The rent paid over to the "subsidiary" in 1949-50 almost exactly covered interest and amortization charged on the book value of the four buildings. However, in the current year the latter charges will rise by $1,775.00, while the rent paid will increase only $600.00. This could be met by raising the rental charge. However, we feel that these four buildings should be transferred permanently to the college buildings account, so that the real estate "subsidiary" contains only the housing used solely by the faculty.

In the following table, we show the income and expense figures for the fiscal year, September 1, 1949- August 31, 1950:

<table>
<thead>
<tr>
<th></th>
<th>Including the four part-dormitories</th>
<th>Excluding the four part-dormitories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rental income</td>
<td>$32,862.19</td>
<td>$27,862.19</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>38,002.46</td>
<td>35,007.50 (100%)</td>
</tr>
<tr>
<td>Operating</td>
<td>$18,098.29</td>
<td>$18,098.29</td>
</tr>
<tr>
<td></td>
<td>(54.7%)</td>
<td>(54.7%)</td>
</tr>
<tr>
<td>Amortization</td>
<td>5,459.29</td>
<td>4,077.11 (12.4%)</td>
</tr>
<tr>
<td>Interest</td>
<td>14,504.76</td>
<td>10,872.30 (32.9%)</td>
</tr>
<tr>
<td>Deficit</td>
<td>5,140.27</td>
<td>5,140.61</td>
</tr>
<tr>
<td>Book value of the property as of August 1, 1950.</td>
<td>362,619.53</td>
<td>271,807.39</td>
</tr>
</tbody>
</table>

* 8 College Lane, 521 Pansure Road, 500 Oakley Road, and 500 Pansure Road.
It will be seen that present rents cover direct operating costs with a considerable margin. The college deducts two financial charges in addition: 4% interest on invested capital, and $0.05 for amortization of the sum invested. Present rental income does not cover these two. The income available after operating expenses and amortization represents a return of 2.11% on the present book value of the property, i.e., the college is not earning the 4% return it believes it should. While this is not an out-of-pocket loss, it cannot be ignored, since if the college could conveniently sell the buildings and invest the proceeds elsewhere, it could earn at least 4% with them.

It did not seem to us that the overall figures shown above provided enough information to justify a new schedule of rents. We felt it was necessary to investigate in somewhat more detail the various components of both expenses and income. In doing so we were led to separate the houses from the apartments, since the college provides certain services for the apartments while house occupants purchase the equivalent services individually. Costs for the two groups consequently differ substantially. Their situation differs also in that the college policy of charging 35% less than market rates means a 25% discount on services for apartment residents, while such discounts as are available to house residents through the college are around 5%.

The expenses of operating houses and apartments are recorded separately for each building, and thus were easily divided into two groups. However, the interest and amortization charges, which make up 45% of the total, are calculated on the basis of aggregate book value, and college records provide no basis for allocating the charges to particular buildings. We experimented with the individual-building valuations used for insurance coverage, but found that they indicated an average value per house of $11,255 and per apartment-
building of $11,450. This seemed to us out of proportion for our purposes. By a process of trial-and-error, we settled on a figure of $9,200 per house and $16,500 per apartment building, which assumes that on the average the apartment buildings are each worth 1.5 times the average house. Using these figures, we were able to calculate the interest and amortization costs applicable to each group.

**Single-Family Houses**

To determine the cost to the College for house operation, the Comptroller's reports for 1946-47, 1947-48, 1948-49, and 1949-50 were examined and the charges against the single-family houses only were collected to estimate an average operation cost per unit. The summary of these figures is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Houses</th>
<th>Repair &amp; Maintenance</th>
<th>Tax &amp; Insurance</th>
<th>Per-house Figures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946-47</td>
<td>17</td>
<td>$5,017</td>
<td>$660</td>
<td>$295</td>
</tr>
<tr>
<td>1947-48</td>
<td>17</td>
<td>3,061(a)</td>
<td>709</td>
<td>130(a)</td>
</tr>
<tr>
<td>1948-49</td>
<td>18</td>
<td>5,103</td>
<td>628</td>
<td>306</td>
</tr>
<tr>
<td>1949-50</td>
<td>18</td>
<td>3,629</td>
<td>1,164</td>
<td>313</td>
</tr>
<tr>
<td>Average, 1946-50</td>
<td></td>
<td>305</td>
<td>65(a)</td>
<td></td>
</tr>
</tbody>
</table>

(a) Excluding capital outlays of about $300 per house which were added to the book value of the property.

(b) New tax and insurance rates require use of 1949-50 figure.

Using these figures as a basis, and adding in redecoration allowances and capital charges, we arrive at the following estimate of total costs for the 17 houses next year:

- Repair & Maintenance (17 x 305) $5,185
- Taxes and insurance (17 x 65) 1,105
- Amortization (1.5% of 156,400) 2,896
- Interest (4% of 156,400) 6,256
- Redecoration allowance (one month's rent) 1,298

$16,240

If the redecoration allowance were to be made equal to one- and- a-half month's rent, an additional $760 would be required, bringing the total to
$17,000. Thus, householders would have to pay, on the average, about $3.75 per month more rent.

**Apartment Houses**

To determine the cost to the College for maintaining the apartment operations, the Controller's reports for 1946-1950 were examined and the charges against the apartment buildings in operation for those years were summarized to estimate an average operation cost per apartment unit. The summary is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Units</th>
<th>Number of Buildings</th>
<th>Repair &amp; Maintenance</th>
<th>Taxes &amp; Insurance</th>
<th>Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>$963</td>
<td>$247</td>
<td>$96</td>
</tr>
<tr>
<td>1946-47</td>
<td>10</td>
<td>3</td>
<td>1,312</td>
<td>236</td>
<td>131</td>
</tr>
<tr>
<td>1947-48</td>
<td>10</td>
<td>3</td>
<td>3,157(a)</td>
<td>338</td>
<td>210(a)</td>
</tr>
<tr>
<td>1948-49</td>
<td>15</td>
<td>5</td>
<td>1,603</td>
<td>546(b)</td>
<td>98</td>
</tr>
<tr>
<td>1949-50</td>
<td>17</td>
<td>6</td>
<td>1,203</td>
<td>546(b)</td>
<td>98</td>
</tr>
<tr>
<td>Average, 1946-1950</td>
<td></td>
<td></td>
<td>135</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

(a) Reflects unusually high repair bill during this year.
(b) New tax and insurance rates require use of 1949-50 figure.

The costs of providing services to the apartments have been as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Units</th>
<th>Number of Buildings</th>
<th>Janitor Service</th>
<th>Fuel</th>
<th>Water &amp; Light</th>
<th>Total</th>
<th>Average per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946-47</td>
<td>10</td>
<td>3</td>
<td>$1,115</td>
<td>1,731</td>
<td>354</td>
<td>$3,199</td>
<td>$320</td>
</tr>
<tr>
<td>1947-48</td>
<td>10</td>
<td>3</td>
<td>1,302</td>
<td>1,579</td>
<td>407</td>
<td>3,289</td>
<td>329</td>
</tr>
<tr>
<td>1948-49</td>
<td>15</td>
<td>5</td>
<td>2,012</td>
<td>2,514</td>
<td>669</td>
<td>5,197</td>
<td>746</td>
</tr>
<tr>
<td>1949-50</td>
<td>17</td>
<td>6</td>
<td>2,945</td>
<td>3,552</td>
<td>429</td>
<td>7,328</td>
<td>431</td>
</tr>
<tr>
<td>Average, 1946-1950</td>
<td></td>
<td></td>
<td>366</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the basis of these figures, combined with capital charges and re-decorating allowances, it appears that total costs for apartments next year will be approximately as follows:

- **Service operations (20 x 366)**: $7,320
- **Repairs and maintenance (20 x 135)**: 2,700
- **Taxes and Insurance (20 x 760)**: 760
- **Amortization (14% of 115,410)**: 1,711
- **Interest (5% of 115,410)**: 5,617
- **Redecoration allowance (one month's rent)**: 1,532

**Total**: $18,667
Combining the two groups, it appears that costs next year will be around $34,900. The rental income yielded by the present schedule, assuming full occupancy, would come to $30,840. Consequently there will be a $4,000 deficit if present rentals are retained.
Clearly this deficit can be met by some combination of cost reduction and income expansion. Can costs be reduced? The faculty has a strong feeling that certain operating expenses, particularly those relating to heating, can be tightened up. It also feels that use of better equipment, installed at some capital expense, would substantially reduce operating expenses.

Two factors run counter to a program of reducing costs, however. One is that prices are rising steadily. In the last year, for example, coal prices have risen 9%, and fuel oil prices have risen 8%. The other is that the faculty would like to see savings from improved efficiency plowed back into more maintenance and services than are now provided. It seems very unlikely that costs could be reduced from $35,000 to $31,000 per year without seriously cutting into the services and upkeep even now provided on a somewhat skimpy basis.

The 45% of total costs made up of interest and amortization charges could be reduced if the college were to alter its treatment of these items. But recommendations regarding such financial policies are not within the province of this committee. Thus it is clearly necessary, either to continue operating faculty housing at a deficit, or to raise rental income by about $4,000 per year.

Another factor which must be considered is the treatment of certain special cases. The college for many years has charged less than the established rental on some units occupied by emeritus faculty members or their families. In other cases the established rental reflects

* The committee, with the cooperation of Messrs. Casselli and Schroeder, has been looking into this matter, and hopes to submit a supplemental report in a few weeks.
improvements financed, not by the college, but by the faculty member in residence. In cases of this second type, it does not seem fair to charge the present incumbent a higher rent because of improvements he has paid for himself. At present, arrangements of these two kinds lead to a loss in rental income of about $500 per year. We do not feel that the entire rental schedule should be raised to a level which covers this portion of the deficit.

The anticipated effective deficit of $4,000 minus $200, or $3,200, is still further reduced by the college practice of crediting to this account the income obtained through renting garages to the faculty. This amounts to over $700 per year, and brings the deficit to about $2,500. In the schedule at the end of this report, we have suggested that apartment rents be set at 85% of Rosewater market values, and house rents be set at 70% of Rosewater market values. These rentals would add about $3,000 to total income, and thus eliminate the deficit.

Finally, there is the matter of amortization charges to be considered. At present, some $4,000 per year is returned by the real estate "subsidiary" to general college funds. This is principal, rather than current income, and is invested by the Board of Managers in an appropriate manner. It is not our function to advise the Finance Committee on its policies. However, we do feel a concern to bring to their attention one use to which some or all of this series of sums might be put. Faculty housing has been maintained in the past on a somewhat precarious basis. Constrained within tight budgets, the Superintendent has been forced to limit repairs and maintenance to minimum levels. There have been instances in which delay in repairing leaky roofs, etc., has required rather large outlays eventually, while
much smaller expenditures made promptly might have checked the deterioration. Many faculty members feel strongly that such practices are unwise.

In recent years much deferred maintenance has been taken care of, and the situation is considerably improved. However, we are told by Seaton Schroeder that fundamental replacements in plumbing, etc., will soon be necessary. It is our feeling that one logical use for the funds made available through the amortization charge is to plow them back into thorough maintenance of the faculty housing from which they arise.

The faculty is likely to feel easier about paying higher rents if the college acts more vigorously to keep up its property. We have been asked: "Where will the money come from?" The faculty's answer is: "From us." There is an element of reasonableness in our paying higher rents to assure adequate maintenance of our living quarters which should go far to offset the shock to the faculty pocketbook. Thus we urge that if a higher rental schedule is introduced, it be accompanied by some undertaking on the part of the college to devote more attention to keeping up faculty houses and apartments.

In examining the campus housing situation, we have had to keep in mind the problem of those faculty members who live off campus. They are not many. Some of those who do so are not hardship cases. Those who would prefer to be on campus, but for whom there has not been room, are discriminated against to the extent that they are forced to pay full market rentals, rather than the discounted rentals made possible by the college's tax status and by the present deficit.
However, we anticipate that within a year or two the number of such cases may fall to zero, and hence we feel that no special provision for them need be considered at the present time.

Recommendations:

1. We recommend that the four part-dormitories be transferred to the college buildings account. We have no basis for suggesting rentals on the faculty apartments in them, other than the obvious notion that they should be in line with rentals for equivalent units among the faculty apartments.

2. We recommend that the schedule of individual rentals appended to this report be adopted in place of the present schedule. It will bring in an additional $3,000 per year, and essentially cover all the deficit except that portion due to individual special rent abatements. If the college wished not to increase certain rents immediately by the full amounts indicated (in cases where the annual increase would take more than half the resident's recent salary increases), the proposed new rental should remain as the scheduled rent, and should be charged any new occupant.

3. We recommend that a steady program of repairs, maintenance, and improvements be instituted, sufficient to bring faculty housing to an up-to-date level and keep it there.

4. If it proves possible to reduce the service costs for apartments, we recommend that their rentals be lowered accordingly.
III. Redecoration Allowances.

It has been felt that the present practice of allowing the occupants of both houses and apartments an amount equal to one month's rent each year for repapering walls, etc., is inequitable. Houses contain a much larger area of wall space than apartments, and the present allowance will not go far. We do not feel that the allowance for apartments should be decreased. The difficulty with raising the allowance for houses is that it directly increases the costs to the college of house maintenance. As indicated earlier, our cost calculations were predicated on the present system, i.e., the costs we estimated made room for an allowance equal to one month's rent at the new level. If householders wish a more generous allowance, we feel that their rentals should reflect it. For example, an allowance equal to two month's rent would on the average raise each rental by $6.50 per month.

Recommendation:

We recommend that the present occupants of houses be polled to discover whether they wish a larger redecoration allowance, with the understanding that it will raise their rents. If a majority wish to pay for a more generous allowance, we do not see why it should not be put into effect.

Conclusion.

In completing our report, we have two suggestions to make. The first is that copies of this report be sent to faculty members, excluding the attached schedule. Each faculty member could be sent the
line in the schedule which applies to his own residence.

The second suggestion is that a small, permanent faculty housing committee be established. We see the need for a body to fulfill the following functions:

a) Review rental rates from time to time, and adjust them to levels which will keep the account of the real estate "subsidiary" in balance.

b) Review the record on operating expenses, for both apartments and houses, and assist, through making suggestions, etc., in working out ways to minimize costs and maximize results.

c) Serve as a advisory body in connection with proposals by occupants of faculty housing or by the college, for sizeable improvements, renovations, or repairs to present or future faculty housing units.

Respectfully submitted,

Holland Hunter, Chairman

Thomas Oswell Jones

Levi Arnold Post

John Pearson Roche

June 6, 1951