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# Haverford College

Publication



A T A L O G • 1 9 6 9 - 7 0

## *Haverford College*

“**I** SUGGEST that you preach truth and do righteousness as you have been taught, whereinsoever that teaching may commend itself to your consciences and your judgments. For your consciences and your judgments we have not sought to bind; and see you to it that no other institution, no political party, no social circle, no religious organization, no pet ambitions put such chains on you as would tempt you to sacrifice one Iota of the moral freedom of your consciences or the intellectual freedom of your judgments.”

*President Isaac Sharpless,  
Commencement, 1888*



## STATEMENT OF PURPOSE FOR HAVERFORD COLLEGE

Haverford College seeks to prepare men for lives of service, responsibility, creativity, and joy, both during and after college.

The College shares with other liberal arts colleges of academic excellence:

- a commitment to open inquiry by both its students and faculty, combined with rigorous appraisal and use of the results of that inquiry
- an emphasis on a broad education in the natural and social sciences, the humanities, and the arts, combined with strong competence in at least one field of the student's choosing
- an educational program that aims more at preparing men to think and act clearly, boldly, and humanely in whatever life work they choose than at training for specific professional fields.

The College's distinctive character comes from its striving for:

- candor, simplicity, joy, and moral integrity in the whole of college life in keeping with Haverford's Quaker traditions
- a harmony for each man among his intellectual, physical, social, esthetic, and spiritual concerns
- a creative use of smallness that places students in the closest contact with dedicated scholars in the pursuit of knowledge
- a sense of community marked by a lasting concern of one person for another and by shared responsibilities for helping the College achieve its highest aims
- a system of responsible self-government in the student body and in the faculty
- a balance for students and faculty between disciplined involvement in the world of action and detachment to reflect on new and old knowledge alike.

In sum, the College seeks to be measured, above all, by the uses to which its students, graduates, and faculty put their knowledge, their humanity, their initiative, and their individuality.

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# 1969

	S	M	T	W	T	F	S
Sept.		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				
Oct.				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	

	S	M	T	W	T	F	S
Nov.							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
30							
Dec.		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			

# 1970

	S	M	T	W	T	F	S
Jan.					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
Feb.	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
Mar.	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

	S	M	T	W	T	F	S
Apr.				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		
May						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
31							
June		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				

College days in white type.

freshmen arrive and register for Physical Education	Mon. 8	
other new students arrive	Thurs. 11	
new and re-entering students register	Fri. 12	
returning students arrive	Sat. 13	S
opening Collection	8:00 p.m., Sun. 14	E
first Semester classes begin	8:00 a.m., Mon. 15	P
upperclassmen register for non-academic courses	Mon. 15	T
first faculty meeting	4:15 p.m., Mon. 15	
last Term non-academic courses begin	Wed. 17	
last day for changing courses	Mon. 29	

last day for dropping a course without penalty	Mon. 13	O
last day to request no-numerical-grade option (juniors and seniors)	Mon. 13	C

last Term non-academic courses end	Fri. 21	N
Warthmore Day (no classes)	Sat. 22	O
registration for Winter Term non-academic courses	Mon. 24	V
Thanksgiving Vacation begins	12:30 p.m., Wed. 26	

classes resume and Winter Term non-academic courses begin	8:00 a.m., Mon. 1	D
registration for Spring Semester	Mon. 1 through Fri. 5	E
midyear examination schedules due in Registrar's Office	Mon., Tues 8, 9	C
first Semester classes end — Christmas Vacation begins	11:30 a.m., Sat. 20	

Christmas Vacation ends — Review period begins	8:00 a.m., Mon. 5	
all papers (except those in lieu of examinations) due by*	4:00 p.m., Wed. 7	
midyear examinations	Thurs. 8 through Sat. 17	J
papers in lieu of examinations (and laboratory notebooks)		A
due as scheduled by instructor, but not later than*	4:00 p.m., Wed. 14	N
midyear Recess	5:00 p.m., Sat. 17 to 8:00 a.m., Mon. 26	

second Semester classes begin	8:00 a.m., Mon. 26	
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last day for changing courses	Mon. 9	
last day for dropping a course without penalty	Mon. 23	F
last day to request no-numerical-grade option (juniors and seniors)	Mon. 23	E
Winter Term non-academic courses end	Fri. 27	B
applications for Cope and Murray Graduate Fellowships		
due in President's Office	Sat. 28	

registration for Spring Term non-academic courses	Mon. 2	M
Spring Term non-academic courses begin	Mon. 9	A
Spring Vacation	4:00 p.m., Thurs. 19 to 8:00 a.m., Mon. 30	R

sophomores' major registration cards due in Dean's Office	4:00 p.m., Fri. 10	
registration for Fall Semester	Mon. 13 through Fri. 17	A
applications for scholarships due in Admissions Office	Wed. 15	P
final examination schedules due in Registrar's Office	Mon., Tues. 20, 21	R

prize competition manuscripts due in Registrar's Office	4:00 p.m., Fri. 1	
Spring Term non-academic courses end	Fri. 8	
second Semester classes end — Review period begins	11:30 a.m., Sat. 9	
all papers (except those in lieu of examinations) due by*	12:00 noon, Sat. 9	
senior comprehensive examinations	Tues. 12 through Thurs. 14	M
final examinations for seniors	Wed. 13 through 12:00 noon, Wed. 20	A
final examinations for all other students	Wed. 13 through Sat. 23	Y
papers in lieu of examinations (and laboratory notebooks)		
due as scheduled by instructor, but no later than*	4:00 p.m., Tues. 19	
oral examinations for College honors	Mon., Tues., Wed. 18, 19, 20	
final faculty meeting	9:00 a.m., Thurs. 21	
COMMENCEMENT	Tues. 26	

**SPECIAL SATURDAY EVENTS**

Parents' Day — Oct. 18 Homecoming Day — Nov. 22 Alumni Day — May 2

\*For severe academic penalties applied to late papers and notebooks, see Page 58



**FACULTY  
AND  
ADMINISTRATION**



## FACULTY

- JOHN R. COLEMAN ..... *President*  
B.A., University of Toronto; M.A., and Ph.D., University of Chicago; LL.D.,  
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- EMERITI**
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\*\*On sabbatical leave, second semester, 1969-70.

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B.A., Koyosan University.

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†On appointment for first semester, 1969-70.

††On appointment for second semester, 1969-70.

\*On sabbatical leave in residence, first semester, 1969-70.

\*\*\*On sabbatical leave, 1969-70.

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- DORIS S. QUINN ..... *Lecturer in English*  
 B.A. and M.A., Oxford University.
- PAUL E. WEHR ..... *Lecturer in Sociology*  
 B.A., University of Connecticut; M.A., University of North Carolina; Ph.D.,  
 University of Pennsylvania.

**SPECIAL APPOINTMENTS**

- JOHN E. BUTLER ..... *Assistant in Biology*
- THOMAS DAVIS ..... *Assistant in the Science Division*
- JOSEPH DE PASQUALE ..... *Member of the Resident Chamber Music Group*  
 Diploma, Curtis Institute of Music; Violist, Philadelphia Orchestra; Member,  
 De Pasquale Quartet.
- ROBERT DE PASQUALE ..... *Member of the Resident Chamber Music Group*  
 New School of Music; Violinist, Philadelphia Orchestra; Member, De Pasquale  
 Quartet.
- FRANCIS DE PASQUALE ..... *Member of the Resident Chamber Music Group*  
 Cellist, Philadelphia Orchestra; Member, De Pasquale Quartet.
- WILLIAM DE PASQUALE ..... *Member of the Resident Chamber Music Group*  
 Violinist, Philadelphia Orchestra; Member, De Pasquale Quartet; Concert  
 Master, Philadelphia Orchestra for Robin Hood Dell Summer Concerts.
- MARTHALYN DICKSON ..... *Suburban Involvement Coordinator,*  
*Center for Nonviolent Conflict Resolution*  
 A.B., Asbury College; M.A., Cornell University.
- SYLVIA GLICKMAN .. *Pianist in Residence of the Resident Chamber Music Group*  
 B.S. and M.Sc., Juilliard School of Music; L.R.A.M., Royal Academy of  
 Music.
- ELIZABETH U. GREEN ..... *Research Associate in Biology*  
 A.B., M.A. and Ph.D., Bryn Mawr College.
- MARY HOXIE JONES ..... *Research Associate in Quaker Studies*  
 A.B., Mt. Holyoke College.
- JUDITH K. KATZ ..... *Counselor*  
 B.A., Temple University; M.A., University of Michigan.
- JAMES LIVINGSTON ..... *Assistant in Chemistry*  
 B.A., University of Minnesota.

†On appointment for first semester, 1969-70.  
 ††On appointment for second semester, 1969-70.

RUDOLPH TOLBERT ..... *Community Organization Coordinator,  
Center for Nonviolent Conflict Resolution*

JAMES L. VAUGHAN ..... *Director of Counseling Services*  
B.A., Earlham College; B.D., Yale Divinity School; M.S., Yale University.

#### APPOINTMENTS UNDER SPECIAL GRANTS

CAROLYN VON ALLMEN ..... *Research Assistant in Biology*  
B.A., Skidmore College.

CATHERINE L. BUSCH ..... *Research Assistant in Physics*  
B.S., University of Pennsylvania.

MABEL M. CHEN ..... *Research Associate in Astronomy*  
B.S., The National Taiwan University; M.A. and Ph.D., Bryn Mawr College.

LINDA J. DILWORTH ..... *Research Assistant in Biology*

CAROL C. HELLER ..... *Research Assistant in Biology*  
B.A., Wilson College.

CHUNG WHA IYENGAR ..... *Research Associate in Biology*  
B.S., Chatham College; M.S., University of Pittsburgh; Ph.D., Bryn Mawr College.

ELEANOR K. KOLCHIN ..... *Research Associate in Astronomy*  
B.A., Brooklyn College.

CECILY D. LITTLETON ..... *Research Associate in Astronomy*  
B.A. and B.Sc., Oxford University.

PATRICIA MARKER ..... *Research Assistant in Biology*

SLAVICA S. MATAČIĆ ..... *Research Associate in Biology*  
M.S. and Ph.D., University of Zagreb.

LOUISE G. ONORATO ..... *Laboratory Instructor in Biology*  
B.S., Wilkes College; M.S., Temple University.

SARA SHANE ..... *Research Assistant in Biology*  
B.A., Swarthmore College.

ALLEN G. SHENSTONE ..... *Research Associate in Astronomy*  
B.S., M.A., Ph.D., Princeton University; B.A., M.A., Cambridge University.

#### ADMINISTRATION

JOHN R. COLEMAN ..... *President*  
B.A., University of Toronto; M.A. and Ph.D., University of Chicago; LL.D.,  
Beaver College; LL.D., University of Pennsylvania.

WILLIAM W. AMBLER ..... *Director of Admissions*  
B.A., Haverford College.

WILLIAM F. BALTHASER ..... *Director of Public Relations*  
B.S., Temple University.

ELMER J. BOGART ..... *Superintendent of Buildings and Grounds*  
Temple University Technical Institute.

WILLIAM E. CADBURY, JR. ..... *Director, Post-Baccalaureate  
Fellowship Program*  
B.S. and M.A., Haverford College; Ph.D., University of Pennsylvania.



- STEPHEN G. CARY ..... *Vice President for Development*  
 B.A., Haverford College; M.A., Columbia University.
- GEORGE N. COUCH ..... *Public Relations Associate*  
 B.A., Haverford College.
- JANET HENRY ..... *Administrative Aide*  
*to the Distinguished Visitors Committee*
- GREGORY KANNERSTEIN ..... *Assistant Dean of Students*  
 B.A., Haverford College; M.A., University of Pennsylvania.
- VIRGINIA H. KLINE ..... *Registrar*
- ALBERT J. LEVINE ..... *Associate Director of Development*  
 B.A., Hunter College.
- JAMES W. LYONS ..... *Dean of Students*  
 A.B., Allegheny College; M.S. and Ed.D., Indiana University.
- ZELBERT L. MOORE ..... *Assistant to the President*  
 B.A. and M.A., University of Oklahoma.
- CHARLES PERRY ..... *Secretary to the Administration*  
 B.A., Haverford College; M.S.S., Bryn Mawr College.
- DAVID POTTER ..... *Associate Dean of the College*  
 B.A., Haverford College; Ed.M., Temple University.
- WILLIAM A. SHAFER, JR. .... *Assistant Director of Admissions*  
 B.A., Haverford College.
- WILLIAM E. SHEPPARD, II ..... *Director of Alumni Affairs*  
 B.S., Haverford College.
- CHARLES W. SMITH ..... *Vice President for Business Affairs,*  
*Business Manager, and Comptroller*  
 A.C.A., Institute of Chartered Accountants; A.C.I.A., Chartered Institute of  
 Secretaries; CPA.
- GERHARD E. SPIEGLER ... *Provost and Director of the Margaret Gest Program*  
 D.B., M.A. and Ph.D., University of Chicago.
- DANA SWAN, II ..... *Director of Athletics*  
 B.A., Swarthmore College.
- STEPHEN P. THEOPHILOS ..... *Assistant Business Manager*  
 B.A., B.D., Hellenic College; M.S., Boston University.
- PAUL E. WEHR ..... *Director of the Center for Research on*  
*Nonviolent Conflict Resolution*
- JOHN A. WILLIAMS ..... *Assistant Director of Admissions*  
 B.A., Haverford College.
- MEDICAL STAFF**
- WILLIAM W. LANDER ..... *Physician*  
 B.S., Ursinus College; M.D., University of Pennsylvania.
- PETER G. BENNETT ..... *Psychiatrist*  
 B.A., Haverford College; M.D., University of Pennsylvania.
- LOUISE ANASTASI ..... *Head Nurse*  
 R.N., Philadelphia General Hospital; B.S.N., Hunter College.

## LIBRARY STAFF

- EDWIN B. BRONNER ..... *Librarian; Curator, Quaker Collection*  
B.A., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.
- BARBARA L. CURTIS ..... *Cataloger, Quaker Collection*  
B.A., Bryn Mawr College; M.A.T., Radcliffe College; M.S. (L.S.), Drexel Institute of Technology.
- DAVID A. FRASER ..... *Associate Librarian, Administration*  
B.A., Hamilton College; M.A. and M.S. (L.S.), Syracuse University.
- ELSE GOLDBERGER ..... *Acquisitions Librarian*  
Ph.D., University of Vienna.
- M. CONSTANCE HYSLOP ..... *Cataloger and Government Documents Librarian*  
B.A., Mount Holyoke College; M.A., University of Pennsylvania; M.S. (L.S.), Drexel Institute of Technology.
- MARIA KUNYCIA ..... *Cataloger*  
M.Ph., University of Poznan; M.S. (L.S.), Drexel Institute of Technology.
- BJORG MIEHLE ..... *Circulation Librarian*  
University of Oslo; Graduate, Norwegian State Library School; B.S. (L.S.), Drexel Institute of Technology.
- RHONA OVEDOFF ..... *Cataloger*  
B.A., Dip. Lib., University of the Witwatersrand.
- ESTHER R. RALPH ..... *Assistant Librarian, Reader Services*  
B.S., West Chester State College; B.S. (L.S.), Drexel Institute of Technology.
- RUTH H. REESE ..... *Associate Librarian, Technical Services*  
B.A., Acadia University; B.S. (L.S.), Simmons College.
- SYLVIA SCHNAARS ..... *Serials Librarian*  
B.A., Ohio Wesleyan University; M.S. (L.S.), Villanova University.
- SHIRLEY STOWE ..... *Reference Librarian*  
B.A., Radcliffe College; M.S. (L.S.), Drexel Institute of Technology.

## THE JOINT COMPUTING CENTER OF BRYN MAWR, HAVERFORD, SWARTHMORE

- GEORGE A. MICHAEL ..... *Director*  
B.S., University of San Francisco.
- DAVID S. BAILEY ..... *Systems Analyst*  
B.S., University of California, Los Angeles; M.A., University of Southern California; Ph.D., University of California, Berkeley.
- HAZEL C. PUGH ..... *Operator*
- CHARLES J. SPRINGER ..... *Systems Analyst*  
B.S., Union College.

## VISITING FACULTY ON SPECIAL FUNDS 1968-69

### WILLIAM PYLE PHILIPS FUND

- CHINUA ACHEBE  
Novelist  
Special Consultant, Biafra Ministry  
of Information
- EDWARD BATSON  
Professor of Sociology  
University of Cape Town, S. Africa
- ROBERT LAFOLLETT BENNETT  
U. S. Commissioner of Indian Affairs  
Washington, D. C.
- LEONARD BERKOWITZ  
Professor of Psychology  
University of Wisconsin
- R. S. BERRY  
Associate Professor of Chemistry  
University of Chicago
- MAX BLACK  
Professor of Philosophy  
Director of the Society for  
the Humanities, Cornell University
- D. ALLAN BROMLEY  
Professor of Physics and  
Director, Wright Nuclear Structure  
Laboratory, Yale University
- WILLIAM BROWDER  
Professor of Mathematics  
Princeton University
- MCGEORGE BUNDY  
President, Ford Foundation  
New York
- EUGENE CALLENDER  
Housing and Development  
Administration, New York
- ANGUS CAMPBELL  
Professor of Psychology and  
Director, Survey Research Center  
University of Michigan
- JOSEPH S. CLARK  
Former Senator from Pennsylvania
- KENNETH B. CLARK  
Metropolitan Applied Research  
Center, New York
- JOHN L. COTTER  
Chief, Archaeological Research  
Philadelphia Service Center,  
National Forest Service
- H. E. ALIKI B. C. DANIELE  
Permanent Representative of the  
United Republic of Tanzania to  
the United Nations
- ROBERT H. DICKE  
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Princeton University
- ALVIN E. ECHOLS  
North City Congress, Philadelphia
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Dean, Kaplan School of Economics  
and Social Sciences,  
Hebrew University, Jerusalem
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Professor of Molecular Biology  
University of Geneva  
Switzerland
- W. NELSON FRANCIS  
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Brown University
- HOWARD FULLER  
The Foundation for Community  
Development  
Durham, North Carolina
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University of Pennsylvania
- WALTER GILBERT  
Professor of Molecular Biology  
Harvard University
- MARTIN GOLD  
Associate Professor of Psychology  
Program Director, Research Center  
for Group Dynamics  
University of Michigan
- ERIC F. GOLDMAN  
Professor of History  
Princeton University
- HARRY B. GRAY  
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California Institute of Technology
- ALAN GUTTMACHER  
Director, Planned Parenthood  
Federation, New York

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- GEOFFREY HARTMAN**  
Professor of Comparative Literature  
Yale University
- NICHOLAS HOPKINS**  
Department of Anthropology  
New York University
- KAHN-TINETA HORN**  
Spokesman for American  
Indian Rights  
Montreal, Canada
- ROMAN JAKOBSON**  
Cross Professor of Slavic Languages  
and Literature and Professor of  
Linguistics, Harvard University
- JAMES J. JENKINS**  
Professor of Psychology  
University of Minnesota
- MISHA JEZERNIK**  
Chairman, Department of Industrial  
Psychology and Sociology  
University of Ljubljana, Yugoslavia
- WILLIAM S. JOHNSON**  
Chairman, Department of Chemistry  
Stanford University
- RICHARD KADISON**  
Kummerle Professor of Mathematics  
University of Pennsylvania
- WALTER KORNBERG**  
Chairman, Department of  
Biochemistry, Stanford  
University School of Medicine
- BARBARA LIGGET**  
Philadelphia Historical Salvage  
Council
- JOHN W. LINNETT**  
Professor of Physical Chemistry  
Cambridge University, England
- HARRY LIPKIN**  
Professor of Physics  
Weizmann Institute of Science  
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Professor of Mathematics  
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Professor of Philosophy,  
University of California,  
San Diego
- PETER MARLER**  
Professor, Rockefeller University  
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- ANNE MARGUERITE MCCANN**  
Professor of Archaeology  
University of Missouri
- WILLIAM J. MASSEY**  
Professor of Mathematics  
Yale University
- HARDEN MCCONNELL**  
Professor of Chemistry  
Stanford University
- ELTON MCNEIL**  
Professor of Psychology  
University of Michigan
- R. JAMES MILGRAM**  
Associate Professor of Mathematics  
University of Illinois, Chicago
- LOUISE T. MILIC**  
Associate Professor of English  
and Linguistics, Teachers  
College, Columbia University
- WAYNE L. MORSE**  
Former Senator from Oregon
- M. NOMURA**  
Professor of Genetics  
University of Wisconsin
- RAY D. OWEN**  
Chairman, Department of Biology  
California Institute of Technology
- ANDREAS PAPANDREOU**  
Former Minister of Economic  
Coordination  
Government of Greece
- FRANKLIN PETERSON**  
Professor of Mathematics  
Massachusetts Institute of Technology
- THOMAS PETTIGREW**  
Department of Social Research  
Harvard University
- FRANK W. PUTNAM**  
Professor of Biological Sciences  
Indiana University
- EDWIN O. REISCHAUER**  
Harvard University  
Former United States Ambassador  
to Japan

**WILLIAM PYLE PHILIPS FUND, Cont.**

- FREDERICK F. RIDLEY**  
Chairman, Department of Political  
Theory and Institutions  
University of Liverpool, England
- VISCOUNT SAMUEL**  
Professor of Government  
Hebrew University, Jerusalem
- JOHN PAUL SCOTT**  
Research Professor of Psychology  
Bowling Green State University  
Bowling Green, Ohio
- SALLY SEDELOW**  
Associate Professor of English and  
Computer and Information Science  
University of North Carolina
- MARK R. SHEDD**  
Superintendent of Schools  
Philadelphia
- EVAN WILSON**  
Former U. S. Minister to both  
Israeli and Arab Jerusalem
- GRACE SIMPSON**  
Tutor in Archaeology  
Oxford University, England
- MICHAEL G. SMITH**  
Professor of Anthropology  
University of California  
at Los Angeles
- PHILIP H. SMITH, JR.**  
Institute for Computer Research  
in the Humanities  
New York University, Bronx
- PHILIP J. STONE**  
Associate Professor of Social  
Relations, Harvard University
- PETER A. STURROCK**  
Professor of Space Science in  
Astrophysics  
Institute for Plasma Research  
Stanford University
- POL SWINGS**  
Director de Institut d'Astrophysique  
Universite de Liege, Belgium
- ANDREW SZENT-GYORGYI**  
Professor of Biology  
Brandeis University
- P. EMERY THOMAS**  
Professor of Mathematics  
University of California, Berkeley
- JOHN C. WHEATLEY**  
Professor of Physics  
University of California, San Diego
- WILSON MCCAREY WILLIAMS**  
Department of Political Science  
Brooklyn College of the  
City of New York

**SCHOLARS IN THE HUMANITIES FUND**

- DAVID C. DRISKELL**  
Chairman, Department of Fine Arts  
Fisk University
- LUCIEN GOLDMAN**  
Ecole Pratique des Hautes Etudes  
Paris
- DONALD KAGAN**  
Associate Professor of Ancient  
History, Cornell University
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Professor of Agrarian History  
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- ROBERT CREELY**  
Poet
- T. R. V. MURTI**  
Professor Emeritus, Center of  
Advanced Study in Philosophy,  
Benares Hindu University, India
- HOBSON PITTMAN**  
Pennsylvania Academy of the  
Fine Arts  
Philadelphia Museum of Art
- RICHARD H. POPKIN**  
Professor of Philosophy  
University of California at San Diego
- DONALD WEISMANN**  
Professor of Fine Arts  
Director, Center for Comparative  
Studies in the Humanities  
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- RICHARD WILBUR**  
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HENRY CHADWICK  
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Christ Church  
Oxford University, England

**THOMAS SHIPLEY FUND**

FRANK CONROY  
Writer  
ROBERT CRONBACH  
Sculptor

MARTUS GRANIRER  
Photographer and Film Maker  
KRISTIN HUNTER  
Novelist

**ACADEMIC COUNCIL**

The Academic Council consists of the President as chairman; the Provost; the Associate Dean as executive secretary; three elected divisional representatives of the faculty, one to be elected yearly; and the two faculty representatives to the Board. The Academic Council: 1) appoints the standing faculty committees, 2) makes recommendations to the President on faculty appointments, reappointments, promotions, and tenure in accordance with accepted procedures, and 3) may consider matters having college-wide academic implications which are referred to it by the President and/or by members of the Council. The elected members of the Academic Council for the academic year beginning September 1, 1969 are Mr. Glickman (Social Sciences), Mr. Finger (Natural Sciences), and Mr. Gutwirth (Humanities).

**STANDING COMMITTEES OF THE FACULTY**

*(The President and Provost are ex-officio members of all committees)*

- Administrative Advisory Committee: JOHN ASHMEAD, *Chairman*  
SAMUEL GUBINS, PAUL DESJARDINS, MICHAEL SHOWE  
Educational Policy Committee: WYATT MACGAFFEY, *Chairman*  
JOHN DAVISON, LINDA GERSTEIN, LOUIS GREEN, PATRICK MCCARTHY,  
DAVID POTTER  
Committee on Student Standing and Programs: COLIN MACKAY, *Chairman*  
ROBERT KANE, JOHN MCKENNA, DAVID POTTER, EDGAR ROSE,  
ALFRED SATTERTHWAITE  
Educational Environment Committee: PETER SLATER, *Chairman*  
EDWARD BAUER, ROBERT BUTMAN, SARA SHUMER, CHARLES STEGEMAN  
Computer Center Committee: JOHN CHESICK, *Chairman*  
ASOKA GANGADEAN, HARRY ROSENZWEIG, WALTER TRELA  
Inter-College Cooperation Committee: WILLIAM DAVIDON, *Chairman*  
RICHARD BERNSTEIN, DANIEL GILLIS, CLAUDE WINTNER  
Community Concerns Committee: PRESTON ROWE, *Chairman*  
FRANCIS CONNOLLY, JEFFRY GALPER, THEODORE HETZEL  
Distinguished Visitors Committee: DOUGLAS MILLER, *Chairman*  
ERIC HANSEN, PAUL HARE, DAVID KRAINES, WILLIAM REESE  
Faculty Research and Study Committee: BRUCE LONG, *Chairman*  
DALE HUSEMOLLER, CHARLES MILLER, GUSTAV SAYER

**THE  
COLLEGE  
AND ITS  
PROGRAM**



## PURPOSE

Haverford College is dedicated to academic excellence — created in an environment of concern for the growth of individuals within the College community.

The College places strong emphasis upon a rigorous academic program. That program is flexible in form and content to meet the needs of individual students, but this flexibility assumes that the men of ability who come here will use their ability to the highest degree.

Our faculty is noted above all for its strength in teaching. These men and women are scholars who love their work and expect to transmit to students their enthusiasm and high standards in their respective fields. They are teaching at a small liberal arts college as an opportunity for creative interchange with individual students. They expect much from themselves and their students, they expect to learn as well as to teach in this close relationship with undergraduates.

We aim to utilize the full resources of the College, in and out of the classroom, to promote the personal and intellectual growth of our students. Through an ambitious program of visiting lecturers, through arts and cultural activities, through self-government and service programs, through a student-centered athletic program, and through day-to-day living on campus, we stress each man's development. We ask our students to give of themselves, even as they draw new strengths from others. The classroom and the extra-curricular world are, for us, inseparable parts of the educational environment. And we seek excellence throughout that entire environment.

We strive to create an atmosphere in which personal and intellectual integrity, honesty, and concern for others are dominant forces. We expect every student who studies with us to adhere to the Honor Code as it is adopted each year by the Students' Association. That code is a way of life at Haverford. The College does not have as many formal rules as most other colleges; what it has instead is something more demanding — a set of expectations about how men will govern their affairs and conduct themselves so as to show respect and concern for others around them. We welcome students' participation in making the College still better in the future. We expect our students to contribute responsibility and considerately, individually and collectively, in the task of fashioning new programs that let us achieve our core aims of academic excellence in a humane and stimulating atmosphere.

Haverford College has strong Quaker roots. The continuing influence of the Religious Society of Friends shows most clearly in our emphasis



on the interplay of the individual and the community, our concern for the uses to which men put their expanding knowledge, and our interest in educating ethical human beings and leaders. No religious activities are compulsory, and admission is open to men of all faiths. A weekly meeting on Thursday mornings (Fifth Day) is a visible sign of our communal searching, through both silence and the spoken word, for the principles by which able men can lead moral lives.

## HISTORY

Founded in 1833, Haverford was the first college established in the United States by members of the Society of Friends. Our founders said they wanted to provide an "enlarged and liberal system of instruction" to meet the intellectual needs of "Friends on this continent." They predicted their course of instruction in science, mathematics and classical languages would be "as extensive as given in any literary institution in this country."

And so it has been.

They built their new school (one solid, stone structure at first) in the center of the rolling farmland west of Philadelphia — in the Welsh Tract, a large area originally set aside by William Penn for Quaker immigrants from Wales. A British gardener was brought over to landscape the grounds. His work remains today on Haverford's beautiful 216-acre campus. At first the new institution, called Haverford School, was only open to Quakers. In 1847, non-Quakers were admitted. In 1856, the school became Haverford College — a degree-granting institution.

## LOCATION

Geographically, we're right where our founders put us. But the area has changed considerably since 1833. Today, Haverford is in the heart of Philadelphia's verdant Main Line suburbs, just 10 miles west of the city. Center-city, with its urban advantages and challenges, is only 20 minutes away. The area offers extensive cultural, scientific, commercial, and industrial facilities. Within a half-hour drive from our campus there are some 20 other colleges and universities. Transportation is good. The Penn-Central Railroad's Haverford station is a brief walk from our campus. For auto traffic, we front on U.S. Route 30, Lancaster Pike, just a few miles south of the Pennsylvania Turnpike. By train, we're two hours from New York City and three hours from Washington. Philadelphia International Airport is a half-hour expressway drive.

Yet the campus remains the park-like, peaceful, natural setting that the first students found in 1833. The years have only matured the plantings and increased the beauty. We have improved things here and there. Our Edward Woolman Arboretum and Nature Walk, combining beauty and botany, was created by an 1893 graduate. Edward Woolman initiated the project with a generous donation, spent some 15 of his last years working on the walk — often with his own hands — and then left a bequest to finish the job.

## RESOURCES

**LIBRARY:** The library was planned and developed to provide intellectual resources needed to sustain our academic curriculum. Over the years, the faculty has selected the majority of the volumes. Most books are on open shelves accessible to students for more than 100 hours each week during the college year.

Through special collections we provide opportunities for independent research in several fields, notably Quaker history. Independent study in the social sciences is aided by our Government Depository and International Documents Collections. And there are other collections of manuscripts, orientalia and Renaissance literature. These special collections are described later.

The library currently holds about 270,000 volumes and receives some 1,800 periodicals and serials. It is an academic library, planned and operated for our students and faculty; but alumni and members of the Library Associates also are welcome guests.

The library building was constructed in several stages. The first portion, the Thomas Wistar Brown Library, was built in 1864. Successive additions were made; and in 1968 we constructed the large, connected James P. Magill Library, named for a member of the class of 1907. As part of the Magill Library project, the older adjoining structure was thoroughly renovated and air-conditioned.

The library now has about 73,000 sq. ft. of floor space, six levels, shelf space for 500,000 volumes, seating capacity for 500 persons, and a fire-proof vault with controlled temperature and humidity for rare books and manuscripts. There are 260 study carrels. Thirty are enclosed and reserved for faculty, and the rest are for students. Of those, 24 are soundproof for students who want to use typewriters in the library. Special reading and work areas include the following.

**The Borton Wing**, named for Hugh Borton, class of 1926, former president of Haverford College, contains the **Harvey Peace Research Room** and the vault for rare books and manuscripts.

**The Crawford Mezzanine** provides writing and study tables for 44 students. It honors Alfred R. Crawford, class of 1931, former vice president of the college.

**The Gummere-Morley Room**, a browsing room, is in memory of Professors F. B. Gummere and Frank Morley, Sr.

**The Hires Room**, named for Harrison Hires, class of 1910, and Mrs. Hires, is an audio room offering both discs and tapes.

**The Rufus M. Jones Study**, a reconstruction of a room in Rufus Jones's home, contains his books and furniture. Jones, a noted Quaker philosopher, Haverford alumnus and teacher, spent almost 50 years on our campus.

**The Microforms Room** is equipped with microfilm, microfiche, and microcard readers plus microform files of *The New York Times*, *The Philadelphia Ledger* and *Landmarks of Science*.

**The Christopher Morley Alcove** serves as a browsing area and contains exhibits and collections of the writings of Christopher Morley, a member of the class of 1910.

**The C. C. Morris Cricket Library and Collection** is a handsome room housing material on the history of American cricket, with special emphasis on the sport at Haverford College and in the Philadelphia area.

**The Philips Wing** was renovated in 1952 and named in honor of one of our principal benefactors, William Pyle Philips, class of 1902.

**The Sharpless Gallery** was named in honor of Isaac Sharpless, president of Haverford from 1887 to 1917, and furnished by the class of 1917. A selection of the college's paintings hangs there.

**The Strawbridge Seminar Room** is used for seminars and committee meetings.

**The Treasure Room**, provided through the generosity of Morris E. Leeds, class of 1888 and a former chairman of the board of managers, contains part of the Quaker Collection. Staff offices and research facilities for visiting scholars are provided in the Treasure Room and Borton Wing.

Special libraries are maintained in Stokes Hall for chemistry, physics, and mathematics; in Sharpless Hall for biology and psychology; in Drinker Hall for music; and in Hilles Laboratory for engineering.

We have nine major special collections: The Quaker Collection, the Tobias Collection of the Writings of Rufus M. Jones, the Rufus M. Jones Collection on Mysticism, the Charles Roberts Autograph Letter Collection, the French Drama of the Romantic Period Collection, the Christopher Morley Collection of Autographed Letters, the William Pyle Philips Collection, the Harris Collection of Ancient and Oriental Manuscripts, and the Lockwood Collection of Works on the Renaissance.

**The Quaker Collection** began in 1867 when the board of managers decided to gather "an important reference library, especially for works and manuscripts relating to our own Religious Society." At that time, the library already contained many Quaker books and manuscripts, including the *Letters and Papers of William Penn*.

Today, The Quaker Collection is a major repository for both printed and manuscript material about the Society of Friends. Its 22,000 books include more than 4,000 volumes printed before 1700. The nucleus of these early works is the William H. Jenks Collection of Friends Tracts, containing 1,600 separately bound titles, mostly from the 17th century.

With several thousand pamphlets and serials, we have the most complete sets of bound volumes of Quaker periodicals in existence, plus a magnificent collection of Yearly Meeting minutes. The collection's 83,000 manuscripts, documents, maps and pictures include the journals of about 700 important Friends, the papers of leading Quaker families, Meeting records, archives of Quaker organizations, and material on Friends relationships with Indians.

Through gifts and purchases, we add to the Quaker Collection constantly. We especially welcome gifts of family papers, books and other material related to the history of Friends. On request, the librarian will send a brochure giving more information on the Quaker Collection.

**The Jones Collection** contains 1,360 books and pamphlets on mysticism published from the 15th century to the present.

**The Tobias Collection** holds practically the complete writings of Quaker philosopher Rufus Jones. There are 325 separate volumes and eight boxes of pamphlets and extracts. Jones' personal papers, also kept at Haverford, generally are available to scholars.

**The Roberts Collection** contains more than 20,000 manuscript items such as letters of the signers of the Declaration of Independence and letters of famous authors, statesmen, educators, artists, scientists, ecclesiastics and monarchs. It also holds valuable papers on religious, political and military history.

**The French Drama Collection** was given to the College by William Maul Measey. It consists of several hundred popular plays produced in Paris between 1790 and 1850.

**The Morley Collection** comprises about 1,000 letters and memoranda selected by the late author, Christopher Morley, from his correspondence files. There are autographed letters from more than 100 contemporary authors. Morley was born on our campus

**The Philips Collection** centers on rare books and manuscripts, mostly of the Renaissance period. Among the Philips treasures are first editions of Dante, Copernicus, Spenser, the King James Bible, Milton, Newton and the four folios of Shakespeare.

**The Harris Collection** has more than 60 Hebrew, Latin, Arabic, Syriac and Ethiopian rolls and codices collected by J. Rendel Harris.

**The Lockwood Collection** offers some 3,000 volumes of works on the Renaissance gathered and given to us by Dean P. Lockwood, librarian from 1920 to 1949.

The offerings of our library are widened by affiliations. For example, we maintain a cooperative arrangement with nearby Bryn Mawr and Swarthmore colleges. The library facilities of each college are open to faculty and students of all three schools. The Philadelphia Bibliographical Center and Union Library Catalog — the largest regional cooperative catalog in America — enables users of our library to locate books in more than 200 Philadelphia-area libraries.

**ACADEMIC BUILDINGS:** The one solid, stone structure we started with in 1833 cost \$19,251.40. It's still here. Now it is called Founders Hall, but for years it was just known as "The College." Today, it houses mostly administration and faculty offices. Since Founders Hall went up, more than 20 major buildings and over 35 lesser structures were constructed on campus. Most are shown on the campus map at the rear of this catalog. Many are the homes of faculty members, most of whom live on or near the campus.

The major classroom and laboratory buildings are Chase Hall, the Hilles Laboratory of Applied Sciences, the Strawbridge Memorial Observatory, the Henry S. Drinker Music Center, Stokes Hall, Sharpless Hall, the Lyman Beecher Hall Building and Yarnall House.

**Hilles** houses the engineering department and contains classrooms, drawing rooms, a special library, shops, mechanical laboratories, and electrical laboratories.

**Stokes** is the home of the physics, chemistry, and mathematics departments. It has classrooms, laboratories, offices, a 205-seat auditorium, and our science library with space for 20,000 volumes.

**Sharpless** contains the biology and psychology departments — mainly classrooms, offices, laboratories, and the special libraries.

**Hall Building** contains an African-studies room as well as a permanent display of primitive art. It also houses classrooms and offices.

**Drinker** houses the music department, record collection, music library, practice facilities, classrooms, and offices.

**Yarnall House** is the temporary quarters of our new fine arts department.

**SCIENCE FACILITIES:** We are equipped for teaching and research in modern nuclear and atomic **physics**. There are six general laboratories for course work, seven specialized laboratories for student-faculty research, and two rooms used exclusively by seniors for their major projects. Our equipment includes: an X-ray unit for powder diffraction work, a subcritical reactor containing 2.5 tons of uranium, a doubly shielded room for work with electromagnetic radiation, and four scanning microscopes. There's also some equipment built by our students, such as a laser apparatus and a radio-telescope.

Our **chemistry** facilities include five laboratories used for course work, instrument rooms, specialized-equipment rooms, and six independent-research laboratories in which students do independent work and conduct advanced projects with the faculty. We have our own glass-blowing shop. Chemistry equipment includes spectrophotometers, counting instruments for radioactive tracer work, and gas chromatographs. The physical-chemistry laboratory has a Bausch-and-Lomb grating spectrograph, high-vacuum systems, and standard precision electrical equipment. Mettler singlepan balances are used in our instructional laboratories. Ground-joint glassware is used in the elementary organic chemistry program and in all advanced courses. Grants from the National Science Foundation may be available to our chemical students who want to conduct summer research projects.

Haverford is well equipped for the study of modern molecular **biology**. In Sharpless Hall, two of the floors devoted to biology house a large freshman-sophomore laboratory and a junior laboratory equipped to handle all aspects of cell biology. One of these floors also has animal rooms and shops for glass-blowing, woodworking and metalworking. The

third biology floor is where senior students work with their professors on joint research projects. That floor has several constant-temperature rooms, ultracentrifuges, a high-resolution electron microscope, spectrophotometers, liquid scintillation counters, and an automatic amino-acid analyzer.

**Psychology** has the top two floors of Sharpless Hall, containing primate and non-primate animal quarters, an animal laboratory with sound-proofed and electronically controlled experimental rooms, a set of individual animal- and human-research rooms, a perception laboratory, a social-personality observation laboratory with one-way mirrors, and a shop. All the laboratory rooms are wired to a central control panel, permitting us to create complex communication and control patterns. We also have a physiological-psychology room for animal work.

The **Observatory** contains: a 10-inch, f/15 refractor; several smaller telescopes; a meridian circle; a zenith telescope; a spectrohelioscope; an astrographic mounting with two 4-inch f/7 cameras corrected for different wave lengths and a 4-inch guide telescope; a Grant comparator with x- and y-traverse and automatic position and density recording; various smaller instruments and our astronomical library of some 3,000 bound volumes.

**COMPUTING CENTER:** With Bryn Mawr and Swarthmore colleges, we maintain on campus an \$800,000 computing center used mainly for student instruction and for faculty and student research. Smaller computers on the three affiliated campuses handle simple local tasks, while referring more ambitious computing projects to the main equipment at Haverford.

The main unit, an IBM System/360 Model 44, has two memory units: a high-speed unit with a memory of 32,768 words and a reading speed of one million words per second, and a slow-speed unit with a memory of almost four million words and a reading speed of 39,000 words per second. Our second, smaller computer is a PDP-8/1 unit manufactured by the Digital Equipment Corporation. This unit links the equipment at the other two colleges to our main computer. The PDP-8/1 is connected by remote terminals to laboratories, offices and classrooms on our campus. We also have several key punches, a sorter, a reproducer, a tabulator and other equipment.

All computing equipment may be used by students. In addition to the usual scientific applications, our computing center also is used for work in the social sciences, the arts and humanities. A committee, with faculty and student members from all three campuses, supervises the computing center. Students serve on the center's operating staff.

**RESIDENCE HALLS:** As an integral part of our educational philosophy, we encourage students to become as involved as possible in our community life. Normally we expect students to live on campus — except for married students and those living at home. Freshmen are assigned the rooms available after the other classes have made their choices; and new students are notified of their housing assignments before they arrive on campus in September.

We expect students to treat college property with care; we hold a student financially responsible for any damage to his room.

About 95 per cent of the students live on campus — mostly in suites with two, three, four or six private bed-study rooms adjoining a common living room. **Barclay Hall** houses 107 men in two-man suites, single and double rooms. **Lloyd Hall** has mostly six-man suites, although there are a few two-man suites; total occupancy is 108 men. **Leeds Hall**, with 52 men, has both four-man suites and single rooms. **Gummere Hall** has two-, three-, and four-man suites plus some single rooms — 129 places altogether. **Jones and Comfort Halls** each house 61 students in three- and four-man suites plus some single rooms; each hall has a suite for visiting scholars. **Lunt Hall**, with three- and four-man suites and single rooms, holds 63 students. **Williams House**, for Spanish speaking students, accommodates seven men. **French House** contains a faculty apartment and student quarters for 13 men.

With the exception of Barclay, all residence halls are either fairly new or completely renovated. Barclay will undergo complete renovation over the next two years.

**OTHER BUILDINGS:** The offices of the president, provost and admissions director are in **Roberts Hall**, a columned building that also contains a 700-seat auditorium. The dean of students, associate dean of the college, registrar, development office, alumni office and public relations office are in **Founders Hall**. The business office is in **Hilles**; and the **Union Building** houses the bookstore, snack bar, student lounges, and radio station.

The ten-bed **Morris Infirmary** contains a clinic, an emergency treatment room, an acute-care unit, and an isolation unit for contagious diseases. It has its own kitchen and quarters for resident nurses.

We opened a splendid new **dining center** in 1969.

**ART COLLECTION:** Haverford's small, permanent art collection, includes paintings and drawings by Homer, Hurd, Inness, Peale, Sargent and Whistler. From time to time, there are also temporary exhibitions of



paintings, drawings and photographs on campus. At the beginning of each semester, we lend students framed reproductions of outstanding works of art to hang in their rooms. We also lend a few originals.

**MUSIC:** The music library contains a large collection of music scores, including the complete works of several composers. Our record collection, started with a Carnegie Corporation gift, is used for teaching and study. There are nine practice pianos and an electric practice organ on campus. In Roberts Hall, where larger concerts are held, there are a Steinway grand piano and a Schlicker portable pipe organ. Professional concerts add much to the college year.

**ATHLETIC FACILITIES:** The **gymnasium** and the **Alumni Field House** offer students capacious facilities for indoor athletics. Football games and track meets are held on **Walton Field**. The stands there hold 2,000 spectators, and the quarter-mile track has a 220-yard straightaway.

We play soccer on the **Class of '88 Field**; baseball on the **Class of '16 Field**; and cricket on **Cope Field**. Six of our 15 tennis courts are all-weather. We have a skating pond (duck pond in the summer), a cross-country course, several practice fields (also used for intramural sports) and a golf-driving range.

## ADMISSION

The policy of Haverford College is to admit to the freshman class those applicants who, in the opinion of the College, are best qualified to profit by the opportunities which Haverford offers and at the same time to contribute to undergraduate life. Due regard is given not only to scholarly attainment, as shown by school record and examination, but also to character and personality, plus interest and ability in extracurricular activities. Applicants compete for admission to a carefully selected and comparatively small student organization — no more than 700 men.

A candidate's preparatory course should include a minimum of: four years of English; three years of mathematics, including two years of algebra; three years of one foreign language, in preference to two years in each of two languages; a laboratory science; and a year in history or social studies. We let the candidate's personal interests dictate what additional secondary-school courses he takes in foreign language, mathematics, science, social studies and history. Most candidates will have taken honors, enriched or advanced-placement courses if offered in their school.

Each applicant must take the Scholastic Aptitude Test and three achievement tests of the College Entrance Examination Board before February of his senior year. The English Composition Test is required as one of those three achievement tests; but the candidate may choose any other two tests he wants.

The applicant is responsible for completing all arrangements to take the tests. Information about them may be obtained from his school guidance officer or from the College Entrance Examination Board, Box 592, Princeton, N.J. 08540.

A candidate should submit his application early in his senior year. The deadline is February 15. His application must be accompanied by a check or money order for \$10, drawn to the order of *Haverford College*. This application fee is not refundable.

We hope the candidate will visit the campus, because a visit is the best way he can learn about Haverford. The admission office, located in Roberts Hall, is open from 9 a.m. to 4:30 p.m. on weekdays, and from 9 a.m. to noon on Saturdays. (We don't have Saturday office hours in the summer.) Candidates should make appointments in advance. The admissions office telephone number is (215) 649-9600, ext. 243. The mailing address is: Haverford College, Haverford, Pa. 19041.

Haverford alumni in various sections of the country have volunteered to meet prospective candidates and to give first-hand information about us. Their names and addresses can be found toward the rear of this catalog under "Alumni Representatives."

**EARLY DECISION:** We offer an early-decision plan for candidates whose first choice is Haverford. Early-decision candidates must take the required College Board examinations in their junior year of secondary school. We must have their application before November 1 of their senior year.

**TRANSFER STUDENTS:** Haverford College admits a small number of transfer students each year. In addition to filing his application, a transfer candidate must submit a secondary-school transcript on our form, the results of his College Board examinations, a college transcript, and a letter of recommendation from a responsible official of the college he's attending. Decisions on transfer students usually are announced in June.

**ADVANCED STANDING:** If a student is qualified, he may be permitted to omit one of the introductory courses — proceeding directly to work at the intermediate level in that subject. Some departments give placement

examinations to determine a student's qualifications; other departments are less formal.

Students who have taken high-school courses under the Advanced Placement Program may take the tests in these subjects given by the College Entrance Examination Board each May. If a student does well on these tests, we may give him advanced placement, or college credit, or both.

We also may grant credit for work a student does at another college before he enters Haverford. To be considered for such credit, the student must arrange to have the transcript of that work sent to us. Under our Flexibility Program, a student can make special use of such credits. Details on the Flexibility Program follow in a few pages.

## EXPENSES

We consider a regular student to be one who takes four or more courses in a given semester, or who has been granted permission under the Flexibility Program to carry fewer courses.

The tuition charge for all regular students is now \$2,125 for the academic year. For special students, tuition is currently \$300 per course, per semester. The residence fee is \$1,150 — \$500 for room and \$650 for board. There is also a unit fee of \$150 per year.

These fees — tuition, residence and unit — total \$3,425 per year. We expect rising costs will force an increase for the academic year beginning in September, 1970.

The residence fee covers board-and-room charges when college is in session. This includes: heat; electric light; weekly housekeeping service; and the use of bedroom furniture, including bureau, table, chair, and a bed (the linen for which is furnished and laundered by the College). We ask students to supply any other furniture they want, plus blankets and towels.

The unit fee covers the following: student activities fee; admission to the art series (entertainment and cultural events); laboratory fees; health fee; accident insurance (a maximum of \$1000 within one year of each accident); psychological tests when we require them; and a diploma.

We have four scheduled vacation recesses during the school year: Thanksgiving, Christmas, midyear recess, and spring vacation. With minor exceptions, student services and facilities and academic facilities are closed or drastically curtailed during vacation periods. An extra room-charge of \$3 per day is made for students remaining on campus during the Christmas or spring vacations.

Bills are rendered August 15 and January 15 for the following semester's tuition, board, room, unit fee, and deposits. They must be paid in full before the beginning of the semester. To avoid last minute congestion, we ask that bills be paid by mail in advance. If the tuition bill is not paid, we won't consider the student as enrolled at the college.

When a student requires a special diet for medical reasons, and this is approved by our physician, we make a charge of \$5 weekly. This charge may be larger if the special foods are unusually expensive.

We charge freshmen \$35 to cover the cost of their orientation week, called *customs week*. (New students who are not freshmen come for the last portion of customs week and are charged a fee of \$20.)

We require a \$150 deposit to cover the cost of books and any other incidental charges that may arise during the school year. Each student's incidental account must have a balance, on May 15, adequate to cover all final charges. At intervals during the year, we bill the student for the actual charges made. If this bill, or any other indebtedness, is not paid by the end of the semester, we withhold credits for the work performed. Any unspent balance is refunded at the end of the academic year.

A student's official transcript normally will not be sent until all outstanding charges — fees, books, library fines and other incidental charges — have been paid.

We do not make a reduction or refund of the tuition charge after the first two weeks of any semester; but if a student withdraws before the completion of the first two weeks, we'll make a complete refund of his tuition. In case of withdrawal or absence because of illness, a full refund of the room-and-board fee cannot be made because overhead expenses continue. However, if a student withdraws more than four weeks before the end of a semester, or is absent because of illness for four weeks or more, we'll make a partial refund of the room-and-board fee in the amount of \$20 for each week of absence. We do not refund the unit fee for any reason.

**COLLEGE RESPONSIBILITY:** The college is not responsible for loss because of fire, theft, or any other cause. Students who want fire insurance can get information at the business office.

**MONTHLY PAYMENTS:** Students who prefer to pay tuition and other fees in monthly instalments may do so through the Bryn Mawr Trust Company. Details of this plan, including charges for financing, may be obtained from our business office.

## FINANCIAL AID

Haverford's endowment funds and trusts have a current market value of around \$26 million. The income from these investments, plus annual gifts from alumni and other friends, allow us to maintain high educational standards and to underwrite a substantial financial-aid program at the same time. But it costs increasingly more to provide a quality, liberal education. The body of knowledge expands; new programs are required; expenses in general mount; and we constantly seek new endowments and trusts.

In total, it costs more than \$7,000 per year to give one student a Haverford education with its low student-faculty ratio, its individual instruction by highly qualified teachers and its modern laboratory and library facilities. Fortunately, the student never is required to pay the full cost. Our endowment and other funds underwrite a large portion of the expense. As a result, each student, whether he receives formal financial aid or not, starts out at Haverford with about 55 per cent of the total costs of this education paid. Through his tuition and other fees, the student pays the remaining 45 per cent.

The college has many ways to help students who can't meet their expenses. More than 35 per cent of our students receive formal financial aid from the college, and another 10 per cent receive financial aid from other sources. In short, more than 45 per cent of our students get financial help — almost half the student body.

We emphasize that no able student who is seriously interested in Haverford should hesitate to apply because of financial reasons.

The financial aid program — which includes scholarships, loans, and jobs — is administered by a committee composed of the director of admissions as chairman, the associate dean and the dean of students. Aid is awarded on the basis of merit and need. Although no aid is awarded for more than one year, it is our practice to continue a student's aid if his academic and personal record is satisfactory and his need continues.

Aid is not granted to a student whose previous college bill has not been paid in full.

Candidates for freshman aid must file a Parents Confidential Statement with the College Scholarship Service at the appropriate CSS office before January 15th. The applicant can get the CSS form from his school guidance officer or directly from CSS at Box 176, Princeton, N.J. 18540.

Students who are enrolled at the college and who need aid must file applications with the director of admissions before April 15.

Further details about financial aid may be obtained from the director of admissions or from the booklet, *Financial Aid*, available on request.

### PLACEMENT SERVICE

We have a modest but effective placement service. The alumni office maintains current information on jobs open in business, government and institutions. We arrange for personnel recruiters to interview our students — at the student's request.

### CURRICULUM

Haverford is a liberal arts college. Its curriculum is designed to develop in its students the capacity to learn and to understand, to make sound and thoughtful judgments. The requirements for the degree encourage the exercise of these skills in each of the broad fields of human knowledge, and a fuller development of them in a single field of concentration.

### GUIDELINES FOR LIBERAL EDUCATION

In its original meaning "liberal" was applied to those arts and sciences that were considered worthy of a free man, as opposed to "servile" or "mechanical" disciplines. There has been great constancy in the ideal of a liberal education as the type of education which is not only worthy of a free man but is the very means of liberating and freeing man by providing him with an understanding and appreciation of the tradition that has shaped him and the social and natural world in which he lives.

The purpose of these guidelines is to help the student in planning a course of study at Haverford. The student should realize that there are many different types of educational experiences that can take place at an institution such as Haverford. Each student has a great deal of freedom and responsibility in planning his course of study at Haverford. It is expected that, with the help of his adviser, a course of study will be planned which will be designed to meet the individual's particular interests, educational background, intellectual strengths and weaknesses. While there are disagreements about everything that a liberal education ought to include, there is a consensus concerning the general shape of a liberal education.

1. **Written and oral communication.** One of the most difficult and important skills is the art of writing and speaking lucidly and coherently. A student will discover that there are few areas of human knowledge that he can explore in depth unless he has perfected his ability to write and speak effectively. These skills will be stressed in the program of Freshman Seminars. A student who is weak in the skills of verbal communication is well advised to take courses which pay greater attention to training in the arts of communication.

2. **Foreign language.** The mastery of a foreign language can not only deepen the student's appreciation of his own language but can increase his sensitivity and understanding of the nature of language and can enable him to gain a far more intimate understanding of different cultures. Since many Haverford students continue their education in graduate school, a student ought to know that many graduate programs require a reading knowledge of at least two foreign languages.

At present all students are required to take at least one year of foreign language study at Haverford unless they can satisfy their language requirement by examination. But a student who starts the study of a foreign language at Haverford should realize that a single year of language study is not sufficient to achieve minimal competence in reading or speaking a foreign language. While not required, all students are strongly advised to plan to take two or more years of formal language study.

3. **Mathematics.** One remarkable feature of contemporary knowledge is the diverse ways in which almost all areas of human knowledge have been influenced by the development and application of mathematics. Increasingly, mathematics is having an important effect on many areas of the humanities and social sciences. Mathematics is becoming a language and a tool needed for serious inquiry and understanding of almost any area of human knowledge.

4. **Humanities, social sciences, and natural sciences.** The student should realize that this division of the areas of human knowledge is a relatively recent development. Some fields that are now considered parts of the social sciences were once considered to belong to the humanities, just as the natural sciences were once considered parts of natural philosophy. A primary reason for distinguishing these divisions is that they do exhibit different emphases, approaches, techniques, basic concepts, and problems. It is expected that every student at Haverford will achieve a basic mastery of the distinctive approaches, concepts, and contributions

represented by the humanities, social sciences, and natural sciences. This does not mean that students *must* gain a survey knowledge of these three areas. Rather, it is expected that every student will be able to write and speak effectively about some aspect of these areas which will display his appreciation for distinctive approaches represented by these areas of human knowledge.

In planning his course of study a student should keep these aims in mind. Normally students may achieve these aims by taking courses from the three divisions of the College. But simply receiving a passing grade in a course is not necessarily sufficient to achieve this basic mastery. A student should view his courses as only one means for achieving a basic mastery expected by the College; he should take advantage of other educational means to achieve a knowledge of the humanities, social sciences, and natural sciences.

### FRESHMAN PROGRAM

Each freshman, on entering the College, selects a Freshman Seminar. In almost all cases the teacher of that seminar will also be the student's adviser. A tentative selection of courses is accomplished by the freshman and his adviser during the orientation (Customs) week. Every effort is made by the adviser and others (including the Associate Dean, the Dean of Students, his assistant, the counselors, admissions officers, and Customs men) to facilitate mutual adaptation between the freshman and the College. It is anticipated that freshmen will "try out" a variety of courses in the first few days of classes and that considerable course shifting will occur. A series of standard tests is administered to all entrants within the first few days of the first semester. These tests are helpful in guidance and counseling.

The freshman also will be helped to plan a course of study which will best prepare him for the Sophomore Inquiry to be taken in the second semester of the sophomore year.

#### *Freshman Seminars*

The new program of Freshman Seminars is intended to give the student an exciting and unique educational experience at the very beginning of his college education. While it is generally accepted that students should have the chance to experiment with interdepartmental seminars and individual projects at an advanced level, the freshman seminar program is designed to make these opportunities available to the freshman.



Freshman Seminars are not intended to be formal introductions to the various departments of the College. They will be taught by members of all divisions of the College, and will have interdisciplinary approaches.

The themes of the seminars represent vital concerns of the faculty and have been designed to meet a variety of intellectual interests of the incoming freshman.

The faculty hopes that each student will expose himself to areas of knowledge and ways of thinking which may be new to him and which might change altogether his ideas about desirable areas of specialization. Since it is important that this diversified experience be gained early, the faculty strongly recommends that the other three courses in each of the freshman semesters be in three different departments. Sophomores normally will not be permitted to take more than two courses in the same department in any one semester. The Committee on Student Standing and Programs will exercise general supervision over unusual combinations of courses.

The courses open to freshmen are numbered 11 to 20 in the departmental courses of instruction. If he is qualified, a freshman may be permitted by the department concerned and by the Associate Dean to take more advanced courses.

Each freshman's capacity for oral expression is considered early in the academic year, and training in speech is given to those who need it, as well as to any others who may request it.

#### SOPHOMORE INQUIRY\*

It is expected that all students will perfect their skills in written and oral communication, explore the different major areas of human knowledge — humanities, social sciences, and natural sciences — and pursue a field of knowledge in depth. In the spring of his sophomore year each student will be required to participate in a Sophomore Inquiry, the purpose of which is twofold: (1) to examine whether the student has achieved a basic competence in and understanding of concepts, problems, approaches, and techniques in the three major areas; (2) to aid the student in self-evaluation of his achievement at Haverford, in order to help him plan a program of study for his last two years at Haverford.

The inquiry will be written and oral. The objective of the inquiry is *not* to test for a broad informational command of the humanities, social sciences, and natural sciences, but rather to give the student an opportunity to exhibit his grasp of the basic concepts typical of these three areas of human knowledge.

\* This applies to the Class of 1973 and those following.

Each student will receive a written evaluation of his performance in the inquiry. If a student's performance is unsatisfactory, the Board of Inquirers will make specific recommendations for making up the deficiency, and the student will be required to undertake part or all of the inquiry again at a later date. Copies of typical questions in the written part of the inquiry will be made available to students in the fall of their sophomore year.

### BACHELOR'S DEGREE

To graduate from Haverford College a student must complete successfully the equivalent of four years of academic work, a specific minimum number of semester courses (see below) and eight terms of non-academic work including physical education and, optionally, the Arts and Service Program.

In addition, for the Classes of 1970 and 1971, a student must include among the 36 courses required for the degree: English 11-12 or its equivalent, the courses needed under the distribution requirement, and those required by his major department. The requirements for the Class of 1972 are as above, except that 34 courses are required for the degree.

For the Class of 1973 and those following, a student must include among the 32 courses required for the degree, one freshman seminar in each semester of his first year. He must also pass a Sophomore Inquiry (described in more detail earlier).

To avoid undue specialization the College requires that 21\* courses be passed in departments outside the student's major. For a student who has a double major, only one will be considered in meeting this requirement, and a Classics major will count either Greek or Latin, but not both.

A course cannot be used to satisfy a major department requirement for the degree if the grade is below 65.

A degree candidate must also meet the standards of his major department in work designed to provide, in his senior year, a synthesis and evaluation of his work in the department. Each student is accountable to himself and to the College (through the Committee on Student Stand-

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\* 19 for the Class of 1972 and those following.

ing and Programs) for the use to which he puts his talents and the resources of the College. This means that a student who is passing may be dropped and one who is failing may be permitted to continue. Although he may be permitted to continue by the Committee on Student Standing and Programs, a student who fails to pass at least eight semester courses with an average of 60 for the freshman year, 65 for the sophomore year, and 70 for the junior and senior years, will be considered to be academically deficient.

Through the Academic Flexibility Program described later, a student may introduce variations in programs to meet his particular needs.

The degree conferred upon candidates meeting the requirements is that of Bachelor of Arts, or, upon request from students majoring in the natural sciences, mathematics, or engineering, Bachelor of Science.

#### *Course Load*

A normal course load for each semester is considered to be four courses. Any student is free to take more than the number of courses required for the degree, but to take more than five at one time he must have had an average of 80 or better the preceding semester. To take fewer than four courses in any semester, a student must secure the approval of the Committee on Student Standing and Programs.

#### *Course Intensification*

The College believes that experience in a wide diversity of courses is an essential part of a Haverford education, but the College also recognizes that students may sometimes profit from the opportunity to work more intensively in a smaller number of subjects. Therefore, with the approval of his adviser, a student may register, with the instructor's permission, for double credit in one course and, in unusual cases, in more than one. In a double-credit course, the student undertakes an approved program of independent study in conjunction with a regular course and submits a paper or passes an examination based on his independent work. Such independent work is not suitable in all subjects, and the instructor of the course must be the final judge of whether or not it should be attempted. In unusual cases a student may apply to the Committee on Student Standing and Programs for permission to pursue a reduced program without enrolling in a double-credit course.

### *Distribution Requirement\**

By the end of his sophomore year a student must have passed English 11-12 or its equivalent, and in addition at least two semester courses in each of the three divisions of the College. For the purposes of this requirement courses cross-listed between departments in two divisions will count only in the division in which they are actually taught. General courses meet distribution requirements in the division in which they are actually taught. Elementary and intermediate language courses may not be counted toward distribution requirements.

The departments of the College (including Bryn Mawr departments of Archaeology, Geology, History of Art and Italian, for which Haverford has no counterparts) are divided into three divisions as follows:

Humanities: Archaeology, Classics, English, Fine Arts, French, German, History of Art, Italian, Music, Philosophy, Religion, Russian and Spanish.

Natural Sciences: Astronomy, Biology, Chemistry, Engineering, Geology, Mathematics and Physics.

Social Sciences: Economics, History, Political Science, Psychology, Sociology and Anthropology.

Courses taken at Bryn Mawr will be accepted as satisfying distribution requirements, but not normally courses taken elsewhere. For transfer students, credit toward distribution requirements for work already done is evaluated by the Associate Dean at the time of admission.

### *Foreign Languages*

In order to graduate, a student whose native language is English, must complete one year of a foreign language at Haverford or two years' work by qualifying examination.

At the time a student is admitted to a department his major supervisor, in consultation with the student and his language instructors, will decide whether the student's projected upper class work and special interests require him to pursue additional language study, and if so, what study is required.

\* This applies to the Classes of 1970, 1971, and 1972.

### *Free Electives*

A number of courses sufficient to bring the total to at least the number of semester courses required for the degree shall be chosen by the student in consultation with his faculty adviser, with the understanding that the College reserves the right, through the adviser and the Associate Dean, to prevent unreasonable combinations of courses.

### *Non-Academic Electives*

In addition to the semester courses of academic work required for a degree, eight terms of non-academic courses are required of each student, of which at least five terms must be in physical education, unless the student is excused on medical grounds. The non-academic program offers courses in three nine-week terms in the fall, winter and spring of the academic year.

### *Major Concentration*

Specific requirements are stated under the name of each department later on. During the fourth semester of his attendance, each student should confer with the major supervisor of the department in which he wishes to major, and apply to him for written approval of a program of courses for the last four semesters. Such a program must provide for the completion, by the end of the senior year, of approximately 12 semester courses, or the equivalent, at least six of which must be in the major department and the others in closely related fields. Should the student's application be rejected by all departments in which he is interested, he should consult the Associate Dean. Each student is expected to file with the Associate Dean, before the date specified on the College calendar, a copy of his major program signed by his major supervisor. Any student who continues delinquent in this matter, unless he is excused by the Associate Dean, will be debarred from the final examinations in his fourth semester. Should the student's application be rejected by all the departments to which he applies, he will not be permitted to continue at the College.

A student who applies for permission to become a major in any department may be rejected for *scholastic reasons only*. The College rule on this point is:

If, at the time specified for application, the average of the grades obtained by a student in the "preliminary courses"\* of any department is 75 or above, the student will be accepted by that department.

If the average of the grades obtained in these courses is below 70, the student will be accepted in that department only under exceptional circumstances.

If the average of the grades obtained in these courses is 70 or above, but below 75, the decision will be at the discretion of the major supervisor.

A student who has been formally accepted as a major by any department has the right to remain as a major in that department as long as he is in college. Should he wish to change from one department to another after the beginning of his fifth semester, the change can be made only with the consent of the new major supervisor and the Associate Dean.

The College affirms the responsibility of each and every department to make the work in the major field as fully consummatory as possible for the senior. There is a need, in the senior year especially, to challenge the student's powers of analysis and synthesis and to foster the creative use of the knowledge and skills that he has acquired in his previous studies. There is also the need to evaluate the performance of the senior in the field of his major, not only to safeguard the academic standards of the College but to help the student discover where he stands at this moment in his career. In short, synthesis and evaluation in some form are both essential.

While upholding these educational objectives, the College recognizes that they may be achieved by various means, such as (1) the 100 course, at the end of which the student takes a comprehensive examination, (2)

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\* "Preliminary courses" are any courses the student may already have taken in the department to which he is applying. If the applicant has not already taken any courses in that department, the department may name courses in other departments which are to be regarded as "preliminary."

a thesis or advanced project paper, (3) a course or courses specially designed or designated, or (4) some combination of these or other means.

Each department, therefore, in its statement of major requirements specifies the particular mode of synthesis and form of evaluation that it has adopted for the senior year.

Examinations in courses in the major subject taken in the last semester of the senior year may be omitted at the discretion of the major supervisor.

Courses taken in summer school will not satisfy Haverford course requirements for the major unless prior written approval is granted by the major supervisor.

A student who has demonstrated unusual maturity and who has special interests and abilities may be permitted to arrange an *inter-departmental major*. The program of courses, the nature of the 100 course, and the nature of the comprehensive examination for an inter-departmental major are to be worked out in advance (that is, when the major is selected) by the student, with permission of the Associate Dean, in consultation with and subject to the approval of the chairmen of the departments concerned, one of whom will be designated as major supervisor for that student.

In rare cases, and only for high-ranking students, a *double major* may be arranged, in which the student takes the complete major in each of two departments. In order to take a double major, a student must receive permission from the Associate Dean as well as from the chairman of each of the departments concerned.

It is possible for a student, through the Academic Flexibility Program, to design his own major.

There also exists (largely through the initiative of an interested student) an Urban Studies major, described in detail elsewhere in this catalog, which allows a focus provided by none of the departments of the College but which is based on work offered by the departments.

### *Independent Study Courses*

Most departments offer Independent Study Courses, numbered 81, 82, for the purpose of encouraging independent work by qualified students. These courses provide opportunities to investigate topics not

covered in formal courses, to do extensive reading on a subject, to do field work, or to do library research. A student wishing to undertake independent study must secure the permission of a faculty supervisor prior to registering for the course. Members of the faculty are under no obligation to supervise Independent Study Courses. Independent study done without faculty supervision will not be given College credit. Requirements such as examinations or papers are determined jointly by the instructor and the student. Written evaluation of the work performed may be submitted in place of a numerical grade.

A student may register for only one Independent Study Course per term. To undertake more than one, he must secure permission from the Committee on Student Standing and Programs. A student wishing to explore more thoroughly a subject covered in an existing course is urged not to undertake an Independent Study Course, but to consider the "double credit" option.

#### FINAL HONORS

Final Honors are awarded to students who have undertaken and carried through academic work of high quality. Final Honors are of two kinds, those awarded by departments and those awarded by the College.

1. A student who is considered to have the requisite ability is invited by his department to become an Honors candidate as early as possible in the course of his major work. The exact nature of departmental Honors work and the criteria used in judging it are listed in the departmental statements in this catalog. For Honors the work in the department must be considerably superior to that required for graduation. The student must demonstrate his competence, insight and commitment to his field of interest.

Individual departments may award Honors to students whose departmental work has been of high quality and High Honors to those who have demonstrated both high quality and originality, indicating an unusual degree of competence.

2. Students who have been awarded Department Honors may be invited by the Committee on Student Standing and Programs to stand for College Honors: *magna cum laude* or *summa cum laude*. *Magna cum laude* indicates that a student has understood to a superior degree



the significant relations between the area of his own specialized competence and his College work as a whole. *Summa cum laude* indicates an even more outstanding achievement. *Magna cum laude* and *summa cum laude* are awarded by the faculty on recommendation of the Committee.

The Committee on Student Standing and Programs will fix the minimum academic standards and procedures acceptable in any year for *magna cum laude* and *summa cum laude* and may require oral and/or written examinations or essays.

### FLEXIBILITY PROGRAM

Since different students have different needs, abilities, and goals, there may be cases where the general regulations prevent a student from making the best use of educational opportunities at Haverford. Provision is therefore made for changing the normal requirements in certain individual cases. Particular emphasis is placed on attempting to take advantage of any advanced work, such as that done under the Advanced Placement Program, which a student may have completed successfully before entering the College.

Power to act on requests for exceptions to any of the academic regulations is in the hands of a standing committee of the faculty, called the Committee on Student Standing and Programs, which consists of three faculty members and the Associate Dean of the College. Before granting an exception, the committee will secure approval from the student's major supervisor or, if the student is an underclassman, from his adviser and from the chairman of the department in which he proposes to major. Any student who believes that a special course program would promote his best intellectual development, is invited to present a proposal to this group. Students with exceptional abilities or exceptional preparation or both (including especially those students who enter with several credits from the Advanced Placement Program) are encouraged to consider whether a program out of the ordinary may help them to make the most of their opportunities. The College suggests consideration of the following, as examples of special programs which might be followed:

**Enrichment and Independent Study.** Students with outstanding records who have the approval of the appropriate departmental chairmen and the Committee on Student Standing and Programs may depart from the usual course patterns. Three examples follow:

- (a) A student admitted to the *Thesis Program* may enroll in his senior year in as few as three courses, and complete a thesis based on independent work.
- (b) A student admitted to an *Interdepartmental Program* must first have been accepted as an interdepartmental major (the two departments need not be in the same division). His program, which may include a reduced course load and a thesis, as in (a) above, will also include some advanced independent work relating to both departments.
- (c) A student admitted to a *Concentrated Program* will be permitted more than the usual amount of concentration, taking in each of two or three of his last four semesters, two double-credit courses in his major field, or a closely related field.

Students who meet the standards set by departments for Honors, may be granted departmental or interdepartmental Honors for these programs.

**Graduation in less than eight Haverford semesters.** Students with extra credits, gained from the Advanced Placement Program, summer school, or carrying an overload, or from some combination of these, may be able to finish requirements for the Haverford degree in less than the normal four years. Other students may obtain credit for a year's work under either the Study Abroad or the Junior Year Language programs. Such students, like transfer students, may graduate after fewer than eight semesters at Haverford, but with the usual number of course credits.

Sufficiently mature students, if they possess outstanding ability or are judged to have legitimate reason for special consideration, may be allowed to graduate without necessarily accumulating all of the credits normally required. The Committee on Student Standing and Programs may approve an individual student course program for graduation with fewer than the usual number of courses. Three examples of possible programs are:

- (a) *Graduation after three years:* A student who has done consistently good work and who, by the beginning of his second year at Haverford, has credit for 15\* or more courses, may request per-

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\* 12 for the Class of 1973 and those following.

mission to graduate after only two more years at the College. If such permission is granted, it will be with the proviso that he must maintain a very high level of performance and, to help assure sufficient breadth in his program, he must not only meet the usual distribution and minimum departmental requirements, but must study for four consecutive semesters some subject (or meaningful combination of subjects) outside of the division in which his major department lies. His continuation in this program is subject to review, before he enters his senior year, by the Committee and by his major supervisor.

(b) *A term away from Haverford*: There may be occasion when a student's needs are best served by studying or serving elsewhere for a time, without gaining formal academic credit, as he would if he were in a program like Study Abroad. A student accepted into the "term away" program must meet all departmental and distribution requirements, and must successfully complete a total of seven semesters at Haverford and at least one semester elsewhere (or six at Haverford, and two or more elsewhere) engaged in a program (academic, service to others, gainful employment, etc.) approved in advance by the Committee on Student Standing and Programs and by his major supervisor, and evaluated by them after completion.

(c) *Reduced course load*: The course requirement in effect at Haverford helps to assure that diversity which is an important part of a liberal education. There may, however, be students who could profit by carrying fewer than the normal number of courses each semester. The Committee on Student Standing and Programs is authorized to permit some students, where good reason can be shown, to omit one of their courses.

**Graduation in more than eight Haverford semesters.** Although most students are expected to graduate in four academic years, some, as indicated above, may take less and some may be permitted to take more.

Students who wish to take a five-year program with no modification of requirements should secure the approval of their adviser and of the Associate Dean. In all other cases of extended programs, even if no modification of academic requirements is involved, the student should petition the Committee on Student Standing and Programs.

Examples of the latter would include students with physical handicaps which prevented them from carrying a full load, students who wish to complete a program in four and one half years, and students who wish to take, simultaneously with their work at Haverford, part-time work elsewhere (such as journalism, design, etc.) for which academic credit at Haverford is not appropriate.

#### **FIVE-YEAR PROGRAM**

Haverford offers a five-year program in addition to its regular four-year program.

A student becomes eligible for the five-year program by an adequate demonstration of educational need to his adviser and to the Associate Dean. If, in the judgment of the Associate Dean, modification of the normal requirements is involved, the student must also secure the approval of the Committee on Student Standing and Programs.

Students will normally be expected to request admission to the program during their sophomore or junior years.

#### **DEVELOPMENTAL READING**

A program of developmental reading, under the supervision of the counselors, offers an opportunity for students to improve their reading and study proficiency. Few students, if any, have realized their real potentiality in this field. Through a series of conferences, and some group sessions, methods of developing higher level reading skills are explored and practiced. Any student who is willing to concentrate upon it, while reading for his various subjects, will find that he can increase his speed and comprehension. Also, by giving thought to the different purposes of reading, and practicing methods appropriate to each purpose, he may increase his adaptability, making each type of reading more effective.

#### **PREPARATION FOR PROFESSIONS**

A large number of Haverford College students plan, after graduation, to enter upon further courses of study. As a liberal arts college, Haverford arranges its curriculum so that students who have such plans are able to meet the entrance requirements of graduate and professional schools. The College does not, however, attempt to anticipate in its own curriculum the work of any graduate or professional school. It is the conviction of the faculty that the best preparation for graduate work is a liberal education, with sound training in basic disciplines, to which more specialized training may later be added.

A student who intends to go to a professional school is free to choose his major in accord with his principal abilities and interests, since professional schools, such as those of business administration, education, law, medicine, or theology, usually accept students on the basis of merit regardless of their choice of major and, except in the case of medical schools, without specific course requirements. The requirements of most state boards of medical licensure are such that all students who hope to be admitted to a medical school must take two semester courses, each of which must include laboratory work, in biology (usually Biology 12 and Biology 21), Chemistry 13, 14 (or 15, 16), 25, 26, and Physics 13, 14.

Students who plan to go to professional schools should seek advice as early as possible from appropriate faculty members as follows: business administration, Mr. Teaf; education, Mr. Lyons; engineering, Mr. Hetzel; international affairs, Mr. Hansen; law, Mr. Lane; medicine, Mr. Kessler; theology, Mr. Slater.

If a student plans to do graduate work in a departmental subject, such as economics, mathematics, history, etc., he should consult as early as possible with the chairman of the department at Haverford which most nearly corresponds to the department in which he plans to work in graduate school. This adviser will be able to guide him in his selection of courses, his choice of major (which will not *necessarily* be in the department of his intended graduate study), and other questions which may have bearing on his future.

Law schools, medical schools, and some graduate schools require applicants to take special admission tests. Arrangements for taking these tests are the responsibility of the student concerned; he can obtain information about them from the faculty members mentioned above.

## ACADEMIC REGULATIONS

### *Conflicting Courses*

A student is not allowed to elect conflicting courses, except with the permission of the Associate Dean and the two instructors concerned.

### *Audited Courses*

A student who wishes to audit a course should obtain the permission of the instructor. No charge is made for auditing, and audited courses are not listed on the transcript.

### *Course Changes*

Courses may be changed during the first two weeks of each new semester. During that time students are free to make changes after consultation with their advisers and the Associate Dean.

Changes will not be permitted later except in cases where the student is known to be an excellent student and where he receives the consent of the professor to whose course he is changing and of his adviser and of the Associate Dean.

A student, who has registered for a fifth course, may drop that course without penalty at any time before the end of the fourth week of classes with the approval of his adviser and the Associate Dean.

### *Lecture and Laboratory Courses*

With the approval of the instructor in the course, the student's adviser, and the Associate Dean, a student may take for credit either the laboratory work or the class work of a course which normally includes both. The grade received would be recorded on the student's transcript with the notation "Lecture only" or "Laboratory only," as the case might be. The grade received would not be included in the calculation of the student's average.

Such a course would not be included among the courses required for graduation, nor among the courses required outside the student's major department, nor among the courses needed to meet a limited elective requirement.

### *Evaluation of Academic Performance*

The instructor in each course submits at the end of each semester a numerical grade, or in some senior seminars, a written evaluation for each student. A grade of "CIP" (course in progress) may be submitted at midyear for senior research courses which run throughout the year, and for certain other courses as agreed on by the instructor and the Associate Dean, and so announced at the beginning of the course.

Passing grades at Haverford range from 60 to 100 inclusive. Failing grades range from 45 to 59 inclusive (the lowest grade given to a student who completes a course is 45). Numerical grades given during a student's first four semesters will be used for internal College purposes only. The transcript record indicates what courses a student has taken during his first two years, with a notation if he fails, drops or withdraws from any one of them.

Should it be necessary to release any of these grades, exceptions will be administered by the Associate Dean.

If a student drops a course, or is required by his instructor to drop it, the grade is recorded as "DR" and counts as a 40. If a student is permitted to withdraw from a course for unusual reasons including those beyond the student's control, such as illness, it is recorded as "W" and is not assigned a numerical grade, nor regarded as a failure.

The Committee on Student Standing and Programs reviews students' records at intervals, and has authority to drop students from college, or to set requirements for additional work in cases of students whose work is unsatisfactory. As a rule, the committee will drop from college freshmen who do not receive the required minimum average of 60, sophomores whose averages are below 65, and juniors and seniors whose averages are below 70. However, any student whose record is such as to justify the belief that he is not availing himself of the opportunities offered by the College may be dropped at any time the Committee makes such a determination.

In a year course in which the work of the second semester depends heavily on that of the first, a student who fails the first semester but nevertheless is allowed to continue may receive credit for the first semester (although the grade will not be changed) if his grade for the second semester is 70 or above, provided that the instructor in the course states in writing to the Registrar at the beginning of the second semester that this arrangement applies.

A student who, because of special circumstances such as illness, receives a low grade in a course, may petition his instructor and the Associate Dean for a special examination. If the request is granted, and the student takes the special examination, the grade in that examination will replace the grade originally received in the midyear or final examination in computing the final grade for that course; the new course grade will be entered in place of the old on the student's transcript, and the semester average will be revised accordingly.

#### *Late Papers*

If a paper is assigned in place of the final examination in a course, the date by which it is due may be set by the instructor not later than 4:00 p.m. on Wednesday, January 14th, for the first semester, or Tuesday, May 19th, for the second semester. Laboratory notebooks must be turned in not later than these same dates. Late papers or notebooks will be given one-half of the grade they would have received, unless arrange-

ments have been made in advance with the instructor in the course and the Associate Dean. If a paper represents the entire grade for a course, the maximum grade for such a late paper is 60, or, in a course required for the major, 65.

### *Courses Taken Without Recorded Grade*

Juniors and seniors may elect one course each semester outside the division of their major department for which no grade will be recorded on the transcript. A notation will be made, however, if the student fails, drops, or is permitted to withdraw from the course. Students must inform the Registrar of a course to be so handled by the end of the fourth week of classes.

### *Courses With Written Evaluation*

In certain senior seminars, a department may choose to give a brief, written evaluation of a student's performance instead of a numerical grade. These evaluations will be attached to the transcript record and will serve in place of numerical grades in those courses. Where such evaluation is to be used, this fact will be announced to the students at the time of registration.

## **INTERCOLLEGIATE COOPERATION**

The variety of courses available to Haverford students is greatly increased as a result of a cooperative relationship among Haverford, Bryn Mawr College, Lincoln University, Swarthmore College, and the University of Pennsylvania. Under this arrangement, full-time students of any of these four institutions may, upon presentation of the proper credentials, enroll for courses at another institution of the group without added expense.

Students wishing to take advantage of this arrangement must obtain the permission of the Associate Dean. Such permission is normally granted unless the course in question conflicts with required appointments at Haverford. It is not granted if an equivalent course is offered at Haverford; however, if taking the course elsewhere will resolve a serious schedule conflict, the Associate Dean, with the consent of the department offering the equivalent course, is empowered to make an exception.

Haverford students taking courses at Swarthmore College or the University of Pennsylvania are expected to make their own arrangements for transportation. Bryn Mawr and Haverford jointly operate two buses which make regular hourly trips between the two campuses on weekdays.



### STUDY ABROAD

Well-qualified students who request it may be granted permission to spend a semester or a year studying in a foreign country. Such permission will require approval of the student's major supervisor and the Associate Dean. If the student is not a language major, approval will also be required of the chairman of the department of the language spoken in the country selected. Interested students should consult the Associate Dean early in the sophomore year; he will direct them to faculty members best qualified to advise them. Students who may want to take their entire junior year abroad should plan their programs so that all limited elective requirements are completed by the end of the sophomore year. The program of studies abroad must be worked out in advance; if the program is completed successfully, the College will grant credit toward the degree for the work accomplished. Scholarship funds may be transferred for approved study abroad.

### JUNIOR-YEAR LANGUAGE PROGRAM

Provision is made, through a cooperative program with Princeton University, for the intensive study of certain languages not offered at Haverford — Arabic, Chinese, Japanese, Persian, and Turkish. A student participating in this program spends the summer after his sophomore year in a program of intensive study of the language chosen, and then spends the junior year at Princeton University, continuing the study of the language and taking each semester two or three other courses in related regional studies. The remainder of his program will be electives, usually courses important for his major at Haverford.

Students interested in this program should confer with the Associate Dean in the early spring of the sophomore year. To be nominated by the College, a student must have a good academic record, and must have secured the approval of his major supervisor. Selection from among the nominees is made by Princeton University.

Students who wish to study the less common languages without taking time away from Haverford should consider the offerings in Italian at Bryn Mawr College and in Oriental, Scandinavian, and Slavic languages at the University of Pennsylvania. Arrangements for taking such courses may be made in consultation with the Associate Dean.

## **AFRICAN STUDIES**

Students wishing to focus their interests on African civilization are encouraged to enroll in courses emphasizing African materials offered by several departments in the humanities and social sciences at Haverford, Bryn Mawr and Swarthmore Colleges and to arrange for regional concentration in fulfilling departmental requirements for majors. In planning their programs, students should consult Professor Harvey Glickman, director of African studies, or Professor Wyatt MacGaffey.

## **VISITORS AND LECTURES**

Individual departments of the faculty invite visitors to Haverford for varying periods of time to meet with members of the department and with students interested in that field. These departmental visitors, who sometimes give public lectures, contribute considerably to the vitality of the work in the various departments.

This program has been greatly strengthened as a result of a generous bequest from the late William P. Philips. A substantial sum from this bequest is used to bring to Haverford "distinguished scientists and statesmen," whose visits may last anywhere from a few hours to a full academic year.

## **CENTER FOR NONVIOLENT CONFLICT RESOLUTION**

Haverford College has long had a special concern for the peaceful resolution of conflict, particularly where it involves interracial or international relations. Current urban unrest and increasing violence among nation-states call for new approaches to conciliation and problem-solving. Young men, faced with involvement in war and with racial injustice that conflicts with their basic values, have a special concern for seeking constructive ways by which to influence the course of such conflicts away from war and domestic violence.

Haverford's tradition includes as well, a commitment to encourage and work for social and political change that assures an individual's dignity, economic justice in society, and the opportunity for the fullest development of a man's potential regardless of his origins — all brought about by nonviolent means.

These concerns for creative resolution of violent conflict and for nonviolent means of inducing change have led the College to provide for the establishment of a Center for Nonviolent Conflict Resolution. In the Center program, students and faculty, in seminars, in individual and group research projects, and in action programs increase their understanding of human conflict and its relationship to change, and explore ways of developing nonviolent means for limiting it.

The Center is supported by a grant from the Ford Foundation, by means of which it operates two programs in urban poverty neighborhoods and one in suburban Philadelphia, in all of which Haverford students may participate for academic credit. The objective of both urban and suburban programs is to promote a healthy mixture of detachment and involvement that encourages both relevant scholarship and enlightened service for change. Further information on the Educational Involvement Program is provided elsewhere in this catalog.

The Center program is concerned as well with international peace and nonviolent change. An International Affairs Internship is being developed with the American Friends Service Committee.

Students interested in the program should consult Paul Wehr, director of the Center.

#### **T. WISTAR BROWN FELLOWSHIP**

Haverford College has resources available from the T. Wistar Brown Fund which make it possible to provide a Fellowship each year for a mature scholar. The recipient of this Fellowship usually spends most of his time doing research in the Quaker Collection of the Library. The Fellowship currently carries a stipend of \$6,000.

Inquiries regarding this Fellowship should be addressed to the Director of Admissions.

#### **POST-BACCALAUREATE FELLOWSHIP PROGRAM**

Under this program, established in 1966, fellowships are awarded to young men and women of promise who can profit by studying for a year at a highly demanding liberal arts college after receiving the bachelor's degree and before entering graduate or professional school. It is supported by substantial grants from the Rockefeller Foundation and the Josiah Macy, Jr. Foundation and smaller grants from several other sources. Most of the scholarships have been awarded to graduates of the predominantly Negro colleges of the South.

The program centers at Haverford College, which handles the funds and supplies office space for the director, William E. Cadbury, Jr., who was dean of the College from 1951 until his resignation in January, 1966, to accept this position.

For the academic year 1969-70, support is available for approximately 20 students interested in earning a Ph.D. degree and following careers of college or university teaching and research, and for 20 students interested in medicine. Fellows for this year will study at Bryn Mawr, Haverford, Kalamazoo, Oberlin, Pomona, and Swarthmore Colleges. They will choose their courses from the regular offerings, selecting those they feel will best fill their scholarly needs and interests.

#### HONOR SOCIETIES

**Phi Beta Kappa.** The Haverford College Chapter of the Phi Beta Kappa Society of America was chartered in 1898 as Zeta of Pennsylvania. Election of members-in-course, alumni members, and honorary members, based upon scholarly attainment and distinction, takes place at the end of the academic year. *President*, Robert W. McConnell, Jr., '40; *Vice President*, Bernard V. Lentz '33; *Secretary*, Holland Hunter '43; *Treasurer*, John Davison '51.

**Founders Club.** The Founders Club was established in 1914 as a Haverford organization of students, alumni, and faculty. Election to its membership is recognition of a sound academic record combined with noteworthy participation in extracurricular activities. Undergraduate elections are usually limited to the junior and senior classes. *President*, E. Howard Bedrossian '42; *Secretary*, Robert Ihrle, Jr. '70; *Treasurer*, Matthew M. Strickler '62.

**COURSES  
OF  
INSTRUCTION**



## NUMBERING SYSTEM

The numbering system used in this catalog involves a two-digit number for most semester courses. Courses with uneven numbers are given in the first semester; those with even numbers in the second. Exceptions to this are noted by an *a* (first semester) or a *b* (second semester).

When two course numbers, followed by a single description, are joined by a hyphen, the course is a year course; a student who takes the first semester of such a course must normally take the second semester. When two course numbers followed by a single description are separated by a comma, the first semester may be taken without the second, though the two are normally taken together as a year course. In either case, the first-semester course is prerequisite to the second. Credit will not automatically be given for the first semester of a year course in which the student fails the second semester.

Where a course is listed as a prerequisite for another course, a grade of 65 or better will be required in the prerequisite course, unless otherwise specified; in exceptional circumstances, however, the instructor may waive this requirement at his discretion.

<i>Courses Numbered</i>	<i>Open To</i>
11 - 19	Primarily freshmen; also to other students, unless restricted.
20 - 59	Sophomores, juniors, and seniors (and freshmen where exceptions are granted).
60 - 69	Primarily juniors and seniors. These are advanced seminars, tutorials, and topic courses.
80 - 99	Primarily sophomores, juniors, and seniors. These are independent study courses, student-initiated seminars, & associate teaching.
100	Seniors only. These are senior departmental study courses.

The College does not assign a specific number of credit hours to each course. However, for agencies which require that records be submitted in terms of credit hours, the following rule applies: each semester course carries four semester hours credit.

## ASTRONOMY

Professor LOUIS C. GREEN, *Chairman*

The departmental work is designed to give students an understanding of and an interest in the universe in which they live. The relation of astronomy to other fields of learning is kept to the fore.

## MAJOR REQUIREMENTS

Astronomy 11, 12; three courses chosen from Astronomy 41, 42, 43, 45, 46; 81 or 82; 100; Mathematics 13 and 14, or 19; Physics 19. Three written comprehensive examinations of three hours each.

## REQUIREMENTS FOR HONORS

All astronomy majors are regarded as candidates for Honors. The award of Honors will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations.

- 11, 12 DESCRIPTIVE ASTRONOMY Mr. Green  
 Our knowledge of the motions, composition, organization, and evolution of the solar system, stars and galaxies is presented, together with explanations of the methods by which this information is obtained. Prerequisite to Astronomy 12 is Astronomy 11 or consent of the instructor.
- 41 GENERAL RELATIVITY AND COSMOLOGY Mr. Green  
*(Also called Physics 41)*  
 The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady-state universes is considered. Prerequisite: Physics 19 and Mathematics 13 and 14, or 19.  
*Offered in 1969-70 and alternate years.*
- 42 HIGH ENERGY ASTROPHYSICS Mr. Green  
 This course will treat such topics as radio galaxies, quasi-stellar objects, galactic explosions, gravitational collapse, neutron stars, pulsars, and cosmic X-ray and gamma-ray sources. Prerequisite: Physics 19 and Mathematics 13 and 14, or 19.  
*Offered in 1969-70 and alternate years.*
- 43 PLASMA ASTROPHYSICS Mr. Green  
 The principles of plasma physics are developed and applied to such topics as Van Allen belts, solar phenomena, the cosmic ray flux, the alignment of the interstellar dust, and interplanetary and interstellar magnetic fields. Prerequisite: Physics 19 and Mathematics 13 and 14, or 19.  
*Offered in 1970-71 and alternate years.*

45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS  
(Also called *Physics 45 and Mathematics 45*) Mr. Green

The principal ordinary and partial differential equations as well as certain integral equations of astronomy and physics are discussed. Attention is given to the properties and the relations between such special functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric. An introduction to Sturm-Liouville theory is presented. Approximate solutions are sought by perturbational, variational, iterative, and numerical procedures. Examples are chosen from such fields as Hamilton-Jacobi theory as applied to problems of the motion of the satellites, planets, and charged particles in the solar system, quantum mechanics as applied to nuclear, atomic, and molecular structure and certain scattering problems, diffusion problems, aerodynamics, and radiative transfer. Prerequisites: Physics 19 and Mathematics 13 and 14, or 19.

*Offered in 1970-71 and alternate years.*

46 STELLAR EVOLUTION AND THE ORIGIN OF THE ELEMENTS  
Mr. Green

The theory of stellar structure is reviewed and the problem of stellar evolution is discussed on the basis of the theoretical and observational evidence. The significance of the results for the origin of the elements is considered. Prerequisite: Physics 19 and Mathematics 13 and 14, or 19.

*Offered in 1970-71 and alternate years.*

61, 62 SPECIAL TOPICS IN ASTROPHYSICS Mr. Green

The content of this course may vary from year to year, but will usually deal with the determination of the abundance of the elements in stellar atmospheres. In this latter case the observational material will be high dispersion spectra obtained at one of the major American observatories. It may be repeated for credit. Prerequisite: considerable maturity in mathematics, physics, and astronomy.

81, 82 INDEPENDENT STUDY Mr. Green

Prerequisite: consent of the instructor.

100 SENIOR DEPARTMENTAL STUDIES Mr. Green



**BIOLOGY**Professor IRVING FINGER, *Chairman*

Professor ARIEL G. LOEWY

Professor MELVIN SANTER\*\*\*

Assistant Professor DIETRICH KESSLER

Assistant Professor VIVIANNE T. NACHMIAS†

Assistant Professor MICHAEL SHOWE

Laboratory Instructor LOUISE G. ONORATO

The biology program is designed to give a solid foundation in general biological principles, an insight into recent developments of experimental aspects of the field, and an opportunity for a research experience in the senior year. Special emphasis is placed on molecular and cell biology.

Biology 11 and 12 are designed primarily for students not intending to major in biology.

The prospective biology major normally takes no biology in his freshman year, but instead prepares himself for work in biology by taking chemistry and perhaps mathematics or physics.

Students with a strong high school background in chemistry may, with permission of the department, take Biology 21-22 in their freshman year.

The courses designed for the major program are built up in a series of three stages:

- (1) One full-year sophomore course (21-22), which introduces the student to cellular, microbial, and developmental biology.
- (2) Five advanced courses (31, 32, 33, 34, 36) to be taken at the junior or senior level, designed to create sufficient competence for research in the senior year.
- (3) Senior Research Tutorials taken for single or double credit (chosen from 61-62, 63-64, 65-66, 67-68, 69-70) involving reading of current literature, laboratory research, student lectures and seminars, and a senior thesis. The topics of these research tutorials lie in the areas of principal interest of the instructors. Senior Research Tutorials may be started with the consent of the instructor during the junior year. A student has the opportunity to apply for a summer research stipend which enables him to begin his research in the summer following his sophomore or junior year. Qualified chemistry or physics majors may be admitted to the Senior Research Tutorials with consent of the instructor.
- (4) Biology 100, a senior seminar taken at half intensity for both

\*\*\*On sabbatical leave 1969-70.

†Appointed on the Sloan Foundation Grant.

semesters. It consists of student papers and discussions, faculty presentation of research problems, and the year's Philips program.

#### MAJOR REQUIREMENTS

Biology 21-22; four courses, at least two of which are selected from Biology 31, 32, 33, 34, and 36, the other two selected from Chemistry 20, 33, 35, 36, and 56, Biology courses at Bryn Mawr numbered 20a or higher, and Biology courses at Swarthmore numbered 25 or higher; one year-sequence of Biology courses in the 60's; Chemistry 11 or 17, and 18 and 23; Biology 100. Majors desiring to take courses at Bryn Mawr or Swarthmore must first consult with the chairman of the Haverford Department. In addition, all majors, regardless of the number of Biology 30-series courses taken, must enroll in the full-year integrated laboratory course that accompanies these courses. Where prerequisites are required for these courses, the student must achieve a grade of at least 70 unless otherwise stated, or receive the consent of the instructor to apply them as prerequisites.

The Department strongly recommends the following additional courses, since they provide a minimum theoretical background for advanced work in biology: Mathematics 13 and 14, or 19 and 20; Physics 13 and 14, or 19 and 20.

#### REQUIREMENTS FOR HONORS

Since all biology majors participate in the departmental senior research program, they are all candidates for Departmental Honors. These are awarded upon consideration of the following criteria of achievement: (a) grade average in courses, (b) senior research and thesis, (c) performance in Biology 100.

#### GENERAL COURSES INTENDED PRIMARILY FOR NON-BIOLOGY MAJORS

- 11 READING TUTORIAL: TOPICS IN MODERN BIOLOGY I Mr. Showe  
*Three hours; no laboratory*

The development of current concepts of the nature of living organisms and methods of investigating it, from Aristotle through Harvey, Pasteur, and Schrödinger to Watson and Crick, with particular emphasis on 20th century discoveries and ideas. Prerequisite: consent of the instructor.

- 12 READING TUTORIAL: TOPICS IN MODERN BIOLOGY II Mr. Kessler  
The theory of evolution and the relationship of this theory to studies of social behavior in animals will be the topic for 1969-70. A reading list of original works in the discipline and a study guide will be distributed at the beginning of the semester. The student will be asked to write papers carefully analyzing the material. The relevance of the readings to the study of man's social behavior will be considered. Students will meet periodically in tutorial sessions with the instructor to consider progress in the course or to discuss a student paper. Prerequisite: consent of the instructor.

#### COURSES INTENDED PRIMARILY FOR STUDENTS WITH PREREQUISITES IN CHEMISTRY

- 21-22 CELL STRUCTURE AND FUNCTION

Staff

*Four hours; three lectures and one laboratory period*

An introductory course in cell biology which combines the areas of cytology, biochemistry, biophysics, genetics, microbiology, and some developmental biology. The purpose of this course is to integrate these diverse approaches into a unified view of cell structure and function. This is a sophomore course, although freshmen with adequate preparation in chemistry may

qualify with permission of the instructor. Students who wish to postpone the course to the junior year should obtain permission of the instructor at the end of their freshman year. Prerequisite: Chemistry 11 or 17 or consent of the instructor.

31 CELL BIOLOGY I: STRUCTURE AND FUNCTION OF PROTEINS AND NUCLEIC ACIDS Mr. Loewy

*Four hours; three lectures and one laboratory period*

A study of the structure and properties of proteins and nucleic acids. Emphasis is placed on physical-chemical and organic-chemical approaches to the study of biological macromolecules. Prerequisite: Biology 21-22; Chemistry 18 should be taken previously or concurrently.

32 CELL BIOLOGY II: METABOLIC BIOCHEMISTRY AND BIOSYNTHESIS OF MACROMOLECULES Mr. Santer

*Four hours; three lectures and one laboratory period*

A study of the various pathways of carbohydrate metabolism and of metabolic processes leading to ATP synthesis. The biosynthesis of amino acids and nucleotides, DNA, RNA, and proteins. Prerequisite: Biology 31 or consent of the instructor.

*Not offered in 1969-70.*

33 CELL BIOLOGY III: CYTOLOGY AND DIFFERENTIATION Mr. Kessler

*Four hours; three lectures and one laboratory period*

A study of intracellular structure and function emphasizing morphological and biochemical methods. Pertinent problems in cell differentiation are considered. Seminars are organized around discussions of original journal articles. Laboratory projects provide an introduction to cytochemistry with the light and electron microscopes. Prerequisite: Biology 21-22.

34 CELL BIOLOGY IV: HEREDITY AND REGULATION Mr. Finger

*Four hours; three lectures and one laboratory period*

The topics to be emphasized are the structure and mutability of genes, transmission and storage of genetic information, and the translation of this information into specific macromolecules. Cytoplasmic control of gene expression and other mechanisms for the regulation of gene activity also will be discussed. Prerequisite: Biology 21-22 or consent of the instructor.

35 READING COURSE IN EVOLUTIONARY THEORY Mr. Finger

The purpose of this course is to enable the student to acquaint himself with evolutionary theory, both current and past, by reading advanced textbooks, reviews, and scientific journals. Prerequisite: Biology 21-22 or consent of the instructor.

*Not offered in 1969-70.*

36 CELL BIOLOGY V: CELLULAR CONTROL MECHANISMS Mr. Showe

*Four hours; three lectures and one laboratory.*

This course will be a detailed study, based on a reading of original literature, of the means by which cells regulate their synthetic and metabolic processes, including: control of synthesis of small molecules (amino acids and nucleotides) and of catabolic pathways, and the integration of cell functions. Topics to be discussed will include regulation of enzyme activity, induction and repression of enzyme synthesis, and regulation of the synthesis of proteins and nucleic acids. Emphasis will be on studies performed using microorganism-bacteria, fungi, and bacterial viruses. Prerequisite: Biology 21-22.

- 61-62 SENIOR RESEARCH TUTORIAL IN MECHANOCHEMICAL PHENOMENA Mr. Loewy  
 Student research in the molecular basis of mechanochemical phenomena. Techniques for structural analysis of covalent protein-protein interactions are used. Laboratory work is supplemented with readings related to the area of investigation and with the presentation of discussions by students. Prerequisite: Biology 31 or consent of the instructor.
- 63-64 SENIOR RESEARCH TUTORIAL IN CELL BIOCHEMISTRY Mr. Santer  
 Student research on the chemical composition and hereditary control of cytoplasmic particles involved in protein synthesis. Laboratory work is supplemented with readings from the current literature, and seminars by students on material related to the research. Prerequisite: Biology 31 or 32 or consent of the instructor.  
*Not offered in 1969-70.*
- 65-66 SENIOR RESEARCH TUTORIAL IN PHYSIOLOGICAL GENETICS Mr. Finger  
 The major problem to be studied is the regulation of gene activity. Prerequisite: consent of the instructor.
- 67-68 SENIOR RESEARCH TUTORIAL IN EXPERIMENTAL CYTOLOGY Mr. Kessler  
 Studies on the localization and structure of actin-like proteins from various cell types. Ultra-structural studies will be undertaken by electron microscopy. Various immunological methods will be employed. Prerequisite: Biology 33 or consent of the instructor.
- 69-70 SENIOR RESEARCH TUTORIAL IN MOLECULAR MORPHOGENESIS Mr. Showe  
 Studies on the synthesis of multimolecular structures in cells are carried out using biochemical and genetic techniques. The systems currently being used are the electron transport chain of *Escherichia coli*, and bacteriophage T<sub>1</sub>. Students should be prepared to develop independent approaches to experimental problems. Prerequisite: consent of the instructor.
- 81, 82 INDEPENDENT STUDY Staff  
 Prerequisite: consent of the instructor.
- 100 SENIOR DEPARTMENTAL STUDIES Staff  
 A senior seminar which meets one evening each week consisting of:
  - (a) Presentation for discussion of research plans and research results by students and faculty.
  - (b) Participation in the Department's Philips visitors program.
  - (c) Presentation by students of papers on contemporary developments in experimental biology, providing an opportunity for library research and for the writing of a paper.
  - (d) A written, open-book comprehensive examination testing the student's ability to synthesize and analyze the material in course work.
 Students should register for Biology 100 in both the fall and spring terms, since the work of the course will be distributed through two semesters. Course credit is given, however, only for the second semester.

## CHEMISTRY

Professor COLIN F. MACKAY, *Chairman*

Professor JOHN P. CHESICK

Professor HARMON C. DUNATHAN

Associate Professor CLAUDE WINTNER

Assistant Professor ROBERT M. GAVIN, JR.\*\*\*

Assistant Professor STEVEN S. HECHT

Assistant Professor DAVID L. DULL†

The program in chemistry is designed to meet the needs of students who are pursuing chemistry for any of a variety of reasons. Introductory courses in the Department provide a broad introduction to the science of chemistry as one of the liberal arts. Intermediate and advanced courses provide sound preparation for a wide range of professional activities in the physical, biological, and medical sciences.

The major program in chemistry recognizes that chemistry as a discipline occupies the broad area between physics and biology and has strong ties to both. The interdisciplinary fields of chemical physics and chemical biology include some of the most exciting areas of science today. The department major allows the student maximum flexibility in designing a program which can be directed either toward one of these interdisciplinary areas or toward one of the more traditional areas of chemistry. This flexibility is apparent in the major requirements, which accept on an equal basis advanced courses in biology, chemistry, or physics.

A major who plans to continue with graduate study in traditional areas of chemistry is strongly advised to include in his program Chemistry 23, 32, 33, 36, and 40, Physics 14 or 20, Math 14 or 19, and German or Russian.

For the required pre-medical courses in chemistry, see the section on preparation for professions earlier in this catalog.

All students taking their first course in the Department are required to take a placement examination given during freshman week. This examination, the results of advanced-placement tests, and school records will form the basis for placement in Chemistry. Students who are interested in the mathematically-based areas of chemistry may want to consider taking Physics 13 and Chemistry 20 as freshmen.

In addition to the course program, opportunities are offered for pursuit of laboratory research problems under faculty direction. These are described under Research Tutorials below.

\*\*\*On leave, 1969-70.

†Appointed on the Sloan Foundation Grant.

## MAJOR REQUIREMENTS

Chemistry 17, 18, 20, 31; Math 13, 14 (or 19); Physics 13 (or 19); plus four advanced courses in Chemistry, Biology, or Physics. One of these advanced courses must be in the area of organic chemistry or biology and one must be in the area of physics or physical chemistry. Biology courses numbered 30 or above and Physics courses numbered 20 or above are defined as advanced courses. Reading courses and courses designed for non-scientists do not meet this requirement. Appropriate courses at Bryn Mawr College may be taken to fulfill the advanced course requirement.

It is advised that Physics 13 (or 19) be completed by the middle of the sophomore year, to provide maximum flexibility in course planning during the junior and senior years.

The above major requirements are applicable for the Class of 1973 and later. Requirements for the classes of 1970, 1971, and 1972 will be worked out in consultation with the Chemistry Department.

A student must earn a grade of at least 70 in those courses listed as prerequisite to an advanced course in order to qualify for admission to the advanced course.

## REQUIREMENTS FOR HONORS

Students who are considered qualified will be invited to become candidates for Departmental Honors during the second semester of the junior year. Honors candidates will be expected to do superior work in major courses and to complete a senior research problem at a level superior both in quality and quantity of effort to that expected in normal course work. Research work extending through two semesters is usually expected of a candidate for Departmental Honors. A final paper and oral presentation of the work will be expected.

### 11 ATOMS AND MOLECULES IN ISOLATION AND IN INTERACTION

Mr. Dunathan

Basic concepts of importance in the field of chemistry are developed. Both individual and bulk properties of atoms and molecules are considered, thus establishing a basis for an appreciation of the significance of chemical reactivity in a variety of situations. Open to students with no previous training in science.

### 17 THE CHEMISTRY OF THE LIGHT ELEMENTS I

Mr. Chesick

*Four hours; three lectures and one laboratory*

The molecular architecture, bond properties, and energetics of the compounds of elements from hydrogen to chlorine are examined and used to develop a unified analysis of their modes of chemical reactivity. Prerequisite: previous chemistry and assignment by the Department.

### 18 THE CHEMISTRY OF THE LIGHT ELEMENTS II

Mr. Dunathan

*Four hours; three lectures and one laboratory*

This course is an introduction to the chemistry of carbon, or organic chemistry. The properties of the common organic functional groups and the basic mechanistic concepts of organic chemistry are discussed. These properties

are viewed within the context of the chemistry of the other light elements as developed in Chemistry 17. Prerequisite: Chemistry 17 or consent of the instructor.

The following courses (21, 22, 25, 26, 51) will be offered for the last time in 1969-70.

21 THE PHYSICAL CHEMISTRY OF REACTING SYSTEMS

Mr. MacKay

A study of electrochemistry, colligative and transport properties of solutions, the phase rule and phase equilibria, reaction rates and chemical kinetics, surface and polymer chemistry. Prerequisite: Chemistry 16.

22 INTRODUCTION TO QUANTUM AND STATISTICAL MECHANICS

Mr. Chesick

An introduction to quantum mechanics, with applications to problems in chemical bonding and molecular spectroscopy and structure. The final portion of the course is devoted to discussion of distribution laws and elementary topics from statistical thermodynamics. The computer is used in illustrative problem work. Prerequisites: Chemistry 16 and Physics 14 (may be taken concurrently) or Physics 19. Chemistry majors with an interest in chemical physics may substitute Chemistry 303b and Chemistry 304a at Bryn Mawr College.

25-26 ORGANIC CHEMISTRY

Messrs. Wintner and Hecht

*Four hours; three lectures and one laboratory period*

A survey of the chemistry of the functional groups common in organic compounds and the elementary theoretical basis of organic chemistry. Prerequisite: a grade of 70 or higher in Chemistry 14 or 15.

51 INORGANIC CHEMISTRY

Mr. MacKay

Lectures on theoretical and systematic descriptive inorganic chemistry. Prerequisite: Chemistry 22.

20 BASIC PRINCIPLES OF PHYSICAL CHEMISTRY

Staff

*Four hours; three lectures and one laboratory period*

A course designed to acquaint the student with basic areas of physical chemistry and to serve as the gateway to the area-oriented physical chemistry courses in the curriculum. Particular emphasis will be placed on solution thermodynamics and equilibria. Other topics include electrochemistry, colligative and phase properties, and chemical kinetics. Laboratory exercises will consist of the quantitative study of systems related to the lecture topics. Prerequisite: Physics 13 or 19 and Math 13 or 19.

23 TOPICS IN ORGANIC CHEMISTRY

*Four hours; three lectures and one laboratory period*

Topics in stereochemistry, reaction mechanisms, biochemistry, and natural-products chemistry will build on the fundamentals developed in Chemistry 17, 18. Prerequisite: Chemistry 18.

*Offered in 1970-71 and subsequent years.*

28 TOPICS IN CHEMICAL SCIENCE

Mr. MacKay

An examination of selected topics in chemistry of potential interest to those whose major interests lie outside the science division. Topics to be discussed will be announced prior to registration. No prerequisite. Not open to students who have taken chemistry, biology, or physics courses numbered 13 or higher. Not offered for fewer than 12 students.

*Offered in 1969-70 and alternate years.*

31-32 LABORATORY IN CHEMICAL STRUCTURE AND REACTIVITY

Messrs. Dunathan and Hecht

*Two laboratory periods*

This course integrates inorganic, organic, and physical chemistry concepts in a broad laboratory study of structure and its relationship to chemical reactivity. A variety of spectroscopic methods are introduced as structural and analytical tools. Chemical kinetics, isotopic labeling, chromatography, and other physical methods are used in studies of reactions of inorganic and organic compounds. These include photochemical and enzyme-catalyzed reactions. The experiments are "open-ended" and students are encouraged to design their own approach to the questions investigated. Prerequisites: Chemistry 26 and, concurrently, Chemistry 21.

33 CHEMICAL THERMODYNAMICS

A course in classical and statistical thermodynamics. Prerequisite: Chemistry 20 or Physics 19.

*Offered in 1971-72 and alternate years.*

34 ADVANCED PHYSICAL AND INSTRUMENTAL METHODS LABORATORY

Staff

*One lecture and two laboratory periods*

Laboratory study of the applications of spectroscopic X-ray and other methods to the determination of molecular structure, and of the reactive and nonreactive interactions of molecules and ions. Prerequisites: Chemistry 21 and 22, which may be taken concurrently.

35 CHEMICAL KINETICS

A course in chemical rate phenomena with particular emphasis on microscopic processes and on mechanism. Prerequisite: Chemistry 20 or Physics 19.

*Offered in 1970-71 and alternate years.*

36 QUANTUM CHEMISTRY

An introduction to quantum mechanics, with applications to problems in chemical bonding and molecular spectroscopy and structure. The computer is used in illustrative problem work. Prerequisite: Chemistry 20 or Physics 19.

*Offered in 1970-71*



- 40 **TOPICS IN PHYSICAL AND INORGANIC CHEMISTRY**  
Variable content, depending on interests of students and faculty involved.  
Prerequisite: Chemistry 20 or Physics 19.  
*Offered in 1970-71 and alternate years.*
- 43 **APPLIED MATHEMATICS FOR CHEMISTS**  
*Offered at Bryn Mawr College as Chemistry 304a.*
- 44 **QUANTUM MECHANICS OF ATOMS AND MOLECULES**  
*Offered at Bryn Mawr College as Chemistry 303b.*
- 55 **ADVANCED ORGANIC CHEMISTRY**  
Selected topics from the fields of stereochemistry and organic reaction mechanisms. Prerequisite: Chemistry 26.  
*Not offered in 1969-70.*
- 56 **BIOCHEMICAL MECHANISMS** Mr. Dunathan  
The organic chemistry of proteins, polypeptides, and polynucleotides. The theory and mechanism of enzyme action. Selected biological problems of chemical interest. Prerequisite: Chemistry 26.

#### RESEARCH TUTORIALS

Students with solid preparation in the Department's course work and a strong desire to do independent laboratory work may register for a research tutorial in an area of active faculty research. In these tutorials the student attempts to define and solve a research problem under the close supervision of a faculty member.

- 61-62 **RESEARCH TUTORIAL IN PHYSICAL CHEMISTRY**  
Messrs. Gavin, Chesick and MacKay  
Directed research in problems of molecular structure determination, quantum chemistry, hot-atom chemistry, gas-phase reaction kinetics and photochemistry, or one of a selected group of topics in inorganic chemistry.
- 64-64 **RESEARCH TUTORIAL IN ORGANIC CHEMISTRY**  
Messrs. Dunathan and Wintner  
Directed research in areas of physical-organic chemistry and biochemistry. Topics include studies of the mechanism of action of enzymes, utilizing pyridoxal phosphate as a cofactor, and problems in free radical chemistry.



## CLASSICS

Associate Professor DANIEL J. GILLIS,\*\* *Acting Chairman*  
 Associate Professor EDWARD M. MICHAEL  
 Visiting Professor NICHOLAS YALOURIS†  
 Visiting Lecturer TIMOTHY GANTZ‡

The Classics Department offers instruction in the language, literature, and civilization of the Greek and Roman peoples. Principal emphasis is laid upon meeting the Greek and Roman legacy through the medium of the original languages, but courses in Classical Civilization offer opportunities to study ancient history and literature in English translation.

Two major programs offer students an opportunity either to specialize in the ancient world or to follow the Classical Tradition into its later manifestations.

## MAJOR REQUIREMENTS

Two major programs are available in this Department:

A. Classic Major: ten semester courses divided between Greek and Latin, of which two must be from Classics 31, 32, 33, 34, 81, 82; Classics 100; a written examination in translation from Greek and Latin, to be taken at a time set by the Department, ordinarily not later than the second week of the second semester of the senior year. If a candidate fails this examination the Department will decide when he may repeat it.

B. Classics and the Classical Tradition Major: a specific program, to be approved by the Department, involving at least one ancient language and one modern field of study, and a substantial paper; eight semester courses in Greek or Latin; two semester courses in related fields in other departments; Classics 100; a written examination in translation from Greek or Latin. If a candidate fails this examination the Department will decide when he may repeat it.

## REQUIREMENTS FOR HONORS

A. Classics Major: an average of 85 or better in classics courses during the junior and senior years; a grade of 85 or better in the translation examinations; either a substantial paper written during the senior year and due on or before May 1 on a topic approved by the Department, or the completion of 300 pages of reading in Greek and Latin during the junior and senior years in addition to normal course assignments, the material to be chosen in consultation with the Department; a one-hour oral examination on Honors and course work.

B. Classics and the Classical Tradition Major: Requirements are the same as for Honors in Classics except that courses in the related field outside the Department are to be counted in computing the grade average; the student will not have the option of substituting reading in Latin and Greek for the paper, which may be a substantial extension of the paper required for the Major; the oral examination will cover both ancient and later parts of the candidate's special field.

\*\*On sabbatical leave, second semester, 1969-70.

†On appointment, first semester, 1969-70.

‡On appointment, second semester, 1969-70.

### COURSES IN GREEK LANGUAGE AND LITERATURE

- 11-12 ELEMENTARY GREEK Mr. E. Michael  
Intensive study of the elements of the language, followed by reading of the *Ion* of Plato and the *Alkestis* of Euripides.
- 21 INTRODUCTION TO GREEK LITERATURE Mr. Gillis  
Readings in Homer's *Iliad* and *Odyssey*, with lectures and reports on the Homeric world. Prerequisite: Classics 11-12 or the equivalent.
- 22 INTRODUCTION TO GREEK LITERATURE Mr. Gantz  
Reading of Greek elegiac and lyric poetry, with special emphasis on Pindar. Prerequisite: Classics 21 or permission of the instructor.
- 31 GREEK LITERATURE OF THE FIFTH CENTURY: POETRY Mr. E. Michael  
Reading of two or three of the tragedies of Sophocles, plus critical study of his other plays in English translation. Prerequisite: Classics 21 or 22 or the equivalent.  
*Offered in 1970-71 and alternate years.*
- 32 GREEK LITERATURE IN THE FIFTH CENTURY: PROSE Mr. E. Michael  
Readings in the *Histories* of Herodotus and Thucydides, with special attention to literary aspects of the works. Prerequisite: Classics 21 or 22 or the equivalent.  
*Offered in 1970-71 and alternate years.*
- 33, 34 GREEK LITERATURE IN THE FOURTH CENTURY: PROSE Mr. Gantz  
Study of Platonic dialogues, as dictated by the needs of the students enrolled. Students majoring in Classics will be afforded opportunities to practice Greek composition. May be repeated for credit with change of content. Prerequisite: Classics 21 or 22 or the equivalent. Classics 34 may be taken without 33.  
*Classics 33 not offered in 1969-70.*

### COURSES IN LATIN LANGUAGE AND LITERATURE

- 13-14 ELEMENTARY LATIN Staff  
Basic instruction in Latin declension and conjugation; then Cicero's *In Catilinam I*, nearly all the poems of Catullus, and selected Letters of Pliny.  
*Offered on sufficient demand.*
- 15 LATIN LITERATURE I: PROSE Mr. Gillis  
Review of grammar and vocabulary; reading of five or six major orations of Cicero. Prerequisite: Classics 13-14 or two or three years of preparatory Latin.
- 16 LATIN LITERATURE I: POETRY Mr. Gantz  
Vergil's *Aeneid* II, IV, VIII, and selections. Prerequisites: Classics 13-14 and 15 or 17 or the equivalent at the discretion of the instructor.

- 17 **LATIN LITERATURE II: COMEDY** Mr. E. Michael  
 Reading of two plays of Plautus and two of Terence as examples of the Roman comic spirit, with emphasis on the *vis comica* and theatricality of the plays. Prerequisite: Classics 15, 16, or four years of preparatory Latin.
- 18 **LATIN LITERATURE II** Mr. E. Michael  
 Readings in the Augustan poets.
- 23 **LATIN LITERATURE III** Mr. E. Michael  
 Systematic study of Petronius' *Satyricon*. Prerequisites at the discretion of the instructor. This course may be repeated for credit with change of content.
- 24 **LATIN COMPOSITION** Mr. E. Michael  
 Translation of varied English texts into the styles of Latin authors of different periods.

**COURSES IN CLASSICAL CIVILIZATION NOT REQUIRING THE USE OF GREEK OR LATIN**

- 19 **CLASSICAL CIVILIZATION: GREEK HISTORY AND LITERATURE** Mr. Yalouris  
*(Also called History 19)*  
 Study of the significant events and trends of ancient Greece, of the chief works of Greek literature in English translation, and of the Greek legacy to the modern world.
- 20 **CLASSICAL CIVILIZATION: ROMAN HISTORY AND ARCHAEOLOGY** Staff  
*(Also called History 20)*  
 Study of the significant events and trends of ancient Rome, with emphasis upon Roman historical writers and lectures illustrating the archaeology of the Roman world.
- 29 **SEMINAR IN GREEK CIVILIZATION** Mr. Yalouris  
*(Also called History 29)*  
 Reading in translation of selected portions of Greek literature, together with a study of the history of the age, within the framework of a designated topic of importance. Seminar papers and reports offer opportunities to individual students to emphasize either literature or history. May be repeated for credit with change of content.
- 30 **SEMINAR IN ROMAN CIVILIZATION** Staff  
*(Also called History 30)*  
 Roman Archaeology, including inscriptions, and Roman historical authors, illustrated by slides. Seminar papers and reports offer opportunities to individual students to emphasize either archaeology or history. May be repeated for credit with change of content.

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- 81-82 **INDEPENDENT STUDY** Staff  
 Prerequisites at the discretion of the instructor.
- 100 **SENIOR DEPARTMENTAL STUDIES** Staff

## ECONOMICS

Assistant Professor SAMUEL GUBINS, *Acting Chairman*

President JOHN R. COLEMAN

Professor HOWARD M. TEAF, JR. †

Professor HOLLAND HUNTER\*\*\*

Associate Professor L. CHARLES MILLER

At Bryn Mawr

Professor JOSHUA C. HUBBARD, *Acting Chairman*

Associate Professor RICHARD B. DU BOFF

Lecturer BERNARD SAFFRAN

The work in economics provides a basis for understanding and evaluating the operation of the American economy and other types of economy. Concepts and analytic methods are presented as aids in formation of intelligent policy judgments. The introductory courses, Economics 11 and 12, are designed to give the kind of informed perspective on economic performance standards that should be part of a liberal education. The group of intermediate courses offers a fuller range of material on major topics in the field, designed to be useful in relation to a wide variety of student interests. The group of advanced courses supplies a theoretical and methodological foundation for those who expect to make use of economics in their professional careers. In all courses students are exposed to the data and primary source material that underlie sound economic analysis, and are encouraged to apply oral, written, and computer methods in analyzing this evidence.

The senior major's research project in Economics 61 may, under appropriate circumstances, be carried as a double course or be extended into the spring semester under Economics 82.

Men expecting to major in economics are advised to take Economics 11, 12 in their freshman year. Mathematics 13, 14 or 19, 18 are strongly recommended for economics majors. In addition, Mathematics 21 is recommended for those who expect to do graduate work in economics or business administration.

### MAJOR REQUIREMENTS

Economics 11, 12; four semester courses from the 20-30 series; four semester courses from the 40 series; 61 and 100; and three other approved courses in the social sciences or mathematics. The comprehensive examination involves a written examination, a short research memorandum, and a brief oral examination.

### REQUIREMENTS FOR HONORS

Plans for Honors work will usually be laid during a student's junior year. An Honors project will involve a paper of high quality, usually begun in Economics 61, together with an oral examination by the department and an outside examiner.

†On appointment for first semester, 1969-70.

\*\*\*On sabbatical leave, 1969-70.

- 11 **INTRODUCTION TO ECONOMICS** Messrs. Coleman, Gubins, and Miller  
Study of the institutions and principles of the American economy, with stress on the forces promoting stable growth with minimum inflation and unemployment. Diverse readings, class discussion.
- 12 **INTRODUCTION TO ECONOMICS** Messrs. Coleman, Gubins, and Miller  
Analysis of the relationships that determine individual incomes and prices, the issues that arise in international economic affairs, and the problems of poverty at home and abroad. Diverse readings, class discussion, short paper. (Economics 11 and 12 together present the basic concepts and evidence required for an understanding of current economic problems. Normally Economics 11 should be taken before Economics 12.)
- 21 **ECONOMIC HISTORY AND DEVELOPMENT** Mr. Du Boff  
Long-term trends in output, resources, technology; structure of consumption, production, distribution; foreign trade and finance; and shorter-term variations in business activity and capital investment. Quantitative findings provide the points of departure. Prerequisites: Economics 11, 12.  
*Offered in 1969-70 and alternate years.*
- 22 **NON-WESTERN ECONOMIC DEVELOPMENT** Mr. Hunter  
An introduction to the institutional settings and economic patterns that account for underdevelopment in poor countries, and a review of efforts to overcome barriers to rapid development. Case studies of selected countries in Latin America, Africa, or Asia. Prerequisites: Economics 11, 12.  
*Offered in 1970-71 and alternate years.*
- 23 **MONEY AND BANKING** Mr. Hubbard  
The development and present organization of the money and banking system of the United States; domestic and international problems of monetary theory and policy. Prerequisites: Economics 11, 12.
- 24 **PUBLIC FINANCE AND FISCAL POLICY** Mr. Hubbard  
A study of local, state, and Federal revenues and expenditures with particular emphasis on the Federal budget; fiscal policy as a positive means of shaping public taxation and expenditure so as to contribute to a stable, full-employment economy. Prerequisites: Economics 11, 12.
- 25 **PRIVATE ENTERPRISE AND PUBLIC POLICY**  
A theoretical and empirical analysis of the structure of industrial markets and the behavior of business firms in a competitive economy; legal restrictions on business policy; social and political implications of public regulation of private enterprises. Prerequisites: Economics 11, 12.  
*Not offered in 1969-70.*
- 26 **INTERNATIONAL ECONOMIC THEORY AND POLICY** Mr. Miller  
Current problems in international trade. The theory of trade. The balance of payments and the theory of disturbances and adjustment in the international economy. Economic integration. The impact of growth in rich and poor countries on the development of the world economy. Prerequisites: Economics 11, 12.  
*Offered in 1969-70 and alternate years.*

- 27 SEMINAR ON RESEARCH IN INTERNATIONAL TRADE Mr. Miller  
 Student research will involve constructing measures of recent developments between trading nations, testing hypotheses using existing data and current statistical techniques, or attempting extensions of international trade theory. Weekly seminars. Prerequisite: Economics 26 or permission of the instructor.  
*Offered in 1970-71 and alternate years.*
- 29 ECONOMICS OF URBAN POVERTY Mr. Gubins  
 Study of economic aspects of urban poverty problems, investment in human resources, financing of urban services, relations between income and earnings; theoretical and empirical analysis of benefits and costs of poverty programs. Prerequisites: Economics 11, 12.
- 30 RESEARCH SEMINAR ON HUMAN RESOURCES, POVERTY, AND URBAN ECONOMICS Mr. Gubins  
 Students will engage in independent, empirical research on selected manpower development, poverty, and urban problems of the Philadelphia region. Weekly seminars will be concerned with problems arising out of research, particularly methodology and conceptual issues. Prerequisite: Economics 29 or permission of the instructor.
- 32 THE SOVIET SYSTEM Mr. Hunter  
*(Also called Political Science 32)*  
 An analysis of the structure and functioning of major Soviet economic, political, and social institutions. Current arrangements are studied as products of historical development. Present performance and prospects are evaluated. Prerequisite: two semester courses of economics, political science, or history.  
*Offered in 1970-71 and alternate years.*
- 35 WESTERN EUROPEAN ECONOMIC DEVELOPMENT Mr. Du Boff  
 Selected topics in the economic history of Britain, France, Germany, and Italy since 1760 are examined, both theoretically and empirically. Representative topics may include the "industrial revolution," technological change, demographic trends, the growth of international trade and finance, the impacts of the world wars, and the effects of national economic policies. Prerequisites: Economics 11, 12.  
*Offered in 1970-71 and alternate years.*
- 36 COMPARATIVE ECONOMIC SYSTEMS Mr. Du Boff  
 An historical analysis of economic theory and philosophy (mercantilist, physiocratic, classical, neoclassical, Marxian and socialist, and Keynesian) and their relevance to capitalist institutions and contemporary capitalism as a socioeconomic system. Prerequisites: Economics 11, 12.  
*Offered in 1969-70 and alternate years.*
- 37 THE MODERN CORPORATION Mr. Teaf  
 An analysis of the institutional fundamentals underlying corporate decision-making, and a review of ethical issues surrounding corporate performance in contemporary society. Prerequisites: Economics 11, 12.



- 38 SEMINAR ON THE MODERN CORPORATION Mr. Coleman  
Study of selected issues in the role of the corporation in the economy and society: pressures in decision-making, relations with government and labor, response to new social concerns, and development of leadership. Prerequisite: Economics 37 or consent of instructor.
- 41 CORPORATE AND NATIONAL ACCOUNTING Mr. Teaf  
A study of the fundamentals of corporate accounting and their extension to the national accounts. Emphasis is placed on the derivation of the major reports of businesses and of the national economy. Prerequisites: Economics 11, 12. Open to sophomores, juniors, and seniors.
- 43 STATISTICAL METHODS IN ECONOMICS Mr. Miller  
An introduction to the concepts and procedures that underlie the quantitative analysis of economic and other social data. Frequency distributions, probability and sampling, time series, index numbers, regression analysis, computer programming. Prerequisites: Economics 11, 12. Open to sophomores, juniors, and seniors.
- 44 INTRODUCTION TO ECONOMETRICS Mr. Miller  
Quantitative methods of economic analysis and forecasting are presented in class and then used by students in individual projects. Multiple regression analysis, econometric models, economic forecasting, use of maximization and input-output methods. Prerequisite: Economics 43 or permission of the instructor. Open to sophomores, juniors, and seniors.
- 45 MACROECONOMIC ANALYSIS Mr. Gubins  
Rigorous review of the theoretical foundations of income determination, monetary phenomena, and economic fluctuations. Introduction to dynamic processes. Prerequisites: Economics 11, 12.
- 46 MICROECONOMIC ANALYSIS Mr. Gubins  
Systematic investigation of analytic relationships underlying consumer welfare, efficient resource allocation, and ideal pricing. Introduction to operations research. Prerequisites: Economics 11, 12.
- 47 DEVELOPMENT ANALYSIS Mr. Hunter  
Theoretical treatment of the structural changes associated with the process of economic development, especially in poor countries, and rigorous analysis of criteria for policy judgments in development programming. Introduction to input-output and linear programming methods. Prerequisites: Economics 11, 12.  
*Not offered in 1969-70.*
- 61 EMPIRICAL SEMINAR Mr. Miller  
Current problems, selected to accord with student interests, are investigated with the aid of economic theory and quantitative methods. Research paper required. Prerequisite: permission of the instructor.
- 81, 82 INDEPENDENT STUDY Staff
- 100 SENIOR DEPARTMENTAL STUDIES Staff



## ENGINEERING AND APPLIED SCIENCE

Professor THEODORE B. HETZEL, *Chairman*

Associate Professor THOMAS A. BENHAM

The newly revised and expanded program in engineering and applied science is designed to provide a sound preparation for a career in engineering or industry by a combination of basic engineering courses with a broad range of those in the natural sciences, mathematics, social sciences, and humanities.

The creative aspects of engineering are emphasized by involving the student in developing special engineering projects, one at an elementary level in the sophomore year and another at an advanced level in the senior year. These laboratory projects in design and construction will take into account not only the technical but also the scientific and social implications of the project.

The introductory course is divided into two distinct elements. The first semester, planned primarily for engineering majors, concentrates on engineering design. The second semester is an entirely new course developed both for students in engineering and in the social and natural sciences as well. It will center around problems of numerical methods and procedures involving the use of linear algebra, differential and integral calculus, and elementary statistics, making extensive use of the College's IBM 360 digital computer.

The courses for the engineering major plus the general College requirements in the natural and social sciences and the humanities, together with several free electives, constitute a program such as is sometimes called "General Engineering" or "Engineering Administration."

Haverford graduates with a major in engineering who wish to carry on further technical training in engineering are granted advanced standing in undergraduate engineering schools or are admitted to graduate schools. Those engineering majors who seek employment in leading industrial firms have found that their preparation at Haverford has prepared them well for engineering employment and also for future study and training.

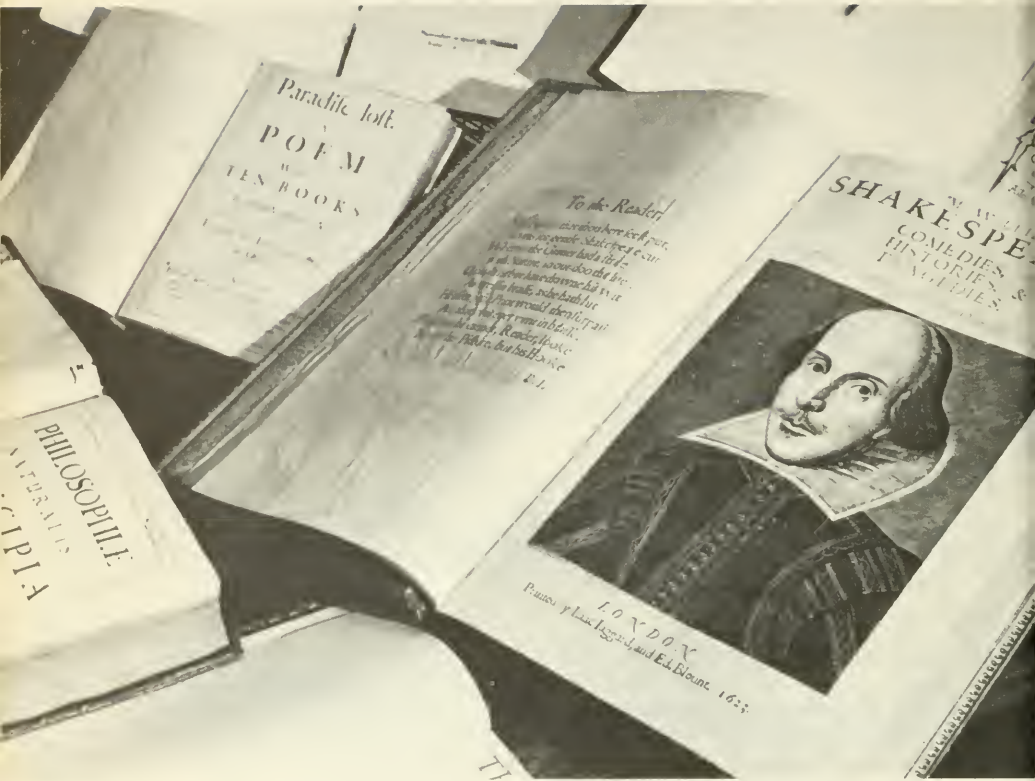
Our students profit by the opportunities in the Philadelphia area to visit industrial plants and to attend meetings of technical societies.

### MAJOR REQUIREMENTS

Engineering 21, 24, 25, 26, 32, 61 or 62, 100; Mathematics 13; Physics 13; Economics 11, 12; three additional courses above the introductory level, from engineering, mathematics, or the natural sciences, chosen in consultation with the Engineering Department.

- 11 INTRODUCTION TO ENGINEERING DESIGN Mr. Hetzel  
*One class and two laboratory periods*  
 This course includes the principles and conventions of engineering graphics, including pictorial drawing and descriptive geometry; the materials and methods of production; the components of machines and their kinematic analysis.
- 21 ANALYTICAL MECHANICS Mr. Hetzel  
 A study of statics, kinematics, and dynamics. Forces in equilibrium, friction, moments of inertia, plane motion, work and energy, impulse and momentum, mechanical vibrations.
- 23 MATHEMATICAL METHODS IN ENGINEERING Mr. Benham  
 Use of such advanced mathematical techniques as infinite series, transforms, Bessel functions, and complex variable. Problems are chosen from various fields of engineering. Prerequisites: Mathematics 13; Physics 13.
- 24 ENGINEERING DESIGN Messrs. Benham and Hetzel  
*One class and two laboratory periods*  
 The group will choose a feasible problem, consider the technical, economic, and social aspects; and invent, design, and construct a solution to the problem.
- 25 INTRODUCTION TO ELECTRICAL ENGINEERING Mr. Benham  
*Four hours, including one laboratory period*  
 Direct and alternating current circuits and machines, transient phenomena. Engineering 23 recommended.
- 26 INTRODUCTION TO ELECTRONICS Mr. Benham  
*Four hours, including one laboratory period*  
 Electronic devices, magnetic and control circuits, radiation and detection of electromagnetic waves, transmission systems. Prerequisite: Engineering 25.
- 27-28 INTRODUCTION TO AUTOMATIC COMPUTATION Mr. Snyder  
*Two lectures, two hours laboratory throughout the year, for one semester-course credit*  
 Lectures will present basic mathematical material and the fundamentals of numerical analysis. Emphasis will be more on over-all viewpoints than on particular techniques. The laboratory will consist of computer programming with problems drawn as far as possible from the student's major field. Prerequisite: Mathematics 13 or the equivalent.  
*Offered at Bryn Mawr as Mathematics 220c.*

- 32 THERMODYNAMICS Mr. Hetzel  
A study of energy, its sources, liberation, transfer, and utilization; gases, vapors, and their mixtures; theoretical and actual thermodynamic cycles for power and refrigeration.
- 41 MECHANICS OF MATERIALS Mr. Hetzel  
A study of beams, shafts, columns, vessels, and joints, acted upon by simple and combined stresses. Prerequisite: Engineering 21 or Physics 19.
- 42 INTERNAL COMBUSTION ENGINES Mr. Hetzel  
The thermodynamics, fluid flow, and performance of internal combustion engines. There will also be consideration of fuels, carburetion, injection etc. and several laboratory investigations of engine performance. Prerequisite: Engineering 32 or consent of the instructor.
- 43 CIRCUIT THEORY Mr. Benham  
*Four hours, including one laboratory period*  
Networks, resonance, integrating and differentiating systems, and filters. Prerequisite: Engineering 25 and 26 (which may be taken concurrently) or consent of the instructor.  
*Offered in 1970-71 and alternate years.*
- 44 ADVANCED ELECTRONICS Mr. Benham  
*Four hours, including one laboratory period*  
Amplifiers, rectifiers, oscillators, pulse-height analyzers. Prerequisite: Engineering 43 or Physics 20 or consent of the instructor.  
*Offered in 1970-71 and alternate years.*
- 45 COMMUNICATION THEORY Mr. Benham  
Review of communication systems; study of the theory and problems associated with noise; introduction to information theory. Prerequisite: consent of the instructor.  
*Offered in 1969-70 and alternate years.*
- 81, 82 INDEPENDENT STUDY Staff  
Engineering majors are required to do at least one semester of individual work in some special field of investigation, such as the engineering of a project with consideration of its technical, industrial, commercial, and sociological aspects.
- 100 SENIOR DEPARTMENTAL STUDIES Staff



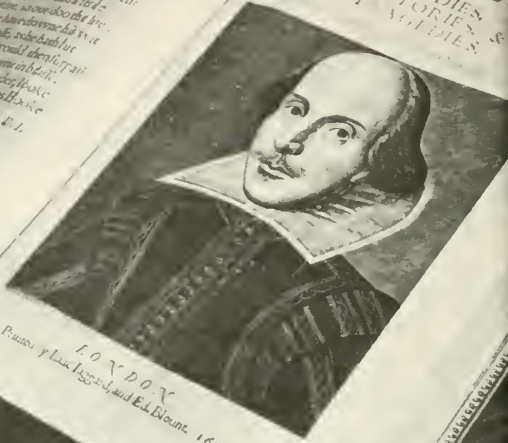
Paradise lost.

POEM  
IN  
TEN BOOKS

To the Reader

*Non sum, quia scribere sceleris, sed  
quia scribere sceleris, sed  
quia scribere sceleris, sed  
quia scribere sceleris, sed  
quia scribere sceleris, sed  
quia scribere sceleris, sed  
quia scribere sceleris, sed  
quia scribere sceleris, sed  
quia scribere sceleris, sed  
quia scribere sceleris, sed*

SHAKESPEARE  
COMEDIES,  
HISTORIES,  
&  
TRAGEDIES



LONDON  
Printed by Iacob Iaggard and Ed. Blount. 1616

PHILOSOPHIAE  
LIBRALIS

## ENGLISH

Professor ALFRED W. SATTERTHWAITE, *Chairman\**

Professor JOHN A. LESTER, JR.

Professor JOHN ASHMEAD, JR.

Professor EDGAR SMITH ROSE\*\*

Professor FRANK J. QUINN

Assistant Professor JAMES C. RANSOM

Assistant Professor RICHARD LUBARSKY

Lecturer DORIS S. QUINN

The Department of English aims to make accessible to students their cultural heritage in English and to help them perfect their reading and writing skills. These aims are reciprocal. Only if students read well are they able to possess their heritage; only if they realize through literature the full resources of language will their own writing attain the desired level of effectiveness.

Many students who choose to major in English intend to pursue some aspect of the subject professionally: to proceed to graduate school, to teach literature, or to undertake a literary career. The program of the Department provides preliminary education for all these purposes. The study of literature in English is recommended likewise to those students who intend to enter a non-literary profession such as law, government service, the ministry, medicine, or business. The Department welcomes such students.

## MAJOR REQUIREMENTS

A variety of major programs is available in the Department of English, limited only by the following provisions.

The details of each English major's program of specialization will be worked out with at least one member of the English faculty of the student's choice (and with the Chairman's approval) as a contract of academic work which the student will undertake in his junior and senior years. The contract may be revised on consultation with and approval of the student and faculty concerned.

The program will include one semester of introductory work in the field (20a, 20b) English 100, and at least 7 other courses relevant to advanced English studies.

The student, in proposing his contract, is urged to seek some study in the literary tradition relevant to his special interests, and a variety of critical approaches to that field of interest.

As many as two semesters of study of a foreign literature in the original language or classical literature in translation will be accepted toward the English major.

Normally the major in English will entail a concentration in English literature

\*On sabbatical leave, first semester, 1969-70; Professor Rose Acting Chairman during this absence.

\*\*On sabbatical leave, second semester, 1969-70.

or in American literature or, in cooperation with appropriate departments, American Studies. Individual contracts with a consistent plan (including contracts in comparative literature) will also be given sympathetic consideration.

The student's attention is called to the range and variety of types of literature and literary study which are offered in the English curriculum. In substance there are courses which study various literary periods in depth, others which concentrate on a major author or small group of authors, or inquire into a particular literary problem or a particular literary genre, or which deal with literary theory and criticism, the art of writing, and the art of the film. In procedure, courses variously involve lecture-discussion, seminar, project work, or independent reading. It is expected that the major in English will take advantage of this variety in offerings.

The nature of the English 100 course to be offered will be determined through an inquiry (in November of the senior year) which will consider the progress achieved by each student in the terms of his individual contract.

In November of each academic year the English faculty will meet with all English Majors (and prospective majors) to discuss English Department courses proposed for the following year.

Courses in English taken at Bryn Mawr College (under the terms specified earlier in this catalog) may count toward the major.

The comprehensive examination will be determined individually, in consultation with the contract supervisor, with the approval of the Chairman of the Department.

Students who plan to proceed to graduate work are reminded that virtually all graduate schools require a reading knowledge of both French and German, and some of the leading ones require a knowledge of Latin, also, for the Ph.D. degree in English.

### REQUIREMENTS FOR HONORS

Students whose work shows superior achievement will be invited to become Honors candidates at the end of their junior year. Candidates for Honors must achieve an overall average of 85 or better in English courses (including 100) completed in their junior and senior years.

Each Honors candidate must submit a substantial paper which demonstrates his ability to handle critically and to present in scholarly fashion an acceptable literary subject. This paper must be in the hands of the Chairman of the Department not later than May 1st of the student's senior year. To be accepted for Honors this paper must, in the judgment of the English faculty, reveal superior achievement.

Honors are awarded on the basis of achievement in courses, an Honors project, and the comprehensive examination. High Honors are granted on the further evidence of distinction in an oral examination.

#### 20a, 20b THE READING OF LITERATURE

Staff

The course provides a disciplined grounding in the skills of appreciation, analysis, and interpretation. It will emphasize the close reading of a small number of exemplary texts, drama and films as well as poetry and fiction, with some secondary readings in theory and criticism. The course will incorporate to some extent the tutorial and the stress on writing of the former English 11-12. A one-semester course, offered in each semester. Required of all English majors, but not a prerequisite for English courses taken by non-majors.



- 21 GENERAL COURSE IN ENGLISH LITERATURE (I) Mr. Lester  
Major figures in English literature from the Beowulf poet to Milton (including Shakespeare).
- 22 GENERAL COURSE IN ENGLISH LITERATURE (II) Mr. Lester  
Major figures in English literature from the early eighteenth century to the present.
- 23 LITERATURE OF THE ENGLISH RENAISSANCE (I) Mr. Ransom  
A critical study of the literature of the Elizabethan age.
- 24 LITERATURE OF THE ENGLISH RENAISSANCE (II) Mr. Satterthwaite  
A critical study of the literature of the late Elizabethan period through the early Stuart reigns.
- 26 THE ART OF POETRY Mr. Quinn  
The analysis and interpretation of selected poems in terms of tone, image, metaphor, diction, prosody, theme, symbol, and myth. Enrollment limited to freshmen and sophomores.
- 27 LINGUISTICS, RHETORIC, AND LITERATURE Mr. Ashmead  
(See General Courses: Linguistics 27)
- 30 THE RISE OF THE NOVEL Mr. Lubarsky  
A concentrated study of selected works of fiction from Defoe to Austen, employing such concepts as plot, character, setting, theme, style, mimesis, and point of view.
- 31 THE DEVELOPMENT OF THE NOVEL Mr. Lester  
Narrative fiction from Austen to Joyce.
- 33 THE AGE OF MILTON Mr. Rose  
Selected works by Milton in the context of metaphysical poetry, baroque prose, and Restoration drama.
- 34 THE NEOCLASSICAL MOVEMENT Mr. Satterthwaite  
A study of some of the major works of Swift, Pope, and Johnson.  
*Not offered in 1969-70.*

- 35 AMERICAN LITERATURE AND AMERICAN STUDIES BEFORE 1890  
Mr. Ashmead  
An inquiry into the relationships of American Literature and American culture mainly before 1890, centering on examination in depth of a few related issues, forms, or topics, especially as these have relevance today. For 1969-70 the specific topic will be: "Discontinuity and Revolution in American Literature and Culture." There will be an examination of the political and cultural break with the past that began with the American Revolution and with the transcendentalists; this movement will be studied for itself and for its links to the present.  
*Offered in 1969-70 and alternate years.*
- 36 AMERICAN LITERATURE AND AMERICAN STUDIES SINCE 1890  
Mr. Ashmead  
An inquiry into the relationships of American literature and American culture since 1890, centering on examination in depth of a few related issues, forms, or topics. For 1969-70 the specific topic will be: "Attitudes towards War and Peace in American Literature and Culture."  
*Offered in 1969-70 and alternate years.*
- 37 SELECTED AMERICAN AUTHORS, ISSUES, AND LITERARY THEORIES, MAINLY BEFORE 1890  
An exploration in depth of a few related authors and their works, especially as these mark significant and lasting new directions in American literature. The specific topic will be announced each year the course is given.  
*Offered in 1970-71 and alternate years.*
- 38 SELECTED AMERICAN AUTHORS, ISSUES, AND LITERARY THEORIES, MAINLY SINCE 1890  
An exploration in depth of a few related authors and their works, especially as these mark significant new directions in American literature. The specific topic will be announced each year the course is given.  
*Offered in 1970-71 and alternate years.*
- 39 SHAKESPEARE  
Mrs. Quinn  
Extensive reading in Shakespeare's plays. Prerequisite: consent of instructor.
- 40 CREATIVE WRITING  
Mr. Ashmead  
Practice in writing imaginative literature. Chiefly confined to prose fiction. Regular assignments, class discussions, and personal conferences. Prerequisite: junior standing and consent of the instructor.

- 41 **SOUTHERN LETTERS: 1919 TO THE PRESENT** Mr. Lubarsky  
 An examination of the flowering of Southern American literature after World War I, with particular emphasis on William Faulkner, John Crowe Ransom, Allen Tate, Robert Penn Warren, Thomas Wolfe, Flannery O'Connor, Eudora Welty, and John Barth. Some consideration may be given to Carson McCullers, Tennessee Williams, Truman Capote, James Agee, Randall Jarrell. The course will attempt to illuminate the way in which a sense of history functions in the work of the major figures. Enrollment limited. Prerequisite: a prior course in English or consent of instructor.
- 43 **THE ROMANTIC PERIOD** Mr. Ransom  
 Critical reading in the literature of the English romantic tradition. Prerequisite: consent of instructor. Enrollment limited to juniors and seniors.
- 44 **THE VICTORIAN PERIOD** Mr. Lester  
 Readings in the controversial, critical, and imaginative literature of the period. Prerequisite: consent of instructor.
- 45 **BRITISH LITERATURE OF THE TWENTIETH CENTURY** Mr. Quinn  
 Selected writers in poetry, prose, and drama. Prerequisite: two courses in English above the freshman level. Enrollment limited to juniors and seniors.
- 46 **AMERICAN LITERATURE OF THE TWENTIETH CENTURY**  
 Mr. Ransom  
 Selected writers in poetry, prose, and drama. Prerequisite: two courses in English above the freshman level. Enrollment limited to juniors and seniors.
- 47 **LITERARY THEORY AND CRITICISM** Mr. Rose  
 (Also called Philosophy 47)  
 A systematic exploration of various approaches to literature. Readings in aesthetics, criticism, and imaginative literature. Discussions and critical papers. Prerequisite: English 20a or b.
- 61 **CHAUCER AND THE CHAUCERIANS** Mr. Quinn  
 A study of the *Canterbury Tales*, *Troilus and Criseyde*, Chaucer's prose, and the work of Henryson and Dunbar. Prerequisite: consent of the instructor. Enrollment limited.
- 62 **TOPICS IN SHAKESPEARE** Mr. Satterthwaite  
 Close study of a few plays. Seminar. Prerequisite: consent of the instructor. Enrollment limited.



- 64 TOPICS IN AMERICAN LITERATURE Mr. Ashmead  
1969-1970: Drama and Film: Godard, Antonioni, Pinter, Albee. Prerequisite: consent of the instructor. Enrollment limited.
- 65 TOPICS IN AMERICAN LITERATURE Mr. Rose  
1969-1970: T. S. Eliot. Prerequisite: consent of the instructor. Enrollment limited.
- 66 TOPICS IN ENGLISH LITERATURE Mr. Ransom  
1969-1970: William Blake. Prerequisite: consent of the instructor. Enrollment limited.
- 68 TOPICS IN ENGLISH LITERATURE Mr. Quinn  
1969-1970: James Joyce. Prerequisite: consent of the instructor. Enrollment limited.
- 81, 82 INDEPENDENT STUDY Staff  
Project courses consist of individual study and writing under the supervision of a member of the department. They are available only to advanced students and are offered only at the discretion of individual teachers. Candidates for Honors are expected to undertake, in the last semester of the senior year, a project leading to the Honors paper.
- 100 SENIOR DEPARTMENTAL STUDIES Staff  
A required course for majors. English 100 reviews the work of the program in preparation for the Comprehensive Examination. Procedure each year will be determined at a November inquiry (see under Major Requirements).

## FINE ARTS

Associate Professor CHARLES STEGEMAN, *Chairman*

Lecturer MARK OXMAN

- 11 SCULPTURE Mr. Oxman  
An introduction to the basic principles of art through the medium of sculpture. Life and portrait modeling preparatory to individual creation; aesthetic analysis of works of sculpture. Slide lectures and field trips will enrich studio work. Prerequisite: permission of instructor. Enrollment limited.  
*Also offered in second semester as 11b.*



**GENERAL COURSES**

**HUMANITIES 1-2-3-4 THE WESTERN TRADITION**

Mrs. Gerstein and Mr. Gutwirth

A double-credit course which must be taken as a sequence of four semesters. The first year was spent on readings in the epic and historical literature, poetry, drama, religion, and philosophy of the ancient world. The second year will be devoted to reading major texts from Dante to Freud, with additional exploration of the artistic achievements of the West since the Middle Ages. Students will write frequent papers and participate in small tutorial groups. Enrollment is limited to those who successfully completed Humanities 1-2.

*Course 1-2 offered in 1968-69.  
Course 3-4 offered in 1969-70.*

**HUMANITIES 21-22 INTERPRETATION OF LIFE IN WESTERN LITERATURE**

Messrs. Butman and Lubarski

A study in their entirety of selected literary and philosophic works which are great imaginative presentations of attitudes toward life. The course spans Western culture from Homer to the present, and the readings are drawn from all the major literatures of the West, in the best available translations. Stress is laid on student involvement in issues raised by these books; consequently, the class work is handled entirely by the discussion method.

**HUMANITIES 45-46 INTERDEPARTMENTAL SEMINAR**

Study of a literary genre or of the thought and letters of a particular period across national and linguistic boundaries. Individual students will be expected to take a leading part in the discussion of works falling within their major subjects. Faculty consultants will be called in from time to time to lecture or participate in the discussion of specialized topics. A reading knowledge of one foreign language relevant to the topic is required. Limited to 12 students. Prerequisite: consent of the instructor.  
*Not offered in 1969-70.*

**LINGUISTICS 21, 22 INTRODUCTION TO LINGUISTICS** Miss Dorian

The first semester deals with anthropological linguistics; the second, with historical and descriptive linguistics.  
*Offered at Bryn Mawr as Interdepartmental Course 308.  
Not offered in 1969-70.*

**LINGUISTICS (ENGLISH) 27 LINGUISTICS, RHETORIC, AND LITERATURE**

An inquiry into applications of the new linguistics and the new rhetoric to the study, appreciation, and writing of literature. Each year the course will concentrate on a special topic, usually with the aid of visiting scholars. For 1969-70 the course will concentrate on sociolinguistics and literature, with special reference to modern urban and Black English, as a means of deeper understanding of Black culture and literature.

SOCIAL SCIENCE 29 AFRICAN CIVILIZATION: TRADITIONS AND TRANSFORMATIONS

Messrs. Glickman and MacGaffey

Selected problems in the study of culture and politics in Africa, with emphasis on a major country or region. Visits by experts in the African arts and humanities. Student-organized conference on themes connected with "Africa and America." Research papers. Prerequisite: one year of social science and one year of humanities and consent of the instructor.

PHYSICAL SCIENCE 36 HISTORY AND PHILOSOPHY OF SCIENCE

(Also called *Philosophy 36*)

Mr. Green

This course is designed for the non-science major and the science major alike. The rise of modern science is discussed against the background of 16th and 17th century thought. The history of mechanics is carried forward to the relativity theory, and the history of optics and atomic structure leads to the quantum mechanics. The development of our ideas as to the nature of science is described and the implications of such concepts as the relativity of space and time, the indeterminacy principle, and complementarity are discussed. Prerequisite: the consent of the instructor or a semester of college mathematics.

## GERMAN

Assistant Professor EDWARD F. BAUER, *Acting Chairman*

Professor JOHN R. CARY\*\*\*

Assistant Professor ROBERT E. STIEFEL

Lecturer MARIA MARSHALL

The program of German is designed to enable the student to express himself in the spoken language, as well as to read, interpret, and write about the best and most representative German literature. From the early use of German in beginning classes to the investigation of style and structure in German literature, the student will become increasingly aware of the particular insights into human values and actions which one associates with authors like Goethe and Schiller, Kleist, Stifter, Kafka, Rilke, and Thomas Mann, and with epochs like the Romanticism of the early 19th century or 20th century Expressionism. It is fair to assert that the German literary tradition forms an essential part of Western culture; acquaintance with that tradition should provide a heightened perception of the human condition and of artistic achievement.

German 11-12, 13-14, and 21 are primarily language courses. All students offering German for entrance are placed at the level where they presumably can profit best by the course, according to a placement test given by the Department. A language laboratory is available. Work in

\*\*\*On sabbatical leave, 1969-70.



the Department should be supplemented, whenever possible, by study in a language school or a university in Germany, Austria, or Switzerland.

The German Departments of Haverford College and Bryn Mawr College cooperate in order to offer the widest possible range of courses to students in both colleges. Bryn Mawr German courses open to Haverford students are listed later in this section.

### MAJOR REQUIREMENTS

- a. German 21 or its equivalent; 31, 32; a genre course (35 or 36 or 37); an advanced topic (43 or 44); 100.
- b. Two semester courses beyond the introductory level in some other department to be approved as related courses by the major supervisor.
- c. A comprehensive examination.

### REQUIREMENTS FOR HONORS

Honors in German will be awarded on the basis of a consistently high performance in the literature courses and a grade of 85 or better in the comprehensive examination. High Honors will be awarded on the basis of a further oral examination.

#### 11-12 BEGINNING GERMAN

Staff

The course consists of five class meetings per week in sections of approximately ten students, plus one hour of laboratory or conversation. German 11 covers the entire grammar, and particularly stresses understanding, speaking, and writing of carefully controlled compositions. In German 12 increased importance is given to reading as the course progresses. This course is not open to freshmen who have had more than two years of high-school German.

#### 13-14 INTERMEDIATE GERMAN

Staff

The course consists of four class meetings per week in sections of approximately ten students. Attention is given to specific grammatical difficulties and to vocabulary building. Modern literary texts are used as the basis of further language instruction and for the acceleration of reading speed. Progress in the language is supplemented by guided essay writing and textual interpretation. Prerequisite: German 11-12 or a satisfactory performance on a placement test.

#### 17-18 GERMAN READING COURSE

A special course designed for those who wish to acquire only a reading knowledge of German expository prose. The course may be used to fulfill the requirements of certain departments or graduate schools, but not the College foreign-language requirement.

#### 21 ADVANCED TRAINING IN THE GERMAN LANGUAGE

Mr. Bauer

Careful attention is given to the development of fluency in speaking and writing German. A variety of styles and readings will form the basis of conversation, with a constant emphasis on an articulate and varied oral and written expression. Prerequisite: consent of the instructor.

31 GOETHE

*Offered at Bryn Mawr as German 202a.*

32 ROMANTICISM

*Offered at Bryn Mawr as German 202b.*

33 MODERN GERMAN LITERATURE

*Offered at Bryn Mawr as German 303a.*

35 STUDIES IN GERMAN LYRIC POETRY

Mr. Stiefel

In the first part of the semester the class will read poetry representative of the following authors: Walther von der Vogelweide, Andreas Gryphius, Goethe, Hölderlin, Heine, Hofmannsthal, Rilke, Brecht, Celan, and Biermann. In the latter part of the semester the class will choose, from among the above, one poet whose works they will examine at greater length. Prerequisite: German 21 or its equivalent.

36 THE GERMAN NOVELLE

*Offered at Bryn Mawr as German 304b.*

37 GERMAN DRAMA

*Not offered in 1969-70.*

43 ADVANCED TOPICS IN GERMAN LITERATURE

*Not offered in 1969-70.*

44 ADVANCED TOPICS IN GERMAN LITERATURE

Mr. Bauer

During this semester the course will concern itself primarily with the first generation of German writers since 1945, with emphasis on the *Gruppe 47*; fiction and essays of Andersch, Böll, Schallück, Risse, Nossack, and others. Prerequisite: consent of the instructor.

81, 82 INDEPENDENT STUDY

Messrs. Bauer and Stiefel

This course offers the student of German literature an opportunity to probe more deeply and more independently into a problem or an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of each individual student.

100 SENIOR DEPARTMENTAL STUDIES

Staff

Conferences on selected writers. Members of the Department will share in the conducting of the conferences, which will focus on the works of authors to be included on the comprehensive examination.

## GERMAN LITERATURE IN TRANSLATION

- 23 **THE 20TH CENTURY GERMAN NOVEL** Mr. Bauer  
The German novels of the 20th century mirror the spiritual crisis in Western society. The best of these novels belong to world literature, among them Rilke's *The Notebooks of Malte Laurids Brigge*, Mann's *Magic Mountain*, Hesse's *Magister Ludi*, Kafka's *The Trial*, Broch's *The Sleepwalkers*, Grass' *The Tin Drum*, and Böll's *Billiards at Half-Past Nine*.
- 24 **THREE COSMOLOGIES** Mr. Stiefel  
A study of three epics, each of which is a major document of the German cultural tradition: Wolfram von Eschenbach's *Parzival* (c. 1200), Goethe's *Faust* (c. 1800), and Thomas Mann's *Joseph and his Brothers* (c. 1935). Readings in English or German; discussions in English.
- 26 **MUSICAL DRAMA IN AUSTRIA AND GERMANY, 1750 TO THE PRESENT** Mr. Stiefel  
A literary and intellectual-historical study of dramatic texts written or adapted for music. Problems of musicology, dramaturgy, and stagecraft will be considered, according to the interests of the group assembled for the course. The list of works to be studied will include the *St. Matthew Passion* of Bach-Picander, *The Magic Flute* of Mozart-Schickaneder, *The Ring of the Nibelungen* by Wagner, selected writings of Nietzsche, *Elektra* and *Ariadne* by Strauss-Hofmannsthal, *Wozzeck* by Alban Berg, *Moses and Aron* by Schönberg, and *Mahagonny* by Weil-Brecht. Conducted entirely in English, although students with a reading knowledge of German will be encouraged to turn to the original texts.

## COURSES OFFERED AT BRYN MAWR 1969-70

- 202a **GOETHE** Mr. Schweitzer  
Study of Goethe's works, including *Faust*, within their contemporary literary and intellectual setting. Prerequisite: consent of the instructor.
- 202b **ROMANTICISM** Mr. Schweitzer  
Study of the German romantics, their ideas and works, from Novalis to Heine. Prerequisite: consent of the instructor.
- 300a **GERMAN LITERATURE FROM THE BEGINNINGS TO THE BAROQUE**  
An intensive survey of the literature of the Middle Ages, Humanism and the Reformation, and representative works of the Baroque period. The older works will be read in modern German translations. Prerequisite: consent of the instructor.
- 303a **MODERN GERMAN LITERATURE** Mr. Bänziger  
Close study of the works of several major writers, among them Thomas Mann, Franz Kafka, and Bertolt Brecht, within the context of modern Western literature. Prerequisite: consent of the instructor.
- 304b **THE GERMAN NOVELLE** Mr. Bänziger  
Discussion of the evolution of this form, and close analysis of representative works. Prerequisite: consent of the instructor.



## HISTORY

Professor JOHN P. SPIELMAN, JR., *Chairman*

Professor EDWIN B. BRONNER

Associate Professor ROGER LANE\*\*\*

Associate Professor JOHN W. MCKENNA

Assistant Professor LINDA G. GERSTEIN

Visiting Assistant Professor JEROME H. WOOD, JR.

The courses in history are designed to give some conception of the development of the civilizations which exist in Europe, in the Near East, and in the United States today. Since history is the story of what men have done, it is related to every other field in the curriculum, but the limitation of time forces a selection of those aspects of human activity which can be treated in any course. An attempt is made to give a reasonably rounded view of those developments which are deemed most important in the period under consideration as a background for understanding other subjects in the fields of the humanities and the social sciences. With a variation of emphasis in each course, caused in part by the nature of the growth of civilization in the period and in part by the amount and the kind of historical evidence which has survived, attention is given to such phases of development as the political, constitutional, social, economic, religious, and intellectual. History 11-12 is intended to be an introductory course, and, although it is not a prerequisite for the election of any other course in the Department except certain topics courses, it is required for those who major in history.

The study of history provides a background against which current problems of internal and external policies may be viewed to advantage. It also helps to develop critical standards for the evaluation of evidence which can often be applied in forming opinion with regard to the solution of such problems. Finally, it is useful as a foundation for professional studies not only in history but also in such subjects as public administration, journalism, and law.

## MAJOR REQUIREMENTS

History 11-12 (or Humanities 3-4) and four other full-year courses (or three full-year courses and two half-year courses) in history; History 100.

Two full-year courses or their equivalent in related departments. At least two semesters of these courses must be in courses numbered 21 or higher.

Majors in history must take at least one year course in each of three of the following fields: 1) Ancient History, 2) Medieval History, 3) Modern History,

\*\*\*On sabbatical leave, 1969-70.

4) North or South American History. Two comprehensive examinations are given, each three hours in length. The first is uniform for all majors and examines general ability to handle historical material and problems. For the second comprehensive examination each student is required to select a special field (a list of special fields offered is available from the chairman of the Department) which will form the subject of that examination; History 100 will be used by the student to prepare for this examination. Students opting for a special field in Modern European or Medieval European history will be expected to have a competence in French or German; those in Ancient history a competence in Latin or Greek.

### REQUIREMENTS FOR HONORS

Honors will be granted to those senior majors whose cumulative grade average for all college courses in their fifth, sixth, and seventh semesters is 82 or better; who have an average of 85 or better in all history courses and who earn a comprehensive examination grade of 85 or better. High Honors may be awarded to students showing unusual distinction in meeting all these criteria.

### COOPERATION WITH BRYN MAWR COLLEGE

The History Departments of Haverford College and Bryn Mawr College cooperate in arranging their offerings so as to enrich as much as possible the opportunities open to students in both institutions. Two courses (Haverford 21-22 and 25-26; Bryn Mawr 202 and 225) are offered jointly. These courses are given each year, alternating from one college to the other. Bryn Mawr history courses open to Haverford students are listed later in this section.

### 11-12 INTRODUCTION TO WESTERN CIVILIZATION

Messrs. Spielman and McKenna

A study of Western European civilization from the fall of Rome to the present. The course will be concerned with the principal institutions and with the major intellectual currents in Western European history. Firsthand materials as well as secondary historical accounts will be the basis for conference discussion.

*Open to freshmen and sophomores only.*

### 19 CLASSICAL CIVILIZATION: GREEK HISTORY AND LITERATURE

*(See Classics 19)*

### 20 CLASSICAL CIVILIZATION: ROMAN HISTORY

*(See Classics 20)*

### 21-22 AMERICAN HISTORY

American history from colonial times to the present.

*Offered in 1969-70 at Bryn Mawr as History 202.*

- 23-24 **MEDIEVAL EUROPEAN CIVILIZATION** Mr. McKenna  
 A topical survey of the Medieval West from the reforms of Diocletian to the age of exploration. Particular emphasis on the development of political, economic, and religious ideas and institutions.  
*Offered in 1969-70 and alternate years.*
- 25-26 **EUROPE SINCE 1848** Mr. Spielman  
 The main political, social, and cultural developments of the European states since the mid-nineteenth century, and their diplomatic and imperial expansion.
- 27 **THE IMPRESSIONIST ERA** Mr. McCarthy  
*(See French Civilization 23)*
- 28 **THE FRENCH ENLIGHTENMENT** Miss MacCannell  
*(See French Civilization 24)*
- 29 **SEMINAR IN GREEK CIVILIZATION**  
*(See Classics 29)*
- 30 **SEMINAR IN ROMAN CIVILIZATION**  
*(See Classics 30)*
- 33-34 **ENGLISH HISTORY** Mr. McKenna  
 The evolution of English institutions from Saxon times to the recent past.  
*Offered in 1970-71 and alternate years.*
- 36 **THE PROTESTANT REFORMATION** Mr. Luman  
*(See Religion 36)*
- 37-38 **REVOLUTIONARY EUROPE** Mr. Silvera  
 The political, intellectual, and technological revolutions in Europe from the late eighteenth century to 1848.  
*Offered in 1969-70 at Bryn Mawr as History 204.*
- 40 **HISTORY AND PRINCIPLES OF QUAKERISM** Mr. Bronner  
 The Quaker Movement is studied in relation to other intellectual and religious movements of its time and in relation to problems of social reform. The development of dominant Quaker conceptions is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Open without prerequisite to sophomores, juniors, and seniors.
- 41, 42 **TOPICS IN AMERICAN HISTORY** Mr. Wood  
 Class discussion and papers based on readings in the sources and secondary works. May be repeated for credit with change of content. Topics for 1969-70: Fall semester: Jeffersonianism in American thought, institutions, and art; Spring semester: Afro-American history.
- 43-44 **HISTORY OF RUSSIA** Mrs. Gerstein  
 A topical study of Russian history from Kiev to the death of Lenin. The first semester will deal with the problem of Russian medieval culture, the growth of Muscovite absolutism, and the impact of the West in the eighteenth century; the second semester will cover modernization, the growth of the radical intelligentsia, and the Russian Revolution to 1924.

- 45 SEMINAR IN THE HISTORY OF WESTERN RELIGIOUS THOUGHT  
(See Religion 45) Mr. Luman
- 51 TOPICS IN REGIONAL HISTORY Mr. Bronner  
A study of the westward movement of the American people. The moving frontier from the Appalachians to the Mississippi and to the Pacific, the frontier thesis in American history, and the end of the frontier.
- 55 TOPICS IN MODERN EUROPEAN HISTORY Mr. Spielman  
Seminar meetings and an extensive paper based on readings in source materials and secondary works. May be repeated for credit with change of content. Topic for 1969-70: The Age of Louis XIV—France and Europe from 1660 to 1715. Prerequisite: a reading knowledge of French.
- 58 TOPICS IN MEDIEVAL HISTORY Mr. McKenna  
Seminar meetings and a substantial paper based chiefly on contemporary sources in translation. May be repeated for credit with change of content. Topic for 1969-70: Plantagenet and Valois—the Twilight of Medieval Monarchies. Prerequisite: History 11-12 or consent of the instructor.
- 81, 82 INDEPENDENT STUDY Staff
- 100 SENIOR DEPARTMENTAL STUDIES Staff

#### COURSES OFFERED AT BRYN MAWR

- 207 THE EXPANSION OF EUROPE Mr. Airo-Farulla
- 208 BYZANTINE HISTORY Mr. Brand
- 210 TOPICS IN NEAR EASTERN HISTORY Mr. Silvera
- 212 RENAISSANCE AND REFORMATION Mr. Salmon
- 213a MINORITY PEOPLES IN THE UNITED STATES Mr. Dudden
- 302 FRENCH WARS OF RELIGION Mr. Salmon
- 303 THE AMERICAN PEOPLE IN THE RECENT PAST Mr. Dudden
- 305 THE ITALIAN RENAISSANCE Mr. Airo-Farulla
- 314ab HISTORY OF SCIENCE Mr. Culotta
- 317a THE SPANISH CIVIL WAR Mrs. Lane
- 318a GERMANY BETWEEN THE WORLD WARS Mrs. Lane

#### HISTORY OF ART

Under the co-operative arrangement between the colleges, Haverford students who wish to major in the history of art, or to take advanced courses in the subject, may do so at Bryn Mawr College. For particulars see the Bryn Mawr undergraduate catalog.

- 21, 22 INTRODUCTION TO THE HISTORY OF ART  
The course is designed as an introduction to the methods and scope of art history in the field of Western art from medieval to modern times. Studio work, two hours weekly, forms a required part of the course.  
*Offered at Bryn Mawr as History of Art 101.*



## MATHEMATICS

Associate Professor DALE H. HUSEMOLLER, *Chairman*

Assistant Professor DAVID P. KRAINES

Assistant Professor HARRY J. ROSENZWEIG

Assistant Professor FRANCIS X. CONNOLLY

Assistant Professor BYRON C. DRACHMAN, JR.†

The aims of courses in mathematics are: (1) to promote rigorous thinking in a systematic, deductive, intellectual discipline; (2) to present to the student the direction and scope of mathematical development; (3) to foster technical competence in mathematics as an aid to the better comprehension of the physical, biological, and social sciences; and (4) to guide and direct the mathematics majors toward an interest in mathematical research.

The following sequences are open to qualified entering students: 13, 14; 13, 16; 13, 18; 13, 14, 18; and 19, 20. Students will be sectioned according to their previous background. Students with the equivalent of one or two semesters of college calculus may be admitted to Mathematics 19 upon consent of the Department.

The more advanced courses cover work in the fields of analysis, algebra, and topology. The student majoring in the Department extends his studies into all of these areas.

A program consisting of Mathematics 13, 14, 20, and 21 is especially suited for the needs of the physical sciences, while Mathematics 18 deals with those concepts of statistics and probability which are fundamental to the biological and social sciences. Mathematics 16 is especially appropriate for the general liberal-arts student.

### MAJOR REQUIREMENTS

Mathematics 21, 22, 31, 32, 33, 34, 35, 36, 100, and either 61, 62, or 63, 64. Recommended collateral courses are Physics 13, 14, 19, 20; Astronomy 45, Economics 44 or, for prospective actuaries, Economics 11, 12, 41.

Prescribed parallel reading on the history and general principles of mathematics. Two written comprehensive examinations, each three hours in length.

It is recommended that facility in reading French and German be acquired early in the college course.

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†Appointed on the Sloan Foundation Grant.

## REQUIREMENTS FOR HONORS

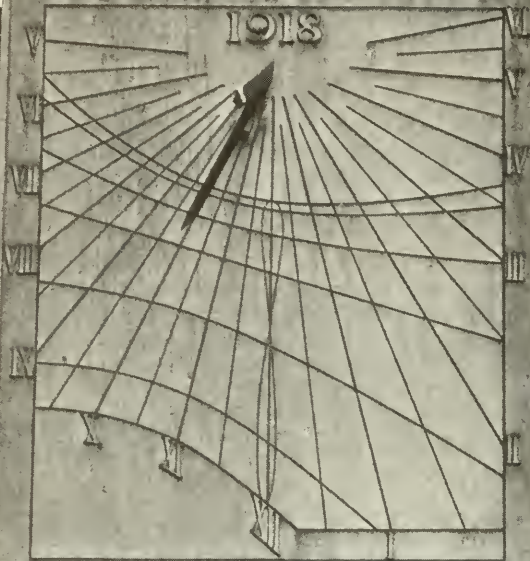
Honors will be granted to those senior mathematics majors who, by means of their course work and the comprehensive examinations, have given evidence of their ability, initiative, and interest in the study of mathematics. High Honors will be awarded to the exceptionally able student.

- 13 ONE-VARIABLE CALCULUS Staff  
Differentiation and integration of functions of one variable. Applications: Taylor's formula and series. Elementary differential equations.
- 14 MULTI-DIMENSIONAL CALCULUS AND LINEAR ALGEBRA Staff  
Vectors in  $n$ -space. Partial derivatives. Multiple integrals. Theorems of Green and Stokes. Divergence theorem. Introduction to linear algebra. Prerequisite: Mathematics 13.
- 16 TOPICS IN MATHEMATICS Staff  
A survey of topics in mathematics, including number theory, set theory, topology, geometry, probability, and game theory. The historical and philosophical aspects of mathematics will be emphasized.
- 18 PROBABILITY AND STATISTICS Staff  
Introduction to probability with applications to statistics. Least squares approximations. General properties of distribution functions. Prerequisite: Mathematics 13.
- 19 CALCULUS AND ANALYSIS Mr. Connolly  
Review of calculus. Series. Partial derivatives and multiple integrals. Introduction to linear algebra. Open to students with a background in calculus, but who have not taken Mathematics 13 or 14. Prerequisite: permission of the instructor.
- 20 ELEMENTARY COMPLEX ANALYSIS Mr. Connolly  
Line integrals. Complex derivatives. Cauchy theorem and residue calculations. Elementary conformal mapping. Harmonic functions. Introduction to Laplace transforms. Prerequisite: Mathematics 19 or 14.

- 21 **LINEAR ALGEBRA** Mr. Husemoller  
 Groups. Vector spaces. Linear transformations. Matrices. Eigenvalues and eigenvectors. Inner-product spaces. Multilinear algebra. Prerequisite: Mathematics 14 or 18.
- 22 **ANALYSIS I** Mr. Husemoller  
 The real number field. Rigorous development of differential and integral calculus. Metric spaces. Fundamental theorem of ordinary differential equations. Prerequisite: Mathematics 21.
- 31, 32 **ANALYSIS II, III**  
 Differential calculus on Euclidean space. Inverse and implicit function theorems. The Riemann and Lebesgue integrals. Manifolds. Stokes theorem on manifolds. Calculus of variations. Prerequisites: Mathematics 21 and 22.
- 33, 34 **ALGEBRA** Mr. Rosenzweig  
 Topics will be drawn from field theory, ideal theory of commutative rings, group theory, structure of rings. Examples to illustrate the theory will be drawn from Mathematics 21. Prerequisites: Mathematics 21 and 22.
- 35, 36 **TOPOLOGY** Mr. Connolly  
 General topology. Homotopy theory and fibre bundles. Singular homology theory. Prerequisites: Mathematics 21 and 22.
- 45 **THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS**  
*(See Astronomy 45)* Mr. Green  
*Offered in 1969-70 and alternate years.*
- 61, 62 **SPECIAL TOPICS IN ALGEBRA AND TOPOLOGY** Mr. Kraines  
 Homological algebra and applications to topology.
- 63, 64 **SPECIAL TOPICS IN ANALYSIS AND GEOMETRY** Mr. Husemoller  
 In 1969-70 the course will cover topics in mathematical physics.
- 100 **SENIOR DEPARTMENTAL STUDIES** Staff  
 Review and correlation of the various branches of mathematics. Content varies to fit student needs. This course may be taught as a seminar, a tutorial, or a lecture course, depending on student needs.

ANALEMMATIC DIAL

1918



PEREUNT ET IMPULANTUR

## MUSIC

Associate Professor JOHN H. DAVISON, *Chairman*

Professor WILLIAM H. REESE

Lecturer HAROLD B. BOATRITE

Lecturer TEMPLE PAINTER

MUSIC

The courses offered in music have as their objectives (1) the mastery of music materials and theory through the disciplines of counterpoint, harmony, and analysis, and subsequently (2) the stimulation of the creative energies of the student through musical composition, (3) a knowledge of the styles and literature of a great art with its interrelation of trends, influences, aesthetic principles, personalities, and creative processes in musical creation over the centuries, and (4) the development of perceptive listening and refined hearing in connection with the aims stated above. The furthering and strengthening of the disciplines of music and of music history is of value both to the general student and to the student with specialized musical interest and talent. For the latter, instruction in instrument or voice may be elected under Music 25, 26 or under the Arts and Service Program. Advanced and specialized work in musicology is available in the form of supplementary courses at Bryn Mawr and Swarthmore Colleges and the University of Pennsylvania. At Haverford the program seeks in part to stimulate free composition in the vocal and instrumental forms with a view to public performance of a successfully completed work.

### MAJOR REQUIREMENTS

A rounded course of study of music includes (1) work in theory, possibly embracing composition, (2) the study of music history, (3) direct expression in music through the medium of instrument or voice, and minimal ability in the use of the keyboard. The music major will work in both academic fields of theory and history, specializing in one of them.

Required courses: For specialization in music theory and composition: Music 11 or 12, 13-14, 23, 24, 31 or 32, 33, 81, 82, 100. For specialization in music history: Music 11 or 12, 13-14, 23 or 24, 31, 32, 81, 82, 100.

Supporting courses are to be arranged in such related fields of the humanities, history, language, history of art, and others, as may be approved by the Department.

In addition the music major is expected to reveal a proficiency and interest in instrumental playing and/or choral singing to the degree of participating actively in public performances from time to time during his college career. This will assure his having a direct experience with the living practice of a creative art. In addition, he must demonstrate a keyboard facility sufficient to encompass the playing of a Bach chorale and to realize features of his compositions.

For those specializing in music theory and composition, the comprehensive examination for majors will consist of: (1) the completion by the candidate of a musical composition for instruments or voices in one of the larger forms, (2) an examination in music history, (3) a small composition, theoretical analysis, and exercises to be completed during the examination period.

For those specializing in music history, the comprehensive examination for majors will consist of: (1) an examination in music history, (2) analysis of a work and other exercises involving theoretical musical knowledge, (3) the completion of a paper on an assigned subject in music history.

## REQUIREMENTS FOR HONORS

The Honors candidate must perform satisfactorily in all required courses for music majors, and submit (a) in the case of specialization in composition, an orchestral composition of considerable stature showing creative talent as well as technical craftsmanship, and hence worthy of a public performance, or (b) in the case of specialization in music history, a successfully completed project in musicological research, demonstrating mastery of the tools of musicological research and involving original thought, and showing ability in the creative interpretation of assorted materials bearing on a specific subject.

### 11 INTRODUCTION TO MUSIC HISTORY

Mr. Reese

A study of the principal forms of musical literature of the 17th, 18th, and 19th centuries. No previous knowledge of music is required.

### 12 SURVEY OF MUSIC HISTORY

A historical survey of the development of musical thought from the plain-song era to contemporary idioms. This course complements Music 11 but may be taken without it. No prerequisite.

### 13-14 ELEMENTARY MUSIC THEORY

Messrs. Davison and Boatrite

The basic materials of music: melody, scales, intervals, chords, meter, and rhythm. Counterpoint in two and three parts and harmony in four parts will be studied and implemented by ear-training, dictation, and sightsinging. Previous instruction or experience in some aspect of music is desirable.

### 21, 22 SEMINARS IN ANALYSIS AND PERFORMANCE PRACTICE

Messrs. Davison and Painter

The work of this course will consist of (1) regular performance in a choral, orchestral, or chamber-music group under the Department of Music and (2) classwork and analysis of the music being performed by these groups in any given semester and related repertoire, with attention given to problems of performance practice. Prerequisites: one semester of study in a music-theory or music-history course and consent of the instructor.

## 23, 24 ADVANCED THEORY AND COMPOSITION

Messrs. Boatrite and Davison

A continuation of Music 13-14, involving ear-training, keyboard harmony, sightsinging, analysis, and composition, along with an introductory study of strict counterpoint as exemplified in the vocal style of the sixteenth century. In the second semester pieces are written in the eighteenth-century forms of the chorale-prelude, fugue, suite, and sonatina. Successful student compositions will be performed at demonstration concerts. Prerequisite: Music 13-14 or the equivalent.

## 25, 26 PRIVATE MUSIC STUDY

Private lessons (instrumental, vocal) to be arranged with the Department Chairman.

Academic credit may be granted for private instrumental or vocal study under the following circumstances:

- 1) The instructor must be approved by the Provost and the Music Department Chairman, to whom he will submit a detailed report of the student's work at the end of each semester.
- 2) The student must demonstrate his accomplishment in his chosen field of study at an audition before members of the music faculty, or at a public recital.

A short paper pertaining to the repertoire studied may be required. Prerequisite: One semester of study in a music-theory or music-history course or the equivalent.

## 31, 32 SEMINARS IN MUSIC HISTORY

Mr. Reese

The detailed study of certain epochs in music history or of the works of individual composers having special significance in the history of music. The content of Music 31, 32 will be altered from year to year so that a diversity of subject matter will be available. It may be repeated for credit, with change of content. Prerequisite: Music 11 or 12 or the equivalent.

Topics for 1969-70:

Music 31: The Music and Life of Beethoven.

Music 32: The music dramas of Richard Wagner.

## 33 SEMINAR IN 20th-CENTURY MUSIC THEORY AND PRACTICE

Mr. Boatrite

Practical emphasis will be given to analysis of works of representative composers such as Hindemith, Schönberg, and Bartók. Prerequisite: Music 24.

## 36 OPERA

Mr. Reese

A brief history, with concentrated investigation of representative works and theories. Lectures, reading, analysis, reports. Prerequisite: Music 11 or 12 or the equivalent.

*Not offered in 1969-70.*

## 81, 82 INDEPENDENT STUDY-PROJECTS IN MUSIC

Staff

## 100 SENIOR DEPARTMENTAL STUDIES

Staff





## PHILOSOPHY

Professor RICHARD J. BERNSTEIN, *Chairman*\*

Professor PAUL J. R. DESJARDINS

Associate Professor L. ARYEH KOSMAN

Assistant Professor JOSIAH D. THOMPSON, JR.\*\*\*

Assistant Professor ASOKA GANGADEAN

Assistant Professor ROBERT H. KANE†

Visiting Assistant Professor YEHOUDA LANDAU

The philosophy curriculum has three major aims. In the first place, it attempts to help each student develop a more self-critical attitude toward life and the world by means of a confrontation with the thought of great philosophers of the past and present. The student is introduced to philosophical treatments of such problems as the nature of individual and social man, the nature of the world in which he lives, and the nature of his apprehension of and response to that world. Secondly, the philosophy curriculum is meant to help each student acquire philosophical materials and skills which supplement and help integrate his other studies, in the arts, the social sciences, the natural sciences, or religion. Finally, the philosophy curriculum is designed to offer certain students a foundation in knowledge and technique for further studies in philosophy or related fields at the graduate level.

All philosophy majors are expected to have a reading knowledge of at least one foreign language. Some advanced philosophy courses may require reading knowledge of a foreign language as a prerequisite for admission.

### MAJOR REQUIREMENTS

Philosophy 11-12 (or equivalent), 100, and eight other semester courses approved by the major supervisor, four from the Philosophy Department and four from some other department or departments closely related to the student's special study in philosophy.

A written comprehensive examination and an oral examination. The written examination will cover the history of philosophy, ethics, social and political philosophy, philosophy of religion, logic, metaphysics, the theory of knowledge, and philosophy of science. The oral examination will be based on the written examination.

### REQUIREMENTS FOR HONORS

Honors in philosophy are awarded for special work of high quality, usually in the form of a thesis, on an important topic, problem, or philosopher approved

\*On sabbatical leave in residence, first semester, 1969-70.

\*\*\*On sabbatical leave, 1969-70.

†Appointed on the Sloan Foundation Grant.

by the major supervisor. One or more project courses may be used toward this end. Honors will not be given unless the candidate has an average grade of at least 85 in the comprehensive examination; High Honors require an average of at least 90.

11-12 HISTORICAL INTRODUCTION TO PHILOSOPHY Staff

An understanding of the nature and functions of philosophy and its relations to other fundamental human concerns, such as religion, the sciences, and the arts, is sought through a study of selected works of the great philosophers in Western history. No prerequisite. Closed to juniors and seniors except in very special cases.

13-14 THE ORIGINS OF PHILOSOPHY Mr. Desjardins

The relative functions of myth, logic, and history in Homer, Hesiod, the Pre-Socratics. These themes will be investigated in three non-Western cultures: Chinese, Japanese, Dogon. Prerequisite: permission of the instructor. *Offered in 1970-71 and alternate years.*

15-16 PHILOSOPHY EAST AND WEST Mr. Desjardins

Critical examination of theories about the differences between East and West in light of selected classical texts: Plato's *Republic*, the Confucian *Corpus*, the *Tao Te Ching*, and some early Chinese, Japanese, and Buddhist literature. Prerequisite: permission of the instructor. *Not offered in 1969-70.*

17 LOGIC Mr. Gangadean

Examination of classical term logic (syllogistic inference, categorical syllogisms), propositional logic (truth-function theory), and introduction to quantification theory. The interrelations between these will be examined. Stress will be on logic as a theory of discourse—the connection between logic and language will be explored. The above logical theories will be applied to inferences and arguments in ordinary discourse. Examination of validity, formal proof, and properties of a formal system. Some attention will be given to inductive inference. Prerequisite: permission of the instructor.

18 ADVANCED LOGIC Mr. Davidson

A study of the capabilities and limitations of algorithms for proving or refuting conjectures formulated in a first-order predicate logic. Topics considered include the Gödel completeness and incompleteness theorems, decidable and undecidable theories, and the use of computers for proof searches. Some aspects of the foundations of mathematics will be explored. Prerequisite: permission of the instructor.

21 PLATO Mr. Desjardins

A study of a selected group of the dialogues. Prerequisite: permission of the instructor.

- 24 ARISTOTLE Mr. Kosman  
 A study of a selection of the primary works of Aristotle. Prerequisite: permission of the instructor.
- 25, 26 RELIGIOUS TRADITIONS IN INDIA: ANCIENT AND MODERN Mr. Long  
 (See Religion 25, 26)
- 29 RELIGIOUS IDEAS IN MODERN CULTURE Mr. Long  
 (See Religion 29)
- 31 EARLY MODERN PHILOSOPHY Mr. Landau  
 A study of the development of philosophic thought in the seventeenth and eighteenth centuries. Attention will be focused on writing of representative thinkers. Selections from some of the following: Bacon, Locke, Berkeley, Hume, Descartes, Spinoza, Leibniz. Prerequisite: permission of the instructor.
- 33 GREEK PHILOSOPHIC TEXTS Mr. Kosman  
 A close analysis of Greek philosophic writings. Prerequisite: Classics 11 or permission of the instructor.
- 34 KANT Mr. Landau  
 A study of selected major texts with special emphasis on the first *Critique*. Prerequisite: permission of the instructor.  
*Offered in 1969-70 and alternate years.*
- 36 HISTORY AND PHILOSOPHY OF SCIENCE Mr. Green  
 (See Physical Science 36 under General Courses)
- 37 RELIGIOUS ETHICS Mr. Slater  
 (See Religion 37)
- 38 PHILOSOPHY OF RELIGION Mr. Slater  
 (See Religion 38)
- 39 PHILOSOPHY OF SCIENCE Mr. Kane  
 A study of important philosophical issues raised by the sciences concerning, among other topics, the nature of scientific explanation and knowledge, law and chance, theory and observation, causality, purpose, freedom and determinism. This course is specifically designed for students without a great deal of background in natural science. Natural-science majors and other students with a substantial background in the natural sciences are referred to Philosophy 56: The Logic of Explanation. Prerequisite: permission of the instructor.

- 40 PHILOSOPHICAL ISSUES IN THE HISTORY OF SCIENCE Mr. Kane  
 The influence upon the general development of Western thought of fundamental revolutions in the history of science and the men who took part in them (Copernicus, Galileo, Newton, Darwin, and others). Class discussion will focus on philosophical issues about the nature of science and scientific views of the world, as well as on historical issues. Prerequisite: permission of the instructor.  
*Not offered in 1969-70.*
- 41, 42 SEMINAR IN MODERN PHILOSOPHICAL RELIGIOUS THOUGHT  
 (See Religion 41, 42) Mr. Spiegler
- 43, 44 HEGEL AND POST-HEGELIAN THINKERS  
 After a brief review of selected Hegelian texts in their cultural milieu, the course of 19th and 20th century philosophy will be examined. Principal texts from some of the following movements will be studied: Marxism, Existentialism, Phenomenology, and Analytic Philosophy. Prerequisite: permission of the instructor.  
*Only Philosophy 43 will be offered in 1969-70.*
- 45 THE PHILOSOPHY OF EXISTENCE  
 A study of some of the principal texts of nineteenth-century existentialism. Readings in Kierkegaard or Nietzsche. Prerequisite: permission of the instructor.  
*Not offered in 1969-70.*
- 46 THE PHENOMENOLOGY OF EXISTENCE Mr. Bernstein  
 A study of selected texts in twentieth-century phenomenology. Readings in Heidegger, Sartre, or Merleau-Ponty. Prerequisite: permission of the instructor.
- 47 LITERARY THEORY AND CRITICISM Mr. Rose  
 (See English 47)
- 48 PHILOSOPHY OF LOGIC Mr. Gangadean  
 The focus will be on logic as an organon for philosophy. Theory of predication will be compared and contrasted with propositional logic and quantification theory. The effectiveness of each as an instrument for dealing with typical philosophical questions arising out of ordinary language as well as typical metaphysical and ontological questions will be discussed. Such meta-logical issues as the relation between intensional and extensional logic, between meta-language and object language, between propositional negation and predicate denial, between propositional and predicative truth, etc., will be examined. Selected writings of Aristotle, Frege, Russell, Ramsey, Quine, Strawson, and Sommers will be studied. Prerequisite: Philosophy 17 or permission of the instructor.  
*Not offered in 1969-70.*

- 50 MODERN ANALYTIC PHILOSOPHY Mr. Kosman  
 A study of the historical and theoretical development of analytic philosophy in England and America. Selected writings of Russell, Wittgenstein, Ayer, Wisdom, and others, with special emphasis on theory of language. Prerequisite: permission of the instructor.
- 51b METAPHYSICS AND EPISTEMOLOGY Mr. Gangadean  
 A study of conceptions of reality, knowledge, and action. Prerequisite: permission of the instructor.
- 53 SOCIAL PHILOSOPHY Mr. Bernstein  
 A critical exploration of the web of problems that concern man's place in society. Classical approaches will be studied and the student will be encouraged to apply these approaches to the understanding of the salient social problems of his time. Prerequisite: permission of the instructor.  
*Not offered in 1969-70.*
- 54 CONTEMPORARY PHILOSOPHIC PROBLEMS Mr. Bernstein  
 A study of contemporary treatments of philosophic problems in Europe and America. Prerequisite: permission of the instructor.  
*Not offered in 1969-70.*
- 56 THE LOGIC OF EXPLANATION Mr. Kane  
 A study of what the sciences have to say about the nature of the physical world and the inquiring mind within it. Some of the topics discussed will be the same as those mentioned in Philosophy 39: Philosophy of Science. But, unlike Philosophy 39, this course is specifically designed for natural-science majors and other students with a greater background in the natural sciences. Prerequisite: permission of the instructor.
- 57-58 ETHICS Mr. Desjardins  
 A study of certain major proposals concerning the norms which ought to govern human life. Topic for 1969-70: Nietzsche, Marx, Engels, Feuerbach, Kant, Kierkegaard. Prerequisite: permission of the instructor.
- 81, 82 INDEPENDENT STUDY Staff  
 Individual consultation with independent reading and research. Prerequisite: permission of the instructor.
- 100 SENIOR SEMINAR Staff  
 Seminar meetings, aimed at helping senior philosophy majors achieve greater comprehension and comprehensiveness with regard to the history of philosophy and selected problems. Required of and open only to senior philosophy majors.

## PHYSICS

Professor WILLIAM C. DAVIDON, *Chairman*  
Professor FAY AJZENBERG-SELOVE,\*  
Associate Professor DOUGLAS G. MILLER  
Assistant Professor GUSTAV A. SAYER†  
Assistant Professor WALTER J. TRELA†

The physics curriculum acquaints students with the physical world, introduces them to the concepts which are now fundamental in science, and provides them an opportunity for firsthand experimental investigations. For the student with professional aims in science, the Department offers a program of study which leads to a strong major in physics, providing sound preparation for graduate work.

Whenever possible, students interested in a physics major should take physics in their freshman year. If their training in high school has not included calculus, Physics 13, 14 and Math 13, 14 are recommended. If their preparation in high school has included a year of calculus, and if they are admitted to Mathematics 19, they can, upon consent of the instructor, take Physics 19, 20.

Students intending to major in chemistry, biology, or engineering, and pre-medical students, are urged to take Physics 13, 14 in their freshman or sophomore year since this course serves as a general background for many of the other science courses. Physics 27 may also be of interest to many students outside of physics.

Students interested in physics for non-professional reasons should consider Physics 17.

In its program of studies for physics majors, the Department desires to stimulate a maximum of independent thought and initiative consistent with a thorough development of understanding. To this end, a basic sequence of mechanics, electromagnetism, and atomic and nuclear physics is required. Upper-level courses encourage a further exploration of physics. The senior year features an opportunity for an extended research project, with an emphasis on independent work, oral and written expression, and the close relation between theory and experiment.

### MAJOR REQUIREMENTS

Physics 19, 20, 25, 26, 100, and six additional courses in physics numbered 27 or above, including two courses in the 60's; Mathematics 13 and 14, or 19, and 20, 21.

†Appointed on the Sloan Foundation Grant.

\*On leave first semester, 1969-70.

A student may propose to the Physics Department a major program which substitutes upper-level courses in other departments for certain of the advanced physics courses.

### REQUIREMENTS FOR HONORS

The granting of Honors in physics will be based upon excellence (an average of 85 or better) in course work, the quality of performance in the senior project course, and the results of the oral and written comprehensive examinations.

#### 13, 14 PRINCIPLES OF PHYSICS Messrs. Davidon and Sayer

*Four hours, including one laboratory period*

Certain fundamental concepts of contemporary physics are presented, with particular emphasis on conservation laws and symmetry principles. These concepts are used in the analysis of both microscopic and macroscopic phenomena. In Physics 13, the focus is on conservation of energy, linear momentum, and angular momentum; while in Physics 14, electric charge, entropy, and baryon number are considered. Those mathematical concepts beyond high-school algebra which are necessary for the course will be developed as needed. No prerequisites.

#### 17 PHYSICS IN THE TWENTIETH CENTURY Mr. Sayer

*Three hours; no laboratory*

Development of the theory of relativity, the quantum theory, and nuclear physics, with dual emphases on the scientific elements of the theories and the broader implications that they have had in our culture. A study of the current goals of science will lead into a discussion of such contemporary problems for the scientific community as space research and the space program, high-energy physics research, government and military support of science. The latter problems will be studied by small groups of students and discussed in seminar fashion, with specialists invited from outside the Department, including Philips visitors.

#### 19, 20 MECHANICS AND ELECTROMAGNETISM Physics 19: Mr. Trela Physics 20: Mr. Miller

*Four hours; Physics 19: three lectures and one recitation (or occasional labs); Physics 20: three lectures and one laboratory period*

Problems in non-relativistic and relativistic dynamics; conservation of energy, and of linear and angular momentum; orbital motion; scattering problems; normal modes; fields due to charges at rest and in uniform motion; solutions of boundary value problem; induced fields and Maxwell's equations. Prerequisite: Math 19 (or concurrently).

#### 25, 26 WAVE MECHANICS OF ATOMS AND NUCLEI Physics 25: Mr. Miller

Electromagnetic radiation, inference of quantum principles from experiment, uncertainty principles, algebra of symmetries and conservation laws, energy levels of the hydrogen atom, intrinsic spin and the exclusion principle, emission and absorption of light, nuclear binding and decay, nuclear models. Prerequisites: Physics 19, 20; Math 21 concurrently.

- 35 DYNAMICS OF WAVES AND PARTICLES Mr. Davidon  
*Three hours*  
 Analysis of particle motion in conservative force fields and of wave motion in non-dissipative media by use of Lagrangian and Hamiltonian formulations of mechanics and Maxwell's equations. Liouville's Theorem and the properties of phase space. Oscillations, normal modes. Scattering, absorption focusing, and polarization of waves and particles. Prerequisites: Physics 19, 20.  
*Offered in 1970-71 and alternate years.*
- 41 GENERAL RELATIVITY AND COSMOLOGY Mr. Green  
 (See Astronomy 41)  
*Offered in 1969-70 and alternate years.*
- 42 QUANTUM MECHANICS Mr. Miller  
*Three hours*  
 Charge and current conservation, lepton and baryon conservation, discrete symmetry operations such as particle exchange, reflection and time reversal, decay processes. Prerequisite: Physics 26 or permission of the instructor.  
*Offered in 1970-71 and alternate years.*
- 43 PARTICLE PHYSICS Mr. Davidon  
*Three hours*  
 Classification of particles, isotopic spin, baryon number, hypercharge and  $SU_3$  symmetry. Scattering theory including relativistic kinematics. Production and decay of unstable particles and interactions of particles with matter. Prerequisites: Physics 25, 26 or permission of the instructor.  
*Offered in 1969-70 and alternate years.*
- 44 STATISTICAL AND THERMAL PHYSICS Mr. Trele  
*Four hours, including one laboratory period*  
 Statistical formulation of the description of a system of many particles. Basic macroscopic thermodynamic concepts and laws developed and then applied to ideal gases, phase transition, magnetic systems, production of low temperatures. Methods and results of classical statistical mechanics, quantum statistics, elementary kinetic theory, transport processes. Prerequisite: Physics 25.  
*Offered in 1969-70 and alternate years.*
- 45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS Mr. Green  
 (See Astronomy 45)  
*Offered in 1969-70 and alternate years.*



- 46 **SOLID-STATE PHYSICS** Mr. Trela  
*Four hours, including one laboratory period*  
 The properties of crystalline solids are studied. Crystal symmetries, binding forces, lattice vibrations, specific heats, free-electron theory of metals, energy bands, semi-conductors, magnetisms in solids, superconductivity. Prerequisite: Physics 25.  
*Offered in 1970-71 and alternate years.*
- 48 **MATHEMATICAL PHYSICS** Mr. Davidon  
*Three hours*  
 Applications to physics of linear algebra, Fourier analysis, integration in the complex plane, differential equations, calculus of variations, and group theory. Prerequisites: Mathematics 20, 21.  
*Offered in 1969-70 and alternate years.*
- 61, 62 **THEORETICAL PHYSICS** Mr. Davidon  
 A program of lectures, readings, and independent work on current problems and methods in theoretical physics. Applications of group theory to the study of symmetry in physics will be emphasized.
- 64 **NUCLEAR STRUCTURE PHYSICS**  
 Student research in nuclear spectroscopy and related problems. Appropriate projects may be carried out at the University of Pennsylvania Tandem Accelerator. Analysis of the results will be carried out using computers.
- 65, 66 **HIGH-ENERGY PHYSICS** Messrs. Sayer and Miller  
 A research seminar on the forces which hold the proton together. Experimental work with the 3 GeV proton accelerator at Princeton will be planned, executed, and analyzed.
- 67, 68 **LOW-TEMPERATURE PHYSICS** Mr. Trela  
 Student research in the area of superconductivity, liquid helium, and other solid state phenomena. Experiments are performed at temperatures down to 1°K.
- 100 **SENIOR DEPARTMENTAL STUDIES** Staff  
 A course of informal seminars, readings, and occasional lectures to review and interrelate the student work in other physics courses. The examination in this course will be in two parts. One part, late in the first semester, will test the student's knowledge of the basic ideas of physics. The second part of the examination will be given at the end of the spring semester and will be based upon the student's advanced work. Seniors should register for Physics 100 in both terms. Only one course credit can be earned for the course.

## POLITICAL SCIENCE

Professor HARVEY GLICKMAN, *Chairman*  
Assistant Professor ROBERT A. MORTIMER\*\*\*  
Assistant Professor SIDNEY R. WALDMAN  
Assistant Professor SARA M. SHUMER\*  
Assistant Professor G. ERIC HANSEN  
Lecturer DAVID L. ELDER†  
Visiting Lecturer MURRAY S. LEVIN†  
Visiting Lecturer JEFFRY GALPER†

The political science curriculum is designed to give students an understanding of political organization and political forces in modern society, to provide knowledge and a basis for insight and judgment on the problems involved in the relationship of the individual to government and of governments to one another. The broad areas of study include: analysis of political theory in relation to its institutional environment, comparison and appraisal of different types of governments and political organization, American political behavior and institutions, and problems of international relations.

The courses are designed primarily for a liberal arts education and are intended to create intelligent and lasting interest and participation in the formulation of public policy. The training will also serve the needs of men contemplating scholarship and teaching in political science, as well as other professional careers, such as law, journalism, and the public service.

In advanced courses, emphasis is placed upon individual research and analysis — practice in concept formation, location, organization, and presentation of data — and upon independent judgment.

Majors in political science are expected to understand the relationship of this field to other social studies as well as to the purposes and methods of the social sciences as a whole. They are thus expected to take supporting courses in economics, history, sociology, and psychology.

### MAJOR REQUIREMENTS

Political Science 11 or 12, 100 or 92, and seven other courses in political science, distributed among three of the four areas of study: 1) comparative politics, 2) American politics, 3) international relations, and 4) political theory and political philosophy.

Four approved semester courses in other social sciences.

A general examination synthesizing major studies, including a special field chosen from among the four areas of study indicated.

\*\*\*On leave, 1969-70.

\*On leave, first semester, 1969-70.

†On appointment first semester 1969-70.

In the senior year majors will enroll in the appropriate Research Seminar (51, 53, 55, or 57) or Association in Teaching (91) in the first semester, and in Senior Departmental studies (100) or Association in Teaching (92) in the second semester.

### HONORS

The award of Departmental Honors is determined on the basis of a thesis or association in teaching, an oral examination, the quality of course work, and performance in the general examination.

#### 11, 12 POLITICS: POLITICAL ANALYSIS AND PUBLIC POLICY

Staff and Student Associates in Teaching

Case studies in political affairs, focusing on problems of contemporary importance, illustrating principles of political activity and techniques of analysis. Topics considered in 1969-70: The Politics of Selective Service; Governing the University; Politics and Policy in Education; Pressure Politics: Oil; The Urban Crisis; the New York Teachers' Strike; The Cuban Missile Crisis; Revolution in China; Political Development and Decay: Nigeria; Decolonization and Peacekeeping in the Congo.

*Open to freshmen and sophomores only.*

Political Science 11 and 12 provide the student with a basic understanding of the major elements of the political process; either one is a prerequisite for further work in political science.

#### 20a INTRODUCTION TO LATIN AMERICAN POLITICS Mrs. Marshall

A comparative analysis of political systems of Latin America.

*Offered at Bryn Mawr as Political Science 208a.*

#### 21 AMERICAN POLITICAL PROCESS: PARTIES, THE CONGRESS, AND THE PRESIDENT Mr. Waldman

A functional and behavioral analysis of the policy-making process. Political parties, legislative behavior, and powers and the interactions between the President and Congress will be examined. Prerequisite: Political Science 11 or 12 or consent of instructor.

#### 22 PUBLIC OPINION, PRIVATE INTERESTS, AND THE POLITICAL SYSTEM Mr. Waldman

An in-depth analysis of the formation of political attitudes, the functions of public opinion in shaping public policy, and the impact of interest groups on that policy. Prerequisite: Political Science 11 or 12 or consent of instructor.

#### 23 GOVERNMENT AND POLITICS IN WESTERN EUROPE Mr. Frye

A comparative analysis of the contemporary political systems of Great Britain, France, and Scandinavia, with special reference to factors making for stable and effective democracy.

*Offered at Bryn Mawr as Political Science 205a.*

- 24 COMPARATIVE POLITICS: POLITICAL DEVELOPMENT Mr. Glickman  
 A study of the theory and processes of political modernization, with emphasis on ideologies and political behavior in new states. Problems include the impact of the West on traditional societies, the growth and effects of nationalism, institutional transfer, political reconstruction, stability and change. Prerequisite: Political Science 11 or 12 or consent of the instructor.
- 25 INTERNATIONAL POLITICS AND FOREIGN POLICY Mr. Hansen  
 Using United States foreign policy as a case study, the course will deal with the factors that influence the foreign policies and the power of states in an expanding international system. The problems of managing power and resolving international conflicts without resort to war are considered. Prerequisite: Political Science 11 or 12 or consent of the instructor.
- 26 INTERNATIONAL ORGANIZATION Mr. Hansen  
 A study of various attempts to adapt the practices of international relations to the conditions of international interdependence, focusing on the United Nations system and regional organizations such as the OAU as one approach to the peaceful organization of the international system. The nature and capacities of international organizations operating in a system of state sovereignty, and other theoretical approaches to the establishment of the world order will be considered. Prerequisite: Political Science 11 or 12 or consent of the instructor.
- 27b AMERICAN POLITICAL THEORY Miss Shumer  
 The study of the foundations of American politics through an exploration of the roots and development of American political thought and institutions and an analysis of their theoretical assumptions and implications. Prerequisite: Political Science 11 or 12 or consent of the instructor.
- 28 PROBLEMS OF POWER AND POLITICS IN CONTEMPORARY AMERICA Miss Shumer  
 A study of selected issues which pose fundamental problems to the American political system, such as the decline of pluralism, mass society, bureaucracy, and technology. Prerequisite: Political Science 11 or 12 or consent of the instructor. (Political Science 21 and 27 are recommended.)
- 29 AFRICAN CIVILIZATION Messrs. Glickman and MacGaffey  
*(See Social Science 29 — General Courses)*
- 30a POLITICAL THEORY: POLITICAL OBLIGATION AND EXISTENTIAL POLITICS Mr. Salkever  
 Seminar in political philosophy: theory and practice. An examination of the relationship between speculative theory and practical (normative) principles. Readings will be drawn from three broad philosophic traditions: empiricist (Locke and Hume), historicist-existentialist (Marx, Nietzsche, Bergson), and classical (Plato and Aristotle). Prerequisite: Political Science 209b or either Philosophy 101 or 201.  
*Offered at Bryn Mawr as Political Science 311a.*

- 31 **POLITICAL CAMPAIGNING** Mr. Levin  
The theory and practice of electoral campaigning in the United States today. Field work. Visits by political leaders.
- 32 **THE SOVIET SYSTEM** Mr. Hunter  
(*See Economics 32*)  
*Offered in 1970-71 and alternate years.*
- 33 **GOVERNMENT AND POLITICS IN EAST ASIA**  
An approach to modern Asian politics (prior to 1950) through a study of the major philosophic and institutional features of dynastic China and areas under Chinese cultural influence. India and Japan are considered for comparative purposes.  
*Offered at Bryn Mawr as Political Science 203a.*
- 34a **PUBLIC POLICY: BASIC ISSUES IN SOCIAL WELFARE** Mr. Galper  
A study of the politics of welfare, focusing on major issues, such as equality, security, planning, and citizen participation. Selected programs in the United States will be examined and evaluated. Prerequisite: Political Science 11 or 12 or consent of the instructor. (Political Science 21 and 28 are recommended.)
- 35 **URBAN POLITICS** Mr. Tauss  
Rise of cities, urban groups, forms of political organization in urban areas, current problems of cities. Cross-cultural comparisons.  
*Offered at Bryn Mawr as Political Science 218a.*
- 36 **URBAN AFFAIRS** Mr. Tauss  
Seminar on selected topics in urban politics today. Field work.  
*Offered at Bryn Mawr as Political Science 316b.*
- 37 **INTERNATIONAL LAW** Miss Leighton  
An examination of the doctrines and practices of international law. Traditional material is considered in the context of the contemporary political process, with some emphasis on methodological problems.  
*Offered at Bryn Mawr as Political Science 221a.*
- 38 **AMERICAN CONSTITUTIONAL LAW** Mr. Salkever  
An analysis of some of the basic principles and processes of American public law. Attention is centered on decisions and opinions of the Supreme Court as they relate to the formation of public policy and to value patterns of American liberal democracy.  
*Offered at Bryn Mawr as Political Science 219b.*

- 39 LAW AND SOCIETY Miss Leighton  
 An introduction to the nature of legal obligation and its relation to selected social institutions. Typical legal problems pertaining to the family, property, and government are discussed.  
*Offered at Bryn Mawr as Political Science 301a.*
- 40 WESTERN POLITICAL THOUGHT Mr. Salkever  
 A study of the fundamental problems of modern Western political thought, based on an analysis of the writings of the leading theorists.  
*Offered at Bryn Mawr as Political Science 209b.*
- 42 WEST EUROPEAN INTEGRATION Mr. Frye  
 An analysis of postwar moves toward integration in Western Europe, with special emphasis upon the factors behind integration and upon the impact of integration upon member societies.  
*Offered at Bryn Mawr as Political Science 304b.*
- 48 CHINA AND JAPAN: PROBLEMS OF MODERNIZATION  
 The course focuses on internal responses to the Western impact as revealed in changing attitudes, revised values, and new institutions; and on external policies and relations. Special attention to evidence of continuity and change and to comparison of political developments in the two countries.  
*Offered at Bryn Mawr as Political Science 312b.*
- 51 RESEARCH SEMINAR IN AMERICAN POLITICS Mr. Waldman  
 Student research into problems of American political institutions and behavior: voting studies, small-group research, legislative behavior. Topic for 1969-70: The Exchange Theory of Politics. Prerequisite: Political Science 21 and 22, or the consent of the instructor.
- 53 RESEARCH SEMINAR IN COMPARATIVE POLITICS Mr. Glickman  
 Student research into problems of developed and developing political systems, emphasizing the use of cross-national and cross-cultural data and hypotheses. Topic for 1969-70: Socialism.  
*Taught jointly with Political Science 57, 1969-70.*
- 55 RESEARCH SEMINAR IN INTERNATIONAL POLITICS Mr. Hansen  
 Student research into problems of developed and developing political systems; discussion of various methods of research and analysis of the international political system. Topic for 1969-70: World Intellectual Elites. Prerequisite: Political Science 25, 26 or consent of the instructor.

- 57 RESEARCH SEMINAR IN POLITICAL THEORY Mr. Glickman  
 Student research into some of the major issues of political inquiry, such as ethics and politics, freedom and consent. Topic for 1969-70: Socialism. Prerequisite: Political Science 27, 28 or consent of the instructor.  
*Taught jointly with Political Science 53, 1969-70.*
- 61 RESEARCH SEMINAR IN POLITICAL ANTHROPOLOGY Mr. MacGaffey  
 (See *Sociology 61*)
- 63 COMMUNITY ORGANIZATION AND CITIZEN PARTICIPATION Mr. Elder  
 A study of the role of participation in local-level government and politics. Emphasis on problems of community organization. Field work, applications of complementary approaches. Student seminar presentations, analytical and evaluative research papers. *Open only to students enrolled in Educational Involvement Program.*
- 81, 82 INDEPENDENT STUDY Staff  
*Individual consultation; supervised independent reading and research*  
 Research papers and oral reports on special topics based upon the individual interests of advanced students. Enrollment only by permission of the instructor. May be taken as semester or year course by arrangement with the instructor.
- 87, 88 TOPICS IN POLITICAL THEORY AND ANALYSIS Staff  
 Student-organized and student-conducted courses, with faculty supervision. Topics chosen in the past: Student Rebellions; Conflict Theory, Strategy, and Political Gaming. Minimum group of eight students and consent of the Chairman of the Political Science Department required. Prerequisite: two courses in political science. Registration one time only.
- 91, 92 POLITICAL ANALYSIS: ASSOCIATION IN TEACHING Staff  
 Student association with staff in Political Science 11, 12. Open to selected senior majors only; usually alternative to a research seminar or a senior thesis.
- 100 SENIOR DEPARTMENTAL STUDIES Staff  
 Completion of senior thesis normally begun as part of the work in the research seminars and preparation for comprehensive examination. All staff members will be involved in the supervision of senior essays. After completion of the theses on April 15, there will be a period of reading and review leading to a general examination for all senior majors.

## PSYCHOLOGY

Professor SIDNEY I. PERLOE, *Chairman*

Professor DOUGLAS H. HEATH

Assistant Professor THOMAS D'ANDREA\*\*\*

Assistant Professor PRESTON B. ROWE, JR.

The psychology program is designed to give the student an understanding of the empirical approach to the study of behavior, a knowledge of the psychological principles which have emerged from empirical research, and an acquaintance with the problems to which contemporary research is directed. The student is encouraged to make active use of his knowledge in two ways: first, by using laboratory courses to develop a working familiarity with the experimental method as applied in psychology, ordinarily culminating in an individual research project in the junior or senior year; second, by attempting to apply known psychological principles to an understanding of the behavior of individuals and groups in all areas of human endeavor.

### MAJOR REQUIREMENTS

A major program in psychology includes Psychology 11, 14, 16, 23, 35, 100, and two additional advanced courses in the Department. Students may, but are not required to, concentrate in any one of the three following areas: experimental psychology, personality psychology, and social psychology. Students concentrating in the first area should strongly consider taking Mathematics 18, Probability and Statistics; and Philosophy 50, Modern Analytic Philosophy. Students who concentrate in Social Psychology are expected to take Sociology 43, The Sociology of Small Groups. Students contemplating a psychology major are advised to complete at least one or two semester courses beyond the introductory one by the end of the sophomore year. Students should note that the Sociology Department also offers social psychology as a special area.

### REQUIREMENTS FOR HONORS

The award of Departmental Honors signifies that a student has maintained a consistently high standard of performance in the work of his major program, and has done distinguished work on an independent empirical research project as well as in the comprehensive course. Honors candidates should plan to take Psychology 51 and/or 52 during the senior year.

### 11 INTRODUCTORY PSYCHOLOGY

Staff

The course will cover the following topics, drawn from the three major areas of psychology: conditioning, learning, and the experimental analysis of behavior; the development of theories of motivation, with emphasis on psychoanalytic theory and achievement motivation; and perception as a process of coding complex information.

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\*\*\*On sabbatical leave, 1969-70



- 14 **LEARNING** Mr. Rowe  
*Three seminar hours and three laboratory hours*  
The course focuses on the theoretical interpretations of learning in humans and animals, with emphasis on the empirical evidence on learned behavior. Topics covered will include classical and instrumental conditioning, memory and forgetting, S-R and cognitive models of learning, and learning sets and problem solving. The laboratory will include research in both human and animal learning. Prerequisite: Psychology 11.
- 16 **SOCIAL PSYCHOLOGY** Mr. Perloe  
*(Also called Sociology 16)*  
A consideration of the individual aspects of social behavior. Initially attention will be focused on some problems in social perception. The following topics will then be examined: the motivational determinants of group membership and social conformity, the effects of society and personality on social attitudes, the psychological aspects of social conflict, and the psychological aspects of social roles and social systems. Prerequisite: Psychology 11 or Sociology 11 or permission of the instructor. Juniors and seniors electing the course will be expected to do some additional work.
- 22 **PSYCHOLOGY OF LANGUAGE** Mr. Rowe  
The course will concentrate on the development of modern psycholinguistics. Such topics as semantics, the interpretation of language in terms of association theories, the relation between language and thinking, and the implications of recent work in generative grammars for a psychology of language will be discussed. Students will have the opportunity to pursue their particular interests, whether they be in the philosophical or mathematical theories of language, in culture and language, or in more conventional linguistics. Prerequisite: Psychology 11 or the consent of the instructor.
- 23 **THEORIES OF PERSONALITY** Mr. Heath  
Although the course will cover the major personality theorists, it will go most extensively into Freudian and neo-psychoanalytic personality theory. Theorists such as Jung, existentialist personality theorists, and the proponents of a trait approach to personality will also be discussed. Wherever possible, reading will be in original sources. Class discussion and papers will concentrate on clarifying and evaluating the merits of different theories. Prerequisite: Psychology 11.
- 24 **DEVELOPMENTAL PSYCHOLOGY** Mr. Heath  
The course will be organized around the major developmental problems of childhood, adolescence and the adult, and the types of controls used to master these problems. Emphasis will be placed on Piaget's and the ego psychologists' theories of child development. Consideration will also be given to the psychological aspects of identity, marriage, religion, old age, and death. Prerequisites: Psychology 23 and the consent of the instructor.

- 25 ANALYSIS OF BEHAVIOR Mr. D'Andrea  
*Three lectures and one laboratory period*  
 The course systematically formulates and analyzes the problems of scientific method, learning, motivation, and emotion, in terms of the principles of operant conditioning. Detailed analysis will be made of such problems as primary and conditioned reinforcement, reinforcement schedules, and avoidance conditioning. Lectures will emphasize the systematic principles and their application to a variety of human behaviors. The laboratory will involve the study of an individual animal's behavior (e.g., acquisition, extinction, discrimination). Students will also do independent research projects. Prerequisite: Psychology 11 or the consent of the instructor.  
*Not offered in 1969-70.*
- 27-28 PHYSIOLOGICAL PSYCHOLOGY Mr. Thomas  
*Three hours of lecture and one laboratory period*  
 The physiological basis of a wide range of psychological phenomena. The first semester will emphasize the role of the nervous system in learning, emotion, motivation, and thought. The second semester will also consider the physiological aspects of sensation and perception. Prerequisite Psychology 14. The first semester, alone, may be taken for credit with permission of the instructor.  
*Offered at Bryn Mawr as Psychology 301.*
- 29 ANIMAL LEARNING Mr. Gonzalez  
*Three hours of lecture and three hours of laboratory*  
 Comparative studies of conditioning and selective learning; theories of learning; the evolution of intelligence. Prerequisite: Psychology 14.  
*Offered at Bryn Mawr as Psychology 201a.*
- 30 HUMAN LEARNING AND THINKING Mr. Gonzalez  
*Two hours of lecture and four hours of laboratory*  
 Verbal learning and retention; meaning and creative thought. Prerequisite: Psychology 14; Psychology 27 recommended.  
*Offered at Bryn Mawr as Psychology 203b.*  
*Not offered in 1969-70.*
- 31 PERCEPTION Mr. R. Davidon  
*Three hours of lecture and two hours of laboratory*  
 Differentiation and organization of the perceived environment: visual, auditory, and tactual-kinesthetic. Prerequisite: Psychology 11.  
*Offered at Bryn Mawr as Psychology 305a.*

- 34 **ABNORMAL PSYCHOLOGY** Mr. Heath  
*Three hours of class and field work*  
 The seminar will introduce the student to the inner world and dynamics of schizophrenia from detailed case studies and reading in both the theoretical and research literature. Following a survey of other behavior disorders likely to be encountered in the field work, the seminar will examine the theoretical and methodological issues involved in personality assessment and therapy. The field work offers closely supervised experience in observational procedures, participation in the various services of a research mental hospital, and discussion with the professional staff following demonstrations of personality assessment methods, and therapeutic interviews. Prerequisites: Psychology 23 and the consent of the instructor.
- 35 **HUMAN INFORMATION PROCESSING** Mr. Rowe  
*Three seminar hours and three laboratory hours*  
 Seminar discussion will center upon the experimental investigation of human information processing. A variety of experimental approaches to the study of structure and dynamics in cognitive processes will be reviewed critically. Topics will include: the stabilization of one's perceptual-cognitive world, the codification and classification of information, and reasoning and judgment in problem solving. An experimental term project will be required. Prerequisite: Psychology 11 or consent of the instructor.
- 37 **COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE**  
 (Also called Sociology 37) Mr. Perloe  
 A detailed coverage of recent psychological research and theory on persuasive communications and attitude change. Consideration will be given to the effects of the following factors: the nature of the communicator, the use of emotional appeals, the structure of persuasive communications, the personalities of the communication recipients, and the occurrence of inconsistencies between belief and action. The consequences of gross situational changes such as "brain washing" will be discussed. Empirical research projects will be carried out during the course. Prerequisite: Psychology 16 or the permission of the instructor.
- 40 **DESIGN, ANALYSIS, AND THEORY IN BEHAVIORAL RESEARCH**  
Mr. Rowe  
 A consideration of strategies, problems, and philosophical questions relevant to the conduct of behavioral research. Some frequently used statistical methods will be covered in detail, along with a nontechnical treatment of the nature of statistical reasoning. Students will be expected to acquire some familiarity with computer programming while taking the course. Prerequisite: permission of the instructor or one laboratory course in psychology; the latter may be taken concurrently.  
*Not offered in 1969-70.*
- 42 **TOPICS IN SOCIAL PSYCHOLOGY** Mr. Perloe  
 Topic for 1969-70: Moral Development and Social Responsibility. Seminar on problems of current interest in social psychological research. Philips visitors will be utilized. Empirical research will be conducted by students where appropriate. May be repeated for credit with change of topic. Prerequisite: Psychology 16 or permission of instructor.

51, 52 RESEARCH TOPICS IN PSYCHOLOGY Staff

This course will introduce students to the problems of hypothesis formation and definition, experimental design, data analysis, and report writing by means of seminars, closely supervised experimental research projects, and oral reports. Students must have selected the general topical area within which they wish to do research prior to admission to the course. Prerequisites: Psychology 14, 35, and 40, and the consent of the instructor; students with preparation in statistics will be excused from the Psychology 40 prerequisite. Psychology 35 may be taken concurrently.

81, 82 INDEPENDENT STUDY Staff

100 SENIOR DEPARTMENTAL STUDIES Staff

The course will meet as a seminar to consider significant issues in psychological theory and methods, the relations between psychology and other disciplines, the value implications of psychological knowledge, and the role of psychology in the solution of social problems.

## RELIGION

Assistant Professor C. PETER SLATER, *Chairman*

Associate Professor GERHARD E. SPIEGLER

Associate Professor RICHARD G. LUMAN

Assistant Professor J. BRUCE LONG

Lecturer KIO T. KANDA

Visiting Lecturer SAMUEL T. LACHS

At Bryn Mawr

Professor HOWARD C. KEE

The Department of Religion is concerned with the historical study of religious traditions in the Hebrew-Christian culture, the historical-phenomenological study of non-Western religious traditions, and the philosophical study of religious thought, East and West, particularly its modern forms of expression.

### MAJOR REQUIREMENTS

The exact structure of the program must be determined in consultation with the major supervisor. The program must include the following courses:

a. Religion 15, 61, 51.

b. Six additional half-year courses (two of which may be upper-level courses in some other department, including languages). A comprehensive exam, written and oral, will be given early in the second semester of the senior year. Ordinarily it will be based on work done in two of the following sub-fields (1) non-Western religions, (2) Western religious history, (3) biblical studies, (4) modern religious thought, (5) religion and society.

### REQUIREMENTS FOR HONORS

Honors in Religion are awarded on the basis of the oral part of the comprehensive examination to students whose written work as juniors and seniors has been of a consistently high standard. High Honors are awarded on the same basis, special consideration being given to work done in project courses.

15, 15b RELIGION AND CLASSICAL CULTURE Messrs. Long and Luman

A study of man's conceptions of himself and society through detailed examination of selected myths and rites, found in the traditions of tribal Africa, Vedic India, or the Ancient Near East. An introduction to and testing of divergent methodologies and theories of religion in the study of major religious forms and types developed in the Hebrew-Christian tradition.

*One-semester course offered in each semester.*

16a, 16 RELIGION AND MODERN CULTURE Messrs. Slater and Spiegler

Modern forms of religious expression and critiques of religion will be studied in the work of such men as Kierkegaard, Marx, Freud, T. S. Eliot, Buber, Bultmann, Tillich, and Camus. No prerequisite.

*One-semester course offered in each semester.*

19, 20 THE RELIGION OF ANCIENT ISRAEL AND EARLY JUDAISM

Mr. Lachs

First semester: a study of the historical development of the Bible against the background of Ancient Near Eastern cultures; the rise of Judaism in the Post-Exilic period. Second semester: Early Rabbinic thought and institutions. Religion 20 may be taken without prerequisite.

21, 22 THE NEW TESTAMENT AND EARLY CHRISTIAN LITERATURE

*Offered at Bryn Mawr as History of Religion 102.*

Mr. Kee

23, 24 HISTORY OF WESTERN RELIGIOUS THOUGHT AND INSTITUTIONS

Mr. Luman

Spring semester: relations between Church and State from the fourth to fourteenth centuries A.D.

*Religion 23 not offered in 1969-70.*

25, 26 RELIGIOUS TRADITIONS IN INDIA: ANCIENT AND MODERN

*(Also called Philosophy 25, 26)*

Mr. Long

A study of the various religious traditions in India (Hindu, Buddhist, Islamic, and tribal) from the earliest developments in the Vedas, Brahmanas, and Upanishads, through the two Indian epics, the Puranas, and the Agamas. Special emphasis will be placed upon tracing the persistence of certain forms of religious belief and worship throughout the course of Indian history. Prerequisite: Religion 15 or consent of the instructor.

- 29 RELIGION AND THE CONTEMPORARY IMAGINATION Mr. Long  
*(Also called Philosophy 29)*  
 An introductory study of the basic ideas and issues in contemporary theology and literature, designed to help the student bring into sharper focus the religious dimensions or implications of modern literature—fiction, drama, and poetry. Lectures and discussions will be devoted to close literary analysis and theological interpretation of selected works of Kafka, Sartre, Camus, Beckett, Auden, Eliot, Kierkegaard, Tillich, and others. Prerequisite: Religion 16 or consent of the instructor.
- 36 THE PROTESTANT REFORMATION Mr. Luman  
*(Also called History 36)*  
 A study of the rise and development of the Protestant Reformation during the sixteenth century, its history and thought, with special attention to the work and thought of Luther and Calvin. Prerequisites: Religion 23, 24 or consent of the instructor.
- 37 RELIGIOUS ETHICS Mr. Slater  
*(Also called Philosophy 37)*  
 An examination of conflicting approaches to such topics as freedom and order, love and justice, vocation and avocation, church and state, just-war theory and non-violent resistance, population control, and personal responsibility in the uses of power. Reports, lectures, and discussions. Prerequisite: Religion 16 or consent of instructor. Enrollment limited.
- 38 PHILOSOPHY OF RELIGION Mr. Slater  
*(Also called Philosophy 38)*  
 A study of classical and contemporary treatments of such topics as faith and knowledge, theology and history, science and religion, the nature and existence of God, evil and life after death, and problems concerning truth-claims and meaningfulness in religious discourse. Lectures, reports, and class discussions. Prerequisite: Religion 16 or one course in Philosophy.
- 40 HISTORY AND PRINCIPLES OF QUAKERISM Mr. Bronner  
*(See History 40)*
- 41, 42 SEMINAR IN PHILOSOPHICAL RELIGIOUS THOUGHT  
*(Also called Philosophy 41, 42)* Messrs. Spiegler and Slater  
 Specialized study of the works of some major philosopher or theologian or work on a major theological problem. May be repeated for credit with change of content. Fall semester 1969-70: Heidegger. Prerequisite: reading knowledge of German and consent of instructor (Mr. Spiegler). Spring semester 1969-70: classical and contemporary treatments of the problem of evil. Prerequisite: consent of instructor (Mr. Slater).

- 44 SEMINAR IN HISTORY OF RELIGIONS Mr. Long  
Intensive study of some period or set of problems in the field. May be repeated for credit with change of content. Topic for 1969-70: a consideration of the history of Indian philosophy from the late Vedic period through to the principal schools of thought: Classical Vedanta (Shankara), Yoga (Patanjali), Samkhya, Shaiva Siddhanta, Hindu devotionalism (Ramanuja) and, in modern times, Sri Aurobindo. Prerequisite: Religion 25 or consent of the instructor.
- 45 SEMINAR IN WESTERN RELIGIOUS HISTORY Mr. Luman  
(Also called History 45)  
Intensive study of a major thinker or movement in the history of Christianity. May be repeated for credit with change of content. Topic for 1969-70: the transformation from late classical to medieval culture. Prerequisite: consent of the instructor.
- 46 SOCIOLOGY OF RELIGION  
(See Sociology 46)  
Offered at Bryn Mawr as Sociology 209b.
- 47 ANTHROPOLOGY OF RELIGION Mr. MacGaffey  
(See Sociology 47)
- 51 MODERN TRENDS IN RELIGION Mr. Slater and Staff  
Advanced study of topics in the field. Required of senior majors and open to other qualified seniors with consent of the instructor. Topics for 1969-70: problems in the comparative study of religion, historiography and biblical theology, theological and non-theological interpretations of myths and symbols.
- 81, 82 INDEPENDENT STUDY Staff  
Individual consultation. Independent reading and research.

**OFFERED UNDER HISTORY OF RELIGION AT BRYN MAWR**

- 207a JESUS AND THE GOSPEL TRADITION Mr. Kee
- 208b PAUL AND THE RISE OF GENTILE CHRISTIANITY Mr. Kee
- 301a GNOSTICISM Mr. Kee
- 302b JEWISH ANTECEDENTS OF EARLY CHRISTIANITY Mr. Kee

## ROMANCE LANGUAGES

Professor MARCEL M. GUTWIRTH, *Chairman*

Professor MANUEL J. ASENSIO

Associate Professor BRADFORD COOK

Assistant Professor PATRICK MCCARTHY

Assistant Professor JULIET MACCANNELL

Admission of new students to all French and Spanish courses except French 11-12 and Spanish 11-12 is contingent upon placement examinations administered by the Department prior to the opening of such courses.

Opportunity is given to students who complete French 11-12, Spanish 11-12 or Spanish 13-14 with distinction to advance rapidly into higher courses by passing a special examination in September on a prescribed program of vacation study.

Residence in the French and Spanish Houses and participation in the Cercle Français and Club Español afford an opportunity for supplementary oral practice.

Students who might profitably spend their junior year in France or Spain are encouraged by the Department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in a Romance language are encouraged to spend a summer in France or in a Spanish-speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

### FRENCH

The program in French is designed to give the student some facility in handling the French language, by elucidation and review of fundamentals, by a progressive course of reading, constant practice in hearing, speaking, writing French. Close scrutiny of style and structure, of moral and artistic intentions, orients the study of the masterpieces of French literature, which the student is then ready to approach, toward a heightening of his perception of artistic achievement, an enlargement of his understanding of both heart and mind. Reading in the original of the works of major figures such as Pascal, Moliere, Balzac, Flaubert, Proust, moreover, will perfect his acquaintance with some of the best in his own heritage, the culture of the West.



**MAJOR REQUIREMENTS**

French 31, 32, 33, 34, 41, 42, and 100.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

**REQUIREMENTS FOR HONORS**

Honors in French will be awarded on the basis of consistently distinguished work in the literature courses — including at least one project course — and of a grade of 90 or better on the comprehensive examinations. High Honors will be determined by a further oral examination.

**11-12 INTRODUCTION TO FRENCH LANGUAGE AND THOUGHT**

Staff

Pronunciation and intonation; grammar, with oral and written exercises. Reading, in the second semester, of easy texts of literary merit.

This course is not open to freshmen who have had more than two years of high-school French.

**13-14 INTERMEDIATE FRENCH**

Staff

Training in the language is pursued on the basis of a sampling of works designed to acquaint the student with the range of French thought and letters, from the *Chanson de Roland* to the present. Grammar review, *dictées*, short written compositions, classes conducted in French. Prerequisite: French 11-12 or satisfactory performance on a placement test.

**21 DICTION AND COMPOSITION IN FRENCH**

Mrs. MacCannell

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

**22 EXPLICATION DE TEXTES**

Mr. McCarthy

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

**31 THE CLASSICAL AGE**

Mr. McCarthy

Readings in the French 17th century, from Pascal's *Pensées* to La Bruyère's *Caractères*, with special attention to the flowering of the classical drama. Prerequisite: French 22 or the equivalent.

*Offered in 1969-70 and alternate years.*

- 32 THE TWENTIETH CENTURY Mr. Cook  
 Three generations, those of Gide, Malraux, and Sartre, will be examined in representative novels, plays, essays, and poems. Prerequisite: French 22 or the equivalent.  
*Offered in 1969-70 and alternate years.*
- 33 NINETEENTH CENTURY LYRIC POETRY  
 The lyrical rebirth of the 19th century: Vigny, Baudelaire, Rimbaud, Mallarme. Prerequisite: French 22 or the equivalent.  
*Offered in 1970-71 and alternate years.*
- 34 THE NOVEL FROM LACLOS TO PROUST  
 The rise of the modern novel in France from the late 18th to the early 20th century with particular attention to Balzac, Stendhal, Flaubert, Zola, and Proust. Prerequisite: French 22 or the equivalent.  
*Offered in 1970-71 and alternate years.*
- 43 ADVANCED TOPICS IN FRENCH LITERATURE Mr. Cook  
 1969-70: Balzac, Flaubert, Gide. A study of French prose styles and the arts of shorter fiction. Prerequisite: consent of the instructor.
- 44 ADVANCED TOPICS IN FRENCH LITERATURE Mr. Gutwirth  
 1969-70: Rimbaud and La Fontaine. Rimbaud ushered in the modern—conceived of as radical disruption, antidiscourse, the poetics of the searing flame. La Fontaine wrung poetry from fable, irony, wit—exemplifying the poetics of the clear brook. The muse yielded in either case—whether gently moved or won by force: therein lies a lesson that will be the matter for this course. Prerequisite: consent of the instructor.
- 81, 82 INDEPENDENT STUDY Staff  
 This course offers the student of French literature an opportunity to probe more deeply and more independently into a problem or into an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of the individual student.
- 100 SENIOR DEPARTMENTAL STUDIES Staff  
 Masterworks from the Renaissance to the present. A representative sample of major works by twelve writers of the first rank is assigned in this course, together with a recent scholarly appraisal of each writer, to allow the student to form a view of the high points of the literary tradition against a background of authoritative, up-to-date assessment. From Montaigne to Proust the readings cover a span of four centuries, and they range from Voltairian polemic wit to Baudelaire's aesthetic detachment. The object of the course is to cap the student's acquaintance with French literature by a reconsideration of some of its main achievements. Among the writers presented are: Pascal, Molière, Racine, Flaubert, Gide. Prerequisite: senior standing or permission of the Department.

## FRENCH CIVILIZATION

- 27 THE IMPRESSIONIST ERA Mr. McCarthy  
(Also called *History 27*)  
A study of mid-19th century French civilization centering on the relation of the arts (music, painting, poetry, and the novel) to the social and political scene constituted by the Third Republic. Guest lectures by music and art specialists, as well as slides and records. Enrollment limited. A knowledge of French is not required.
- 24 THE EIGHTEENTH CENTURY *PHILOSOPHES* Mrs. MacCannell  
(Also called *Political Science 30*)  
Montesquieu, Voltaire, Rousseau, Diderot. Readings in English from the works of these four major figures of the European Enlightenment, whose contribution to sociology, political theory, and theory of education singularly broadened the idea of the writer's function in society. Some attention will also be given to Helvetius, Condillac, and the *Encyclopédie*.

## COURSES OFFERED AT BRYN MAWR

- 305a MARIVAUX, GIRAUDOUX Mrs. Lafarge
- 305b WOMEN NOVELISTS FROM MME. DE STAEL TO SIMONE DE  
BEAUVOIR Mr. Maurin

## SPANISH

The courses offered in Spanish are designed to give the students a thorough knowledge of the Spanish language and an understanding of Spanish and Spanish-American thought and culture. Elementary Spanish and Intermediate Spanish are primarily language courses, with emphasis on grammar, reading, and conversation. Even in these elementary courses the approach corresponds to the liberal tradition of the College, placing emphasis on the human value of the language, and its importance in international and continental solidarity and understanding. The elementary courses are followed by general courses in civilization and literature, as the basis for the more advanced courses covering special periods, works, and authors in Spanish and Spanish-American literatures. Interested students should consider, in addition to the courses listed below, the offerings in Spanish at Bryn Mawr College.

## MAJOR REQUIREMENTS

Spanish 21-22; 23-24, 33, 81 or 82, and 100.

History of Spain and Spanish America, as a background for literature.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

Spanish majors are advised to take Spanish 202 (Spanish Readings and Composition) at Bryn Mawr College.

### REQUIREMENTS FOR HONORS

Honors in Spanish are awarded to students who consistently show high-quality work in their literature courses and undertake study beyond the normal requirements. Every Honors student must complete at least one project course. A minimum grade of 88 is required in the comprehensive examinations. High Honors are awarded on the basis of a further oral examination.

- 11-12 ELEMENTARY SPANISH Mr. Asensio  
Grammar, with written and oral exercises; reading; thorough drill in conversation.
- 13-14 INTERMEDIATE SPANISH Mr. Asensio  
Review of grammar, with written and oral exercises; composition, reading, and conversation. Prerequisite: Spanish 11-12 or the equivalent.
- 21-22 INTRODUCTION TO SPANISH LITERATURE Mr. Asensio  
A survey of Spanish literature from the beginnings to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.
- 23-24 INTRODUCTION TO LATIN-AMERICAN LITERATURE Mr. Asensio  
A survey of Latin-American literature from the Colonial period to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.  
*Not offered in 1969-70.*
- 25-26 INTRODUCTION TO HISPANIC CIVILIZATION Mr. Asensio  
Geographic, cultural, and historical background. Emphasis is laid on basic attitudes underlying the Spanish and Spanish-American culture pattern and contrasting with characteristic American attitudes. Lectures, reading, discussion, written reports. Prerequisite: Spanish 13-14 or the equivalent.  
*Not offered in 1969-70.*
- 33 THE AGE OF CERVANTES Mr. Asensio  
The development of Cervantes' art in the drama, the short story, and the novel with special attention to *Don Quixote*.  
*Not offered in 1969-70.*
- 61, 62 SPECIAL TOPICS IN SPANISH LITERATURE Mr. Asensio  
Reading and lectures, written and oral reports. This course may be repeated, with change of content, for full credit. Topic for 1969-70: Poetry and Theatre of the Golden Age.
- 81, 82 INDEPENDENT STUDY Mr. Asensio
- 100 SENIOR DEPARTMENTAL STUDIES Mr. Asensio

## RUSSIAN

Professor FRANCES DE GRAAFF, *Chairman*

Assistant Professor RUTH C. PEARCE\*

Instructor FREDERICK SCHULZE\*

The courses in Russian are designed to offer the students the opportunity to learn 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 numbered above 100 are offered at Bryn Mawr College.)

Students majoring in this field will be required to take:

Eight semester courses in Russian language and literature: 11-12, 21-22, 200 or 201, a 300 course chosen from 301, 302, 303, 304, in addition to the 100 course.

Three semester courses in Russian history and institutions: History 43-44 (History of Russia); Political Science 32 (The Soviet System).

Other related courses, including Russian 200 (Advanced Training in the Russian Language), and Russian 203 (Russian Literature in Translation), are recommended.

A comprehensive examination of the Russian language, a special period of Russian literature, and Russian history.

### REQUIREMENTS FOR HONORS

*Honors* in Russian will be awarded on the basis of consistently high quality work in literature, and a research paper. *High honors* will be awarded on the basis of further oral examination.

#### 11-12 ELEMENTARY RUSSIAN

*Five periods a week*

Russian grammar, conversation, and reading. This course meets five times a week with corresponding reduction in outside preparation; three hours credit.

Mrs. Pearce and Mr. Schulze

#### 21-22 INTERMEDIATE RUSSIAN

*Four periods a week*

Grammar review, reading in Russian classics and contemporary materials, conversation. Prerequisite: a grade of 70 or higher in Russian 12, or the equivalent.

Mrs. Pearce

\*On appointment at Bryn Mawr College.



**SOCIOLOGY AND ANTHROPOLOGY**

Assistant Professor WYATT MACGAFFEY, *Chairman*

Professor A. PAUL HARE

Visiting Professor FRIDRIKH M. BORODKIN†

Assistant Professor WILLIAM HOHENSTEIN

Visiting Assistant Professor ETHEL SAWYER

Lecturer PAUL E. WEHR

Sociology at Bryn Mawr

Professor EUGENE V. SCHNEIDER, *Chairman*

Assistant Professor JUDITH R. PORTER\*\*\*

Lecturer MARTIN WENGLINSKY

Lecturer RICHARD K. FENN

Lecturer STANLEY S. CLAWAR

The curriculum in sociology and anthropology is designed to develop the student's understanding of social structure, process, and change in human societies. The subject matter deals with man, his groups, his organizations, and his communities.

In the introductory course and in the advanced theory courses there is an opportunity to become familiar with past and present theories of social behavior. A further understanding of these concepts can be gained through field experience and by the analysis of concrete cases of interpersonal behavior, organizations, social change, etc. An opportunity to apply and to test these theories is provided in the laboratory courses and research seminars.

A student who wishes a general knowledge of sociology and anthropology can supplement the basic required courses with any of the courses listed below. However, it is also possible to specialize in social psychology, institutional analysis, or anthropology by taking a majority of the courses listed in one of the following sequences:

Social psychology—16, 18, 22, 23, 28, 37, 42, 43, 44, 62.

Institutional analysis — 14, 20, 21, 24, 25, 26, 30, 46.

Anthropology — 12, 34, 41, 61 as well as Biology 36, Philosophy 39, and Psychology 22.

The attention of students interested in anthropology is drawn to the departmental offerings at Bryn Mawr, Swarthmore, and the University of Pennsylvania.

**OFF-CAMPUS PROGRAMS**

Students majoring in Sociology and Anthropology are encouraged to include in their study program a semester's involvement in one of the several off-campus programs offered by the Center for Nonviolent

\*\*\*On leave, 1969-70

†On appointment second semester, 1969-70

Conflict Resolution. (See Educational Involvement Program.) Participation affords direct involvement with problems of Black-White relations, poverty, conflict, and change in suburban, urban, and international areas. The options include:

- (1) The School Community Assistants Program (North Philadelphia).
- (2) The Community Organizations Assistants Program (German-town).
- (3) The International Affairs Internship (Service abroad).

In the first two programs, participants take two double-credit seminars related to their field work.

### MAJOR REQUIREMENTS

A major program in sociology and anthropology at Haverford includes an introductory course (at the first-year level), at least one course in research methods (31, 34, or 35), one course in theory (33 or 44), the Senior Departmental Studies Seminar (100), and four additional courses in sociology or anthropology.

A comprehensive review designed to test the student's knowledge as well as his ability to utilize and integrate the subject matter of the behavioral sciences is required in the senior year. Within these general guidelines a student is encouraged to play an active part in developing his own curriculum and final comprehensive review.

### REQUIREMENTS FOR HONORS

Candidates for Honors in sociology and anthropology will be required to demonstrate high competence and seriousness of purpose in their major courses, to complete one research paper, and to pass the comprehensive review with distinction.

- 11 INTRODUCTION TO SOCIOLOGY Mr. Wenglinsky  
An analysis of the basic sociological perspectives, methods, and concepts used in studying society. Emphasis will be placed on culture, social system, and personality, and their inter-relationships. Concrete applications of sociological analysis will be examined.  
*Offered at Bryn Mawr as Sociology 102a.*
- 12 AFRICAN SOCIETY Mr. MacGaffey  
An introduction to social anthropology through the study of Subsaharan African peoples. Special attention to kinship and economic institutions, relating patterns of exchange to social structure.
- 14 AMERICAN SOCIAL STRUCTURE Mr. Schneider  
Analysis of the structure and dynamics of complex, industrial societies. Examples are drawn from several societies, but major emphasis is on the United States.  
*Offered at Bryn Mawr as Sociology 102b.*
- 16 SOCIAL PSYCHOLOGY Mr. Perloe  
*(See Psychology 16)*



- 18 **PERSONALITY AND SOCIAL STRUCTURE** Mr. Schneider  
 An analysis of the relationships between personality, both deviant and non-deviant, and major elements of the social structure and culture. Several theories linking personality, social structure, and culture will be considered.  
*Offered at Bryn Mawr as Sociology 208b.*
- 20 **SOCIOLOGY OF POVERTY** Mrs. Porter  
 An analysis of the causes and effects of poverty in the United States. Issues covered will include the culture of poverty, the effects of poverty on institutions such as the family, and the government poverty program. Prerequisite: introductory sociology at Haverford or Bryn Mawr.  
*Offered at Bryn Mawr as Sociology 212b.*  
*Not offered in 1969-70.*
- 21 **RACE RELATIONS** Mr. Fenn  
 An examination of theories of prejudice and attitude change. The structure of the minority community and its relationship to the majority group will be discussed, with major emphasis placed on analysis of Negro-white relations in the United States.  
*Offered at Bryn Mawr as Sociology 207a.*
- 22 **ANALYSIS OF INTERPERSONAL BEHAVIOR** Mr. Hare  
 The aim of the course is to improve the student's abilities to observe, analyze, and understand his own behavior and that of others in everyday interpersonal situations. The class constitutes a self-analytic training group in which the student is expected to demonstrate his abilities by effective participation in the group as well as in periodic written analysis. Problems for analysis are drawn from events in the group.
- 23 **SOCIAL DISORGANIZATION AND DEVIANT BEHAVIOR** Mr. Hohenstein  
 An analysis of the theories and problems of social disorganization and deviant behavior of individuals and groups. Field trips to mental hospitals and prisons.
- 24 **SEMINAR IN CONTEMPORARY SOCIAL AND POLITICAL ISSUES** Mr. Wehr  
 Interested students will select the topic for study in advance of the term and will be involved in designing the approach, developing a bibliography, and suggesting relevant resource people to be brought in during the term. The criteria for selection of topics will be student and faculty interest, and relevance vis-a-vis the current social-political scene. Options might range from an examination of the imperatives for structural change in American social and political institutions to an exploration of definition of self in a world of violence. Enrollment limited to fifteen students.
- 25 **SOCIAL CONFLICT AND NONVIOLENT RESOLUTION** Mr. Wehr  
 Various theoretical approaches will be applied to contemporary instances of violent and nonviolent conflict between groups and organizations, ranging from urban riots to civil wars. The course will draw upon the work of Ardrey, Lorenz, Simmel, Coser, Boulding, Parsons, Mills, and others and will include a section on the theories and techniques of nonviolence as one approach to conflict resolution. Enrollment limited to fifteen students.

- 26 THEORIES OF CONFLICT Mr. Borodkin  
The focus of the seminar will be an "informal theory of conflict" which will include the sociological aspects of the mechanisms of conflict.  
*Offered in 1969-70 only.*
- 28 SOCIOLOGY OF NONVIOLENCE Mr. Hare  
A review of social-psychological theories and other theories of nonviolent direct action. Class discussion will be based on written case material and field observation.
- 29 AFRICAN CIVILIZATION Messrs. Glickman and MacGaffey  
Departmental credit with permission of instructor. (*See Social Science 29 — General Courses.*)
- 30 SOCIAL STRATIFICATION Mrs. Porter  
Examination of theoretical and methodological problems in the field of social stratification, with special reference to the relationship between the class structure and the culture and personality systems. The connection between the stratification system and other social institutions, the possibility of class differences in value systems, and the effect of social class membership on socialization and personality development will be among issues considered.  
*Offered at Bryn Mawr as Sociology 205b.*  
*Not offered in 1969-70.*
- 31 SOCIAL RESEARCH AND ANALYSIS Mr. Hohenstein  
*Weekly laboratory period*  
Selection, design, and execution of a study on a contemporary social problem with a view toward understanding methods of data gathering and analysis in sociological research. Topics will include the relation between theory and methodology, selection of problems and hypotheses, research strategies, theory of measurement, questionnaire construction, interviewing, elementary social statistics, and models of explanation.
- 32 DATA PROCESSING AND COMPUTER TECHNIQUES Mr. Hare  
An advanced course in sociological research methods with emphasis on computer processing of survey data. Students learn to write programs in the FORTRAN computer language and to use basic computer programs for statistical analysis.
- 33 SOCIAL THEORY Mr. Schneider  
Analysis of the theoretical work of several classical and modern thinkers.  
*Offered at Bryn Mawr as Sociology 302a.*
- 34 ANTHROPOLOGICAL RESEARCH METHODS Mr. MacGaffey  
Historical development of research methods in anthropology. Theory of corporate groups. Practical problems in field research and epistemology.
- 35 SOCIOLOGICAL AND POLITICAL SCIENCE RESEARCH Mr. Clawar  
Introduces students to methods and techniques of research in sociology and political science. Topics include research design, constructing schedules and questionnaires, interviewing, participant observation, and statistical analysis of data.  
*Offered at Bryn Mawr as Sociology 235a.*

- 36 **MATHEMATICAL METHODS IN SOCIOLOGY** Mr. Borodkin  
 A series of lectures including the following topics: treatment of empirical data, models of social processes, and problems of forecasting, planning, and management.  
*Offered in 1969-70 only.*
- 37 **COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE** Mr. Perloe  
*(See Psychology 37)*
- 38 **SOCIOLOGY OF LITERATURE** Mr. Wenglinsky  
 Literature as a social experience, a social product, and an indicator of societal processes. Topics will include relation of *genres* to societal characteristics, sociology of literary circles and the literary life, literature as a form of knowledge, literature and politics, literature (and films) in industrial and rationalized society.  
*Offered at Bryn Mawr as Sociology 222b.*
- 39 **POLITICAL SOCIOLOGY** Mr. Wenglinsky  
 A study of major elements in and affecting the official processes for societal decision-making in industrial societies with special attention to problems of developing and maintaining a democratic system.  
*Offered at Bryn Mawr as Sociology 220a.*
- 40 **SOCIOLOGY OF OCCUPATIONS AND PROFESSIONS** Mr. Wenglinsky  
 A study of dominant public responsibility taken on by individuals and the kinds and qualities of lives implied by their occupations. Topics will include bureaucratic, self-administered, professionalized, and disreputable occupations, and their relations to the educational and stratification systems and to such concepts as authenticity and alienation.  
*Offered at Bryn Mawr as Sociology 227b.*
- 42 **TOPICS IN SOCIAL PSYCHOLOGY** Mr. Perloe  
*(See Psychology 42)*
- 43 **SOCIOLOGY OF SMALL GROUPS** Mr. Hare  
 Theoretical and experimental analysis of the structure and process of interaction in small discussion, therapy, or work groups. The effects of variables such as leadership, group size, members' personalities, and the communication network will be examined. Class members will conduct and observe experimental groups in the laboratory and use the computer to simulate observed interpersonal behavior.
- 44 **SOCIOLOGY OF KNOWLEDGE** Mr. Hohenstein  
 An analysis of European and American theories of the social factors which influence and affect the development of knowledge. Emphasis will be placed on the writings of Marx, Durkheim, Mannheim, and Parsons. Particular consideration will be given to the role of the intellectual in contemporary America and to the epistemological assumptions behind procedural rules in the social sciences.

- 46 **SOCIOLOGY OF RELIGION** Mr. Fenn  
 Analysis of the interrelationship between religion and society, drawing upon the works of major social theorists. Emphasis will be placed on the connection between religious systems and secular culture and social structure. Among topics considered will be the role of religion in social change, the connection between religious and secular values, and the relation between religion and the personality system.  
*Offered at Bryn Mawr as Sociology 209b.*
- 41 **ANTHROPOLOGY OF RELIGION** Mr. MacGaffey  
*(Also called Religion 47)*  
 Contemporary ethnographic work in the field of religion considered in relation to the most important theoretical contributions, particularly those of French authors. A knowledge of French is helpful but not essential.
- 61 **SEMINAR IN POLITICAL ANTHROPOLOGY** Mr. MacGaffey  
*(Also called Political Science 61)*  
 Selected topics in the comparative study of government and law, including insurrectionary phenomena such as revolution, rebellion, and messianism.
- 62 **RESEARCH SEMINAR ON SOCIAL INTERACTION** Mr. Hare  
 Participation in designing and conducting research on social interaction either in the laboratory or in a natural setting.  
*Not offered in 1969-70.*
- 71, 72 **COMMUNITY INVOLVEMENT PROJECTS**  
 For participants in one of the full-time off-campus programs which provides direct involvement with problems of Black-White relations, poverty, conflict, and change in suburban, urban, and international areas. Double-credit course. (See Educational Involvement Program.)
- 81, 82 **INDEPENDENT STUDY** Staff  
 Research papers and reading courses on special topics based upon the individual interests of advanced students. Prerequisite: approval of a research or reading proposal by the department.
- 87, 88 **STUDENT-INITIATED SEMINARS**  
 Student-initiated seminars on topics of current interest in sociology. Prerequisite: approval of departmental supervisor.
- 100 **SENIOR DEPARTMENTAL STUDIES** Mr. Hohenstein  
 Collaboration with staff in a review and application of the theory and methods of sociology and anthropology, such as designing a course in the social sciences at the high-school level and teaching a tutorial group. Seminar discussions of teaching experiences and problems in the sociology of education. Required of majors and open to others with the permission of the instructors.

## SPANISH

(See Romance Languages)

# **SPECIAL PROGRAMS OF INSTRUCTION**



**FRESHMAN SEMINARS  
EDUCATIONAL INVOLVEMENT  
URBAN STUDIES**

**PHYSICAL EDUCATION  
ARTS AND SERVICE**

## FRESHMAN SEMINARS

*Administrative Staff*

Professor FRANK J. QUINN, *Chairman*

Professor ARIEL G. LOEWY

Associate Dean DAVID POTTER

(See *Guidelines for Liberal Education*)

Freshmen will take one seminar each semester, which they will choose in consultation with the faculty member teaching the seminar. In most cases the professor who teaches it will be the Academic Adviser of the students in the seminar so that the seminar will become the focal point of the freshman year from the standpoint of creative advising as well as of intellectual exploration.

Class size is normally limited to twelve students, although there will be some experimentation with classes of 24 students and two faculty members.

In addition to group seminar meetings, there will be tutorial sessions with smaller groups of students and frequent occasions for writing short papers and discussing the work of other students. It is expected that there will be an atmosphere in which there is freedom to experiment with a variety of educational forms.

Grading consists of a brief written evaluation.

### OFFERED IN FIRST SEMESTER, 1969-70

- I-A FROM COURTLY LOVE TO MODERN LOVE Mr. Ashmead  
A study, using three major texts (Chaucer, *Troilus and Criseyde*; Cervantes, *Don Quixote*; Roth, *Portnoy's Complaint*), of significant changes in western literary attitudes towards the representation of love.
- I-B EVOLUTION AND MOLECULAR BIOLOGY — MAN VERSUS  
NATURAL SELECTION Mr. Finger  
Has natural selection become ineffectual with the arrival of man on the evolutionary scene? The prospects for the biological control of man's future by himself — its practicality, desirability, and morality.
- I-C DIMENSIONS OF HUMAN NATURE AND EXISTENCE Mr. Gangadean  
The basic theme is an ethical one. Conceptions of how men ought to live involve a conception of man's nature — his powers and possibilities. Certain conceptions of man's nature and existence will be examined and contrasted, both from a scientific and philosophical perspective.  
Specific themes: consciousness and self-awareness; the power of knowledge; reason and action; communication; emotion, instinct and will; freedom, realization, and value.  
Writings from Plato, Aristotle, Descartes, Freud, Lorenz, Sartre, Nietzsche, Hesse, and Buber will be examined.

## I-D, E MAN AND THE CITY

I-D Mr. Gubins

I-E Mr. Lubarsky

The concentration of human affairs in the urban center has been a source of inspiration and frustration for artists, writers, historians, philosophers, and men of public life since the 5th century B.C.

Why has man chosen to create cities? How has he perceived the value of cities to the quality of his life? What forces have contributed to the apparently unmanageable conditions of our modern city?

Students will have an opportunity to pursue these questions through a wide variety of readings in different fields.

## IF STUDENT REVOLUTIONS

Mr. Hare

A social-psychological analysis of current problems in society as they are reflected in student revolutions. Reading will include philosophy of revolution represented by Marcuse and Arendt and past and current case studies of student demonstrations.

## I-G THE AMERICAN REVOLUTION

Mr. Illick

A review of the literature on the Revolution, demonstrating the correspondence between that literature and the lives and times of the various historians who created it, will be followed by a careful study of contemporary interpretations. Focussing particularly on Pennsylvania, especially Philadelphia, students will be encouraged to study primary sources to determine whether (or to what degree) it is possible to write an objective history of the Revolution.

## I-H LITERATURE OF THE GHETTO

Mr. Kannerstein

This seminar will concentrate on the experience of black people and Jews in American ghettos. Readings will be chosen from a list including Richard Wright, Ralph Ellison, James Baldwin, Malcolm X, Claude Brown, Piri Thomas, Dick Gregory, Gordon Parks, Abraham Cahan, Michael Gold, Philip Roth, Henry Roth, I. B. Singer, Alfred Kazin, James Agee, William Saroyan, Federico Garcia Lorca, Langston Hughes, and others. At least part of the semester will be devoted to study of the music and folklore of the ghetto and to contemporary black poetry.

Trips, films and outside speakers will be utilized when possible. Tutorials and individual conferences will be held. Students and the instructor will decide on the framework of the course and the reading list, and will attempt to define the nature of the American ghetto experience as it is portrayed in literature.

## I-I BENCHMARKS OF MODERN THOUGHT

Mr. Lester

A study, through reading, discussions, and writing, of (1) major critical issues which set the bearings of modern thought, (2) the current status of thinking on those issues, and (3) reflections of that thought in (primarily twentieth-century) literature.

I-J AUTHORITY AND DISSENT

Mr. Luman

Crises of conscience and challenges to communal authority arising from the dissent of individuals within a community, studied with reference to western religious history before 1648. Topics will include conflicts between realistic and idealistic conceptions of community, the temporal needs of the group and the spiritual welfare of the individual, inquisitors and reformers, dogmatists and rationalists. Discussion will focus on both historical conditions of dissent and theoretical claims to authority made for religious and secular institutions.

I-K IMAGINATION — A WINDOW TO BEAUTY

Mr. Douglas Miller

The seminar will study the work of imaginative scientists and artists like William Shakespeare, Michael Faraday, Pablo Picasso, Ernest Rutherford, Franz Kafka, and Eugene Wigner. How does their accurate insight provide public knowledge of a real, unseen world? Do they find an existing order, or impose one on chaos?

The seminar will investigate the proposition that unforeseen, simple, unifying connections are beautiful. Perhaps we can appreciate the real character of Nature by cultivating our ability to represent it symbolically. An appreciation of symmetry can sharpen all our experience. Can values also be inferred from intuitions which are precise?

I-L THE INDIVIDUAL AND HIS SOCIETY IN THE MODERN NOVEL

Mrs. Quinn

The purpose of the course is to examine the individual's responsibility to his society, society's responsibility to the individual, and the individual's acceptance or rejection of the values of his society.

I-M THE ARTIST AS REBEL IN MODERN FICTION

Mr. Quinn

This will be a study of what it means to be an artist, particularly a writer or painter, and whether the artist can, or should, accept the aesthetic, moral, and philosophical assumptions of his society.

I-N THE RUSSIAN REVOLUTION

Mr. Schulze

A study of the events of 1917 and the years immediately following, using historical accounts, contemporary prose, poetry, and films, and later fiction by Sholokhov, Pasternak, and others. Students knowing Russian may do some readings in the original.

I-O PROBLEMS OF YOUTH AND IDENTITY

Mr. Stiefel

The course deals primarily with materials drawn from the German literary tradition, but it will also consider psychological and cultural studies such as Erik Erikson's *Young Man Luther* and George Mosse's *The Crisis of German Ideology*. The seminar will examine works of literature such as Goethe's *The Sufferings of the Young Werther*, Buechner's *Lenz*, Wedekind's *Spring's Awakening*, Thomas Mann's *Tonio Kroeger*, Rilke's *Notebooks of Malte Laurids Brigge*, Kafka's *America*, and Guenther Grass's *Cat and Mouse*.



If time permits, the group may consider works by artists outside the German tradition, such as James Joyce's *Portrait of the Artist as a Young Man*, E. E. Cumming's *Six Nonlectures*, or selected poetry and prose of Dylan Thomas.

Conducted entirely in English, although students with a reading knowledge of German will be encouraged to turn to the original texts.

*Offered in second semester, 1969-70*

### OFFERED IN SECOND SEMESTER, 1969-70

#### II-A THE SHAPE OF THE IMAGINATION — as seen in Epic, Fantasy, and Music Mr. Davison

The material will include readings from Homer, Dante, the various Arthurian legends, Shakespeare, Tolkien, Jung, and science fiction, and listening to music of Bach, Beethoven, Wagner, Mahler, and Vaughan Williams. Each member of the class will attempt creative as well as critical work.

#### II-B AMERICAN INDIANS Mr. Hetzel

The many diverse groups of America's aborigines and their descendants are examples of different social and economic organization, religion, and values. Their present problems of racial discrimination, rural and urban poverty, inferior health and education are world problems, as are also their problems of internal conflict between traditional and progressive factions. Through reading, writing, and discussion, students will increase their knowledge of the past and present of an interesting people, will enrich their own values, and improve their abilities in two-way communication.

#### II-C MASKS AND DISGUISES Mr. Kosman

A study of the themes of masks, disguises, role-playing, unmasking, and revelation in literature and mythology, and their relation to philosophical problems concerning the nature of the self.

#### II-D, E COMPARATIVE MYTHOLOGY: NORTH AMERICA AND AFRICA II-D Mr. Long

II-E Mr. MacGaffey

An exploration of the mythologies of selected cultures of North America and East-West Africa. Readings and class discussions will be dedicated to an examination of various themes concerning the nature and function of myths, and to the study of a number of myths drawn from these cultures. Within this context the question as to the existence, nature, and function of modern myths will be entertained.

#### II-F POVERTY, DISCRIMINATION, AND GOVERNMENT PROGRAMS Mr. Charles Miller

Examine descriptions of Appalachian, southern-rural, and urban poverty. Study existing and proposed government programs for the poor: special reference to the "war on poverty," negative income tax, child allowances, food-stamp programs, black businesses, and black cooperatives. Review the economic theories of discrimination and their applications to the labor, housing, and consumer goods markets.

II-G THE MOVIES

Mr. Ransom

An exploration of the image of human life as presented by leading contemporary directors (e.g. Antonioni, Bergman, Fellini, Godard, Kubrick, Richardson, Truffaut, Wajda). A central purpose will be to establish a common critical vocabulary for intelligent discussion among the members of the seminar with regard to the interpretation and evaluation of contemporary movies. In addition to the viewing and discussing of selected films, there will be readings in the history of the movies, in practical film criticism, and in cinematic theory and technique.

II-H LITERATURE OF THE GHETTO

Mr. Kannerstein

(See I-H)

II-I BENCHMARKS OF MODERN THOUGHT

Mr. Lester

(See I-I)

II-J MUSICAL DRAMA

Mr. Reese

An examination of selected operatic masterpieces, stressing the conflict or synthesis of music, text, and dramatic action as well as the role of comedy and tragedy, from 1600 to the present day.

II-K THE STALIN PURGES AND SOVIET LITERATURE

Mr. Schulze

The two major topics will be: the purges of the 1930's and their effects on Soviet society, and in particular, on the intelligentsia; the attempt (in Soviet literature since 1953) to describe honestly the experiences of the Stalin years and to evaluate their legacy. Readings will include historical studies, memoirs, prose, and poetry.

II-L THE INDIVIDUAL AND HIS SOCIETY IN THE MODERN NOVEL

(See I-L)

Mrs. Quinn

## THE EDUCATIONAL INVOLVEMENT PROGRAM

The Educational Involvement Program is developing both as a part of a black-studies emphasis in the Haverford curriculum and as a field-work program primarily, though not exclusively, for social-science or urban-studies majors and prospective majors. Students selected for the program live as groups for a semester in two Philadelphia black/white low-income neighborhoods. While there, they do field work with community-based institutions and take two double-credit seminars related to their field work — one given on-site and one on campus and taught by Haverford-Bryn Mawr faculty. Participants receive a full semester's credit for the off-campus semester. Three projects are currently in operation:

*Community Organization Assistants Program.* Community Organization Assistants live and work in the Germantown area with the Ger-

mantown Settlement and its neighborhood affiliates. Black and white students, working under the supervision of a field coordinator and primarily in their respective communities, engage in a variety of assignments that range from research on poverty legislation and urban renewal for community action groups, to organizing with local welfare rights and community control of police groups. The seminar program for COA's for the 1969-70 academic year includes:

**On-Site Seminar:**

*Fall Term*

Political Science 63 — COMMUNITY ORGANIZATION AND CITIZEN PARTICIPATION. Mr. Elder. An examination of various approaches to planned intervention for community-based economic and political change through citizen participation.

*Spring Term*

Seminar on Welfare Policy

The on-site seminars are open only to students involved in the project for which they are held.

**On-Campus Course:**

Participants may choose one of the following courses related to their field work in the community. They may petition to take a related course not listed below. Permission of the instructor required.

*Fall Term*

Economics 29 — ECONOMICS OF URBAN POVERTY. Mr. Gubins

Political Science 34a — PUBLIC POLICY: BASIC ISSUES IN SOCIAL WELFARE. Mr. Galper

Psychology 37 — COMMUNICATION, PROPAGANDA AND ATTITUDE CHANGE. Mr. Perloe

Sociology 21 — RACE RELATIONS. Mr. Fenn

Sociology 43 — SOCIOLOGY OF SMALL GROUPS. Mr. Hare

*Spring Term*

Political Science 28 — PROBLEMS OF POWER AND POLITICS IN CONTEMPORARY AMERICA. Miss Shumer

Sociology 28 — SOCIOLOGY OF NONVIOLENCE. Mr. Hare

*School-Community Assistants Program.* The School-Community Assistants Program involves students in a North Philadelphia community where, as employees of a neighborhood school corporation, they work as teaching assistants and resource persons in two elementary schools, and assist in involving the community in the operation of and planning for its schools. Field-work activities include in-service teacher training, the teaching of basic reading and mathematics, skills using the small-group method, initiation of projects of special interest to SCA's and the neighborhood corporation, and community organizing in behalf of the corporation — all of the field-work activities under the supervision of a field coordinator. The SCA seminar program for 1969-70 includes:

On-Site Seminar:

*Fall and Spring Terms*

Sociology 71, 72 — COMMUNITY INVOLVEMENT PROJECTS. Miss Sawyer. A seminar on the socialization process with special emphasis on the black child in American Society.

On-Campus Course:

Participants may choose one of the following courses related to their field work in the community. They may petition to take a related course not listed below. Permission of the instructor required.

*Fall Term*

Education 201a (Bryn Mawr) — EDUCATIONAL PSYCHOLOGY. Mrs. Maw

History 213a (Bryn Mawr) — MINORITY PEOPLES IN THE UNITED STATES. Mr. Dudden

Psychology 37 — COMMUNICATION, PROPAGANDA AND ATTITUDE CHANGE. Mr. Perloe

Sociology 21 — RACE RELATIONS. Mr. Fenn

*Spring Term*

Psychology 24 — DEVELOPMENTAL PSYCHOLOGY. Mr. Heath

Psychology 42 — TOPICS IN SOCIAL PSYCHOLOGY. Mr. Perloe

*Suburban Involvement.* A third project centers around student involvement in suburban communities. A full-time coordinator assists students returning from the COA and SCA programs and other interested students in affiliating with suburban institutions and action organizations concerned with racism and economic injustice. Students work as part-time resource people in schools, and with religious organizations and action groups working for changes in racial attitudes and for opportunities for minorities in suburban Philadelphia. In certain instances this part-time involvement can be integrated with independent study courses, but the suburban involvement is not a program providing full academic credit as are the other two projects.

The Educational Involvement Program provides work-study opportunities for three specific groups of students: black students who wish to relate their academic program more closely to their participation in the political and economic development of the black community, social science majors, and other students interested in learning about and contributing to the solution of problems in both urban and suburban settings.

Students interested in participating in EIP should see Mr. Wehr at the Center for Nonviolent Conflict Resolution.

## URBAN STUDIES

Assistant Professor SAMUEL GUBINS, *Adviser*

The program in Urban Studies is designed to permit the student to acquire a background of data, methods, and experience relevant to the problems which face cities and to encourage students to focus their studies on these problems and their possible solutions.

Utilizing courses currently offered in several departments, students will focus the methodology and content of various disciplines on urban life. The program is designed to create lasting interest in and concern with the urban milieu in which most of us spend our lives. In addition, the program will serve those students contemplating graduate work in history or the social sciences as well as the areas of law, business, journalism, planning, and public service.

### MAJOR REQUIREMENTS

Major requirements and the over-all course of study for each student will be agreed upon in consultation with the Adviser. Courses may be chosen from those listed below as well as others offered at the University of Pennsylvania. A course on quantitative methods and a senior evaluation is required of all majors. (Students expecting to graduate in June 1970 are not eligible to major in Urban Studies.)

### COURSES AT HAVERFORD AND BRYN MAWR COLLEGES

Economics 11, 12	INTRODUCTION TO ECONOMICS	Staff
Economics 24	PUBLIC FINANCE AND FISCAL POLICY	Mr. Hubbard
	<i>Offered at Bryn Mawr as Economics 208b.</i>	
Economics 29	ECONOMICS OF URBAN POVERTY	Mr. Gubins
Economics 30	RESEARCH SEMINAR ON HUMAN RESOURCES, POVERTY, AND URBAN ECONOMICS	Mr. Gubins
Economics 43	STATISTICAL METHODS IN ECONOMICS	Mr. C. Miller
Economics 44	INTRODUCTION TO ECONOMETRICS	Mr. C. Miller
Mathematics 18	PROBABILITY AND STATISTICS	
Mathematics 19	CALCULUS AND ANALYSIS	

Political Science 11, 12	POLITICS: POLITICAL ANALYSIS AND PUBLIC POLICY	Staff
Political Science 34a	PUBLIC POLICY: BASIC ISSUES IN SOCIAL WELFARE	Mr. Galper
Political Science 35	URBAN POLITICS <i>Offered at Bryn Mawr as Political Science 218a.</i>	Mr. Tauss
Political Science 36	URBAN AFFAIRS <i>Offered at Bryn Mawr as Political Science 316b.</i>	Mr. Tauss
Psychology 11	INTRODUCTORY PSYCHOLOGY	Staff
Psychology 16	SOCIAL PSYCHOLOGY	Mr. Perloe
Sociology 11	SOCIETY AND THE INDIVIDUAL	Messrs. Hare and MacGaffey
Sociology 20	SOCIOLOGY OF POVERTY <i>Offered at Bryn Mawr as Sociology 212b. Not offered in 1969-70</i>	Mrs. Porter
Sociology 21	RACE RELATIONS <i>Offered at Bryn Mawr as Sociology 207a.</i>	Mr. Fenn
Sociology 24	SEMINAR IN CONTEMPORARY SOCIAL AND POLITICAL ISSUES	Mr. Wehr
Sociology 31	SOCIAL RESEARCH AND ANALYSIS	Mr. Hare
Sociology 32	DATA PROCESSING AND COMPUTER TECHNIQUES	Mr. Hare
Sociology 36	MATHEMATICAL METHODS IN SOCIOLOGY <i>Offered in 1969-70 only.</i>	Mr. Borodkin
Sociology 63	RESEARCH SEMINAR ON URBAN PROBLEMS	Staff
Sociology 71, 72	COMMUNITY INVOLVEMENT PROJECTS	Staff

#### COURSES AT SWARTHMORE COLLEGE

Economics 56	SOCIAL ECONOMICS	Mr. Hollister
Political Science 110	URBAN SOCIOLOGY AND POLITICS	Messrs. Gilbert and Van Til
Sociology 28	CITIES AND SOCIETY <i>Not offered in 1969-70</i>	Mr. Van Til

#### REQUIREMENTS FOR HONORS

The award of Honors will be determined on the basis of the senior evaluation, course work, and an outstanding paper.



## PHYSICAL EDUCATION AND THE ARTS AND SERVICE PROGRAM

The development of the whole person is emphasized at Haverford College in part by the relating of physical education and participation in arts and in community services as adjuncts to the academic program.

Every student is required to take eight terms (a "term" in this sense being approximately nine weeks in either the autumn, winter, or spring) of work which is not academic in nature. At least five of these terms are taken in physical education. Freshmen must take non-academic work all three terms and must take physical education in the fall term. Upon satisfactory completion of the fall term in physical education, freshmen may petition the Non-Academic Programs Committee for permission to take one of the remaining terms in the Arts and Service Program. Thus, freshmen must take a minimum of two terms of physical education and may petition for Arts and Service work only if they satisfactorily complete the fall term of physical education. Sophomores and juniors are required to take two terms of non-academic work, at least one of which must be in physical education. The student may schedule the appropriate remaining term of non-academic work as he sees fit. Because of the flexibility in scheduling non-academic work, the Non-Academic Programs Committee will consider requests to postpone fulfillment of the requirement only in unusual circumstances. Fulfillment of the requirement means satisfactory completion of three terms of non-academic work, at least two of which are in physical education, by the end of the freshman year; satisfactory completion of five terms, at least three in physical education, by the end of the sophomore year; satisfactory completion of seven terms, at least four in physical education, by the end of the junior year; and satisfactory completion of all eight terms, of which five are in physical education, by graduation. A student who receives a grade of Unsatisfactory in any term must take appropriate non-academic work every term until he has caught up with the requirements.

Instruction in non-academic work is to be of high quality, just as in academic courses, but the evaluation of satisfactory performance is different. In arts and service courses, just as in physical education, a student is not required to achieve a professional level of performance. He is offered opportunities to develop amateur interests and talents and recreational balance to academic work.



## PHYSICAL EDUCATION

DANA W. SWAN, II, *Chairman*

Professor WILLIAM DOCHERTY, JR.

Assistants: FRANCIS E. DUNBAR

R. HENRI GORDON

FREDERICK HARTMANN

WARREN K. HORTON

GEORGE LEUTE

JOSEPH MCQUILLAN

JAMES MILLS

RICHARD O. MORSCH

HOWARD PRICE

FREDERICK C. SCHULZE, JR.

OLIVER G. SWAN, JR.

JOHN B. WILSON

College Physician: WILLIAM LANDER, M.D.

The Physical Education Department stresses three elements in its program: the promotion of physical fitness as beneficial to physical and mental health, the attainment of proficiency in sports with lifelong participation value, especially in group endeavor, and the development of sportsmanship and community spirit through intramural and intercollegiate competition.

The Department aims to guide the student to activities which are commensurate with his level of physical development, while teaching him the physiological and psychological advantages of physical activity.

The Department places special emphasis on providing facilities for and instruction in sports with lifelong participation value. Haverford's courses in physical education seek to insure that each student will develop both interest and proficiency in a sport which he can continue after graduation.

The intramural program offers a variety of individual and team activities from which the student may derive the rewards and satisfactions of working with others and of sharing responsibility in a group endeavor. Intramurals also provide an important component in the recreational offerings of the College.

The athletic program as a whole, from basic instruction to intercollegiate competition, is concerned with the individual student's develop-

ment and enjoyment. The sports selected are determined mainly by current student interest.

#### PROGRAM AND REQUIREMENTS

The intercollegiate program consists of schedules in 13 sports. Participation in these sports may be substituted for the physical-education requirement. The following table summarizes the sports and physical-education activities available. Special programs may be arranged with the permission of the Department.

	<i>Intercollegiate</i>		<i>Instructional and Intramural</i>	
FALL:	Football	Cross Country	Golf	*Tennis
	Soccer	Sailing	*Soccer	Weight training
			*Touch Football	Modern dance**
WINTER:	Basketball	Swimming	Badminton	Karate
	Fencing	Wrestling	*Basketball	*Volleyball
			Handball	Weight training
				Modern dance**
SPRING:	Baseball	Sailing	Golf	*Tennis
	Cricket	Tennis	Soccer	Modern dance**
	Golf	Track	*Softball	Special physical activities

\*Intramural competition available.

\*\*At Bryn Mawr College

Evidence of satisfactory physical condition is required by the Department before a student is permitted to participate in any aspect of the program. A swimming test is given to all entering students. This test must be passed by all students before graduation. Swimming instruction is given in the gymnasium pool during the fall and spring.

The outdoor facilities include: Walton Field for football and track with a 440-yard oval and a 220-yard eight-lane straight-away cinder

track; 4½ mile cross country course within the campus limits; the Class of '88 - '22 and Merion Fields — which are used for soccer in the fall and softball in the spring; a skating pond, Cope Field for cricket, the Class of '16 Field used for practice football in the fall and baseball in the spring; fifteen tennis courts, six of which are all-weather; a driving range with green and sandtraps for golf practice, and the privileges of Merion West Course for the varsity golf team.

Indoor facilities include the Gymnasium and Alumni Field House. The basement of the Gymnasium contains dressing rooms, showers, lockers, a swimming pool, wrestling room, and training room. Through the generosity of the Class of 1928 it has been possible to provide additional locker and dressing facilities, a new stock room, and a laundry and drying room. A regulation basketball court is on the main floor, with handball and badminton courts.

Alumni Field House, donated by alumni and friends of the College in 1957, provides extensive facilities for additional athletic activities. Included are a 7-lap-mile track and areas for field events, a 120' by 120' indoor dirt "playing field," a batting cage for baseball and cricket, nets for golf, two basketball courts, and two tennis courts. Spectator seating capacity exceeds 1000.

## ARTS AND SERVICE PROGRAM

THEODORE P. HETZEL, *Chairman*

THOMAS BENHAM

ADOLPH T. DIODA

FRITZ JANSCHKA

CLAUDETTE KANE

GEORGE R. KUSEL

NORMAN M. WILSON

The faculty feels that the activities of the Arts and Service Program supplement the offerings in physical education with various choices that broaden the student's experience, develop personality in different ways, and give opportunities for aesthetic and creative work and involvement in community affairs.

A student wishing to receive Arts and Service credit for any supervised activity outside the specific programs listed below must apply in advance to the Educational Environment Committee. His petition must outline in detail the activity, and propose an acceptable means for evaluating his accomplishment. Although students are urged to diversify by taking different courses in the Arts and Services Program, the Educational Environment Committee will consider petitions requesting credit for another term for continuing in an activity.

### COMMUNITY SERVICE

Mr. Hetzel

This course provides an opportunity for students to participate in the affairs of the community. Arrangements may be made for supervised and scheduled activities such as Boy Scout and YMCA leadership, volunteer service in weekend workcamps, the Haverford State Hospital, and other agencies. Upon petition in advance to the Non-Academic Program Committee arrangements may be made for other activities proposed by a student.

### GLASS BLOWING

Mr. Kusel

*Three hours a week*

A course in basic glass blowing. A minimum of four students and a maximum of six. Offered in the fall term.

### MACHINE-TOOL WORK

Mr. Wilson

*Three hours a week*

This course, designed for beginners, will include machine-tool work on the lathe, milling machine, shaper, and drill-press. Those who have sufficient skill will be permitted to use the scheduled period for approved projects of their own choice. Offered in the fall and winter terms. Limited to five students.

## MODELING AND SCULPTURE

Mr. Dioda

*Three hours a week*

A course open to beginning and advanced students. It includes composition, portrait, and modeling from life. Students will begin in plasteline, cast in plaster, and develop creative compositions in various materials. As artists have long been taught to read, so this course aims to teach academic students to see. Offered in the fall and winter terms, for a minimum of five and a maximum of ten students.

## PAINTING AND GRAPHIC ARTS

Mr. Janschka

*Three hours a week*

The purpose of instruction in this course is to help the student in acquiring perception and skill in artistic creation and rendition through the media of drawing, printmaking, and painting. It will involve an investigation of the uses and potentialities of different techniques, employing still life, life models, and imagination. For the advanced student the stress is on picturemaking, but prior experience is not required. Offered in the fall and winter terms. Limited to twelve students each term.

## PHOTOGRAPHY

Mr. Hetzel

*Three hours a week*

This is a course for beginners, and will include instruction in the use and characteristics of photographic equipment, the processing of films and papers, and the composition of subject material both indoors and outdoors. Offered in the fall and winter terms. Limited to four students.

## READING AND RECORDING FOR THE BLIND

Mr. Benham

*Three hours a week*

This course offers the opportunity of reading to students at the Overbrook School for the Blind, or making tape recordings of short stories, novels, and poetry. Admission with the consent of the instructors. Offered in the winter term, but students wishing to enroll in this course should see Mr. Benham at the time of registration for the fall term.

## THEATER ARTS

Mrs. Kane

*Three hours a week*

Scenes and improvisations will be used to acquaint the student with the fundamentals of speech and movement on the stage.

*Offered in the fall and winter terms.*

## TUTORIAL

Students will be assigned to neighborhood children who are in need of aid in academic subjects through the Haverford Tutorial Project. The emphasis is on individual attention to the child's specific needs.



**STUDENT  
SERVICES  
AND  
ACTIVITIES**



## HEALTH PROGRAM

The Haverford College health program is under the direction of the College physician, who holds office hours at the Infirmary at stated hours and is available in any emergency. The advice and help of expert medical consultants may be obtained readily at the Bryn Mawr Hospital. When necessary, additional consultants are obtained from one of the university hospitals in Philadelphia. A College nurse is on duty at the Infirmary at all times.

Each student is required to have a complete physical examination by his own physician before entering the College and each year before returning to campus. A report of this examination, on a form supplied by the College and signed by the student's physician, must be submitted to the College physician not later than October 1 each year. Follow-up examinations are given when indicated by the College physician. Influenza vaccine is recommended and given to the entire student body each year, at no additional cost to the student. Immunization against smallpox, tetanus, poliomyelitis, and typhoid fever is required before entering the college. Pre-entrance chest X-ray examination is strongly recommended.

Each student is entitled to unlimited dispensary service, at stated hours, and emergency service at any time.

In case of illness, each student is entitled to two weeks of residence in the Morris Infirmary each semester, ordinary medicine, diagnostic laboratory work, X-rays needed for diagnosis, and the services of the College physician and resident nurse.

Students will be charged \$5 a day for residence in the Infirmary after their first two weeks. Day students will be charged for board in addition, while in the Infirmary.

Each student is also covered by a blanket accident policy which pays actual expenses resulting from any accident up to a limit of \$1000 for each accident. The expenses covered include X-rays, medicine, surgical appliances, hospital bills, nursing care, physician's fee, surgeon's fee, and also dentist's bills for repair or replacement of natural teeth as a result of an accident, subject to the approval of the College physician. The coverage is in force from 12:01 A.M. Standard Time three days before the date when registration of entering students begins until midnight three days after Commencement Day.

All of these services and benefits are covered by the unit fee which is paid by all students.



## COUNSELING SERVICES

The College offers counseling for personal, educational, or vocational problems, under the direction of two clinical psychologists and a consultant psychiatrist. When warranted, referral is made to outside sources for psychotherapy in private practice. All student communications with the counseling staff are held in strict professional confidence, as are the names of students counseled.

An important part of the broader function of the counselors is to lead and provide supervision for the "Interact" group program which, in a manner similar to "sensitivity training," seeks to deal with broader concerns of facilitating interpersonal communication, important to community life at Haverford as well as to individual growth. "Interact" groups are open to a limited number of students each year. The goals of the program are to broaden the spectrum of emotional experiences; to provide training in open, honest, but also empathic confrontation of others; to enhance a spirit of group responsibility for each individual; and to promote growth in interpersonal perception.

## STUDENT GOVERNMENT

The Students' Association is made up of all students enrolled at Haverford College. The College has delegated to the Students' Association — and the Association has accepted — the responsibility for nearly all aspects of student conduct and of student organizations on the campus. The Students' Association in turn delegates authority to the Students' Council and to the Honor Council to carry on its executive, legislative, and judicial functions.

The Students' Council consists of the five officers composing the Executive Committee of the Students' Association (who are chosen in campus-wide elections) and the Hall Representatives Council.

The Students' Council manages extracurricular activities, exclusive of athletics, and allocates to each organization a percentage of the unit fee. Through its several committees, the Council is involved in almost every facet of student life.

The First Vice-President of the Students' Association presides over the Honor Council, which is composed of three representatives elected by each class. However, the President and the First Vice-President of the Students' Association are automatically among their classes' representatives.

The Honor Council administers all aspects of the honor system and has the responsibility of interpreting specific matters pertaining to the Honor System.

## HONOR SYSTEM

The honor system at Haverford is based on the belief that students can successfully take the responsibility of establishing and maintaining standards in social and academic life. In the academic area the honor system stipulates that one should distinguish clearly between one's own work and material from any other source. Since examinations are not proctored at Haverford, suitable conduct is required by accepted code. In the social area the guiding principle is respect for women guests and for the College community.

The honor pledge is called to the attention of each applicant for admission to Haverford College:

*"I hereby accept the Haverford College honor system, realizing that it is my responsibility to safeguard, uphold, and preserve each part of the honor system and the attitude of personal and collective honor upon which it is based."*

Specifically, each student who enters Haverford pledges himself to uphold three responsibilities under the honor system: (1) to govern his own conduct according to the principles which have been adopted by the Students' Association; (2) in case of a breach of the honor system to report himself to the Honor Council; (3) if he becomes aware of a violation by another student, to ask the offender to fulfill his pledge by reporting himself. If the offender refuses, the student is pledged to report the matter to the Honor Council. In this manner each individual becomes personally responsible for the successful operation of the entire honor system.

There are several ways in which the honor system contributes to the quality of student life at Haverford. There is educational value in considering carefully the factors which make standards necessary and in deciding as a group what standards and regulations are needed in the College. It follows that a large degree of self-government is made possible, since students are willing to respect those standards which they themselves have set up.

Each entering student must feel confident before selecting Haverford that he can give his active support to the honor system. He should realize that its success, which is of great importance to him personally and to the whole student body, and indeed to the College itself, depends upon his willingness to give it his complete support.

Because of the honor system, students at Haverford can schedule their own midyear and final examinations within the period of time

set aside for them. The inequities which result when the examination schedule is arranged impersonally are thus eliminated. The system is administered by a student committee cooperating with the Registrar, and is perpetuated by serious student commitment to academic responsibility and the honor system.

## STUDENT ORGANIZATIONS AND PUBLICATIONS

Haverford students participate in a wide variety of cultural and social activities. The extracurricular life here is less formalized than that of many other colleges. There are many activities and organizations which continue to function year after year and others which flourish when there is sufficient student interest. At Haverford every student is encouraged to join with others in pursuing mutual interests, with the understanding that in this way he will be making the kind of contributions which are so necessary if this small community is to maintain diversity and to provide a rich experience for all its members.

Many of the organizations, such as the Drama Club, various musical groups, and the Modern Dance Club, cooperate with organizations at Bryn Mawr College. Others are more exclusively composed of Haverford students.

A new program for chamber music was instituted in 1969 in conjunction with the appointment of the de Pasquale String Quartet and Sylvia Glickman, pianist, as artists-in-residence. The artists-in-residence offer a series of public performances during the year as well as a program of chamber-music coaching. Any student with sufficient instrumental background is eligible to participate.

Publications include the recently merged Haverford-Bryn Mawr *News*, the campus newspaper which appears weekly and semi-weekly on occasion; the Haverford College Handbook, published each fall with the help of the Students' Council; and the *Record*, the Haverford yearbook. Several literary magazines have, over the past decade, provided an opportunity for publication of literary works by Haverford and Bryn Mawr students. Opportunities for participation by all interested students are available on business and editorial staffs of these publications.

All organizations on the Haverford campus hope to attract committed and imaginative participants. It is also hoped that each student will endeavor to participate in those activities which interest him and to feel especially free to explore new interests while on campus.

## COMMUNITY CONCERN

Haverford College has traditionally been concerned with the larger community. In recent years, many students have demonstrated a desire for greater involvement in community concerns during their undergraduate years. There are many ways a Haverford student can find this involvement. He may do it through one of the curriculum-related involvement programs, which may include course work or individual projects. He may participate in Students' Council committees which are involved with both local communities and broader outside concerns. Examples are the Community Relations Committee, which carries on tutoring and recreation programs, and the Social Action Committee, which unites all civil rights, civil liberties, peace, and other group in a single organization. He may work with the Serendipity Day Camp, which members of the College and local communities operate during the summer for the enjoyment of neighborhood children. Haverford students can gain a great deal from working with individuals and groups in off-campus communities, and students, faculty, and administration are continually seeking new avenues for meaningful involvement.

**FELLOWSHIPS,  
SCHOLARSHIPS  
AND  
PRIZES**



## ENDOWED FELLOWSHIPS FOR HAVERFORD GRADUATES

CLEMENTINE COPE FELLOWSHIPS, established in 1899 by Clementine Cope, granddaughter of Thomas P. Cope, member of the Board of Managers from 1830 to 1849.

These fellowships are to "assist worthy and promising graduates of Haverford College in continuing their studies at Haverford or at some other institute, in this country or abroad, approved by the Board of Managers."

First and Second Cope Fellows are nominated by the faculty, and selected by the Board of Managers. Individual stipends, not to exceed \$1,000, are determined by the Board.

Letters of application, accompanied by relevant statements of extra-curricular activities, must be in the hands of the President by March 1.

AUGUSTUS TABER MURRAY RESEARCH FELLOWSHIPS, established in 1964 by two anonymous friends "in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College of the Class of 1885."

These fellowships are for further study in English literature or philology, the classics, or German literature or philology, in other Institutions, toward the degree of Doctor of Philosophy or its future equivalent.

Only unmarried students are eligible. Further considerations are the candidate's promise of success in graduate work and the availability of other financial assistance in his proposed field of study.

Usually one Augustus Taber Murray Research Fellow is nominated by the faculty, on recommendation of the Committee on Honors and Fellowships. Individual stipend is \$900. The same student may be awarded the fellowship for two or three years.

Letters of application must be in the hands of the President by March 1.

## ENDOWED SCHOLARSHIPS

*(It is not necessary for applicants to mention specific scholarships in their applications except in those cases where they meet the special conditions stated for the award.)*

1890 MEMORIAL SCHOLARSHIP FUND — Established by a member of the Class of 1923 in memory of his father, of the Class of 1890, and in recognition of his father's friendship with the members of his class. The income from this fund is to be awarded as a scholarship by the College to a deserving student.

**M. A. AJZENBERG SCHOLARSHIP FUND** — Established in 1962 in memory of M. A. Ajzenberg, for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City.

**JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIPS** — Scholarships, awarded at the discretion of the faculty to some student or students preparing for medicine, the selection to be based on character, scholarship, and financial need.

**CAROLINE CHASE SCHOLARSHIP FUND** — Established December 10, 1951, by Caroline Chase, daughter of Thomas Chase, one-time President of the College. This fund is an expression of Thomas Chase's enthusiastic appreciation for its high standards of scholarship in Greek, Latin, and English literature.

**CLASS OF 1904 SCHOLARSHIP FUND** — Established June 4, 1954, in commemoration of the 50th Anniversary of the Class of 1904. The income from this fund, which was contributed by the class and the families of its deceased members, will provide one scholarship.

**CLASS OF 1912 SCHOLARSHIP FUND** — The fund was given in commemoration of the 50th Anniversary of the Class of 1912. The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student.

**CLASS OF 1913 SCHOLARSHIP** — One scholarship, preference to be given to descendants of members of the Class of 1913 who may apply and who meet the usual requirements of the College.

**CLASS OF 1917 SCHOLARSHIP** — One scholarship, preference to be given to descendants of members of the Class of 1917 who may apply and who meet the usual requirements of the College.

**CLASS OF 1936 SCHOLARSHIP FUND** — Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction.

**W. W. COMFORT FUND** — This fund was established in 1947 by the Haverford Society of Maryland. Grants from this fund are made with the understanding that the recipient shall, at an unstated time after leaving College, repay to the fund the amount which he received while an undergraduate.

**J. HORACE COOK FUND** — Established in 1955 by a bequest under the will of J. Horace Cook, of the Class of 1881, for a scholarship, one to be awarded each year so that there will be a student in each class receiving his tuition from this fund.

**HOWARD M. COOPER SCHOLARSHIP** — Upon her death, on April 11, 1966, a gift of part of the residue from a Deed of Trust created by Emily Cooper Johnson, a friend of the College, became effective. This fund is for the establishment of the "Howard M. Cooper Scholarship," the use of which is intended for such students as need assistance to acquire education, preference being given to members of the Religious Society of Friends and especially to those affiliated with Newton Preparative Meeting of Friends of Camden, New Jersey, of which Howard M. Cooper was a life-long member.

**THOMAS P. COPE SCHOLARSHIP** — One scholarship.

**DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP** — One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship, and financial need."

**KATHLEEN H. AND MARTIN M. DECKER FOUNDATION SCHOLARSHIP** — Established in 1958, the Kathleen H. and Martin M. Decker Foundation Scholarship is awarded annually to young men preparing themselves in the fields of physics, mathematics, chemistry, and biology. The Scholarship Committee, in making their selections, will have regard for candidates who rank high in scholarship, leadership, and character. At least one scholarship will be given each year with a maximum grant of \$1000. The actual amount of the stipend will be determined by the financial need of the candidate.

**JONATHAN AND RACHEL COPE EVANS FUND** — Founded in 1952 by the children and grandchildren of Jonathan and Rachel Cope Evans, one half of the income of this fund is to be used for scholarships.

**The F of x SCHOLARSHIP** — Established by the bequest of Legh Wilbur Reid, who died April 3, 1961 and who was the esteemed professor of mathematics at the College from 1900 to 1934. His will provides that the scholarship is to be known as The F of x Scholarship. The scholarship is to be awarded to a student in the sophomore, junior, or senior class who has successfully completed the freshman course in mathematics at Haverford College, who has shown a real interest in mathematics and who has given promise for the future of his work in that subject.



CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP — One scholarship, established June 13, 1946, by Mrs. Madeleine Seabury Febiger in memory of her husband, Christian Febiger, of the Class of 1900. The income of this fund is applied in paying tuition and other College expenses of worthy, needy students.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND — Two or more scholarships, established February 2, 1944, by Mrs. Elihu Grant to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938 a member of the College faculty. The income from this fund is applied to scholarship assistance to students in humanistic studies, primarily those specializing in the study of Biblical Literature and Oriental subjects. In special circumstances the income may be utilized to assist those working for a postgraduate degree at Haverford College.

ROY THURLBY GRIFFITH MEMORIAL FUND — Established in June 1952, by Grace H. Griffith, in memory of Roy Thurlby Griffith of the Class of 1919. The income from this fund is to be awarded as a scholarship by the College, preference to be given to boys who have no father and who are in need of financial assistance.

SAMUEL E. HILLES MEMORIAL SCHOLARSHIP — One scholarship.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND — Founded November 1, 1954, by bequest of \$75,534.58 from Joseph T. Hilles, Class of 1888, in memory of his mother, Sarah Tatum Hilles; to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create; to be awarded by the Managers to needy and deserving students; and to be known as Sarah Tatum Hilles Memorial Scholarships.

ISAAC THORNE JOHNSON SCHOLARSHIP — One scholarship, available for a student of Wilmington College or a member of Wilmington (Ohio) Yearly Meeting of Friends.

MARY M. JOHNSON SCHOLARSHIP — One scholarship.

JACOB P. JONES ENDOWMENT FUND — This fund was established in 1897. The donor stated: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

RICHARD T. JONES SCHOLARSHIP — One scholarship.

**RUFUS MATTHEW JONES SCHOLARSHIP FUND** — Established in 1959 by Clarence E. Tobias, Jr., as a testimonial to Rufus Jones “and in gratitude for the excellent educational facilities Haverford provided for me and my son.” The principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipient will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes additions to the fund from any who might be interested.

**GEORGE KERBAUGH SCHOLARSHIP** — This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh, Class of 1910, who headed the efforts of the Triangle Society to provide additional stands for Walton Field.

George Kerbaugh’s many services to the College include his chairmanship of the committee which raised the funds of the Library addition built in the 1930’s. The Board of Managers then expressed to him “its heartfelt appreciation and its sense of great obligation for a notable achievement.”

**C. PRESCOTT KNIGHT, JR. SCHOLARSHIP** — Established by the Haverford Society of New England for a New England boy from a New England school. In the award of this scholarship a committee, composed of alumni of the New England area, will consider character and personal qualities as well as the scholastic record and need of the applicant.

**MORRIS LEEDS SCHOLARSHIPS** — Established in 1953 by the Board of Managers of the College in memory of Morris E. Leeds, a member of the class of 1888 and chairman of the Board from 1928 to 1945.

**MAX LEUCHTER MEMORIAL SCHOLARSHIP** — Established in December 1949, in memory of Max Leuchter, father of Ben Z. Leuchter of the Class of 1946. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

**ARCHIBALD MACINTOSH SCHOLARSHIP FUND** — This fund was established in 1959 and later added to by admirers and friends of Archibald MacIntosh, and shall be used preferably for scholarship purposes.

**JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP** — One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

**SARAH MARSHALL SCHOLARSHIP** — One scholarship.

CHARLES MCCAUL FUND — Established in 1951 by Mary N. Weatherly. One or more scholarships which shall be awarded to students who show special interest in the field of religion and the social sciences.

WILLIAM MAUL MEASEY TRUST — Established in 1952 by William Maul Measey, a friend of the College, who has been deeply interested in education and who has wished to help students of high quality in the pursuit of their education.

J. KENNEDY MOORHOUSE MEMORIAL SCHOLARSHIP — One scholarship, intended for the member of the freshman class who shall appear best fitted to uphold at Haverford the standard of character and conduct typified by the late J. Kennedy Moorhouse of the Class of 1900 — “a man modest, loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living.”

W. LACOSTE NEILSON SCHOLARSHIP — Established in 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory. The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts.

SCHOLARSHIP OF THE NEW YORK HAVERFORD SOCIETY — Established in 1963 for a resident of the New York area who is a member of the freshman class.

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP — One scholarship.

INAZO NITOBÉ SCHOLARSHIP FUND — Established in November, 1955, under the will of Anna H. Chace, the income to be used and applied for the education at Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship.

THE JOSÉ PADÍN PUERTO RICAN SCHOLARSHIP FUND — The fund was established in October 1966 by a gift from Paulina A. Padín in memory of her husband, Dr. José Padín, of the Class of 1907. As both Dr. and Mrs. Padín had their origins in Puerto Rico, the donor desires that this fund should benefit deserving students from that island. The amount of the scholarships, their number and the method of locating such deserving students is to be in the hands of the administration of the College. It is the principal wish of the donor that Puerto Rico should profit by the education of its students at Haverford College and that this fund should be a perpetual memorial for José Padín, who during his lifetime did so much for education in his native country.

LOUIS JAQUETTE PALMER MEMORIAL SCHOLARSHIP — This scholarship is awarded on application, preferably to a member of the freshman class who, in the opinion of a committee representing the donors and the President of the College, shall give evidence of possessing the qualities of leadership and constructive interest in student and community welfare which his friends observed in Louis Jaquette Palmer of the Class of 1894.

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND — This fund was established in July 1965 by a grant of \$2500 from the Reader's Digest Foundation, and substantially increased in 1966 and 1967. The income only is to be used for scholarship purposes.

SCOTT AWARD — Established in 1955 by the Scott Paper Company Foundation. A two-year scholarship award for the junior and senior years, to be given to that student who is planning to embark upon a business career and who is judged by both students and faculty as an outstanding member of the sophomore class.

GEOFFREY SILVER MEMORIAL SCHOLARSHIP — One scholarship, available to a public school graduate in this general area who may enter Haverford.

DANIEL B. SMITH SCHOLARSHIP — One scholarship, awarded in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his college course. Preference is to be given to a descendant of Benjamin R. Smith, if any such should apply.

JONATHAN M. STEERE SCHOLARSHIP FUND — Established in December, 1948, by Jonathan M. Steere of the Class of 1890. The scholarship is intended primarily for a graduate of Moses Brown School, Providence, R. I., who shall be a member of the Society of Friends.

SUMMERFIELD FOUNDATION SCHOLARSHIP FUND — Established in February, 1956. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP — Founded in 1949 in memory of William Graham Tyler of the Class of 1858. Preference shall be given to students from Oskaloosa, Iowa, or from William Penn College, on the basis of character, scholarship, and financial need.

A. CLEMENT WILD SCHOLARSHIP — Established May 14, 1951, by Mrs. Gertrude T. Wild in memory of her husband, A. Clement Wild of the Class of 1899. The income from this fund is to be awarded as a scholarship by the College to a deserving student. Preference shall be given to an English exchange student or someone in a similar category.

ISAIAH V. WILLIAMSON SCHOLARSHIP — Three scholarships, usually awarded to members of the senior and junior classes.

CASPAR WISTAR MEMORIAL SCHOLARSHIP — One scholarship, available preferably for sons of parents engaged in Christian service (including secretaries of Young Men's Christian Associations) or students desiring to prepare for similar service in America or other countries.

GIFFORD K. WRIGHT SCHOLARSHIP FUND — Established in December, 1955, in memory of Gifford K. Wright of the Class of 1893.

EDWARD YARNALL SCHOLARSHIP — One scholarship.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIPS—Two or more scholarships, preference to be given to a native of New York or Connecticut who now resides in one of those states.

### PRIZES AND AWARDS

ALUMNI PRIZE FOR COMPOSITION AND ORATORY — A prize of \$50 was established by the Alumni Association in 1875 to be awarded annually for excellence in composition and oratory. Competition is open to freshmen and sophomores, but the same man may not receive the prize twice. The competition for this prize is administered by the Department of English.

JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING — A first prize of \$150 and a second prize of \$75 will be given at the end of the sophomore, junior, or senior year to the two students who, besides creditably pursuing their regular course of study, shall have carried on the most profitable program of reading in a comprehensive topic during a full college year.

Candidates for these prizes must register with the chairman of the department under whose supervision the work will be performed. The department is responsible for guiding the work and, not later than April 15, for reporting the achievement to the Committee on Honors and Fellowships, for final judgment. Either or both of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

Interested students should apply directly to a relevant department for information.

CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS — Two prizes of \$10 each, in books, to be known as the Class of 1896 Prizes in Latin and Mathematics, were established by the bequest of Paul D. I. Maier

of the Class of 1896. They are awarded at the end of the sophomore year to the students who have done the best work in the departments concerned.

**LYMAN BEECHER HALL PRIZE IN CHEMISTRY** — A prize of \$100 was established by the Class of 1898 on the 25th Anniversary of its graduation, in honor of Lyman Beecher Hall, Professor of Chemistry at Haverford College from 1880 to 1917.

This prize may be awarded to a student who has attained a high degree of proficiency in chemistry and who shows promise of contributing substantially to the advancement of that science. It may be awarded to a junior, to a senior, or to a graduate of Haverford College within three years after graduation. It may be awarded more than once to the same student, or it may be withheld.

**CLASS OF 1902 PRIZE IN LATIN** — A prize of \$10, in books, is offered annually by the Class of 1902 to the freshman whose work in Latin, in recitation and examinations combined, shall be the most satisfactory. At the discretion of the professor in charge of the department, this prize may be omitted in any year.

**DEPARTMENT PRIZE IN MATHEMATICS** — A first prize of \$30 and a second prize of \$20 are awarded on the basis of a three hour examination on selected topics in freshman mathematics. The examination is held annually on the first Monday after the spring recess, and is open to freshmen only.

**ELLISTON P. MORRIS AND ELIZABETH P. SMITH PEACE PRIZES** — These have been combined into a single competition offering three awards of \$400, \$200 and \$100 respectively. It is open to all undergraduates and to graduate students.

The prizes are awarded for the best essays bearing on the general topic of "Means of Achieving International Peace." Essays should be deposited with the Registrar not later than May 1. The judges shall be appointed by the President of the College. Prizes will not be awarded, if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

**PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE** — A first prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory outside reading in philosophy in connection with the courses in that department.

A first prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory reading on the Bible and related subjects.

**SCHOLARSHIP IMPROVEMENT PRIZES** — A first prize of \$50 and a second prize of \$45 are awarded at the end of the senior year to the two students who, in the opinion of the judges appointed by the President of the College, show the most steady and marked improvement in scholarship during their college course.

**FOUNDERS CLUB PRIZE** — A prize of \$25 is awarded annually by the Founders Club to the freshman who is judged to have shown the best attitude toward College activities and scholastic work.

**S. P. LIPPINCOTT PRIZE IN HISTORY** — A prize of \$100 is offered annually for competition in the Department of History under the following general provisions:

*First* — Competition is open to sophomores, juniors, and seniors who have taken or are taking work in the Department of History.

*Second* — The prize shall not be awarded twice to the same student.

*Third* — The prize may be withheld in any year if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

*Fourth* — An essay of not less than 5000 words, written in connection with course or *honors* work in history, or independently of course work, treating a subject selected with the approval of a member of the History Department, shall be submitted as evidence of scholarly ability in the collection and presentation of historical material. It shall be typewritten and deposited with the Registrar not later than May 1.

**NEWTON PRIZE IN ENGLISH LITERATURE** — A prize of \$50 established by A. Edward Newton may be awarded annually on the basis of *final honors* in English, provided that the work of the leading candidate, in the judgment of the English Department, merits this award.

**WILLIAM ELLIS SCULL PRIZE** — A prize of \$50, established in 1929 by William Ellis Scull, Class of 1883, is awarded annually to the upper-classman who shall have shown the greatest achievement in voice and in the articulation of the English language. This prize is administered by the Department of English.

**GEORGE PEIRCE PRIZE IN CHEMISTRY OR MATHEMATICS** — A prize of \$50 in memory of Dr. George Peirce, Class of 1903, is offered annually to a student of chemistry or mathematics who has shown marked proficiency in either or both of these studies and who intends to follow

a profession which calls for such preparation. Preference is to be given to a student who has elected organic chemistry, and failing such a student, to one who has elected mathematics or some branch of chemistry other than organic. Should there be two students of equal promise, the one who is proficient in Greek shall be given preference. The prize is offered, however, exclusively for students who have expressed the intention of engaging in research.

**EDMUND J. LEE MEMORIAL AWARD** — Classmates of Edmund Jennings Lee, Class of 1942, who lost his life in the service of his country, have established in his memory a fund, the income for which is to be given annually to that recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit in individuals or in the College as a whole during the year. The award is to be used in continuing to render such service.

**WILLIAM W. BAKER PRIZE IN GREEK** — A prize of \$25, in books, established in 1954 in memory of William W. Baker, professor of Greek at Haverford College from 1904 to 1917, is given in the study of Greek, and is administered by the Classics Department.

**KURZMAN PRIZE IN POLITICAL SCIENCE** — A prize of \$125, established in 1958 by Harold P. Kurzman, is awarded annually for the senior who has performed best and most creatively in political science, except when in the judgment of the department no student has done work of sufficient merit to warrant such award.

**HAMILTON WATCH AWARD** — A Hamilton watch is awarded to that senior, majoring in one of the natural sciences, mathematics, or engineering, who has most successfully combined proficiency in his major field of study with achievements, either academic or extracurricular or both, in the social sciences or humanities.

**JOHN G. WALLACE CLASS NIGHT AWARD** — A silver cup to be awarded annually to the best actor in the Class Night performances.

**PRIZES FOR EXCELLENCE IN THE FRENCH LANGUAGE** — The French Department may recommend to the Committee on Honors and Fellowships, the names of two students in French 13-14 who, in its opinion, are worthy of the award of a full scholarship to the Summer in Avignon Program of Bryn Mawr College (covering all but transportation). These two scholarships will be awarded upon approval of the Committee and acceptance of the applicant by Bryn Mawr College, as the First and Second Prize for Excellence in the French Language.

**THE VARSITY CUP** — An award given to the member of the Senior Class who excels in leadership, sportsmanship, and athletic ability.



STEPHEN H. MILLER MEMORIAL AWARD — His friends have established in his memory an award which is to be given to that graduating political science major who best exemplifies the ideal of political involvement and social service expressed in the life and career of Stephen H. Miller, 1962, who lost his life while serving his country and his fellow man, taking part in village development in Vietnam.



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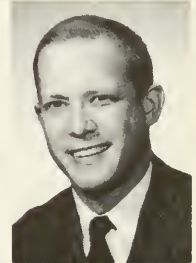
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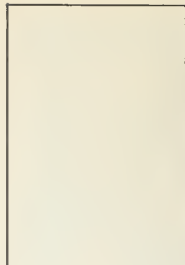
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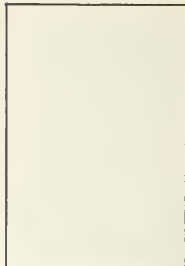
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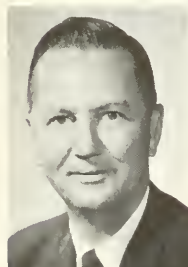
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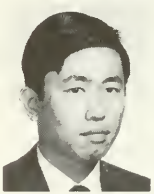
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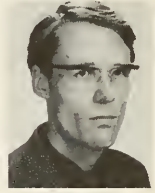
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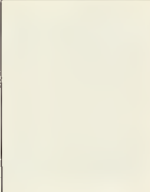
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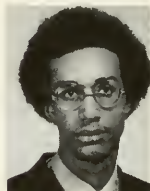
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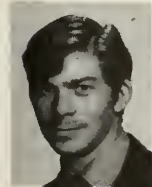
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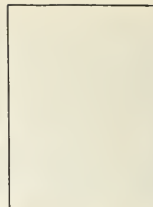
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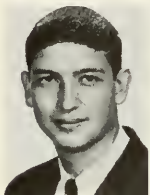
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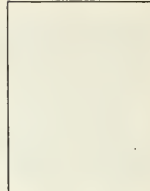
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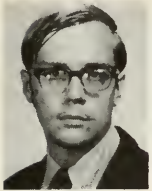
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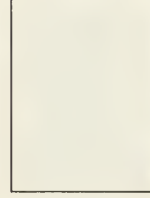
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# A Guide To The Haverford Library

1969 - 70

*Haverford College*

HAVERFORD, PENNSYLVANIA 19041

*“The massive  
step by which you ascend to  
the threshold is a trifle  
crooked . . . You look up  
and down the  
miniature cloister before you  
pass in; it seems wonderfully old  
and queer. Then you turn  
into the drawing-room, where  
you find modern conversation  
and late publications and the  
prospect of dinner. The new life  
and the old  
have melted together; there  
is no dividing-line.”*

—Henry James



## HAVERFORD COLLEGE LIBRARY

The library at Haverford College consists of two main parts: the Thomas Wistar Brown Library, portions of which date from 1864; and the James P. Magill Library, completed in 1968. When the Magill Library was built, extensive alterations and improvements also were made to the older structure.

The Library has some 73,000 sq. ft. of floor space. Its shelves will hold a half-million volumes, and it can seat 500 persons. Air and humidity are controlled throughout the building. Rare books and manuscripts are guarded in a fireproof vault protected by a carbon-dioxide fire-extinguishing system. There are 260 carrels. Thirty-one are enclosed and reserved for faculty use, and 24 are reserved for students who wish to use typewriters. The original north wing of the Library building was renovated in 1952 and named the Philips Wing in honor of one of the college's principal benefactors, William Pyle Philips, a member of the Class of 1902.

The Magill Library has six levels: basement, 1st tier, 2nd tier (where circulation desk, catalog, periodicals room, reference section, and main reading room are), 3rd tier, 4th tier and (on older or north side of the building only) 5th tier. Maps of the various areas are installed near the stairways on each tier. These maps show the location of books and special rooms. If at any time you need information about these matters, do not hesitate to inquire at the circulation desk or reference desk. Staff members will be glad to help you.

### WHO MAY USE THE LIBRARY

This is a private library provided for the use of the faculty, students, and other members of the Haverford academic community. It is not open to the general public.

Exceptions to this rule are made for several categories of persons.

Students and faculty of Bryn Mawr College and of Swarthmore College are extended use of the library upon presentation of proper identification. Haverford College alumni, members of the Library Associates, and faculty members of neighboring colleges and universities may also use the library, and will be provided library cards.

Other persons wishing to use the library, including checking out books, will be asked to pay an annual fee of \$10.00. Regulations are available at the Circulation Desk.

This fee will not be collected from persons wishing to check references in the library. Such visitors will be asked to sign a visitor's book and are requested to come during the day, in order to leave the library free for Haverford and Bryn Mawr students in the evening.

### CHECK OUT AT LIBRARY ENTRANCE

The Library has suffered serious losses of books, current periodicals, and bound volumes of periodicals in recent years, and has decided to institute a check out system at the door.

All persons leaving the library — faculty, students and visitors — will be asked to show their books to the checker, and will be asked to open briefcases, bags or other containers.

We regret that it is necessary to create this new procedure, but feel that this is the only way in which we can protect the library collections, keep a record of where material is at all times, and guarantee that books, periodicals and other sources will be on the shelves when needed.

### LIBRARY HOURS

**Main Library:** 9 a.m. to 12 midnight, Monday — Friday; Saturday, 9 a.m. to 6 p.m.; Sunday, 1 p.m. to 12 midnight.

**The Treasure Room:** 9 a.m. to 12:30 p.m., and 1:30 p.m. to 5 p.m., Monday — Friday.

### Departmental Libraries

**Stokes:** Monday — Friday, 9:00 a.m. — 6:00 p.m.; 6:45 p.m. — 11:00 p.m., Saturday, 9:00 a.m. — 6:00 p.m.; Sunday, 1:00 p.m. — 6:00 p.m.; 6:45 p.m. — 11:00 p.m.  
**Sharpless (Biology):** Monday — Saturday, 8:00 a.m. — 11:00 p.m.; Sunday, 2:00 p.m. — 11:00 p.m.

**Hilles:** Monday — Friday, 8:00 a.m. — 6:00 p.m.; 7:00 p.m. — 10:00 p.m.; Saturday, 8:00 a.m. — 6:00 p.m.; 7:00 p.m. — 10:00 p.m.; Sunday, closed.

**Drinker:** Hours to be posted at Drinker and in Main Library.

**Observatory:** open only by appointment.

### ALPHABETICAL LOCATION GUIDE TO BOOKS BY CALL NUMBER

A — BT	Basement	
BV — BX (except Quaker)	1st tier	
BX 7600 — BX 7799 (Quaker)	2nd tier	(Treasure Room)
C — G	1st tier	
H — HG	3rd tier	
HG — *M	4th tier	
N	1st tier	
P — PQ	4th tier	
PR	2nd tier	(S. and N. Wings)
PS	2nd tier	(North Wing)
PT	5th tier	
Fiction	3rd tier	
**Q	See note	
R — Z	5th tier	
289 — 299	4th tier	
699 — 773	4th tier	
Government and International Documents	Basement	
Reference	2nd tier	
Current periodicals and newspapers	2nd tier	
Matzke Collection	4th tier	(after PQ)
Ruskin Collection	2nd tier	(after PR 5263)

\*A few M books are kept in the main library; most are in Drinker Hall.

\*\*Location of Q (Science) books is determined by the caption above the call number. Q books kept in the main library have "Main Library" above the call number on catalog card. These books are on the 5th tier. Biology laboratory Q books are in Sharpless; Observatory Q books are in the Observatory; Engineering Q books are in Hilles; all other Q books are in Stokes Library.

### SPECIAL ROOMS AND WORK AREAS

**Gummere—Morley Room** (1st tier), a browsing room commemorating Professors F. B. Gummere and Frank Morley, Sr. (Smoking permitted)

**Microforms Room** (2nd tier), equipped with microfilms, microfiche, microcards and readers.

**Rufus M. Jones Study** (2nd tier), a replica of Rufus Jones' study, with some of his books and furniture.

**The Treasure Room** (2nd tier), contains part of the Quaker Collection. Staff offices and research facilities for visiting scholars are provided in the Treasure Room, Borton Wing, and Harvey Room.

**The Borton Room** (2nd tier), named for Hugh Borton, Class of 1926, former president of Haverford College, adjoins the Treasure Room. Above the Borton Room is the **Harvey Peace Research Room**, below it the vault for rare books and manuscripts.

The **Treasure Room**, **Borton Wing**, and **Harvey Room** are not undergraduate reading areas.



The **Christopher Morley Alcove** (2nd tier), at the east end of the building, serves as a browsing area and contains exhibits and collections of Christopher Morley's writings.

The **Sharpless Room** (2nd tier), named in honor of Isaac Sharpless, president of Haverford College, 1887-1917, and furnished by the Class of 1917, is a public gallery where many of the college's paintings are hung, and exhibits are displayed.

The **Hires Room** (1st tier), named for Harrison Hires, Class of 1910, and Mrs. Hires, is an audio room where discs and tapes can be heard. This room is to be used primarily for listening to recordings of the spoken word. Open Monday - Friday, 9:00 a.m. - 12:00 p.m.

The **Strawbridge Seminar Room** (1st tier), is used for seminars and committee meetings. (Smoking permitted)

The **C.C. Morris Cricket Library and Collection** (2nd tier, off North Wing), named in honor of an internationally famous cricketer and a member of the Class of 1904, houses material illustrating the history of American cricket with special emphasis on the sport at Haverford College and in the Philadelphia area. This room is not open for general undergraduate use.

The **Crawford Mezzanine** (2nd tier), in the South Wing provides writing and study tables for forty-four students. It is named for Alfred R. Crawford, Class of 1931, vice-president of Haverford College, 1964-1966.

There is a reading area at the end of the South Wing (2nd tier), the gift of the Class of 1942, with additional study tables and easy chairs; also a lounge area on the 4th tier near the elevator.

## CARD CATALOG

To ascertain whether a book is owned by the Library, look in the Card Catalog under the author's name, the title of the book, or the name of the editor or translator of the book. When works on a certain subject, rather than a specific book, are wanted, these can be found by looking in the catalog under the appropriate subject heading, i.e., a German-English dictionary could be found under the heading "GERMAN LANGUAGE - DICTIONARIES - ENGLISH."

In order to find the book in the stacks after deciding, by consulting the catalog, which book or books will be useful, it is necessary to note (in writing!) (1) the call number (including any caption above the number), which will be found in the upper left corner of the catalog card and (2) the accession number, which will be found just below the call number. The call number (example: HC102.5.A2 H7) tells where in the Library the book is shelved. (See alphabetical location guide above.) The accession number (example: 223416) is used when charging the book at the circulation desk in order to take it out. If the book wanted is not found in its place on the stack shelves, the accession number should be given to the attendant at the circulation desk, who will be able to tell whether the book has been previously charged out of the Library and when it is due, or whether it is on reserve, being mended, at the bindery, or missing in inventory.

A green slip in the Card Catalog identifies a book that has been received but is still being processed. Any questions about these should be taken to the reference librarian.

Special locations for books (e.g., Matzke Collection, Gummere-Morley Room, Music Library, Biology or some other laboratory) are indicated on the catalog cards by captions printed over the call numbers. In these cases, the book will be found not in the same area of the main library as other books with the same classification but in the particular room of the Library or in the other building mentioned. An asterisk (\*) beside a call number indicates that the book is oversized; if the book is not in its normal place on the shelf, it is shelved on the bottom shelf in the same section of the stack.

Books are not to be put back on the shelf by the reader. They should be left on the nearest table.

The Haverford Card Catalog includes author cards for all books added to the Bryn Mawr College Library since 1947. It

also contains full entry (author, subject, title) cards for Russian holdings at Bryn Mawr and Swarthmore.

## NEWSPAPERS AND PERIODICALS

The Library receives several daily English-language newspapers as well as a number of daily and weekly foreign papers. These are kept in the Periodicals Room on the main floor (2nd tier). The *New York Times*, *Philadelphia Inquirer*, *Christian Science Monitor*, *Wall Street Journal*, *London Times* and *Washington Post* are received daily and the *Philadelphia Sunday Bulletin* is also taken. Foreign weeklies received include *The German Tribune* (in English), *London Times Literary Supplement* and *Manchester Guardian Weekly*. All newspapers are kept for at least one month before being discarded.

The *New York Times* is available on microfilm back to 1851, the current microfilms being received about two weeks later than the paper. The films and microfilm readers are in the Microforms Room (2nd tier) and the *New York Times Index* is shelved nearby in the Reference area. The Library also has films of the *Philadelphia Public Ledger* from 1836 through 1929. Back numbers of other Philadelphia newspapers are available on film at the Free Library of Philadelphia.

Foreign-language newspapers received by the Library include: *L'Express* (Paris), *Literaturnia Gazeta* (Moscow), *Le Monde* (Paris), *Pravda* (Moscow), and *Die Zeit* (Hamburg; the edition received is printed in New York).

Most current periodicals not sent to departmental libraries are kept alphabetically by title in the Periodicals Room. These issues may not be removed from this area. The *Reader's Guide* and *Social Sciences and Humanities Index* are also kept in this room.

Quaker periodicals are kept in the Treasure Room.

An alphabetical file of titles and call numbers of all periodicals received currently will be found on the New Book shelves. In the drawers marked "Periodicals" in the Card Catalog is an alphabetical file of titles of all periodicals received currently. (Periodicals which the Library no longer receives or which have been discontinued are listed alphabetically elsewhere in the Card Catalog.) Each card shows the library's exact holdings and gives the accession number of each bound volume.

Bound periodicals may be charged out only by members of the Haverford faculty. Current issues may not be charged out by anyone.

The *Union List of Serials* and *New Serial Titles* are useful in verifying information about periodicals and in locating those not available at Haverford. These are kept in the Catalog Room.

## PHOTOCOPYING

A coin-operated machine has been installed in the Periodical Reading Room, on the second tier. The cost is 10 cents a page. Please go to the circulation desk if the machine fails to operate properly.

## DEPARTMENTAL LIBRARIES

Use of these departmental libraries is restricted to Haverford and Bryn Mawr College faculty and students. Anybody else wishing to borrow a book from a departmental library must apply to the circulation desk in the main library and use the book there. If he is not a member of the College, he should request the book 24 hours in advance of the time it is needed.

Bound volumes of periodicals may be charged out of a departmental library only by a member of the faculty and only for use within the building where the departmental library is located (or for use at the secretarial office for copying purposes). Current issues may not be charged out.

With the exceptions noted above, rules governing the use of departmental libraries are the same as those applicable to the main library.

Carrels in the Stokes Science Library and the Biology departmental library in Sharpless are assigned on a seniority basis to science majors. Books charged for use in carrels may not be taken from the library rooms.

Smoking is not permitted in any departmental library.

All science libraries are administered by the Stokes Hall Librarian, whose office is adjacent to the Stokes Library. Any questions regarding them should be addressed to her.

To borrow a scientific publication through Interlibrary Loan, see or call the Stokes Hall Librarian (Extension 271).

## BOOKS ON RESERVE

Reserve books may be borrowed for two hours only, unless an instructor has specified a longer period. They must be used in the Library building. If they are not returned on time the borrower will be fined. If nobody else needs the books, however, they may be borrowed for another hour.

Reserve books taken out overnight are due back at 10:15 a.m., and the borrower will be fined if they are not returned promptly.

## CIRCULATION DEPARTMENT

All books to be taken out of the Library building must be charged at the circulation desk. Use the manila cards (bearing numbered tabs) found there. The accession number, found at the bottom of the bookplate, should be written in the upper left corner of the card; then the borrower's name and campus address. Finally the name of the author and title of the book borrowed should be added.

The loan period is one month, except for current fiction, which may be recalled within two weeks. The desk attendant will stamp the due-date in the front of each book charged. There is always at least one attendant on duty at the desk. If the attendant is busy in the Reserve Room, borrowers are requested to ring the bell and wait for the attendant to check out their books.

Books may be renewed once for one-month period after the initial loan period has expired.

A book in circulation may be reserved by giving the desk attendant the accession number of the book and asking to have it held. The person requesting the book will be notified when the book has been returned.

To return a book which has been charged out, simply place it in the slot at the circulation desk. When the Library is closed, the book slot at the entrance is to be used for the return of books.

"Overdue" notices are sent twice a month, on the 1st and 16th. Thus an overdue notice may be received from one day to two weeks after the book is overdue. An overdue notice is merely a reminder; it does not relieve the borrower of responsibility for knowing when a book is due and for returning it on time. Also, the borrower is responsible in these matters whether or not the due-date has been stamped in the book.

Books kept in carrels must be charged at the circulation desk on green cards labelled for carrel use, carrel number to be given instead of campus address. A long green slip with space for carrel number at the top is to be placed in each book. Any book without this slip will be removed from the carrel.

## INTERLIBRARY LOAN AND USE OF OTHER LIBRARIES

When there is a real need for a book not owned by the Haverford Library, apply at the circulation desk for an interlibrary loan form; if the work desired is one on a scientific subject, however, apply to the Science Librarian in Stokes.

The Librarian will in most cases be able to borrow the book from another library for use under the terms and time limit stated by the lending library.

Haverford College students are permitted to use the Bryn Mawr and Swarthmore College Libraries upon the presentation of their identification card. They must carry such a card with them. The University of Pennsylvania requires a special card which may be obtained from the Reference Librarian. The University of Pennsylvania requires a new card each month. When using the library of another college, Haverford students are expected to acquaint themselves with the regulations of that library and abide by them strictly.

## REFERENCE DESK

This is at the west end of the reference area. The staff member at this desk will help you with bibliographical problems. Do not hesitate to ask her (or the attendant at the circulation desk) for help.

## NEW BOOKS

New books are put on display every Thursday in the book cases in front of the circulation desk. These books may be reserved for the following Monday and may be picked up at the circulation desk after 2 p.m. New books on science are sent directly to the appropriate departmental libraries after being on the display shelves in the main library from Thursday until Monday. They may not be reserved.

A monthly list of accessions by the Haverford and Swarthmore libraries is deposited on the New Books shelves in front of the circulation desk.

## CARRELS

Student carrels are located on all tiers except the 5th. To reserve a carrel, inquire at the circulation desk. Typing carrels are on the 1st and 4th tiers (old stacks). Lockers where typewriters may be kept are on the 1st tier. To obtain the combination of one of these lockers, inquire at the circulation desk.

Enclosed carrels on the 1st and 4th tiers are reserved for faculty.

## TELEPHONES

Two pay phones are available on the 1st tier, near the front stair door.

## LIBRARY RULES

The construction of the Magill Library and renovation of the older structure were made possible by the generosity of many Haverford graduates and friends. Users of the building are expected to treat the furnishings and equipment with appropriate care. We want to make this building and the Library services as convenient and efficient as possible. In turn we require that readers observe some simple rules which are necessary to assure proper maintenance, safety, and comfort.

**Smoking.** Permitted only in the Strawbridge Seminar Room and Gummere-Morley Room, on the 1st tier.

**Food and drink.** Do not bring food or drinks into the building.

**Animals.** Please do not bring animals into the building.

**Posters.** Not allowed except in the display case at the door.

**Coats and umbrellas.** These should be left in the racks and umbrella stands provided.

**Doors and windows** must not be propped open.

**Typing.** Carrels where typewriters may be used are located

on the south side of the old stacks, 1st and 4th tiers.

**Fines.** A fine of three cents a day per book is charged for books returned late to the circulation desk.

The Library reserves the right to call in any book at any time, even before it is due.

A fine of twenty-five cents a day is charged for books not returned promptly in response to an "emergency recall."

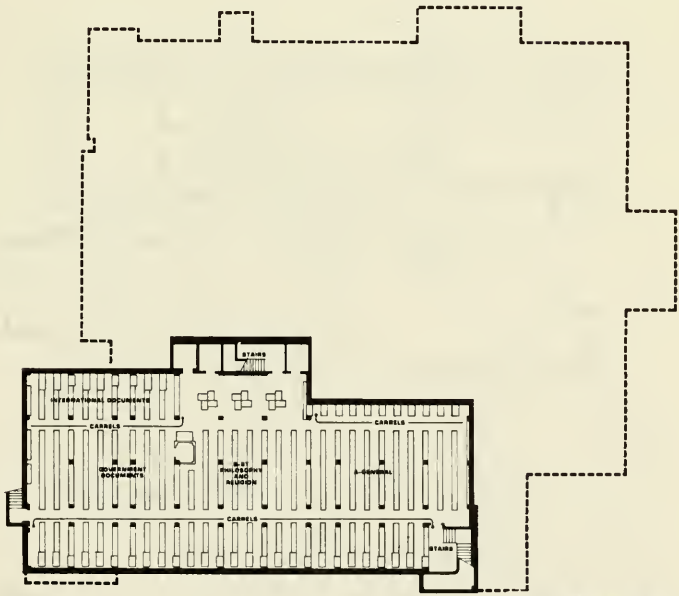
A special schedule of fines applying to reserve books overdue is posted on the library bulletin board near the Reserve desk.

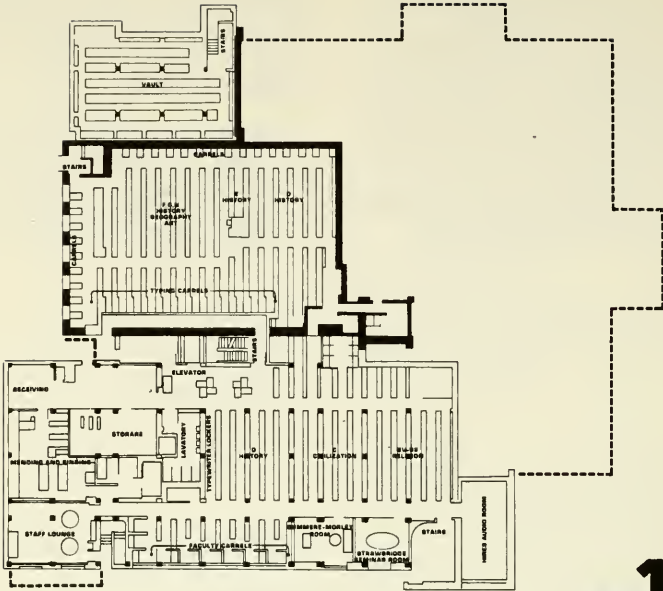
All student fines remaining unpaid at the end of November and at the end of the second semester will be doubled and charged against the student's account.

The Library has an obligation to make every effort to regain books which have not been returned by readers. In a very real sense the library belongs to future generations of students as much as to current ones. May we gently remind you that there are even legal steps which may be called upon in a last resort. This information may be consulted at the Reference Librarian's desk.

**Lost books.** These should be reported immediately. From the date of their being reported lost, no more overdue fines will accumulate. The borrower is responsible however for payment of the cost of the book and processing it. (If one volume of a set is lost and cannot be replaced, the whole set must be paid for.)

## FLOOR PLANS



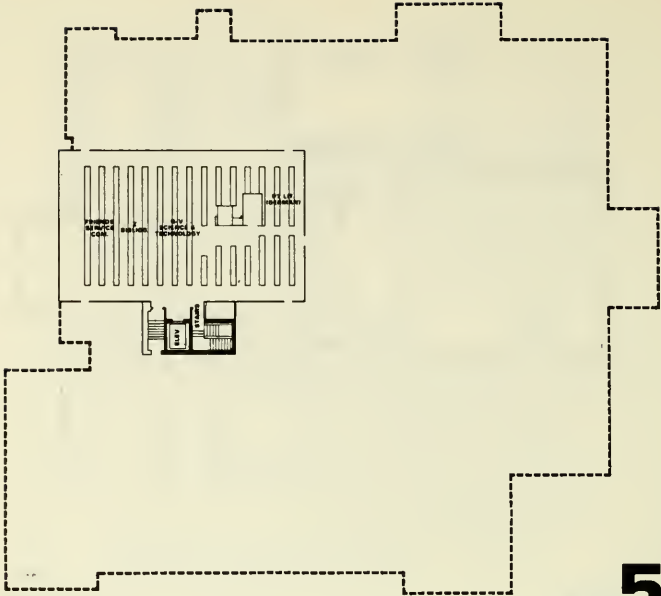


**TIER 1**



**TIER 2**





**TIER 5**







*Haverford College*

**STUDENTS' GUIDE 1969-1970**

Published by the Dean of Students  
for the students of Haverford College, Haverford, Pa.,  
and containing information on the following subjects.

RESIDENCE HALLS

MOTOR VEHICLES

FOOD SERVICES

COLLEGE POLICIES

STUDENT SERVICES

## RESIDENCE HALLS

**Opening and Closing.** Rooms may be occupied from noon on Saturday, September 13, until noon on the day after commencement, except for vacation periods as noted below.

**Vacation Residence.** Dormitories may be occupied, without additional cost, during the Thanksgiving and mid-year vacations. Dormitories may be occupied during Christmas and spring vacations provided that arrangements to occupy the dorms have been made in advance with the Dean's Office. There is a fee of \$3 per day during these two vacations.

**Fees — Room and Board.** The room and board fee of \$1150 is due in two installments, on the first day of each semester. If a student vacates his room, no refund of room rental is made at any time unless the room is re-rented to a non-resident student. If a student vacates his room sometime during the first semester he will not be liable for a second semester room charge.

**Room Assignments.** Rooms are assigned by the Dean of Students on the basis of priority numbers favoring upperclassmen. A student may not transfer his room assignment without prior consent of the Dean of Students. If a student is permitted to move he must return the key of the room vacated and obtain a new key for the room he will occupy. A \$2 charge is made when the student changes rooms.

**Furniture.** Furniture and equipment provided by the college must remain in the dormitory room. Following mid-year and year-end inspections, students will be assessed for missing or damaged equipment, as well as damage to the room. Personal rugs and furniture must be in good condition in order to comply with fire and sanitary regulations. All student furniture must be completely portable and free standing and may not be attached to the walls, ceiling, or woodwork.

**Keys.** Students are expected to have keys for their rooms. Keys are issued by the Buildings and Grounds Office at the beginning of the school year. A \$2. deposit is required at this time, which is refunded when the key is returned. There is a charge of \$2 for the replacement of a lost key. Failure to

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return a key within 10 days after commencement will result in an additional \$10 key-and-lock-cylinder replacement charge.

**Electrical Appliances.** Only the following electrical items are acceptable: radio, phonograph, television, fan, electric razor, electric blanket, lamps, and electric iron (for use in laundry rooms only). Room air conditioners are not permitted.

**Hot Plates.** Hot plates are provided for the heating of coffee or soup in most dorms. No other cooking is permitted.

**Refrigerators.** Refrigerators are permitted but are limited as to size, use, and location. All refrigerators must be registered in advance with the Business Office. Specific regulations regarding the use and location of the refrigerators are issued when they are registered. College refrigerators may be rented for \$30 per academic year for use in any dorm.

**Antennas.** The college does not allow the installation of wire antennas or connections between rooms or outdoors.

**Laundry Equipment.** The college provides laundry equipment in the basements of Barclay, Gummere and Jones. Irons may be borrowed from the keymaster.

**Telephones.** Students may arrange to have private telephones installed in their rooms. Representatives of the Bell Telephone Company will be on campus the first week of school to take orders.

**Room Decoration.** A damage charge is likely when articles are tacked, taped, fastened or pasted with stickers to the walls, furniture, doors or fixtures resulting in damage. Jiffy hooks may be used only in those dorms without picture molding in the walls. Special hangers for use with the picture moldings are available in the bookstore.

**Painting of Rooms.** Dormitories are painted on a regular schedule. Excessive damage to the painting that requires either repainting or washing will result in a charge to the student. Students are not allowed to paint their rooms.

**Damages.** The resident of each room is responsible for any damage to his room or contents, including windows, doors, and furniture, whether he is present or absent when the damage occurs. He may notify the Buildings and

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Grounds Office of the name of the person responsible for the damage. Because damage assessments are made against the occupant of the room at the time the damage is discovered, students are advised to note existing damages in instances of room change. The new occupant of a room is advised, for his own protection, to report, in writing, existing damages to the Buildings and Grounds Office. All rooms have been inspected prior to occupancy in the fall, and existing damages noted. The damage policies of the Students' Association apply to all areas outside the student room. Charges for damages are based on the actual cost of materials, direct labor, and a standard overhead factor. A list of common charges is available in the Buildings and Grounds Office.

**Repairs.** Faulty equipment or trouble with heat, light, or water and damages should be reported to the Buildings and Grounds Office or to the dorm keymaster as soon as discovered.

**Maid Service.** Maids will clean the room and replace the linen once per week. During the interim, students are asked to maintain their room in a reasonable orderly condition. Rooms in a chaotic condition will not be cleaned. It is suggested that, on cleaning day, students clear dressers and desk tops of papers they do not wish to have disturbed.

**Storage.** The storage section of each dormitory will be open on certain days at the beginning and ending of the school year. During other times students wishing to arrange for the opening of storage areas should contact their keymaster. If the keymaster cannot be located, students must contact the Security Department 24 hours in advance to gain access to storage areas. All stored articles must be clearly tagged with student's name, class year and room number. Graduating students, and those students leaving the college, are not permitted to store any articles. The college does not accept any responsibility for loss or damage that might occur due to theft, fire, or any other cause.

**Firearms.** Operant firearms are forbidden on the campus.

**On the Keeping of Pets in Dormitories.** One of the more unusual of the new policies established last year led to the abolition of the abolition of pets in dorms. As such matters go, there will be certain stipulations involved in conjunction with this new-found student freedom. The policy goes like this:

Possession of pets is permitted, provided that the owner takes full responsibility for the care of the animal and that the pet is not a nuisance or danger to others. In keeping with these requirements, all pets must be registered with the college at the beginning of the school year, or whenever they are brought onto the campus. A registration fee of \$3 per semester will

be charged. The owner will receive a tag for his pet and a list of regulations regarding the care of animals. Untagged pets will be assumed to be strays and will be removed from the campus. Owners must also assume responsibility for any damage to college property caused by their pets, and the college reserves the right of periodic inspection of rooms inhabited by pets. Fish and pets kept in cages do not require registration.

**Fire.** Tampering with fire alarm systems, fire fighting equipment, and the blocking of fire doors are serious offenses. These and other actions which constitute a hazard to the safety of others may result in a student being asked to live off campus, as well as charges to cover the costs of repairing and reactivating the systems.

**Grounds.** To preserve the beauty of the grounds, it is necessary to prohibit organized games in the areas surrounded by Lloyd, Union, Roberts, Barclay, Sharpless, Hilles, Gymnasium, Library, Founders, Hall Building, and Stokes Hall. Organized games should be played on the athletic fields set aside for that purpose.

**Security.** While every effort is made to protect the security of residents' rooms and storage areas, the college cannot be responsible for losses due to theft or other causes. It is strongly recommended that students' rooms be locked. Cases of theft should be reported immediately to the keymaster and to the Security Department. Strangers wandering through the dorms or other buildings should be questioned or reported to the Security Department immediately.

**Inspection.** The right and privilege is reserved to and by the College to enter the students' quarters at any time for the purpose of making inspections of the quarters and equipment, for enforcing the regulations contained in this handbook, or performing any maintenance work which is needed.

**Seizure.** The right and privilege is reserved to and by the college to seize any illegal items which are visible. The student will be notified by campus mail, and all confiscated items will be held in the Security Office for 48 hours after notification to allow appeal.

**Search.** Searches entail investigation beyond what is visible. The right and privilege is reserved to and by the Students' Council to search the students' quarters at any time. A council member and a college official must be present for all searches.

**Insurance.** The college is not responsible, directly or indirectly, for loss

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or damage to any article of property anywhere on the campus due to fire, water, the elements, or action of third persons. It is recommended that insurance protection be carried by each student against loss or damage of personal property. The college offers fire insurance coverage on property of students on a blanket policy.

**Vending Machines.** Candy and soft drink machines are located in some buildings on campus. Should any machine fail to operate properly, or should money be lost in the machine, the matter should be promptly reported to the Business Office. Prompt refunds of lost money are given.

**Meeting Rooms.** The council room in the Union is available for meetings of campus organizations when not in use by the Students' Council. Other meeting rooms can be reserved in the Dean of Students' Office.

**Music Practice Rooms.** Practice rooms and pianos are available for students' vocal or instrumental practice. Interested students should contact the chairman of the music department.

**Selling, Soliciting, Peddling.** Generally the privilege of selling on campus is reserved for students. The Students' Council annually awards concessions to deserving students. In those cases where a student sales representative cannot be found, outside firms must have written permission from the Dean of Students in order to sell on the campus.

The presence of unauthorized persons anywhere on the premises should be reported promptly to a member of the Students' Council or the Security Office.

**Use of the College's Name.** No student organization or individual student may enter into any contractual agreement using the name of the organization or of the college without prior approval by the college through the Office of the Dean of Students.

**Gambling.** Gambling of any type is prohibited at Haverford College.

**Change of Home Address.** It is important that each student keep the College informed of his home address. Any changes in a student's home address during a semester should be transmitted to the Registrar.

## MOTOR VEHICLES

**Motor Vehicle Regulations.** Students wishing to possess or operate a motor vehicle while at college must register the vehicle with the college. This rule may not be circumvented by storing a car off campus. Any student may register a car with the exception of resident, first-semester freshmen and resident, second-semester freshmen whose average is below 85.

**Registration Procedure.** A student should register his vehicle with the Buildings and Grounds Department. The registration fee for cars is \$20 per year, or \$10 for one semester. The fee for motorcycles is \$10 per year, or \$5 for one semester. The fee for additional vehicles is \$5 per car and \$3 per motorcycle. There is no additional charge if a student changes cars during the year, but the change must be reported. At the time of registration the student must present proof of ownership and the name of the insurance company and the number of the policy under which he has liability insurance. A temporary permit will be issued in cases where insurance or other information is incomplete. Cars must be registered within one week of the opening of the school year. Cars brought on campus later must be registered within one weekday of arrival.

**Temporary Registration.** A student may have a car at Haverford for two or three days if he secures a temporary registration permit from the Buildings and Grounds Department. There is no charge for a temporary permit.

**Parking.** Students are permitted to park in the Field House lot at any time. Before 8 a.m. and after 5 p.m. and on weekends, students may also park on Walton Road, Hall Drive, and west of Jones Hall. Vehicles may not be parked in such a way as to occupy two parking spaces. It is forbidden to park, or temporarily stop a car on any campus road. The responsibility for finding a legal parking space rests with the automobile owner. Lack of space is not considered a valid excuse for violation of regulations. Where special circumstances require parking in an improper space, permission should be sought in advance from the Security Department. Disabled cars are not allowed on the campus, and extensive repairs are not to be carried out on the premises. Students with cars rendered immobile because of mechanical failure should immediately contact the Security Department which will assist in either starting the car or in moving it to an appropriate location.

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**Display of Decal.** The college registration decal must be affixed to the left side of the rear bumper so that it is entirely visible. Decals which become defective or defaced will be replaced without charge. Decals are not transferable from one vehicle to another, and must be removed in cases of change of ownership of the vehicle.

**Driving Habits and Speed.** The speed limit on the campus is 15 miles per hour. Vehicles must be fully muffled and driven in a manner in which there is no noise disturbance. Vehicles are allowed on regular campus roads only, never on paths or lawns except by prior arrangement with, and permission in writing from the Security Department.

**Enforcement and Fines.** The person in whose name a vehicle is registered is responsible for any violations placed on it. Violation notices and resulting fines are forwarded by mail, and if possible, by notice left in the car or on the windshield. There is no provision for warnings. A student wishing to appeal a traffic fine should appeal to the Parking Committee. Appeals must be made within one week following the violation, and cannot be considered thereafter. Violations of these regulations are subject to fines as follows. Income from fines is deposited to a scholarship fund.

Failure to register a vehicle . . . . .	\$15
Speeding or reckless driving . . . . .	\$20
Driving or parking on lawn . . . . .	\$10
All other violations: first three offenses . . . . .	\$ 2 ea.
fourth and fifth . . . . .	\$ 5 ea.
sixth and after . . . . .	\$10 ea.

After being issued three tickets for illegal parking violations in any one academic year, a further violation may result in the vehicle being towed away to the Field House lot at the owner's expense (\$20) without prior notice of warning. Driving while intoxicated will result in automatic loss of driving privileges.

## FOOD SERVICES

**Information to Come.** The *Students' Guide* usually includes an exhaustive elaboration of policies and information about the food services. If all goes well, the 1969-70 school year will herald the opening of the new



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dining center. There will be many trials and tribulations as we all encounter, for the first time, a quality food service in gracious yet functional surroundings. And it will be from the experiences of those first few weeks that the new output of information and policies will come. When it does, we will distribute special informative inserts to complement this *Guide*.

Be alert to new dining hours, a variety of new dining rooms for special dinner and luncheon meetings, some cultural events in the dining center (in conjunction with banquets, etc.), a new and rigorously enforced checking system, a special table service restaurant on weekends for men with dates, a money-saving "carry back your own dirty tray" system, and some new and perhaps more orderly way to sell tickets and make politics in the center lobby.

**Coop Hours.** The Coop is open weekdays from 8:30 a.m. to 2 p.m. and from 8 p.m. to 12 a.m.; on Saturday from 9:30 a.m. until 1 p.m. and on Saturday evenings at hours to be announced. The Coop is closed on Sundays.

**Meal Refunds.** Academic requirements which prevent a student from attending as many as three luncheons per week will entitle a student to receive a refund of 45 cents per meal, subject to the approval of the Associate Dean of the College. These refunds must be requested at the Business Office the Monday following the meals missed. Illness, or absence from classes for any other reason, which extends for more than four weeks will entitle a student to a prorated refund. No other refunds are possible.

### Guest Meal Rates.

Breakfast .....	\$ .70
Lunch .....	\$ .95
Dinner .....	\$1.35
Sunday Dinner & Steak Dinner .....	\$1.50

**Bryn Mawr – Haverford Meal Exchange.** Students with Bryn Mawr class schedules that make it difficult to return to Haverford for lunch can take their lunch at Bryn Mawr at no extra charge. The Registrar determines which students are eligible for this "academic" meal exchange and the Haverford Food Manager issues the tickets. Haverford students wishing to take other meals at Bryn Mawr may do so. This "social" meal exchange costs 25c per meal. Tickets are purchased at Bryn Mawr. Bryn Mawr students (including men in the dorm exchange) may eat at Haverford any time, and at no extra cost by simply showing a valid Bryn Mawr ID card to the dining room checker.

**Bryn Mawr and Haverford Bus Schedule.** The two colleges jointly operate a bus to facilitate cooperative classes, lectures and library use. The

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bus makes regular trips between the two campuses on weekdays when classes are in session. The bus leaves from the Infirmary at Haverford, and from Pembroke Arch at Bryn Mawr.

*Leave Bryn Mawr*

8:15 a.m.  
9:15 a.m.  
10:15 a.m.  
11:15 a.m.  
12:15 p.m.  
1:15 p.m.  
2:15 p.m.  
3:15 p.m.  
4:15 p.m.  
5:15 p.m.  
7:15 p.m.  
9:45 p.m.

*Leave Haverford*

8:45 a.m.  
9:45 a.m.  
10:45 a.m.  
11:45 a.m.  
12:45 p.m.  
1:45 p.m.  
2:45 p.m.  
3:45 p.m.  
4:45 p.m.  
5:45 p.m.  
7:45 p.m.  
10:15 p.m.

10:30 p.m.  
(Wed. only)

10:45 p.m.  
(Wed. only)

The bus may be chartered by student groups on weekends at the rate of \$3 per hour and 35 cents per mile, provided a regular college driver is available. There is a minimum charge of \$20.

## COLLEGE POLICIES

**A Statement of Principle About Certain Rights and Obligations.** Haverford College holds that open-minded and free inquiry is essential to a student's educational development. Thus, the college recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak or write freely on any subject. To be complete, this freedom to learn must include the right of inquiry both in and out of the classroom and must be free from any arbitrary rules or actions that would deny students the freedom to make their own choice regarding controversial issues. Further, the college endeavors to develop in its students the realization that as members of a free society they have not only the right but also the obligation to inform themselves about various problems and issues, and that they are free to formulate and express their positions on these issues. Finally, the college reaffirms the freedom of assembly as an essential part of the process of

discussion, inquiry and advocacy. Students, therefore, have the right to found new organizations, or to join existing organizations, on or off campus, which advocate and engage in lawful actions to implement their announced goals. Student actions such as those here involved do not imply approval, disapproval, or sponsorship by the college or its student body; neither do such actions in any way absolve a student from his academic responsibilities. Similarly, students are expected to make clear that they are speaking or acting as individuals and not for the college or its student body.

The freedom to learn, to inquire, to speak, to organize and to act with conviction within the bounds of law, are held by Haverford College to be a cornerstone of education in a free society.

**Relationship with Law Enforcement Agencies.** While the college assumes no responsibility for acting as an arm of the law, neither does it knowingly afford its students any greater protection from the law than that enjoyed by all citizens. In the absence of parents, the college does assume an individual responsibility for assuring its students equal protection under the law.

**Security Checks.** Members of the faculty are often asked by government agents for information about students or former students. This fact has led to some concern among the faculty. A special committee studied the matter, and submitted a report to the faculty meeting of May 19, 1955. The faculty accepted the report "as a series of advices to be included in the 'Information for Members of the Faculty'." The report is as follows:

Statement of the Haverford College Faculty  
on Government Security Checks.

Chief Justice Holmes once stated that we must retain in this country the "free trade in ideas — that the best test of truth is the power of the thought to get itself accepted in the competition of the market."\* Our primary concern about the security program of the federal government is that students and faculty members should not avoid controversial topics or unpopular positions for fear that these may be held against them in the future.

The basic assumption of the security program is that the government has a right to, and indeed must, protect itself from disloyalty and subversion. Ascertaining the loyalty of any individual or the possibility of future acts of subversion by him, however, is fraught with danger. Under present security regulations it inevitably involves considerations of beliefs or opinions of both the person being investigated and the person being asked for information.\*\* We must consider carefully what information should make us question a man's loyalty or think of him as a possible security risk, and what information we should pass on to security investigators.

Let us first look at two general considerations, apart from any special features which may exist because of the nature of an academic community. First, the spoken or written word or the reading or studying of certain materials is far removed from actions. To act requires more than intellectual assent. Often we may not know what we believe until we are challenged to act upon our beliefs. Second, few people reveal to others their deepest thoughts and feelings; and even when they do, opinions which are voiced are easily misinterpreted.

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## STUDENTS' GUIDE 1969-70

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people reveal to others their deepest thoughts and feelings; and even when they do, opinions which are voiced are easily misinterpreted.

In addition to these two general considerations, there are certain special features of a college education which must be taken into account in arriving at judgments of loyalty or riskiness of members of the college community. One of the aims of education at college is to question and shake opinions and beliefs previously arrived at largely from knowledge and experience of others and to form opinions which have been tested by the individual himself. The student is exposed to new ideas put forth by faculty members, by other students, or in reading, and has four years in which to find himself before taking a responsible position in society. During four years he is asked to look with an open mind at different theories and philosophies. He is also encouraged to try out ideas in experience. Many students go through a series of divergent yet passionately held philosophical convictions while at college. They may defend each strongly, this being one way of testing it. The espousal by some students in discussion or papers of ideas considered subversive outside the campus, must therefore be recognized as normal activity in a college.

Indeed, it is the person who has been completely uninterested in controversial problems when in college who may turn in times of crisis to movements advocating treasonable acts for lack of training in analysing the claims and social interpretations of such movements. Experience shows that those who tried to understand controversial issues are usually less likely to be taken in by panaceas. An active interest in such issues may be more a sign of loyalty than ground for questioning a man's loyalty.

It follows from what has been said that there must exist a special relationship of trust among students and faculty in their professional association. Members of the college community should feel confident that expression of their ideas will be regarded as a strictly professional matter. We believe that this relationship of trust is indispensable to a college community if it is to serve its proper function in society.

We believe further that if there is doubt expressed about the loyalty of one member of the college community by another, or about his safety as a security risk because of his thoughts, opinions, or beliefs, as distinct from his character or stability of personality, a full statement of the charge should be given in writing to the investigating authorities, a copy of which should go to the person being charged with disloyalty or potential subversion.

\*The dissenting opinion in *Abrams et al v. United States*, 250 U.S. 616 (1919).

\*\*Some information specifically required in a full field check under the existing security program relates to beliefs and opinions — for example, "Membership in, or affiliation or sympathetic association with, any foreign or domestic organization, association, movement, (etc.) which is totalitarian, Fascist, Communist or subversive . . ." (underlining ours). In addition, the regulations state that information collected should not necessarily be limited to that which is specifically required; in practice it may be directly related to opinions or beliefs.

## STUDENT SERVICES

**Health Service.** The dispensary is open from 8 a.m. to 10 a.m., 1 p.m. to 3 p.m., and 6:30 p.m. to 8 p.m. Monday through Saturday; and Sundays 10 a.m. to 11 a.m.; for routine office calls. Emergencies will be taken care of at any time. The college physician is available at the infirmary from 2 p.m. to 3 p.m. Monday through Friday and will be called by the nurse on duty if needed at other times. Visiting hours for patients in the infirmary are between 2 p.m. and 4 p.m., and 6 p.m. and 8 p.m. daily. Emergency phone nights and weekends is MI 2-3133. The infirmary is closed during vacations.

**Counseling Services.** The college offers counseling for problems of a personal, educational, or vocational nature. Students are encouraged to make an appointment with any of the counselors for an evaluation. He will usually be advised by the person he consults. When a problem warrants it, he may be referred to another member of the staff, or occasionally to an outside source for further help. All student communications with the counseling staff are held in strict professional confidence, as are the names of students counseled. The counseling staff consists of a psychiatrist, Dr. Peter Bennett, and two clinical psychologists, Mrs. Judy Katz and Mr. James Vaughan. Appointments should be made at the counseling center in the ground floor of Hall Building.

**Psychological Testing.** The records of the psychological tests which each student takes during Customs Week are available in the counseling center. Any student desiring an explanation of them may ask for an appointment. Students who desire counseling in regard to majors or vocational plans may ask to take supplementary tests of aptitudes, interests, or personality.

**Financial Aid. SCHOLARSHIPS.** All scholarships for the current year have been previously awarded. Applications for renewal of scholarships for 1970-71 will be sent to students early in the second semester. Students expecting to receive aid for the first time in 1970-71 should see the Director of Admissions before March 15, 1970.

**STUDENT LOANS.** A loan fund is available for deserving students who may require financial assistance during their college course. Students wishing loan information should see the Director of Admissions.

**TERM TIME EMPLOYMENT.** All but a very few campus jobs are

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reserved for students with established need for funds to help offset the educational costs of the college. Students wishing to take a job on campus first file an application in the Dean of Students' Office. In addition to jobs on campus, there are regular opportunities for steady and occasional part-time work off campus. All such jobs are listed in the Dean of Students' Office.

*SUMMER EMPLOYMENT.* While there is no highly organized summer placement service, the Dean of Students' Office does maintain a file of summer jobs that have been brought to the attention of the college.

**Graduate School Catalogs and Information.** The catalogs of most colleges and universities in the United States are available for loan from the Registrar's Office. Announcements of special summer and graduate programs of study, as well as information about fellowships, are posted along the stairway leading to the Registrar's Office.

**Selective Service.** Students are required by law to register for Selective Service on or within five days after their 18th birthday. Students should register with the nearest local Board, which is in Bryn Mawr. In order to obtain a II-S (student deferment) a student must (1) make a specific request for a II-S directly to his board, and (2) request the Registrar to send SS form 109 on which the college verifies the fact of his full-time enrollment at the college and that he is making normal progress towards his degree. To do this the student must notify the Registrar of his Selective Service number and of the number and address of his local Selective Service Board. Students wishing information and counsel about draft matters should talk with Mr. Kannerstein, Mr. Lyons, or Mr. Potter. Students who intend to be conscientious objectors are invited to consult with Mr. Vaughan.

**Graduate School Advisors.** Students planning to do graduate work in a departmental subject should consult with the chairman of the department at Haverford. Students planning to go to professional schools may seek advice and information from appropriate faculty members as follows:

Business administration .....	Mr. Teaf
Education .....	Mr. Lyons
Engineering .....	Mr. Hetzel
International affairs .....	Mr. Hansen
Law .....	Mr. Kannerstein
Medicine .....	Mr. Kessler
Theology .....	Mr. Slater

**Placement Services:** Haverford's placement service is under the direction of the Director of Alumni Affairs. A list of positions open in business, government and institutions is maintained in the Alumni Office. Interviews

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with representatives of business concerns, government agencies and institutions can be arranged. Students planning to go to graduate schools are guided by members of the administration and faculty appointed to provide advice and information in these areas: business administration, education, engineering, law, medicine and theology. Students planning to do graduate work in a departmental subject should consult with the chairman of the department of Haverford.

**Peace Corps and VISTA Information.** Students interested in applying for service in the Peace Corps or VISTA are invited to discuss their interests with Mr. Lyons who serves as the campus liaison officer for these organizations.

**Use of Campus Mail Services.** Every now and then members of the campus community feel compelled to share some wise piece of writing, or some announcement of assumed importance with all other members of the campus community. The policies regarding such "general distribution" materials are simple, and are intended to assure that the origin of the material is always an open matter. 1) The use of the campus mail service, without cost, is restricted to members of the college community, i.e., faculty, students, staff, board and corporation members. 2) EVERY piece that is distributed must carry clear explicit identification of who the originator is. This means that each piece should carry the name of at least one individual who assumes responsibility for the mailing, together with the name of the sponsoring organization if any. 3) It is expected that no member of the college community will allow his name to be used to permit an off-campus, commercial organization to distribute its advertising material through the college mail room without going through the U.S. mail service. The only exception to this will be for franchises which have been allocated through Students' Council to current students.

**Items Lost, Found, or Stolen.** Items that have been lost, found, or stolen should be reported to the campus Security Office. This office periodically posts lists of lost and found items. The security functions of this office are made more effective when students promptly report items they believe may have been stolen.

**The Campus Calendar – Registering Campus Events.** All campus events, other than regularly scheduled academic functions and intercollegiate athletics, are registered in advance in the Dean of Students' Office. This includes events such as social events, mixers, lectures, concerts, etc.

**Concessions.** Each year the Students' Council awards certain selling concessions to students. Except by special permit, no other soliciting or

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selling is allowed on campus. Generally, student concessions are allowed only for items not made available by the book store and the Coop. Any student may start a new concession by applying to the Council Secretary.

**Bookstore.** The book store, located in the Union, is open from 10 a.m. to 4 p.m. Monday through Friday. Extended hours are announced during the beginning of each semester.

**Accident Insurance.** Every student is covered by a blanket accident policy paid for from the unit fee. This insurance pays actual expenses resulting from any accident up to a limit of \$1,000 for each accident. All claims under this policy should be directed to the college physician.

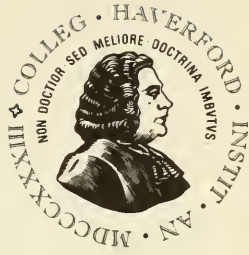
**Notary Public.** A notary public is provided for the convenience of students in the Registrar's Office and in the Business Office.

**Guests — Weekend Dates.** On festive weekends, a representative of the Students' Council arranges for rooms in faculty homes and at Bryn Mawr for students' out-of-town dates. The faculty does not expect remuneration for this service, but students should observe the following suggestions: 1) The faculty hostess should be contacted as soon as possible. She should be given the name and home address of the girl who is expected to stay with her, and the approximate time of her arrival and departure. 2.) The hostess should be kept informed of any changes in the girl's plans. 3) Thank-you notes are appreciated.

**Art Rental.** The college has a collection of framed prints, which are rented to students at a very nominal rate. Announcements will be made in the fall about when students may make selections from this collection.

**Check Cashing.** The cashier's window, located on the second floor of Hilles, is open to cash student checks from 10:15 a.m. to 11:45 a.m. Monday through Friday.





# *Haverford College*

FISCAL REPORT

1968-69



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# REPORT OF THE TREASURER

PRESENTED AT THE ANNUAL MEETING OF THE CORPORATION OF

HAVERFORD COLLEGE

October 14, 1969

I am again pleased to report on the financial condition of the College for the year ending June 30, 1969. The report has been audited by Price, Waterhouse & Co., whose statement is appended.

## OPERATIONS

It is the duty of a Treasurer always to be truthful, it is his privilege on occasion to be frank. This year I shall be both.

As you are aware, Haverford for the past several years has been under double pressure - on the one hand, we are pressed by rapidly escalating salaries and costs, and on the other pressed to complete a considerable building program to accomodate the planned expansion in enrollment.

Our total operating income, restricted and unrestricted, for the year rose to \$4,510,886; our expenses rose slightly more to \$4,570,395 causing a deficit of \$59,509. To this amount must be added interest on monies borrowed from the bank and from ourselves in the amount of \$164,651 for a total deficit of \$224,160.

In an effort to avoid too many statistics, I will give only certain random figures from the operating account which would appear to be of interest. The income from endowed and trust funds rose to \$1,095,702 which is almost exactly 25% of our total income. Our contributions to TIAA (at 12%) were \$134,304; scholarships granted were \$311,569, and in addition those made to post baccalaureate students from special grants were \$220,995. The operation of our new computer center cost \$61,220 of which \$24,995 was charged to our operating account. The cost of our Xerox machine for the educational department alone was \$14,117.

## UNFUNDED CONSTRUCTION

As I have already noted, the largest portion of our deficit was due to interest paid to the bank and charged to our own funds. We have accumulated unfunded construction costs from all sources of \$7,973,289. To supply the cash for most of this construction work we have had to commit ourselves to a loan from the Provident National Bank, which on June 30th stood at \$3,175,000 and to "advances to current funds" from our Consolidated Investment account on that date of \$3,522,562.

On the brighter side are two noteworthy items, first, the pledges already in hand, plus two life income trusts totaling over a million dollars, and second, the gift and bequest of Kite Sharpless. The latter requires a brief explanation. We hold 88,000 shares of Technitrol Inc., the firm which Kite Sharpless helped to build, plus some 31,000 shares from his estate which we will receive in due course. These shares, at the time of the gift, were allocated to pay for the dining hall which was to cost about two million dollars. However, they represented "ownership stock" and could not be sold without registration with the Securities and Exchange Commission. Before this could be done, the company suffered a bad, though moderately short, work stoppage affecting earnings adversely. As a result, at that time, no securities firm was willing to underwrite the offering, which had to be postponed. Happily earnings are again rising and the offering, we hope, will be made at some point in the not too far distant future. Meanwhile we have had to produce the cash for construction purposes. At present the stock pays no dividends.

There are also two other mitigating factors; first, we have, by choice, sold common stocks to finance this construction, commencing over a year ago when the market was relatively high (viz. we sold 6,380 shares of Leeds & Northrup at about 37; the stock is now about 21). And, secondly, hand in hand with high prices went low yields on a good many of our common stocks, 2% to 3 1/2%, so that the operating budget was affected rather less than it might have been by these sales. On the other hand, the current yield on bonds, which for the most part we have not sold, is now extraordinarily high.

The decline in the market has had another adverse effect on our cash position; that of inhibiting the payment of pledges, most of which are made in appreciated securities. In connection with our protest on the proposed amendments to the new tax bill, we stated that during the past three years 83.79% of gifts to our endowed funds were in securities, 51.19% of the gifts to the Magill Library were in such securities and 37.56% of Annual Giving was likewise in securities.

## ENDOWMENT

Keeping in mind the facts above mentioned the classification of investments in our Consolidated Investment account at market value is as follows:

Bonds	22.86%
Preferred stocks	3.36%
Common stocks	45.90%
Advances to current funds (loans to ourselves)	18.62%
College real estate	6.09%
Mortgages	1.70%
Miscellaneous (largely perpetual insurance)	1.47%

As a result of the sales of common stock there were realized gains of \$1,081,448 in our Consolidated Investment account. In spite of the generally declining market, it is a pleasure to report that our unit value as of June 30, 1969 was exactly 30 as against that of a year ago of 30.53. Our income per unit paid to the funds in the Consolidated account was \$1.30, up from \$1.26 last year.

I have for the most part in my reports given statistics about our Consolidated Account which, of course, is very much the largest of our funds. However, it might be of interest to look at the two other principal funds, the William Pyle Philips Fund and William Maul Measey Trust. The Philips Fund came to us in several payments by the executors commencing shortly after the death of William Pyle Philips in 1950 and had a value then of \$1,894,037. It is now worth \$5,529,602 and is invested about 70% in common stocks (the provision in the Will states that it must be at least half in such stocks). The William Maul Measey Trust came to us in 1952 with some later additions, at a cost figure of \$981,331 and has now a market value of \$3,480,883. By a requirement in the Deed of Gift this fund must be all in common stocks. The income from the Philips Fund for 1960 was \$138,808 and for 1969, ten years later, was \$237,564, and from the Measey Trust for 1960, \$72,947 and for 1969, \$130,830.

The rate of return on market value for the Consolidated Investments for the past year was 4.75%, for the Philips account 4.40% and for the Measey Trust 3.69%.

The Ford Foundation has put forth two pamphlets on college endowments describing in some detail the concept of "total return" - appreciation plus interest and dividends. It is of interest to note that of the fifteen institutions set forth in the appendix, we stand third from the highest in the list of percentages of total return for the last ten year period, at 180%, the average being 134%.

#### COLLEGE HOUSING

As the College expands, the pressure for suitable housing for professors increases, particularly in view of the generally high cost of real property in the neighborhood of the college.

As I have stated in prior years, the Finance Committee has followed a dual policy of acquiring houses, suitable both as to price and location, and has granted mortgages in situations where the faculty member wishes to acquire his own home. We now have

on our books College houses in the amount of \$1,152,078. The return on this sum, again as I have pointed out in prior reports, due to the modest rents charged, is negligible. We now hold mortgages on professors houses at a current value of \$321,019, on which the return is fixed at 4 1/2%.

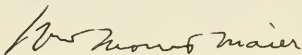
#### CONCLUSION

In conclusion, since the construction program is the overshadowing item in our financial picture, it might be well to summarize the costs that compose that program. Nearly all of our buildings have been affected.

There remains a balance due on Stokes Hall of approximately \$150,000, on Gummere Hall (the south dormitory) after a Federal loan of \$850,000 there remains a balance of \$130,000. The three new dormitories Jones, Lunt and Comfort Halls cost \$1,861,856 so far, and the Dining Center as of June 30, 1969, \$1,924,865. All of the funds for the Magill Library, \$2,353,000 have been received or firmly pledged, but the money spent. Renovation of the Lyman Beecher Hall building (old Chemistry) is in the amount of \$224,544, and a balance of \$233,691 is owed on the renovation of Sharpless Hall, made several years ago. The complete renovation of Lloyd, nearly finished, stands at \$561,968. The enlarged power plant cost \$162,314 and the new maintenance building has on June 30th, cost us \$55,000 but will be, when completed, in the neighborhood of \$260,000. The moving and renovation of offices in Roberts, Founders and Hilles amount to \$133,998. Roads, paths, and the Duck Pond excavation cost another \$76,482. There are other minor charges but these are the principle ones.

By this means I hope to bring home to the Corporation, not only the costs, but also the vast changes and improvements that have taken place on the campus during the last several years. Much has been done on faith, but having been with the financial scene closely for some twenty years, I am certain that that faith has not been misplaced.

Respectfully submitted,



Wm. Morris Maier, Treasurer

October 10, 1969

Board of Managers

The Corporation of Haverford College

We have examined the balance sheet of the Corporation of Haverford College as of June 30, 1969 and the related statements of operations and changes in fund balances and unexpended gifts, grants and income for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. It was impracticable for us to extend our examination of contributions received beyond accounting for amounts so recorded.

The College follows the practice of writing off property and plant additions as their cost is funded. Accordingly, the cost of College property, other than certain residences which are included in endowment fund assets and unfunded construction costs, is not reflected in the accompanying statements.

In our opinion, except that the cost of College property is not fully reflected, as described in the preceding paragraph, the accompanying financial statements present fairly the financial position of the Corporation of Haverford College at June 30, 1969 and the results of its operations and changes in fund balances and unexpended gifts, grants and income for the year in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.



## Balance Sheet

## Assets

	June 30,	
	1969	1968
<u>General fund</u>		
Cash	\$ 647,440	\$ 305,540
Accounts receivable	108,267	76,837
Inventories, at cost	36,619	39,809
Prepaid expenses and other assets	34,832	45,287
Advance to plant fund		615,173
	<u>\$ 827,158</u>	<u>\$ 1,082,646</u>
<u>Loan funds - Note 2</u>		
Cash	38	413
Accrued interest receivable	10,910	9,669
Loans to students	298,405	237,099
	<u>\$ 309,353</u>	<u>\$ 267,181</u>
<u>Endowment fund</u>		
Marketable securities, at cost (market value \$21,432,226 in 1969, \$22,981,084 in 1968)	\$18,236,562	\$17,467,535
Mortgages	321,019	283,163
College real estate - at cost less amortization of \$216,098 in 1969 and \$195,575 in 1968	1,152,078	801,036
Other investments	53,516	41,437
	<u>19,763,175</u>	<u>18,593,171</u>
<u>Advances to other funds - Note 3</u>		
General fund	305,525	
Loan fund	224,195	224,195
Plant fund	3,153,411	1,998,728
	<u>3,683,131</u>	<u>2,222,923</u>
	<u>\$23,446,306</u>	<u>\$20,816,094</u>
<u>Plant fund</u>		
Unfunded costs of completed construction	\$ 4,313,616	\$ 1,528,590
Construction in progress (additional commitment approximate \$1,000,000)	2,760,056	3,631,487
Marketable securities (market value \$58,030 in 1969, \$66,045 in 1968)	69,461	69,463
Other assets	15,278	21,861
	<u>\$ 7,158,411</u>	<u>\$ 5,251,401</u>
	<u>\$31,741,228</u>	<u>\$27,417,322</u>

## Liabilities and Fund Balances

	June 30,	
	1969	1968
<u>General fund</u>		
Liabilities		
Accounts payable	\$ 263,799	\$ 334,384
Accrued expenses	134,962	137,973
Advance receipts	7,521	12,764
Advance from endowment fund - Note 3	305,525	
	<u>711,807</u>	<u>485,121</u>
Unexpended gifts, grants and income - Note 1		
Donations for special purposes	443,664	408,466
Special purpose endowment income	128,149	196,221
Post-Baccalaureate program	120,989	127,182
Faculty and sponsored research	(175,278)	2,514
	<u>517,524</u>	<u>734,383</u>
General fund balance	132,437	173,591
Restricted	(534,610)	(310,449)
Income reserve (deficit)	(402,173)	(136,858)
	<u>\$ 827,158</u>	<u>\$ 1,082,646</u>
<u>Loan funds</u>		
Advance from endowment fund - Note 3	\$ 224,195	\$ 224,195
Loan fund balance - Note 2	85,158	42,986
	<u>\$ 309,353</u>	<u>\$ 267,181</u>
<u>Endowment fund</u>		
Endowment fund principal	\$23,423,106	\$20,792,894
	<u>23,200</u>	<u>23,200</u>
Funds functioning as endowment	\$23,446,306	\$20,816,094
	<u>\$ 3,175,000</u>	<u>\$ 1,800,000</u>
8-1/2 - 9-1/2% loans due within one year	830,000	837,500
3-5/8% mortgage bond		615,173
Advance from general fund	3,153,411	1,998,728
Advance from endowment fund - Note 3		
	<u>\$ 7,158,411</u>	<u>\$ 5,251,401</u>
	<u>\$31,741,228</u>	<u>\$27,417,322</u>

THE CORPORATION OF HAVERFORD COLLEGE

Statement of Operations

	Year ended June 30,			
	1969			1968
	General sources	Restricted sources (Note 1)	Total	Total
<u>Income</u>				
Student fees	\$1,437,198		\$1,437,198	\$1,224,144
Endowments and trusts	811,123	\$ 374,555	1,185,678	1,061,167
Gifts and grants	194,501	789,263	983,764	938,694
Auxiliary enterprises	797,613		797,613	730,306
Rental of facilities and other	91,734	14,900	106,634	112,355
	<u>3,332,169</u>	<u>1,178,718</u>	<u>4,510,887</u>	<u>4,066,666</u>
<u>Expenses</u>				
Educational and general				
Administration	278,596		278,596	295,754
Student services	205,469		205,469	174,322
Staff benefits	241,850	11,123	252,973	246,865
General institutional	168,653	143,463	312,116	247,072
Instruction	1,050,113	100,473	1,150,586	1,011,507
Libraries	148,944	71,081	220,025	223,025
Maintenance and operations	449,227	3,851	453,078	389,120
Sponsored research	5,000	305,235	310,235	299,250
Computer center	24,995	14,900	39,895	52,130
	<u>2,572,847</u>	<u>650,126</u>	<u>3,222,973</u>	<u>2,939,045</u>
Auxiliary enterprises	769,788		769,788	682,609
Student aid	49,043	528,592	577,635	551,911
	<u>3,391,678</u>	<u>1,178,718</u>	<u>4,570,396</u>	<u>4,173,565</u>
Net deficit resulting from college operations	(59,509)		(59,509)	(106,899)
Interest expense - general and plant funds - Note 3	(157,152)		(157,152)	(26,609)
Amortization of mortgage principal	(7,500)		(7,500)	(5,000)
Net decrease in general fund balance - Note 1	\$ (224,161)		\$ (224,161)	\$ (138,508)

THE CORPORATION OF HAVERFORD COLLEGE

Statement of Changes in Fund Balances and Unexpended

Gifts, Grants, and Income

Year Ended June 30, 1969

	General fund							
	Restricted fund balance	Income reserve (deficit)	Donations for special purposes	Special purpose endowment income	Post-baccalaureate program	Faculty and sponsored research	Loan fund balance	Endowment fund principle
Balance - July 1, 1968	\$173,591	\$ (310,449)	\$448,466	\$196,221	\$127,182	\$ 2,514	\$42,986	\$20,792,894
Net decrease in general fund balance resulting from operations		(224,161)						
Income from restricted endowments			1,569	365,974	214,801	429,812		
Restricted gifts, grants and income received			20,337					
Development program contributions			(4,956)					
Development program expenses								
Donations for additions to endowment funds			(70,886)					1,457,776
Bryn Mawr College share of joint computer center capital expenditures						219,373		
Realized gains on investments, net								1,190,046
Transfer of income to principal			(7,603)	(14,409)			47,603	14,409
Life interest payments				(43,000)				
Special purpose funds liquidated								(32,019)
Restricted gifts, grants and endowment income expended in current year - Note 1			(219,263)	(374,555)	(220,994)	(289,006)		
Joint computer center capital expenditures						(537,971)		
Interest on interfund advances								(7,900)
Interest income on outstanding loans								2,469
Charges to general restricted fund balance	(41,154)							
Miscellaneous other changes				(2,082)				
Balance - June 30, 1969	\$132,437	\$ (534,610)	\$643,664	\$128,149	\$120,989	\$ (175,278)	\$85,158	\$23,423,106

\* Includes joint computer center capital expenditures and related joint funding.

THE CORPORATION OF HAVERFORD COLLEGE

Notes to Financial Statements

Note 1 - Unexpended gifts, grants and income

The College follows the practice of reflecting restricted gifts, grants and endowment income in the statement of operations only to the extent of expenditures from such funds during the year. Receipts in excess of current year's expenditures are added to the balances of unexpended gifts, grants and income. This method of reporting is generally acceptable for colleges.

Note 2 - Loan funds

Loan funds comprise the Class of 1934 Revolving Loan Fund, established in 1959 by gifts from the Class of 1934 (100% participation) in the amount of \$10,784, and the Haverford College Loan Fund established in 1926. At June 30, 1969, pertinent information as to each fund is as follows:

	<u>Class of</u> <u>1934</u>	<u>1926</u> <u>fund</u>	<u>Total</u>
Student loans outstanding	\$73,778	\$224,627	\$298,405
Advance from endowment fund	50,891	173,304	224,195
Fund balance	23,739	61,419	85,158

The student loans outstanding bear interest at varying rates and are payable ten years after the student completes his formal education. Of the total loans outstanding at June 30, 1969, balances aggregating \$                    are currently payable.

Note 3 - Interfund advances

Beginning with the year ended June 30, 1969, interest is charged on interfund advances to the general and plant funds at 4-1/2% which approximates the average rate of return on endowment fund investments. The advance to the loan fund bears interest at the rate of 4%.

The college follows the practice of capitalizing interest relating to income-producing properties while such properties are under construction. Accordingly, interest charges of \$127,205 and \$80,854 have been capitalized in 1969 and 1968 respectively, applicable to the construction of the dining center and dormitories.

Haverford College

Summary of Income and Expenditures

30 June 1969

<u>Income</u>	<u>Total</u>	<u>Unrestricted</u>	<u>Restricted</u>
Educational and General	\$3,330,975.44	\$2,534,555.61	\$ 796,419.83
Auxiliary Enterprises	797,612.97	797,612.97	
Student Aid	382,297.90		382,297.90
	<hr/>		
	\$4,510,886.31	\$3,332,168.58	\$1,178,717.73
	<hr/>		
<u>Expenditures</u>			
Administration	\$ 284,504.85	\$ 278,595.75	\$ 5,909.10
General Expenses	764,644.61	615,972.71	148,671.90
Instruction	1,150,585.15	1,050,112.70	100,472.45
Organized Activities	39,895.35	24,995.35	14,900.00
Sponsored Research	310,234.61	5,000.00	305,234.61
Libraries	220,024.44	148,943.75	71,080.69
Maintenance and Operation	453,078.63	449,227.20	3,851.43
	<hr/>		
	\$3,222,967.64	\$2,572,847.46	\$ 650,120.18
	<hr/>		
Auxiliary Enterprises	769,793.39	769,787.69	5.70
Student Aid	577,634.49	49,042.64	528,591.85
	<hr/>		
	\$4,570,395.52	\$3,391,677.79	\$1,178,717.73
	<hr/>		
Excess of Expenditures over Income			
- College Operation	\$ 59,509.21	\$ 59,509.21	-
Interest on Borrowed Funds	157,151.38	157,151.38	
Amortization of unfunded			
Gummere Hall Construction	7,500.00	7,500.00	
	<hr/>		
Deficit for the Year	\$ 224,160.59	\$ 224,160.59	
	<hr/>		

HAVERFORD COLLEGE

Statement of Income

30 June 1969

	Unrestricted	Restricted	Total
<b>1. Educational and General</b>			
<b>A. Student Fees</b>			
Tuition			
Cash	\$1,009,162.67	\$	\$1,009,162.67
Scholarship and General Funds	123,917.40		123,917.40
Wm. Maul Measey Trust	55,298.00		55,298.00
Donations	132,354.43		132,354.43
	\$1,320,732.50		\$1,320,732.50
Unit Fee	96,500.00		96,500.00
Other Fees	19,965.00		19,965.00
<b>Total Student Fees</b>	\$1,437,197.50		\$1,437,197.50
<b>B. Endowment Income</b>			
From Unrestricted Funds	\$ 795,065.58		\$ 795,065.58
From Restricted Funds			
Library		\$ 22,189.95	22,189.95
Special		262,389.71	262,389.71
Stock Dividends	16,057.23		16,057.23
<b>Total Endowment Income</b>	\$ 811,122.81	\$ 284,579.66	\$1,095,702.47
<b>C. Gifts and Grants</b>			
Alumni	\$ 158,858.28	\$ 6,623.46	\$ 165,481.74
Business Corporations	35,642.94	1,472.04	37,114.98
Foundations		140,783.78	140,783.78
Other			
Donations		59,054.99	59,054.99
Sponsored Research		289,005.90	289,005.90
<b>Total Gifts and Grants</b>	\$ 194,501.22	\$ 496,940.17	\$ 691,441.39
<b>D. Organized Activity</b>			
Computer Center	\$ 3,156.63	\$ 14,900.00	\$ 18,056.63
<b>E. Other Sources</b>			
Rental of Facilities & Miscellaneous	\$ 88,577.45		\$ 88,577.45
<b>Total Educational and General</b>	\$2,534,555.61	\$ 796,419.83	\$3,330,975.44
<b>11. Auxiliary Enterprises</b>			
Athletics	\$ 506.70		\$ 506.70
Dormitories and Dining Room	554,188.47		554,188.47
Faculty Housing	95,086.13		95,086.13
Bookstore	144,430.84		144,430.84
Infirmary	2,108.63		2,108.63
Coop	1,292.20		1,292.20
<b>Total Auxiliary Enterprises</b>	\$ 797,612.97		\$ 797,612.97
<b>111. Student Aid</b>			
Scholarships And Fellowships		\$ 160,040.67	\$ 160,040.67
Prizes		1,263.00	1,263.00
Post - Baccalaureate Program		220,994.23	220,994.23
<b>Total Student Aid</b>		\$ 382,297.90	\$ 382,297.90
<b>Total Income</b>	\$3,332,168.58	\$1,178,717.73	\$4,510,886.31

HAVERFORD COLLEGE

Statement of Expenditures

30 June 1969

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
<b>1. <u>Educational &amp; General Administration</u></b>			
<b>A-1. <u>Administration</u></b>			
President's Office	\$ 50,903.31	\$ 5,909.10	\$ 56,812.41
Provost's Office	39,884.03		39,884.03
Ad Hoc Committee	9,499.28		9,499.28
<b>A-2. <u>Financial</u></b>			
Treasurer's Office	24,535.40		24,535.40
Development Office	68,771.04		68,771.04
Business Office	85,002.69		85,002.69
<b>Total Administration</b>	<b>\$278,595.75</b>	<b>\$ 5,909.10</b>	<b>\$284,504.85</b>
<b>B. <u>General Expenses</u></b>			
<b>B-1. <u>Student Services</u></b>			
Admissions	\$ 61,266.49		\$ 61,266.49
Registrar	16,588.02		16,588.02
Dean of College	17,782.33		17,782.33
Dean of Students	28,113.01		28,113.01
Buildings and Grounds	19,953.68		19,953.68
Guidance Counsellor	15,850.56		15,850.56
Student Activities	45,915.24		45,915.24
<b>Total Student Services</b>	<b>\$205,469.33</b>		<b>\$205,469.33</b>
<b>B-2. <u>Staff Benefits</u></b>			
<u>Faculty</u>			
TIAA	\$ 87,800.56	\$ 6,170.54	\$ 93,971.10
Social Security	28,942.42	3,227.41	32,169.83
Medical Plan	13,976.32	267.38	14,243.70
Disability Insurance	2,205.15	60.00	2,265.15
Tuition Grants	11,447.64		11,447.64
Moving Expenses	2,059.57	500.00	2,559.57
<u>Non-Faculty</u>			
TIAA	39,683.58	650.00	40,333.58
Social Security	26,902.31	248.16	27,150.47
Tuition Grants	11,134.48		11,134.48
Pensions	16,909.44		16,909.44
Disability Insurance	788.26		788.26
<b>Total Staff Benefits</b>	<b>\$241,849.73</b>	<b>\$ 11,123.49</b>	<b>\$252,973.22</b>
<b>B-3. <u>General Institutional Expenses</u></b>			
Alumni Association	\$ 8,504.92		\$ 8,504.92
Alumni Office	25,886.69		25,886.69
Public Relations Office	41,670.11		41,670.11
Commencement and Parents Day	8,681.09		8,681.09
Printing	20,072.05		20,072.05
Subscriptions and Memberships	15,335.68		15,335.68
Mail and Switchboard Service	23,549.47	2,000.00	25,549.47
Insurance (General)	9,882.84		9,882.84
Travel	651.06		651.06
Speakers	2,528.60	123,612.42	126,141.02
Entertainment	7,700.48		7,700.48
Addressograph Room	4,190.66		4,190.66
Other Expenses		11,935.99	11,935.99
<b>Total General Institutional Expenses</b>	<b>\$168,653.65</b>	<b>137,548.41</b>	<b>306,202.06</b>
<b>Total General Expenses</b>	<b>\$615,972.71</b>	<b>\$148,671.90</b>	<b>\$764,644.61</b>

HAVERFORD COLLEGE

Statement of Expenditures

30 June 1969

	Unrestricted	Restricted	Total
<b>C. <u>Instruction</u></b>			
Salaries	\$912,814.07	\$ 85,764.71	\$998,578.78
Supplies and Services	88,544.59	9,567.89	98,112.48
Faculty Secretaries	32,737.36		32,737.36
Telephone and Telegraph	10,874.83		10,874.83
Ford Program in the Humanities	5,141.85	5,139.85	10,281.70
<u>Total Instruction</u>	\$1,050,112.70	\$100,472.45	\$1,150,585.15
<b>D. <u>Organized Activities</u></b>			
Computer Center	\$ 24,995.35	\$ 14,900.00	\$ 39,895.35
Language Laboratory	-		-
<u>Total Organized Activities</u>	\$ 24,995.35	\$ 14,900.00	\$ 39,895.35
<b>E. <u>Sponsored Research</u></b>			
General	\$	\$ 28,901.74	\$ 28,901.74
Biology		31,718.11	31,718.11
Chemistry		7,071.03	7,071.03
Astronomy		30,925.63	30,925.63
Psychology		14,593.97	14,593.97
Physics		38,146.65	38,146.65
Political Science		32,962.82	32,962.82
Mathematics		1,255.40	1,255.40
Sociology		19,659.26	19,659.26
Faculty Research	5,000.00		5,000.00
<u>Total Sponsored Research</u>	\$ 5,000.00	\$305,234.61	\$310,234.61
<b>F. <u>Libraries</u></b>			
Salaries	\$133,005.40	\$ 15,057.96	\$148,063.36
Operating Expenses	7,938.35		7,938.35
Book Binding & Periodicals	8,000.00	56,022.73	64,022.73
<u>Total Libraries</u>	\$148,943.75	\$ 71,080.69	\$220,024.44
<b>G. <u>Maintenance and Operation</u></b>			
<b>G1. <u>Plant</u></b>			
Supervision	\$ 48,321.47	\$	\$ 48,321.47
Janitorial Services	75,343.57		75,343.57
Repairs to Buildings	122,261.00		122,261.00
Equipment	4,556.28		4,556.28
Water, Heat, Light, Power	56,231.98		56,231.98
Grounds	63,110.67	3,851.43	66,962.10
Watchmen	40,348.22		40,348.22
<u>Total Plant</u>	\$410,173.19	\$ 3,851.43	\$414,024.62
<b>G2. <u>General</u></b>			
Property Insurance	\$ 12,568.01	\$	\$ 12,568.01
Auto Service	8,656.03		8,656.03
Social Security	12,562.99		12,562.99
Medical Plan	5,266.98		5,266.98
<u>Total General</u>	\$ 39,054.01	\$	\$ 39,054.01
<u>Total Maintenance and Operations</u>	\$449,227.20	\$ 3,851.43	\$453,078.63
<u>Total Educational &amp; General Administration</u>	\$2,572,847.46	\$650,120.18	\$3,222,967.64



HAVERFORD COLLEGE

Statement of Expenditures

30 June 1969

	Unrestricted	Restricted	Total
11. <u>Auxiliary Enterprises</u>			
Athletics	\$ 63,206.70	\$ 5.70	\$ 63,212.40
Dormitories	127,839.51		127,839.51
Dining Room	302,497.15		302,497.15
Faculty Housing	82,916.37		82,916.37
Infirmary	42,105.32		42,105.32
Bookstore	144,973.20		144,973.20
Coop	249.44		249.44
Serendipity Day Camp	6,000.00		6,000.00
<u>Total Auxiliary Enterprises</u>	\$769,787.69	\$ 5.70	\$769,793.39
111. <u>Student Aid</u>			
Scholarships	\$ 19,175.23	\$292,394.60	\$311,569.83
Fellowship	5,000.00		5,000.00
Employment	24,867.41	13,940.02	38,807.43
Prizes		1,263.00	1,263.00
Post Baccalaureate Program		220,994.23	220,994.23
<u>Total Student Aid</u>	\$ 49,042.64	\$528,591.85	\$577,634.49
<u>Total Expenditures</u>	\$3,391,677.79	\$1,178,717.73	\$4,570,395.52

REPORT ON CONSOLIDATED FUNDS

INCOME

Book Value 7/1/68	Increase (Decrease)	Book Value 6/30/69	FUNDS FOR GENERAL PURPOSES	Balance 7/1/68	Net Income	Expended	Special	Balance 6/30/69	Special Income	Special Income Summary
130,594.55	11,000 -	131,594.55	General Endowment Fund	170.00	11,764.69	1,139,166		31,765		
10,640.09		10,640.09	John M. Whitall Fund		1,032.65	1,032.65				
44,806.59		44,806.59	David Scull Fund		33,999.92	33,999.92				
1,314,435		1,314,435	Edward L. Scull Fund		13,440.7	13,440.7				
514,246		514,246	Wistar Morris Memorial Fund		62,075	62,075				
10,781.94		10,781.94	Israel Franklin Whitall Fund		11,198.7	11,198.7				
130,137,536		130,137,536	Jacob P. Jones Endowment Fund		147,625.81	147,625.81				
9,759,997.76		9,759,997.76	John Farnum Brown Fund		763,912.5	763,912.5				
2,149,367		2,149,367	Clementine Cope Endowment Fund		1,654.89	1,654.89				
44,394.72		44,394.72	Joseph E. Gillingham Fund		57,894.83	57,894.83				
9,160.74		9,160.74	Elizabeth H. Farnum Fund		1,914.46	1,914.46				
45,035.96		45,035.96	James R. Magee Fund		43,179.6	43,179.6				
1,500 -		1,500 -	Albert K. Smiley Fund		70,790	70,790				
39,570.48		39,570.48	Hinchman Astronomical Fund		45,416	45,416				
17,450.93		17,450.93	Walter D. & Edith M.L. Scull Fund		57,399.93	57,399.93				
76,771 -		76,771 -	Albin Garrett Memorial Fund		47,636.6	47,636.6				
24,381.59		24,381.59	Arnold Chase Scattergood Memorial Fund		18,974.6	18,974.6				
1,165,645.1		1,165,645.1	Francis B. Gummere Memorial Fund		1,450,436	1,450,436				
71,878.45		71,878.45	Isaac Sharpless Memorial Fund		73,626.6	73,626.6				
12,667.63		12,667.63	General Education Board Fund		15,594.45	15,594.45				
10,766.75		10,766.75	William Penn Foundation		11,667.70	11,667.70				
14,157.9		14,157.9	Walter Carroll Brinton Memorial Fund		13,446	13,446				
4,928.94		4,928.94	Corporation Fund		3,066.46	3,066.46				
10,000 -		10,000 -	Elizabeth J. Shortridge Fund		10,145	10,145				
55,723.1		55,723.1	Howard Comfort Memorial Fund		53,197	53,197				
67,570.19		67,570.19	Ellen W. Longstreth Fund		89,433.2	89,433.2				
57,500 -		57,500 -	Albert L. Bailly Fund		65,683	65,683				
4,800 -		4,800 -	Elizabeth B. Wistar Warner Fund		60,790	60,790				
280,746.91		280,746.91	T. Allen Hilles Bequest		29,998.2	29,998.2				
7,000 -		7,000 -	Leonard L. Greif Jr & Roger L. Greif Fund		7,447	7,447				
7500 -		7500 -	Edward M. Wistar Fund		8,467	8,467				
15,979.09		15,979.09	Morris E. Leeds Fund		113,896.1	113,896.1				
14,000 -		14,000 -	J. Henry Scattergood Fund		10,818	10,818				
10,392.76		10,392.76	Parker S. Williams Fund		11,520.33	11,520.33				
47,231,237	11,000	47,242,237	Forward	170.00	5,177,319	5,177,319	170.00	36,765		

INCOME

ALBANY, N. Y. 1968-1969

Book Value 7/1/68	Book Value 6/30/69	Book Value Increase (Decrease)	FUNDS FOR GENERAL PURPOSES (cont.)	Balance 7/1/68	Net Income	Expended	Special	Balance 6/30/69	Special Income Summary
4753.11394	4753.11394	11600-	Brought forward						
6581.04	6581.04		Gilbert C. Fry Fund	170.04	4767.339	4767.33604	170.04	367.76	
7500-	7500-		Daniel B. Boyer Fund		552.68	552.68			
10000-	10000-		Mariott C. Morris Fund		777.04	777.04			
20683.392	20683.392	176756	1949 Campaign Salary Fund		176756.1	15286.86	176756.1		
39305.00	39305.00	347497	Rufus M. Jones Fd for Adv. of Teaching		347496.61	347496.61	347497		
36178.07	36178.07		William B. Bell Fund		299.51	299.51			
7500.00	7500.00		Dr. Thomas Wistar Fund		2711.14	2711.14			
37187.00	37187.00		Charles McCaul Fund		3381.71	3381.71			
5000-	5000-		Isaac & Lydia Cope Sharpless Fund		451.53	451.53			
4500-	4500-		Class of 1937 Fund		299.45	299.45			
13064.07	13064.07	82397	J. J. Hrazce Cook Fund	71.13	71580.07	71579.12			
34500.00	34500.00		The Ford Foundation Endowment Fund		24374.12	47979.12			
7520.194	7520.194		The Ford Foundation Accomplishment Fd		49299.9	49299.9			
12426.18	12426.18		Thomas Harvey Haines & Helen Hague Haines Fd		81.81	81.81			
10000-	10000-		Emily Bishop Harvey Fund		630.02	630.02			
893.552	893.552		Class of 1933-25th Anniversary Fund		547.37	547.37			
3588.917	3588.917		John E. Hume Fund		200.91	200.91			
10000-	10000-		Frederic H. Strawbridge Fund		557.18	557.18			
18511.015	18511.015		The William H. Collins Fund		10462.49	10462.49			
25000-	25000-		Mary Frances Nunn Fund	82.64	1410.22	1410.22	1500-		
7834.152	7834.152		Eli Nichols Fund		3957.17	3957.17			
75000-	75000-		William Gibbons Rhoads Fund	1375.12	12770.4	12770.4			
4088.81	4088.81		Class of 1911-50th Anniversary Fund		357.18	357.18			
72726.7	72726.7		Class of 1937-25th Anniversary Fund		1344.88	1344.88			
7871.08	7871.08		Allen C. Thomas Fund		1128.97	1128.97			
25148.15	25148.15		Charles E. Gause Fund		1944.48	1944.48			
71147.97	71147.97		Class of 1918-50th Anniversary Fund		314.19	314.19			
7066.75	7066.75	555-	Class of 1943 Fund		155.66	155.66			
4599.37	4599.37		C. Mahlon Kline Memorial Fund		4166.65	4166.65			
750000-	750000-								
6292.153	6292.153			192.90	62106.60	53781.388	3451.411	630.11	

170.04  
176756.1  
347497  
3600-  
87397.0  
2051805.0 - 5044

170.04  
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347497  
3600-  
87397.0  
2051805.0 - 5044

INCOME

Book Value 7/1/68	Increase (Decrease)	Book Value 6/30/69	FUNDS FOR WISTAR BROWN GRADUATE SCHOOL	Balance 7/1/68	Net Income	Expended	Special	Balance 6/30/69	Special Income Summary
4,642,181	385,866	4,828,047	Moses Brown Fund		385,866	347,746	385,866		
9,653,46		9,653,46	FUNDS FOR MORRIS INFIRMARY						
5,049,50		5,049,50	Infirmary Endowment Fund		11,966	11,966			
1,471,742		1,471,742	John W. Pinkham Fund		65,183	65,183			
18,288		18,288	FUNDS FOR HAVERFORD UNION						
5,557,81		5,557,81	Haverford Union Fund		1,667	1,667			
6,669,10		6,669,10	FUNDS FOR SCHOLARSHIPS						
1,917,76		1,917,76	Thomas P. Cope Fund	1,809	66,594		1,000	31,597	
5,000		5,000	Edward Yarnall Fund	449	10,917		6,500		
7,023,61		7,023,61	Isaiah V. Williamson Fund	7,179	157,389		155,000	667	
7,919,76		7,919,76	Richard T. Jones Scholarship Fund	5,098	79,366		75,000	466	
2,742,976		2,742,976	Mary W. Johnson Scholarship Fund	8,824	78,177		80,000	771	
10,993,71	1391	10,993,71	Sarah Marshall Scholarship Fund	4,575	9,447		9,250	449	
11,667,89		11,667,89	Clementine Cope Fellowship Fund	3,390,171	19,976		6,000	57,403	
5,053,65		5,053,65	Isaac Thorne Johnson Scholarship Fund	0	6,391		14,000	0	
18,579,13	760	18,579,13	Cesar Wistar Memorial Scholarship Fund	55,857	2,805		7,000	7,885	
5,245,60		5,245,60	J. Kennedy Moorhouse Scholarship Fund	3,067	6,805		7,000	7,800	
7,415,60		7,415,60	Louisquette Palmer Scholarship Fund	9,283	16,791		16,500	594	
5,017,31		5,017,31	Paul W. Newhall Mem'l Scholarship Fund	1,000	57,597		55,000	663	
3,000		3,000	Robert Martin Zuckert Mem'l Sch. Fund	17,967	78,773		79,500	130	
11,700		11,700	Samuel E. Hilles Scholarship Fund	526	46,694		6,000	11,770	
14,000		14,000	Class of 1913 Scholarship Fund	3,990	3,990		3,500	800	
7,553,458		7,553,458	Class of 1917 Scholarship Fund	15,477	11,575		17,000	781	
5,739,501		5,739,501	Daniel B. Smith Fund	6,219	50,769		100,000	7,988	
1,700		1,700	Sarah Tatam Hilles Mem'l Sch. Fund	4,419	98,787		97,500	11,756	
5,000		5,000	Elihu Grant Memorial Scholarship Fund	-	4,887		50,500	361	
30,000		30,000	Christian Feibler Mem'l Scholarship Fund	13,146	7,056,34		7,150,00	3,874	
3,000		3,000	Joseph L. Markley Mem'l Scholarship Fund	446	650,32		650,000	439	
26,000		26,000	Joseph C. & Anne N. Birdsell Sch. Fund	19,890	31,574		346,000	830	
3,749,057		3,749,057	Daniel E. Davis, Jr. Mem'l Sch. Fund	1,047	1,047		350,00	876	
			Jonathan E. Steere Scholarship Fund	7,111	158,160		1,650,00	371	
			Forward	573,944	4,646,188		3,993,944	6,670	

INCOME

Book Value 7/1/68	Increase (Decrease)	Book Value 6/30/69	FUNDS FOR SCHOLARSHIPS (cont.)	Balance 7/1/68	Net Income	Expended	Special	Balance 6/30/69	Special Income
37909.60	413.91	37920.51	Brought Forward	5739.24	4676.91		1650.66		
15000		15000	William Graham Tyler Mem'l Sch. Fund	8455	15478		16000	6995	
4600	500	5100	1990 Memorial Scholarship Fund	773	375.10		42000	674	
57154.60	4545.8	53106.24	1949 Campaign Scholarship Fund	6090	4545.80		42500	188.4	
173820.7	7480	173567	Max Leuchter Scholarship Fund	0			128000	128000	
35500		35500	A. Clement Wild Scholarship Fund	633	30600		30000	3495	
64561.1		64561.1	Caroline Chase Scholarship Fund	3078	55710		57000	1574	
5000		5000	Roy Thurlby Griffith Memorial Fund	1360	45053		45000	707	
10000		10000	Class of 1904 Scholarship Fund	7485	66703		65000	3691	
20000		20000	Inaac Mitobe Scholarship Fund	2407	63364		65000	1494	
14000	1000	14000	Summerfield Foundation Scholarship Fund	8490	68844		75000	2804	
14575		14575	M. A. LaCoste Neilson Scholarship Fund	4872	81811		80000	1874	
2000		2000	Rufus Matthew Jones Scholarship Fund	30608	11186		50790	50790	
17500		17500	Clinton P. Knight, Jr. New England S/F	4494	69195		70000	4114	
10000		10000	The P. of x Scholarship Fund	2549	57049		55000	4508	
70775		70775	M. A. Ajzenberg Scholarship Fund	11530	11530		17000	6498	
7057		7057	Class of 1912 Scholarship Fund	789	34698		35000	387	
17129.19		17129.19	Class of 1936 Scholarship Fund	796	82301		85000	5212	
10217.0	1050	10217.0	Archibald Macintosh Scholarship Fund	3326	67157		60000	6293	
10000	2500	12500	Reader's Digest Fdn. Endowed Sch. Fund	13344	45576		60000	450	
71849.70		71849.70	The Jose Padin Puerto Rican Sch. Fund	9445.83	10148.83		60000	4183.69	
55559.63		55559.63	Howard M. Cooper Scholarship Fund	0	706590		70000	3658	
26129.13		26129.13	Alphonse N. Bertrand Scholarship Fund	3781	117076		110000	4558	
50000	5000	55000	George F. Baker Scholarship Fund	183324	183324		857000	673466	
21020.11		21020.11	Hughes Scholarship Fund	171184	171184		110000	11184	
21839.00		21839.00		269906	283826.7		788471	120750	
77435.00		77435.00	FUNDS FOR THE LIBRARY						
20618.00	8046	21455.60	Alumni Library Fund		307177	107177	83500		
5000		5000	Mary Farnum Brown Library Fund		682976		50000		
20306.64		20306.64	William H. Jenks Library Fund	3369	16496		15725	2190	
17397.84		17397.84	Mary Mistar Brown Williams Library Fu	404491	217130		145000	194006	
10357		10357	Anna Yarnall Fund	0	2171579	1671579	50000	0	
29700.271	8246	29792.737	F. B. Gummers Library Fund	480197	379420.7	1873701	1125870	18134	
			Forward					714030	

INCOME

61-53 THE BANK 45-492 20 20 80/PT

Book Value 7/1/68	Increase (Decrease)	Book Value 6/30/69	FUNDS FOR THE LIBRARY (cont.)	Balance 7/1/68	Net Income	Expended	Special	Balance 6/30/69	Special Income Summary
7979 7371	83476	7979 7371	Brought forward	470 147	37443 7	18737 1	167087 2	71443 3	
100734	100734	100734	Edmund Morris Ferguson, Jr. Mem'l Fund	757 4	120 7		141 6	3753 6	
6500	6500	4520	Class of 1888 Library Fund	8147 6	8519 3			6664 9	
175352	175352	175352	Class of 1918 Library Fund	1624 8	1624 8		9123 3	7972 2	
600	600	600	Quakeriana Fund	350 8 1	377 2		618 9 5		
1500	1500	1500	Mohawk Fd for Rufus M. Jones Coll. Myst.	1849 2	1673 8		957 1 5	7575 0	
5000	5000	5000	Rufus H. Jones Book Fund	3470 6 4	5700 5 8		1883 3 3	3493 1	
39467 15	3090 8	39467 15	1949 Campaign Library Fund	34637 6	3990 8 4		1287 3 2	4835 7	
7336 47	7336 47	7336 47	Class of 1909 R.M.Jones Mem'l Library Fd	5737 5	1747 6		628 2 3		
1335	1335	1335	Rayner W. Kelsey Fund	704 8 8	627 2		1177 2 3	662 4	
13644 96	13644 96	13644 96	Sara & Francis Pawling Library Fund	14745 6	1447 2		7534 9	1837 0	
70600	70600	70600	Joseph R. Grundy Library Fund	17474 6	3107 1 9		7779 1 7	13974 4	
1991 85	3257 8	707 13	Carlisle & Barbara K. Moore Fund	1324 6	925 7		73 1 7		
44195 134	1444 27	44540 54		12460 8 7	45147 7 6	18737 1	23363 9	15023 5	1193 2 1193 2 1193 2
417370 8		417370 8	FUNDS FOR OLD STYLE PENSIONS						
367566		367566	President Sharpless Fund		4947 0	4947 0			
681137 1		681137 1	William P. Henszey Fund		4818 6	4818 6			
377244		377244	Jacob P. Jones Benefit Fund		6469 6	6469 6			
694692		694692	Pliny Earle Chase Memorial Fund		465 8 1	465 8 1			
511276	511276	511276	Havestrod College Pension Fund		4853 8	4853 8			
5744		5744			75744 7	75744 7			
112675		112675	FUNDS FOR SPECIAL PURPOSES						
4187 87		4187 87	Thomas Shipley Fund	1577 9	6815 6		13765 8	16715 5	
927 07		927 07	Ellipton P. Morris Fund	473 7	31 2 2		230 0	536 5	
1726 18		1726 18	John B. Garrett Reading Prize Fund	156 7 3	401 9 0		150 0	1173 6 3	
2566 88		2566 88	Special Endowment Fund	0	842 2 2	842 2 2			
5120 30		5120 30	Scholarship Improvement Prize Fund	7063 9 0	3171 6		125 8 8	7876 6 6	
8297 1		8297 1	Elizabeth P. Smith Fund	7747 2	7150 4		4000 0	1937 0 7	
7155		7155	S.P. Lippincott History Prize Fund	262 8 8	3571 8		754 2 5	327 3 4	
13977 5		13977 5	Francis Stokes Fund	1864 9 1	665 6 4		1655 5 1	87 3 0	
432517		432517	George Pearce Prize Fund	0	6157 1		502 0		
			Lyman Beecher Hall Prize Fund	7041 8	7874 5		1000 0	7109 3	
			Newton Prize Fund	1124 3 1	388 3 9		2250 5	1448 4	
			Forward	17899 0 7	4774 4	877 0 7	512 1 0	11746 7	

INCOME

Book Value 7/1/68	Increase (Decrease)	Book Value 6/30/69	FUNDS FOR SPECIAL PURPOSES (cont.)	Balance 7/1/68	Net Income	Expended	Special Balance 6/30/69	Special Income Summary
447,756	50571	498,327	Brought forward		47,607	87467	512130	117457
7400		7400	Edward B. Conklin Athletic Fund	1789707	75363			
230,775		182677	Edward Woolman Arboretum Fund	49546	134748		130000	34748
7000		7000	William Ellis Scull Prize Fund	264528	0		5000	285551
10000		10000	Paul D. I. Maier Fund	16007	16007		20000	
389,954		373954	Strawbridge Observatory Maintenance Fd	717877	49415			163015
81,4814	787159	892571	Jacob & Eugenie Bucky Memorial Fund	50000	78759		178759	
747,162	17702	764864	Mathematics Department Prize Fund	0	77767		177568	
749,150		749,150	William T. Elkinton Fund	172989	23800		13000	7375
7000		7000	Tinsley Memorial Fund	62120	89987		75101	17101
14790		14790	Class of 1902 Latin Prize Fund	7747	1871		1000	8563
6315		6315	Class of 1898 Gift	80515	69455		146700	3770
10,0650		7,06150	Edmund J. Lee Memorial Award Fund	64477	11054		5000	70193
191,470	175	191,645	David R. Bowen Premedical Fund	60679	11196		1600	79775
150,5312		150,5312	Jonathan & Rachel Cone Evans Fund	5735	179767		20000	735
145744		145744	Edward Hawkins Memorial Fund	74471	12707		0	41688
500		500	William W. Baker Prize Fund	14780	3907		2500	15489
300		300	John G. Wallace Award Fund	-	1561			3759
4000		4000	Christian Religion & Thought Fund	51969	76363		46197	36383
27,858		27,858	The Kurzman Prize Fund	75162	15808		17500	10697
957,2070		957,2070	The Scholars in the Humanities Fund	767007	470378		687390	45787
537,5537		537,5537	Fund for the Dev. of the Natural Beauty of Haverford Campus	185179	246077		150723	269549
446,696	75-	449,196	The Class of 1964 Faculty Salary Fund	57110	19779		71444	357929
5005		5005	Henry S. Drinker Music Fund	75368	75501			97269
2058760		2058760	Electronics Research Fund	768781	166574			274805
100000	-18000	82000	Gifts to the Humanities Fund	0	357000			7800
500		500	Ada Steffen Wright Memorial Cup	1100	209191			210791
1087063		1087063	The Abby Fund					
40769566	-25385	40769313		288645	2646357		2156597	2872567

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CLASSIFICATION OF INVESTMENTS

JUNE 30, 1969

	<u>CONSOLIDATED ACCOUNT</u>			<u>NON-CONSOLIDATED ACCOUNT</u>			
	<u>BOOK VALUE</u>	<u>TOTAL</u>	<u>MARKET VALUE</u>	<u>TOTAL</u>	<u>BOOK VALUE</u>	<u>MARKET VALUE</u>	<u>TOTAL</u>
<u>BONDS</u>							
Municipal	\$ -0-		\$ 176,250		\$ 85,791.45	\$ 65,733	
U.S. Government	199,750.00		1,152,877		-0-	-0-	
Industrial	1,359,315.84		792,157		575,786.69	499,662	
Public Utility	1,019,268.10		100,000.00		361,884.74	321,259	
Transportation	100,000.00		1,077,945		226,234.21	189,480	
Foreign	1,336,001.75		1,026,413	4,325,642	379,625.00	310,850	
Financial	1,230,425.50	5,144,761.19			417,220.75	357,068	1,744,052
<u>PREFERRED STOCK</u>							
Industrial	504,027.14		421,250		1,253,457.70	1,079,725	
Public Utility	61,616.60		33,850		-0-	-0-	
Transportation	187,540.14	753,183.88	160,000	635,100	-0-	-0-	1,079,725
<u>COMMON STOCK</u>							
Financial	762,463.31		1,266,241		515,575.89	612,130	
Industrial	2,317,092.19		5,179,778		3,002,798.70	3,299,626	
Public Utility	1,093,931.71		2,038,009		881,520.47	938,380	
Transportation	207,136.17		171,000		-0-	-0-	
Miscellaneous	41,400.00	4,422,023.38	29,525	8,684,553	-0-	-0-	4,850,136
<u>MORTGAGES</u>		321,019.06		321,019			
<u>COLLEGE REAL ESTATE</u>		1,152,078.18		1,152,078			
<u>MISCELLANEOUS</u>		277,711.03		277,711			
<u>CASH AND ADVANCES TO CURRENT FUNDS</u>		*3,522,562.51		3,522,562			29,871.51
		\$15,693,339.23		\$18,918,665			\$7,703,785

NOTE: There is also held \$56,614.06 in financial stock not included in the above figures, being the holdings in C. Wharton Stork Art Gift Fund which is not included in the funds. This fund has an overdraft in principal cash of \$33,744.06.

ADDITIONS TO FUNDS

1968 - 1969

GENERAL ENDOWMENT FUND

From: Eighty Maiden Lane	1,000.00	
Bequest of Charles M. Leininger	<u>10,000.00</u>	\$ 11,000.00

CLASS OF 1918 - 50TH ANNIVERSARY FUND

From: Various donors		555.00
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CLASS OF 1943 FUND

From: Various donors		43,999.37
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C. MAHLON KLINE MEMORIAL FUND

From: Estate of C. Mahlon Kline		250,000.00
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LOUIS JAQUETTE PALMER SCHOLARSHIP FUND

From: Charles M. Bancroft, M.D.		200.00
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1890 MEMORIAL SCHOLARSHIP FUND

From: Andrew L. Lewis		500.00
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THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

From: Additional gift (foundation)		1,000.00
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ARCHIBALD MACINTOSH SCHOLARSHIP FUND

From: S. Knox Harper	50.00	
Robert G. Wilson	500.00	
Reginald H. Morris (Mrs.)	<u>500.00</u>	1,050.00

READER'S DIGEST FOUNDATION ENDOWED  
SCHOLARSHIP FUND

From: Foundation		2,500.00
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GEORGE F. BAKER SCHOLARSHIP FUND

From: George F. Baker Trust		50,000.00
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HUGHES SCHOLARSHIP FUND

From: Bequest of James E. Hughes		21,046.11
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CARLISLE AND BARBARA K. MOORE FUND

From: Mr. & Mrs. Carlisle Moore (in securities)		325.88
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JACOB AND EUGENIE BUCKY MEMORIAL FOUNDATION

From: Robert C. Thomson		500.00
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DAVID R. BOWEN PREMEDICAL FUND

From: Lewis H. Bowen		125.00
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THE CLASS OF 1964 FACULTY SALARY FUND

From: David S. Olton		25.00
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continued

ADDITIONS TO FUNDS (continued)

THE ASBY FUND

From: Anonymous donor (in securities)	<u>10,870.63</u>
TOTAL	<u>\$393,696.99</u>

ADDITIONS TO NON-CONSOLIDATED FUNDS

HERMAN K. STEIN SCHOLARSHIPS

From: Estate of Herman K. Stein (in securities)	
Life interest	\$ 39,204.00

JAMES P. AND RUTH MARSHALL MAGILL TRUST

From: James P. Magill (in securities)	<u>1,024,875.00</u>
Life interest	
TOTAL	<u>\$1,064,079.00</u>

PRICE WATERHOUSE & CO.

INDEPENDENCE MALL WEST

PHILADELPHIA 19106

October 10, 1969

Board of Managers

The Corporation of Haverford College

In our opinion, the accompanying statement of cash transactions and book value of the William Maul Measey Trust presents fairly, on a basis consistent with that of the preceding year, the income and principal transactions of the Trust for the year ended June 30, 1969 and cash balances and book value at that date in accordance with the provisions of the Trust agreement. Our examination of this statement was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

*Price Waterhouse + Co.*

WILLIAM MAUL MEASEY TRUST

This trust was established by William Maul Measey by agreement dated June 27th, 1952, and supplementary agreement dated April 26th, 1956. The trust agreements provide that the income shall be granted as aid to students without restriction as to sex, race or religious affiliation, in selected secondary schools or colleges, who on the basis of character, scholarship and financial situation, merit assistance in continuing their education. In secondary schools aid is to be given to students who live in the institutions during school terms, and not to day students. The capital of the trust is to be invested solely in common or ordinary corporate shares.

STATEMENT FOR THE YEAR ENDED JUNE 30, 1969

Book value of Trust at July 1, 1968	\$1,828,792.59
Realized capital gains	<u>239,493.43</u>
Book value of Trust at June 30, 1969, including principal cash	<u>\$2,068,286.02</u>
Market value of trust at June 30, 1969	<u>\$3,480,883.67</u>

Cash Statement of Receipts and Expenditures

Principal

Cash balance July 1, 1968	\$ 24,013.09
Investments realized	<u>320,839.71</u>
	<u>\$ 344,852.80</u>
Investments made	\$ 337,265.28
Cash balance June 30, 1969	<u>7,587.52</u>
	<u>\$ 344,852.80</u>

Income

Cash balance July 1, 1968 representing prior year income and reserve	\$ 112,164.59
Disbursements in year	
To Haverford College for administration of Trust	\$11,077.78
To Haverford College for aid to 63 students	55,388.88
To secondary schools for aid to 69 students	<u>44,000.00</u>
	<u>110,466.66</u>
	1,697.93
Current year income	
Income from investments July 1, 1968 to June 30, 1969	127,704.29
Interest earned from savings fund account	<u>2,373.31</u>
	<u>130,077.60</u>
Cash balance June 30, 1969	<u>\$ 131,775.53</u>

In order that the income available from the Trust for aid to students may be known at the beginning of each fiscal year, such income is accumulated and not awarded nor disbursed until the following year.

WILLIAM MAUL KEASEY TRUST

Statement of Cash Transactions

And Book Value

For the Year ending June 30, 1969

Book Value of Trust at July 1, 1968	\$1,828,792.59
Realized Capital Gains	239,493.43
Book Value of Trust at June 30, 1969, including principal cash	<u>\$2,068,286.02</u>

Cash Statement of Receipts and Expenditures

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Interest earned from savings fund account	<u>2,373.31</u>	130,077.60
		<u>\$ 131,775.53</u>

In order that the income available from the Trust for aid to students may be known at the beginning of each fiscal year, such income is accumulated and not awarded nor disbursed until the following year.

## TRUST FUNDS

### W. PERCY SIMPSON TRUST

Provident Trust Co. and William J. Clark, Trustees. This perpetual Trust was established under the will of W. Percy Simpson, Class of 1890, who died Second Month 19, 1938. The will provides that one fourth of the net income from the residuary estate, after the death of his widow (who died in 1940) and of his son (who died in 1946), shall go to two grandchildren, and of the remaining three quarters one tenth shall go to Haverford College. Thus Haverford's share of the income now is 3/40th. The income comes partly from securities but largely from Texas Oil Royalties and rentals. Of the present income as estimated by the trustees, Haverford's share is about \$1,875 per annum.

The will further provides "without imposing any obligation upon Haverford College, I recommend to it the advisability of expending the moneys which shall from time to time come to it under this will or so much thereof as may be required for the examination and analysis of applicants for admission to the College with respect to their mental, physical and general qualifications, and of students therein for the purpose of determining the field of activity best suited to the individual."

The will further provides that whenever a vacancy shall occur by the death or resignation or otherwise of the individual trustee, the selecting of a new trustee shall be done by the governing body of Haverford College, and that if the College fails to perform this duty, the payment of further income to it shall terminate.

### HENRY C. BROWN TRUST

Pennsylvania Co. for Banking and Trusts, Trustee. Founded Eighth Month 18, 1948, by bequest of estimated value of \$183,000 from Henry C. Brown, of Philadelphia, ex Class of 1866, to the Pennsylvania Co., in trust for benefit of Haverford College. The will provides that the income is to be used for current expenses. The will further provides that "the said College shall have power in its discretion to use a portion of the principal of the said trust estate not exceeding in any one year 20 per cent of the original fund for permanent purposes such as buildings, books and equipment proper for conducting the work of instruction and education."

### NATHAN BRANSON HILL TRUST

Founded in 1904 by deposit with First National Bank and Trust Company of Minneapolis, Minn., Trust, of a paid up life insurance policy for \$5,000 by Samuel Hill '78, being in memory of his father, Nathan Branson Hill. The income is to be used to aid in the maintenance of Haverford College so long as it shall remain under the auspices of the Society of Friends. In 1931 Samuel Hill died and the policy realized \$5,039. The Trust is to remain in the care of the above named bank, now known as First National Bank of Minneapolis, until 21 years after the death of Samuel Hill's son, James N. Hill, who is still alive. At that time, the Trust is to terminate and the principal is to be vested in Haverford College absolutely.



## MARY FULLER COOK TRUST

Girard Trust Corn Exchange Bank, Trustee Under Deed, Dated July 29, 1948. This perpetual trust created by deed of Mary Fuller Cook, who died April 25, 1955, widow of J. Horace Cook, Class of 1881, became operative in so far as the College is concerned, July 14, 1957, upon death of a life tenant.

The income from this trust is to be added to that from J. Horace Cook Fund "subject to the provisions of that fund, but with the understanding that if, in the judgment and discretion of the authorities of the College, such income shall be needed for purposes of the College other than scholarships, the College shall be free to so use it."

## ENDOWMENT FUNDS

### GENERAL ENDOWMENT FUND

Founded in 1847 with subscriptions of \$50,000 by a number of Friends. Additions were made as follows: 1868, from an anonymous source, \$5,000; 1869, bequest of Ann Haines to increase the compensation of professors, \$2,670; 1870, bequest of Richard D. Wood, \$18,682.96; 1872, from William Evans, \$1,000; 1874, from executors of Jesse George, deceased, \$5,000; 1880, bequest of Dr. Joseph W. Taylor, \$5,000; 1901, legacy of Ann Williams, \$2,425.50; 1941, from children of Aubrey C. Dickson in his memory, \$300; 1954, Maria Luisa Gildemeister, \$500; 1955, Estate of Elizabeth S. Dillinger, through Bessie Kohne Schenck, \$3,000; 1958, bequest of Henry H. Goddard, \$1,000; 1959, legacy of Herbert S. Langfeld '01, \$1,000; 1959, legacy of Jeannette K. Holmes, \$1,000; 1960, bequest of Ruth M. Walter, wife of Frank Keller Walter '00, \$2,500; 1965, bequest of William H. Harding, '18, \$5,000; 1965, gift of Robert L. Petry '20, \$4,015; 1966, gifts of Henry G. Hood, Jr. \$20; Silas J. Ginsburg, M.D. \$62.50; James S. Maier \$2,649.41; legacy of Richard Cadbury '07, \$500; legacy of Thomas Parke '23, \$2,000; 1968-69, grant of Eighty Maiden Lane Foundation \$1,000, bequest of Charles M. Leininger \$10,000. Present book value \$131,594.55. The income is used for salaries and scholarships.

### JOHN FARNUM MEMORIAL FUND

Founded in 1878 by the heirs of John Farnum by gift of \$25,000 as a memorial to him. Added to in 1899 by legacy of \$10,000 from Elizabeth H. Farnum, widow of John Farnum. The income only is to be used to endow a "professorship of some practical science or literature." The chair of chemistry was designated as the "John Farnum Professor of Chemistry." The principal is held in the name of three trustees for the benefit of The Corporation of Haverford College. Present book value, \$35,163.79.

### JOHN M. WHITALL FUND

Founded in 1880 by bequest of \$10,000 from John M. Whitall, Sr. Present book value, \$10,640.09. The bequest is upon the condition that the art of drawing, especially mechanical drawing, shall be taught, and the income only is to be used, and for this purpose.

#### DAVID SCULL FUND

Founded in 1885 by bequest of \$40,000 from David Scull, Sr. Present book value, \$44,806.59. The income only is to be used to endow a professorship. The chair of biology was designated as the "David Scull Professor of Biology."

#### EDWARD L. SCULL FUND

Founded in 1865 by net bequest of \$9,500 from Edward L. Scull, 1864. The legacy was added to the General Endowment Fund, but in 1888 it was set apart as a separate fund. Present book value, \$11,364.35. The income only is to be used. The bequest is free from any legally binding conditions, but it was the testator's desire "that some judicious means shall be employed by the Managers to further advise students on subjects of diet and reading."

#### WISTAR MORRIS MEMORIAL FUND

Founded in 1892 by gift of \$5,000 in bonds by Mary Morris, widow of Wistar Morris, as a memorial to him. There are no restrictions. The income is used for general College purposes. Present book value, \$5,144.24.

#### ISRAEL FRANKLIN WHITALL FUND

Founded in 1896 by net legacy of \$9,667.83 from Israel Franklin Whittall. Present book value, \$10,781.94. The income only is used for the payment of professors or teachers.

#### JACOB P. JONES ENDOWMENT FUND

Founded in 1897 by residuary legacy of Jacob P. Jones. This amounted when received to par value of \$279,021.60; book value, \$332,301.60, and sundry real estate. The real estate has all been sold, netting \$847,709.92. Present book value, \$1,301,375.34. The income only is to be used for general College purposes, and out of said income there shall be admitted a portion at least of the students either free of charge or at reduced rates. In accordance with this provision, about \$7,500 per annum is used for scholarships, and the balance of income for general College purposes. Jacob P. Jones' will contains the following: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

#### JOHN FARNUM BROWN FUND FOR THE STUDY OF THE BIBLE, BIBLICAL HISTORY AND LITERATURE, PHILOSOPHY, AND KINDRED SUBJECTS

Founded in 1900 by the late T. Wistar Brown as a memorial to his son, John Farnum Brown '93. The original gift was in cash and securities of a par value of \$43,000, shortly afterwards increased by further gifts of \$15,000. The founder made further gifts of cash and securities until 1915, the total being \$19,381 cash and \$48,500 par of securities with book value of \$41,490. His total gifts therefore had a book value of \$234,970.81. Of this, \$5,000 donated in 1910 is for endowment of prizes in Biblical history and in philosophy.

A portion of the income was capitalized each year to keep intact the full value of the fund until 1940 when this fund was included in the Consolidation of funds. Present book value, \$275,899.76. The income only to be used for the purpose of making provision for the regular study of the Bible and Biblical history and literature, and, as way opens, for religious teaching. In 1910, the scope and title of the fund were enlarged to include "and philosophy and kindred subjects." Income up to \$200 may be used for prizes in Biblical literature and philosophy.

#### CLEMENTINE COPE ENDOWMENT FUND

Founded in 1904 by bequest of \$25,000 from Clementine Cope. There are no restrictions. The income is used for general College purposes. Present book value, \$21,493.67.

#### JOSEPH E. GILLINGHAM FUND

Founded in 1907 by bequest of \$50,000 from Joseph E. Gillingham. The testator said, "I request, but I do not direct, that part of the income of this legacy may be used for free scholarships for meritorious students." In accordance with this request, \$800 was recently appropriated annually from the income for scholarships, the balance being used for general College purposes. Present book value, \$42,394.72.

#### ELIZABETH H. FARNUM FUND

Founded in 1891. The original principal of this fund, amounting to \$10,000, was held by the Provident Trust Co. of Philadelphia under a deed of trust created by Elizabeth H. Farnum of Philadelphia. The income was first paid to a life tenant until 1914, when income first accrued to the College "for the payment of the salaries of teachers and professors by the said College employed." Under date of Ninth Month 18, 1944, upon petition of the trustee, concurred in by the College, the Court of Common Pleas awarded the principal to the Corporation of Haverford College "to be administered by it for the purposes set forth in the deed of trust in accordance with the non-profit corporation law." Present book value, \$9,160.24.

#### JAMES R. MAGEE FUND

Founded in 1915 by bequest of \$10,000 from James R. Magee, 1859, and added to in 1925, 1926, 1928, 1929, 1930, 1931, 1932, 1936, 1937, 1940, 1944, 1947-48, and 1948-49 by additional payments of \$29,182.84, \$1,694.84, \$499.31, \$499.68, \$488.85, \$207.33, \$400, \$250, \$100, \$499.89, \$175, \$197.99 and \$7.40, under his legacy. Present book value, \$45,035.96. There are no restrictions except that the income only is to be used. This is applied to general College purposes.

#### ALBERT K. SMILEY FUND

Founded in 1915 by gift of \$1,000 from Daniel Smiley '78, as a memorial to his brother, Albert K. Smiley, 1849, and added to in 1924 and 1926. Present book value, \$1,500.00. There are no restrictions except that preference was expressed that the income only should be used. This is applied to general College purposes.

#### THE HINCHMAN ASTRONOMICAL FUND

Founded in 1917 by bequest of \$10,000 par value securities from Charles S. Hinchman. Increased in 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, and 1936 by donations of \$28,926.95 from a friend of the College. Present book value, \$39,515.48. The income only to be used "to increase the salary of the astronomical professorship so as to provide a suitable instructor in the ennobling study of the heavens."

#### WALTER D. AND EDITH M. L. SCULL FUND

Founded in 1918 by bequest of Walter D. Scull, whose death followed shortly after the death of his sister, Edith M. L. Scull. Each left his or her estate to the other, unless predeceased; in this latter case both American estates were left to Haverford College. Both were children of Gideon D. Scull, 1843, and resided in England. Income accumulated before the receipt of the fund by the College amounted to \$16,887.66, of which \$15,078.51 was added to the principal of the fund. Present book value, \$174,560.31. The fund was created to establish a professorship of modern English constitutional history, and the chair has been designated as the Walter D. and Edith M. L. Scull Professorship of History.

#### ALBIN GARRETT MEMORIAL FUND

Founded in 1919 by legacy of \$25,000 from Mary Hickman Garrett, in memory of her late husband, Albin Garrett, 1864. Present book value, \$26,771.00. There are no restrictions. The income is used for general College purposes.

#### ARNOLD CHASE SCATTERGOOD MEMORIAL FUND

Founded in 1919 by gift of \$30,000 in securities from Maria Chase Scattergood in memory of her son, Arnold Chase Scattergood, of the Class of 1919, who died in his Junior year. The income only is to be used toward the payment of professors' salaries. Present book value, \$24,381.59.

#### FRANCIS B. GUMMERE MEMORIAL FUND

Founded in 1920. This fund was started by a gift of \$25,000 from the late Miss Emily H. Bourne, of New York, conditional upon the raising of \$100,000 additional for an endowment of the Chair of English Literature in memory of her friend, Professor Francis Barton Gummere. A committee of alumni, consisting of J. Stoddell Stokes '89, chairman; E. R. Tatnall '07, treasurer; Hans Froelicher '12, secretary; Charles J. Rhoads '93; Alfred M. Collins '97; Winthrop Sargent, Jr. '08, and Parker S. Williams '94, working with President Comfort, organized a comprehensive campaign among the alumni and friends of the College to raise \$375,000 for this purpose and for increase of professors' salaries; the first \$100,000 of unspecified gifts was used to complete the Francis B. Gummere Memorial Fund to at least \$125,000, and the balance comprised the Isaac Sharpless Memorial Fund. Total book value, \$125,569.51.

#### ISAAC SHARPLESS MEMORIAL FUND

Founded in 1920. The alumni of the College conducted during 1920 a campaign for \$375,000 additional endowment for the College to make possible additional salaries to the professors. Appeal was made to found two new funds, the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund. The funds received, except where otherwise specified, were first applied to the completion of the former up to \$125,000 (see above). Specified gifts and donations thereafter received were then applied to the Isaac Sharpless Memorial Fund. The income only is to be used for salaries of professors. Total book value, \$218,728.43.

#### GENERAL EDUCATION BOARD FUND

The General Education Board of New York appropriated \$125,000 in 1920 to the campaign for increase of endowment when the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund, totaling \$375,000, were raised. Interest at five per cent was paid on the full sum for three years, and the \$125,000 in full payment was completed in 1926-1927. Total book value, \$126,076.83.

#### HAVERTFORD IMPROVEMENT FUND AND CONSOLIDATED CAMPUS HOUSES ACCOUNT

Founded in 1922 to hold the Corporation's undivided share in College Lane land and eight houses. This property was turned over to the Corporation free of debt on Third Month 17, 1922, and with same the then debt of the Corporation amounting to \$155,942.15 was liquidated. The fund started with an undivided interest of \$19,000. There was added in 1922, \$9,000; and in 1925, \$2,000. In 1926, \$5,000 of this fund was sold and the proceeds were appropriated for the alterations to Roberts Hall. The balance of this fund, \$25,000, was also used in 1927 for the same purpose. The income was used for general College purposes.

The College Lane land was purchased in 1886 for the benefit of the College by David Scull, Justus C. Strawbridge, Richard Wood and Francis Stokes, Managers of the College and now all deceased. With contributions raised by them and by mortgages on which they went on the bonds, funds were raised to build six dwelling houses, and two houses were built by the Corporation itself. From the income of the houses the debt against the properties was gradually reduced until it was entirely liquidated in 1919. The net income from 1919 until 1922, when the property was turned over to the Corporation, was applied toward the reduction of the Corporation's debt.

As of Ninth Month 1, 1944, all of these eight College Lane houses, together with seven houses which had been bought for the College and formed a part of the College debt, and nine other campus houses which were owned free of debt, were consolidated at a combined valuation of \$281,331.70 into a new Campus Houses Account held by Consolidated Investment Account. There have been additional investments in other College houses from time to time and the present book value is \$1152,078.18. Amortization of 1 1/2% is to be applied to the annual reduction of the investment.

#### WILLIAM PENN FOUNDATION

Started in 1926 toward a fund of \$120,000 to establish a chair of

lectureship in political science and international relations. This fund forms a part of the centenary program to raise \$1,000,000. This foundation is to be devoted, at the discretion of the Managers, to provide adequate undergraduate instruction in the theory and practice of our own and other governments, in the history of past attempts to secure international agreements and in the methods by which good international understanding may be promoted and maintained. Book value to date, \$102,067.43.

#### WALTER CARROLL BRINTON MEMORIAL FUND

Founded in 1920 by gift of \$5,000 by the family of Walter Carroll Brinton, Class of 1915, who died in France Twelfth Month 8, 1918, while engaged in Friends' Reconstruction Work. The fund sustained the Walter Carroll Brinton Scholarship until 1926-1927. It was then increased \$6,000 by further gifts of the founders, and at their request the purpose was changed from a scholarship fund to form a separately named fund of the William Penn Foundation, with its income to be used for the same objects. Present book value, \$14,125.79.

#### CORPORATION FUND

Founded in 1928 by setting aside \$70,000 of proceeds from sale of 5.811 acres of land on the southern boundary and at the southeastern corner of the College farm. In 1937, the fund was increased \$8,810, being proceeds of the sale of 1.762 acres of land to the Philadelphia Skating Club and Humane Society for their new ice skating rink. In 1951 the fund was increased by \$4,994.50, being proceeds of the sale of .284 acres of land to Philadelphia Electric Co. In 1953-54 the cost of renovation of Philips wing in the Library was taken from this fund (\$60,175.56). Present book value, \$41,928.94. The fund is invested and the income used for general College purposes, until otherwise directed by the Managers.

#### ELIZABETH J. SHORTRIDGE FUND

Founded 12 Month 22, 1930, by bequest from Elizabeth J. Shortridge, without restrictions. Until otherwise directed by the Managers, the income only is used for general purposes. Present book value, \$10,000.

#### HOWARD COMFORT MEMORIAL FUND

Founded in 1934 by gift of \$1,000 from President William Wistar Comfort in memory of his father, Howard Comfort, Class of 1870, who was a Manager from 1880 until his death in 1912 and secretary of the Board of Managers from 1884 until 1908.

The fund was added to by further gifts from the same donor of \$1,000 in 1935, \$1,000 in 1936, \$2,000 in 1937 and \$500 in 1949. The income only is to be used for general purposes. Present book value, \$5,527.31.

#### ELLEN W. LONGSTRETH FUND

This fund was established in 1935 by a bequest of \$20,000 and her residuary estate from Ellen W. Longstreth, a Friend, belonging to Haverford Meeting and living in Bryn Mawr. The principal and income are both unrestricted. This bequest and residue of \$84,416.28,

together with further realization on residuary assets and an additional amount received upon the death of a life tenant of a trust, made a total of \$117,520.19. A part of this fund was used for the 1953-56 Building Program. Present book value is \$67,520.19.

#### ALBERT L. BAILY FUND

Founded in 1936 by an unrestricted bequest of \$5,000 from Albert L. Baily '78. The fund was added to in 1962 by a gift of Joshua L. Baily, Jr., \$150. The income is used for general purposes. Present book value, \$5,150.00.

#### ELIZABETH B. WISTAR WARNER FUND

Founded First Month 16, 1937, by unrestricted bequest of \$4,950 from Elizabeth B. Wistar Warner, of Germantown, widow of George M. Warner '73. The income is used for general purposes. Present book value, \$4,950.00.

#### T. ALLEN HILLES BEQUEST

Founded First Month 19, 1937, by receipt of the proceeds of a trust fund created in 1935 by T. Allen Hilles, Class of 1870, formerly of Wilmington, Delaware, recently of Glen Mills, Pa., who died 11th Month 15, 1935. The amount received in stocks and cash was \$285,000. Proceeds of mortgages of \$7,460.94 in 1938, and final cash from executor in 1939 of \$1,603.37 brought the gross total to \$294,064.31. From this was deducted in 1939 the final settlement of taxes and fees totalling \$13,300, thus making the final net bequest \$280,764.31. Accumulated income of \$12,489.77 was also received on First Month 19, 1937. In the trust created by the donor in 1935 he provided: "The gift to Haverford College shall constitute a fund to be known as 'The Hilles Bequest,' and the income shall be used for repair, upkeep and improvement of the building which I have given to Haverford College known as the Hilles Laboratory of Applied Science of Haverford College. My purpose in making this gift is primarily to relieve the Corporation of Haverford College from any additional expense on account of the erection of the building which I have given them, and the accompanying expansion of its educational activities, but whenever and if the Board of Managers or other governing body of the College shall determine it to be for the best interest of the College to devote the whole or any part of the income of the fund to use other than those above specified such income may be applied to such uses and in such manner as the Board of Managers or other governing body may in its absolute discretion determine." Present book value, \$280,764.31.

#### LEONARD L. GREIF, JR. AND ROGER L. GREIF FUND

Founded Ninth Month 29, 1937, by a gift of \$1,000 from Leonard L. Greif '34, and Roger L. Greif '37, of Baltimore. The gift was unrestricted, but the Managers have set aside this fund as endowment for general purposes, the income only to be used, until otherwise determined by them. Further gifts were received from Leonard L. Greif, Jr. in part through the 1949 campaign. The present book value is \$7,000.

EDWARD M. WISTAR FUND

Founded First Month 9, 1938, by gift of \$2,500 from Edward M. Wistar '72, for endowment, the income only to be used for general purposes. Present book value, \$2,500.00

MORRIS E. LEEDS FUND

Founded Sixth Month 26, 1941, by a gift of shares of Leeds & Northrup stock, this fund was added to by further gifts of that company's stock during the lifetime of Morris Leeds. Upon his death he bequeathed to the College three-quarters of his entire residuary estate which bequest, like the gifts made in life, was entirely without restrictions either as to principal or income.

The fund was ordered by the Managers until otherwise directed to be included among the funds for general purposes. After an appropriation for the 1953-56 Building Program, it has a present book value of \$1,429,792.09.

J. HENRY SCATTERGOOD FUND

Founded Tenth Month 1947, by donations totalling \$1660 made by members of the Board of Managers in recognition of the services for 25 years of J. Henry Scattergood '96, as treasurer of the Corporation of Haverford College. A further gift of \$340 was made in 1943-44, \$200 in 1949-50, \$1,000 in 1950-51 (through 1949 campaign), \$1,000 in 1951-52 (through 1949 campaign), \$1,000 in 1952-53 (through 1949 campaign), and \$6,800 in 1953-54 (through 1949 campaign). Present book value, \$12,000.

The income of this fund is to be used in the field of international relations and to be at the disposal of the President of the College and the William Penn Professor holding the Chair in Political Science and International Relations. If the income in any year is not used for the special purposes as stated, in the discretion of the president, it may be used for general purposes. It is further provided that after Tenth Month 1, 1951 the use of the fund for other purposes, both as to principal and income, shall be subject to the direction of the Board of Managers of Haverford College.

PARKER S. WILLIAMS FUND

Founded Tenth Month 1, 1947, by unrestricted bequest of \$100,000 under the will of Parker S. Williams, Class of 1894, of Villanova, Pa., who died in 1942. The actual amount received from the executors was \$103,993.26, due to the increased value of certain investments, which were held, instead of being converted, under an agreement with the College. Income was paid to the College from time to time until the receipt of the bequest.

GILBERT C. FRY FUND

Founded Fourth Month 2, 1948, by an unrestricted gift of \$1,000 U.S. Treasury Bond from Gilbert C. Fry, of Germantown, Philadelphia, Class of 1923, in remembrance of his 25th anniversary of graduation. A new fund was set up and until otherwise ordered by the Managers, the income only will be used for general purposes. Further gifts of



\$500 was made in 1949-50, \$1,000 was made in 1950-51 (through 1949 campaign), \$1,000, 1951-52, and \$1,500 in 1952-53, 1960-61, \$1,581.02. Present book value, \$6,581.02.

#### DANIEL B. BOYER FUND

Founded Third Month 3, 1948, with an initial gift of \$2,500 in stock from Daniel B. Boyer, Boyertown, Pa., Class of 1911. The donor's letter states: "It is my desire that the income from the stock be allocated for faculty use. If present reduced College income is not sufficient to cover current faculty needs, the Board of Managers should not hesitate to sell the shares and apply the proceeds for that purpose." A new fund was set up, and until otherwise ordered by the Managers, the income only will be used for faculty salaries.

#### MARRIOTT C. MORRIS FUND

Founded Ninth Month 1, 1948, by unrestricted bequest of \$10,000 from Marriott C. Morris, Class of 1885, of Germantown.

The fund is classified among unrestricted funds for General Purposes, and is included in Consolidated Investment Account. Book value, \$10,000.

#### 1949 CAMPAIGN SALARY FUND

Founded Sept. 1, 1950 by a transfer of \$107,800 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to augment faculty salaries and for increasing, where necessary, the teaching staff to make possible the desired ratio between faculty and students.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the Capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$208,595.20.

#### THE RUFUS M. JONES FUND FOR ADVANCEMENT OF TEACHING

Founded Sept. 1, 1950 by a transfer of \$235,000 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to stimulate professional growth, encourage desirable research, make possible short-term absences for study or to render special service, and to raise professors' salaries.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$402,557.27.

#### WILLIAM PYLE PHILIPS FUND

Founded on the death of William Pyle Philips, Class of 1902, of

New York City, N. Y. on December 18, 1950 by the bequest of his entire residuary estate as an endowment fund in perpetuity, the principal is to be invested in such securities as the Board of Managers shall deem advisable "but at least 1/2 thereof to be invested in diversified common stocks."

The income is "to be applied from time to time to such purposes as said Board of Managers in their discretion shall deem advisable, provided, however, that approximately one-half (1/2) of such income be applied to one or more of the following purposes:

"(a) Purchase for the Treasure Room of the College Library of rare books which the College would not otherwise buy and comparable with the books mentioned in Article Third hereof;

"(b) Bringing to the College distinguished scientists or statesmen for a lecture or series of lectures, for courses of instruction, for seminars, for research or for other academic purposes; and

"(c) Subscription to important learned periodicals, domestic and foreign, of the various humanities and sciences, purchases of back numbers of such periodicals and binding of the same for permanent preservation in the College Library." Present book value, \$4,863,556.84.

#### WILLIAM B. BELL FUND

Founded in Ninth Month, 1951 by partial distribution of \$19,444.44 on account of an unrestricted bequest to the College of William B. Bell, Class of 1900, of New York, and in 1953-54 a final distribution of \$14,436.47.

The fund is to be used for General Purposes and is included in Consolidated Investments Account. Present book value is \$36,178.02.

#### DR. THOMAS WISTAR FUND

Founded in 1952, upon the termination of a Trust by the bequest of the residuary estate of Dr. Thomas Wistar, Class of 1858, the funds are to be kept invested and the net income used for such purposes either general or special as the Managers of said College may direct. Present book value is \$25,068.15.

#### THE CHARLES McCAL FUND

Founded in 1953 by a bequest of 1/3th of the residuary estate of Mary N. Weatherly. The fund is to be known as The Charles McCaul Fund, in memory of her step-father. The income only shall be spent.

The use of the fund is unrestricted but it is the hope of the testatrix that some portion of the income may be used to provide one or more scholarships, and that the rest of the income may be used to provide sound and conservative instruction in the social sciences.

"It is my preference that such scholarships be awarded to students who show especial interest in the field of religion and the social sciences, but I do not specifically limit the use of the fund, having confidence in Haverford College to teach high ideals." The present book value of this fund is \$37,187.20.

#### ISAAC AND LYDIA COPE SHARPLESS FUND

Founded in 1953 by bequest of \$5,000 from Lydia Cope Sharpless, who died Sept. 23, 1952, "in memory of my husband Isaac Sharpless." The fund is without restriction, and has a present book value of \$5,000.

#### CLASS OF 1937 FUND

Founded Fifth Month 16, 1955 by a gift of \$4,500 from Margaret A. Lester and John A. Lester, '96, in appreciation of the benefits rendered to their son, John A. Lester, Jr. '37.

The fund is unrestricted and has a present book value of \$4,500.

#### J. HORACE COOK FUND

Founded in 1955 by a bequest under the will of J. Horace Cook, Class of 1881, who died March 25, 1959, this bequest became effective on the death of Mary Fuller Cook, his widow. This fund is "to be kept . . . and the income to be used for the needs of the College as it shall see fit, but preferably for a scholarship, one to be awarded each year so there will be a student in each class receiving his tuition from this fund. Ten per cent of the net income for each and every year shall be added to principal of this Fund." Present book value, \$131,464.99.

#### THE FORD FOUNDATION ENDOWMENT FUND

The Ford Foundation made grants to the college on July 1, 1956 and June 27, 1957, for an Endowment Fund totaling \$345,000.

In accordance with the terms of the gift, "Until July 1, 1966, the principal of the grant shall be held by the grantee institution only as endowment, and the income from such grant shall be used only to increase faculty salaries. After July 1, 1966, principal and income of the grant may be used for any educational purposes of the institution."

#### THE FORD FOUNDATION ACCOMPLISHMENT FUND

The Ford Foundation also made on July 1, 1956 and June 27, 1957, two payments for an accomplishment grant in the amount of \$214,000. This grant was made in recognition of the fact the College had, with certain other institutions to whom similar grants were made, taken the lead in their regions in improving the status and compensation of American college teachers.

"The purpose of the grant shall be to advance the academic program of the grantee institution either by increases in faculty salaries or by meeting other pressing academic needs. The grant may be spent in whole or in part, from time to time, as the grantee institution may determine." Withdrawn in 1965, \$138,198.06. Present book value, \$75,801.94.

#### THOMAS HARVEY HAINES AND HELEN HAGUE HAINES FUND

Founded in 1956 by a bequest of one-third of the residuary estate of Helen Hague Haines, this fund was given in memory of Thomas Harvey Haines, Class of 1896. The proceeds are to be used to

"promote understanding among men by research, training and teaching in the field of human relations." Present book value is \$12,426.18.

#### EMILY BISHOP HARVEY FUND

Founded in 1958 by a bequest of \$10,000 from Emily Bishop Harvey of Radnor, Pa., patron and friend of the College, who died November 12, 1957, this fund is without restrictions and is to be used for the general purposes of the College. Book value is \$10,000.

#### CLASS OF 1933 TWENTY-FIFTH ANNIVERSARY FUND

Founded in 1958 by initial gift of \$6,477.50 from the class, at its 25th reunion, the income is to be used for general College purposes at the discretion of the Board of Managers. However, the Board may use the principal, if conditions unforeseen at the time of establishment of the fund make it advisable. Present book value is \$8,932.50.

#### JOHN E. HUME FUND

Founded in 1959, by a bequest of one-third of the residuary estate of John E. Hume, Class of 1897, the fund is unrestricted and is to be used for general purposes. Present book value, \$35,828.17.

#### FREDERIC H. STRAWBRIDGE FUND

This gift was left to the College by Frederic H. Strawbridge, Class of 1887, upon his death in 1958. The fund represents the culmination of a long series of gifts made during his fifty-one years as a member of the Board of Managers. It is unrestricted, and has a present book value of \$10,000.

#### WILLIAM H. COLLINS FUND

Established by the bequest of the residuary estate of Julia Cope Collins, who died August 20, 1959, and who was long a devoted friend and neighbor of the College, and widow of William H. Collins, Class of 1881, for many years head of the College Building and Grounds Division, the use of this fund is to be left to "the judgment of the governing body of the College." Julia Collins states in her will that "if the income from this fund, or some part of it, could be used for scholarships for deserving students, I should approve of such use but . . . I do not restrict the use of the fund for this purpose." The present book value is \$185,110.15.

#### MARY FRANCES NUNNS FUND

Founded in 1960 by a bequest of \$25,000 from Mary Frances Nunn, the income is to be used for scholarships unless otherwise directed by the Board of Managers, they being empowered by the will to use the income for scholarships or general purposes. The present book value is \$25,000.

## ELI NICHOLS FUND

This fund, created under the will of Eli Nichols, Class of 1912, representing one-half of his residuary estate, came into possession of the College in January, 1961 on the death of Anna E. Nichols.

By his will the fund is left to Haverford College "to be added to the general endowment funds of said College or to be used by the trustees of said College as in their judgment and discretion may be for the best interest of said College." Withdrawn in 1965, \$267,764.

The present book value of the fund is \$78,342.56.

## WILLIAM GIBBONS RHOADS FUND

This fund was established in 1961, by a bequest of \$25,000 from William Gibbons Rhoads, Class of 1897, who died December 10, 1960.

His will directed that the "income from the aforesaid gift to the Board of Managers of Haverford College shall be used for visits to the College by distinguished persons in the field of the humanities and social sciences. These visits may be for a lecture, a series of lectures, for purposes of instruction, for seminars, for research, or for other academic purposes. However, the income and/or principal of the fund may, at the discretion of the Board of Managers, be used for any purpose which they may consider to be of more value to the College, or the fund may be merged with the general endowment of the College and the income or principal or both used toward the general expenses of the College." The present book value is \$25,000.

## PHILIP B. AND LOUISE SPAHR DEANE FUND

This fund was established in 1961 by gifts of \$10,735, from Philip B. Deane, Class of 1911 and his wife, Louise Spahr Deane of York, Pa., in gratitude for the scholarship help and educational opportunities made available to Philip Deane during his years at Haverford.

The income from this fund, on their death, is to be used for the general purposes of the College. Present book value, \$30,603.32.

## CLASS OF 1911 -- FIFTIETH ANNIVERSARY FUND

Established in 1961 by gifts of the Class of 1911 in celebration of their 50th anniversary, the income and principal are to be used for general College purposes. The present book value is \$6,084.81.

## THE CLASS OF 1935 -- TWENTY-FIFTH ANNIVERSARY FUND

Initiated in 1960 by gifts of the members of the Class of 1935, in connection with their twenty-fifth anniversary, both income and principal may be applied for the general purposes of the College. The present book value is \$7,275.67.

## THE CLASS OF 1937 -- TWENTY-FIFTH ANNIVERSARY FUND

The fund was established by gift from the members of the Class of 1937 upon their 25th anniversary. There are no restrictions, but it was thought that a present need was in connection with the library

and the income is currently used for this purpose. Present book value is \$28,710.81

#### ALLEN C. THOMAS FUND

This fund represents the gift of the residuary estate of Miriam Thomas, who bequeathed it to the College as a memorial to her father, Allen C. Thomas, for many years beloved Librarian and Professor of History at Haverford. The bequest became effective upon the death of Edward Thomas on November 16, 1962. It is unrestricted as to the use of either principal or income and has a present book value of \$25,148.45.

#### CHARLES E. GAUSE FUND

The fund came into the hands of the College in 1964 upon the death of a life tenant having been created under a deed of trust of Charles E. Gause, Class of 1880. It is to be used for the general purposes of the College, and has a present book value of \$21,145.97.

#### CLASS OF 1918 -- 50TH ANNIVERSARY FUND

This fund was established in 1968 by gifts from the members of the Class of 1918 in celebration of their 50th anniversary, and in memory of their classmate Bennett S. Cooper. Principal and income are to be used for the general purposes of the College. Present book value is \$7,662.75.

#### CLASS OF 1943 FUND

This fund was established in 1968, to celebrate the 25th reunion of the Class of 1943. At the express wish of the members of that class, the fund is totally unrestricted, and is to be used in the best interest of the College as the Managers see fit. The present book value is \$43,999.37.

#### JAMES P. AND RUTH MARSHALL MAGILL TRUST

This munificent gift in securities from James P. Magill was made on January 17, 1969, subject to life estates. Following these life interests, the fund is for the general purposes of the College. The present book value is \$1,024,875.

#### C. MAHLON KLINE MEMORIAL FUND

The C. Mahlon Kline Memorial Fund at Haverford College is an endowed fund, founded with a grant of \$250,000 from the C. Mahlon Kline Estate. The income only is to be used for bio-medical instruction at the College. Up to one-half of the income from the fund can be used for financial aid for students enrolled in the bio-medical disciplines, and no less than one-half of the income will be used for the operation of the educational program of the biology department in providing bio-medical education.

In the event that future circumstances prevent the College from devoting the income of the fund to these purposes, the Board of Managers shall select a purpose or purposes which, in their best judgments, would conform to Mr. Kline's philanthropic interests. Present book value \$250,000.

## FUND FOR GRADUATE SCHOOL -- MOSES BROWN FUND

A trust founded by T. Wistar Brown, in 1906, as a memorial to his father, Moses Brown. Transferred to the College in 1916 after his death, having at that time a par value of \$372,821.91 and book value of \$318,823.56. Present book value, \$418,107.47. The fund was created to establish a graduate course in religious study in harmony with and supplementary to the teaching and study provided for by the John Farnum Brown Fund. The income only is to be used; at least ten percent of the total income must be capitalized each year. The unused income, if any, is likewise capitalized at the close of each fiscal year. The graduate school supported by the Moses Brown Fund was designated "The Thomas Wistar Brown Graduate School." In 1927 the former separate school was discontinued and eight graduate scholarships were created. In 1937-1938, arrangements were first made for cooperation in courses with Pendle Hill, a school for religious education under the care of Friends, located at Wallingford, Pa.

## INFIRMARY ENDOWMENT FUND

Founded in 1911 from subscriptions totaling \$9,072.55, raised among alumni and friends of the College. The income is used toward the expenses of the Morris Infirmary. Present book value, \$9,653.44.

## JOHN W. PINKHAM FUND

Founded in 1911 by legacy of \$5,000 from John W. Pinkham, 1860, being transmitted by gift from his widow, Cornelia F. Pinkham. There are no binding conditions, but as she expressed an interest in the Morris Infirmary, then building, the Board of Managers directed that the income of this fund should be used in the support and maintenance of the Infirmary. Present book value, \$5,059.50.

## HVERFORD UNION FUND

Founded in 1920 by gift from the former Haverford Union members of \$1,000 par value of bond at book value of \$800 and \$678.59 cash, and all the personal property in the Union from the Haverford College Union. The College assumed the responsibility for the care of the building First Month 16, 1920. The income is used toward the maintenance of the Union building. Present book value, \$1,878.82.

## THOMAS P. COPE FUND

Founded in 1842 by gift of sixty shares of Lehigh Coal and Navigation Co. stock, par value \$3,000, from Thomas P. Cope. Present book value, \$5,257.82. The income only is to be used "for the education of young men to qualify them to become teachers, but who are not of ability to pay their own schooling." This fund sustains the Thomas P. Cope Scholarships.

## EDWARD YARNALL FUND

Founded in 1860 by bequest of \$5,000 from Edward Yarnall. Present book value, \$6,069.23. The income only is to be used for "the support of free scholarships." The fund sustains the Edward Yarnall Scholarships.

#### ISAIAH V. WILLIAMSON FUND

Founded in 1876 and increased in 1883 by gifts of sundry ground rents from Isaiah V. Williamson. Present book value, \$19,817.40. The income only is to be used for free scholarships. The fund sustains the Isaiah V. Williamson Scholarships.

#### RICHARD T. JONES SCHOLARSHIP FUND

Founded in 1885 by bequest of \$5,000 from Jacob P. Jones as a memorial to his late son, Richard T. Jones, 1863. The income only to be used to sustain the "Richard T. Jones Scholarship." Present book value, \$5,056.25.

#### MARY M. JOHNSON SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Mary M. Johnson. Accrued interest before payment to the College increased the fund by \$3,062.95. The bequest was to establish a "perpetual scholarship." The fund sustains the Mary M. Johnson Scholarships. Present book value, \$7,013.61.

#### SARAH MARSHALL SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Sarah Marshall. Accrued interest before payment to the College increased the fund by \$2,589.49. The bequest was to establish a "perpetual scholarship." The fund sustains the Sarah Marshall Scholarships. Present book value, \$7,919.76.

#### CLEMENTINE COPE FELLOWSHIP FUND

Founded in 1899 by gift of \$25,000 from Clementine Cope. The gift was to establish the "Clementine Cope Fellowship Fund to assist worthy and promising graduates of Haverford College in continuing their course of study at Haverford or at some other institution of learning in this country or abroad." The selection of the Fellows is made by the Board of Managers upon nomination by the faculty. Present book value, \$22,845.86.

#### ISAAC THORNE JOHNSON SCHOLARSHIP FUND

Founded in 1916 by gift of \$5,000 from Isaac Thorne Johnson '81. Present book value, \$10,293.71. The gift was to establish "The Isaac Thorne Johnson Scholarship to aid and assist worthy young men of Wilmington Yearly Meeting or of the Central West to enjoy the privileges of Haverford College." Unused income is added to the principal of the fund.

#### CASPAR WISTAR MEMORIAL SCHOLARSHIP FUND

Founded in 1920 by gift of Edward M. and Margaret C. Wistar of \$5,000 par value in bonds in memory of their son, Caspar Wistar, of the Class of 1902, who died in Guatemala in 1917 while engaged in mission service in that country. The income only is to be used for scholarships, primarily for sons of parents engaged in Christian service, including secretaries of Young Men's Christian Associations, or students desiring preparation for similar service in America or other countries. A further gift of Miss Raquelita Wistar of \$4,228.13,



was received. Present book value, \$11,662.39.

#### J. KENNEDY MOORHOUSE SCHOLARSHIP FUND

Founded in 1926 by gifts totaling \$3,000, with \$1,000 added in 1926, and \$1,000 in 1928 and \$1,000 in 1929 from the Class of 1900 in memory of their classmate, J. Kennedy Moorhouse. The scholarship provided by this fund is "to be awarded, whenever a vacancy shall occur, to the boy ready to enter the freshman class, who in the judgment of the president of the College appears best fitted to uphold at Haverford the standard of character and conduct typified by J. Kennedy Moorhouse, 1900, as known to his classmates "A man, modest loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living." Present book value \$5,155.85.

#### LOUIS JAQUETTE PALMER SCHOLARSHIP FUND

Founded in 1928 by gift of \$5,000 from Triangle Society, as follows:

"The Triangle Society of Haverford College herewith presents to the Corporation of Haverford College, a fund of Five Thousand Dollars (5,000) to be hereafter known and designated as the 'Louis Jaquette Palmer Scholarship Fund';

"This fund represents contributions from the members of the Triangle Society of Haverford College who have been thus inspired to perpetuate the memory of their fellow member, Louis Jaquette Palmer, of the Class of 1894, one of the founders of the Triangle Society, whom they admired for his cooperative spirit and constructive interest in student and community welfare. The fund is placed with the Corporation of Haverford College with the understanding:

"That such student shall be selected from a list of those eligible for entrance to Haverford College, who shall have combined in his qualifications the fulfillment of such conditions as apply to applicants for the Rhodes Scholarships under the terms of its creation, and furthermore that the student so selected and entered in Haverford College may continue to receive said scholarship fund throughout his course at College, subject to the approval of the Committee, otherwise preference shall be given to applications for the freshman class;

"That the selection of said student and the determination of the qualities and conditions hereinbefore mentioned shall be subject to the decision and control of a committee of three (3), which committee shall be composed of two (2) members of the Triangle Society and the president of Haverford College, the said members of the Triangle Society to select and recommend the applicants and the committee as a whole to determine their qualifications and eligibility.

"Finally, in the event that no student is selected by the Triangle Society or that a vacancy occurs, the income from said funds any additions shall accumulate as provided under the customary rules and regulations of the Corporation of Haverford College."

This fund has further been added to by yearly contributions from members of the Triangle Society. Present book value is \$18,791.13

#### PAUL W. NEWHALL MEMORIAL SCHOLARSHIP FUND

Established in 1931 by bequest of \$5,045.60 from Mary Newhall in memory of her father, Paul W. Newhall, a Manager, 1844-48, for the establishment of a scholarship fund. The income only to be used for free scholarship purposes. Present book value, \$5,045.60.

#### ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIP FUND

Founded in 1935 by gift of \$750, \$2,000 each year, 1936 to 1940, and in 1942; \$2,500 in 1941; \$1,000 in 1943; \$1,000 in 1944; \$2,000 in 1945; \$2,000 in 1947-1948, \$1,000 in 1949-1950, by Harry M. Zuckert, New York, in memory of his son, Robert Martin Zuckert, of the Class of 1936, who was killed in an accident in June 1935. The income is to be used for scholarship and the donor said, "I should prefer a boy who is a native of New York or Connecticut and who now resides in one of those States." Present book value, \$22,250.00.

#### SAMUEL E. HILLES SCHOLARSHIP FUND

Founded in 1935 by gift of \$5,000 from Mrs. Mina Colburn Hilles, of Orlando, Fla., in memory of her husband, Samuel E. Hilles, Class of 1874, formerly of Cincinnati, who died in 1931. This fund was created under a trust deed with Central Title and Trust Co., Orlando, Fla., to which annual reports are to be made. The income only is to be used for scholarships for worthy students who are unable to finance their expenses at Haverford College. Present book value, \$5,017.31.

#### CLASS OF 1913 SCHOLARSHIP FUND

Founded Fourth Month, 15, 1937, by gift of \$3,000 from Class of 1913 for the endowment of scholarship aid. The income only is to be used for scholarship aid, to be awarded annually to a worthy student of any undergraduate class. Preference is to be given to sons of members of the Class of 1913 who may apply and who meet the usual requirements of the College. Present book value, \$3,000.

#### THE AUGUSTUS TABER MURRAY RESEARCH SCHOLARSHIP FUND

Founded Fifth Month 31, 1939, by gift from two anonymous friends of Dr. Augustus Taber Murray '85, by gifts of \$20,000 par value of securities subject to annuity during their lives, and with permission to use principal for the annuity payments, if necessary.

Upon the deaths of the two annuitants, the remaining principal shall be held in a fund, the "Income to be used for scholarships in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College, of the Class of 1885, and for many years a professor of Leland Stanford University, the fund to be known as 'The Augustus Taber Murray Research Scholarship.'" The scholarships in English literature or philology, the classics, German literature or philology (in order of preference) shall be awarded upon such terms and conditions as the College may from time to time establish to students who have received the bachelor's degree at Haverford College, and shall be awarded for the purpose of study in other institutions toward the

degree of Doctor of Philosophy or such degree as may in the future correspond to that degree."

The amount of the scholarship is to be \$900 a year whenever awarded, and only unmarried students are eligible to hold it. Present book value, \$33,288.49.

#### THE CLASS OF 1917 SCHOLARSHIP FUND

Founded Seventh Month 13, 1942, by initial gift of \$2,000 from the Class of 1917, John W. Spaeth, Jr., treasurer, as a Twenty-fifth Anniversary gift. A further gift of \$250 was made at the same time to cover the first two years of a scholarship of \$125 per year. Preference is to be given to a son of a member of the Class of 1917. The income only is to be used for a scholarship to the extent of \$150 per annum. This was increased to \$200 per annum in 1947-1948. Further contributions from the members of the Class of 1917 are to be applied in the following order:

(1) -- To supplement the annual income from the principal sum of \$2,000, so that the annual scholarship stipend shall be \$150 (increased to \$200 in 1947-48, increased to \$300 in 1949-50, increased to \$500 in 1952-53), or as near that sum as may be;

(2) -- To add to the principal sum any surplus of these annual contributions not needed to serve the purpose of (1). Since the scholarship stipend for the years 1942-1943 and 1943-1944 was already provided for by the additional \$250 already contributed by the Class of 1917, the annual contributions from the class in these two years was added at once to the principal sum of \$2,000, thus serving the purpose of (2) above. Further contributions have been made annually to make their present book value \$11,200.

#### DANIEL B. SMITH FUND

Founded Tenth Month 6, 1943, by gift of \$2,500 from Anna Wharton Wood, of Waltham, Mass., who died in 1944. This was increased Fifth Month 24, 1945 by a bequest of \$2,500 made by Miss Esther Morton Smith, of Germantown, Philadelphia, who died Third Month 18, 1942, by a further bequest by Dorothea Atwater Smith of \$5,000 March 10, 1958.

This fund is established by the granddaughters of Daniel B. Smith "in loving memory of their grandfather and his intimate association with the early years of the College."

The income is to be used, in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his College course. Preference is to be given to a descendant of their father, Benjamin R. Smith, if any such should apply. Present book value, \$10,000.

#### SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND

Founded Eleventh Month 1, 1943 by bequest of \$75,534.58 from Joseph T. Hilles, 1888, in memory of his mother "Sarah Tatum Hilles."

The will directs that the income be used "to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create"; they are to be awarded by the Managers upon

"needy and deserving students," and to be known as "Sarah Tatum Hilles Memorial Scholarships."

It is estimated that 12 scholars can be thus provided for at present. Present book value, \$75,534.58.

#### ELIHU GRANT MEMORIAL SCHOLARSHIP FUND

Established Second Month 2, 1944, by gift of \$200 from Mrs. Elihu Grant to supplement the simultaneous transfer of \$803.73 to this new fund from Donations Account, being the balance of donations made by Dr. Grant during his lifetime to the Beth Shemesh account, and \$75 realized from the sale of some of his books. Mrs. Grant has made a further gift of \$1,000 in 1943-44 and \$2,000 in 1944-45. And, Grant Foundation, Inc., gave \$10,000, also in 1944-45. Mrs. Grant made a further gift of \$1,000 in 1945-46. In 1949-1950 in connection with the campaign, the Grant Foundation made a further gift to the College of \$25,000. The fund is increased as a number of trusts created by William T. Grant terminate.

With the donor's approval, the terms of the fund are as follows: "Founded in 1944 to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938, a member of the College faculty. The income from this fund is applied to scholarship assistance to students in the humanities, primarily those specializing in the study of Biblical literature and Oriental subjects, and is limited to those whose major subject has been approved by the College faculty. In special circumstances the income may be utilized to assist those working for a post-graduate degree at Haverford College." If conditions change, the Managers are given power to change the use of the fund. In making the additional grant in 1949-50, the Foundation stated that "the income from this present gift may be allocated as scholarship or fellowship awards by the proper authorities of the College to undergraduate or graduate students without restriction as to courses of studies." Present book value, \$52,325.01.

#### CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP FUND

Founded Sixth Month 13, 1946 by a gift of \$8,000 from Madeleine Seabury Febiger, of Philadelphia, in memory of her husband, Christian Febiger, Class of 1900.

On Third Month 18, 1949 a bequest of \$9,050 was received from the executors of Mrs. Madeleine Seabury Febiger, who died September 27, 1947, and was added to this fund.

The income only is to be used in paying the tuition or other college expenses of worthy, needy students at Haverford College. Present book value, \$17,050.

#### JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP FUND

Founded 2nd Month 10, 1947 by gift of \$5,000 from Mrs. Mary E. B. Markley of Ann Arbor, Michigan, widow of Joseph L. Markley, A.B. '85, M.A. '86, who was professor of mathematics at University of Michigan. The gift was made "to be held as an endowment fund in memory of Joseph L. Markley of the Class of 1885, the income of which is to be granted each year, in the discretion of the faculty,

as a scholarship to some student on the basis of character, scholarship and financial need."

#### JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIP FUND

Founded 2nd Month 24, 1947 by initial gift of \$10,000 from Dr. Joseph C. Birdsall, Class of 1907, of Haverford, Pa., "for the establishment of a new fund to be known as Joseph C. and Anne N. Birdsall Scholarship Fund, the income only to be granted each year, in the discretion of the faculty of Haverford College, as scholarship aid to some student or students of Haverford College who are preparing for medicine -- the selection to be upon the basis of character, scholarship and financial need." Further gifts 1947-48, \$5,000; 1948-49, \$5,000; 1949-50, \$5,000; 1956-57, \$5,000. Present book value, \$30,000.

#### DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP FUND

Founded by gifts made First Month 20 and Second Month 17, 1948, totaling \$3,000, by Mr. and Mrs. Daniel E. Davis, of Sewickley, Pa., to establish the Daniel E. Davis, Jr. Memorial Fund, in memory of their son, ex Class of 1944, who was killed in aerial warfare in the Pacific.

The income from the fund is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need.

#### JONATHAN M. STEERE SCHOLARSHIP FUND

Founded Twelfth Month 28, 1948 by gift of \$2,300 from Jonathan M. Steere, Class of 1890. Classified among the Scholarship Funds and included in Consolidated Investment Account.

The donor's provisions governing the use of the fund are as follows: "With this stock, or its proceeds, I wish to establish a fund for a scholarship primarily for a graduate of Moses Brown School, Providence, R. I., now under the care of New England Yearly Meeting of Friends. Should the scholarship not be awarded in any one year to a graduate of Moses Brown School, it may be awarded to someone else, preferably from New England, in the discretion of the College. If advisable, it may be given to more than one boy in any year. My preference is that it be awarded to a member of the Society of Friends, but I do not so restrict it. Should the time come when, for any reason, scholarships may not be needed or desirable, having full confidence in the management of the College, I wish that both the principal and the income be used as the College in its sole discretion shall determine.

"I suggest that at the College it be known as the 'Moses Brown School Scholarship', and at the School as the 'Haverford Scholarship'." A further gift of \$4,985 was made in 1949-50 and \$2,715 in 1950-51.

Upon his death on September 21, 1958, \$10,000 was added by bequest to the fund making the present book value \$20,000.

## WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP FUND

Founded Tenth Month 1949 by gift of \$15,000 from Miss Mary Graham Tyler in memory of her father, William Graham Tyler, Class of 1858. Formerly of Philadelphia, William Graham Tyler took an active part in civic improvement in New Jersey and in Iowa, and was concerned with the advancement of Friends Education at both William Penn College and Haverford College.

The income from the fund is to be granted each year, in the discretion of the College, as scholarship aid to some student or students on the basis of character, scholarship, and financial need. Preference is to be given to students from Oskaloosa, Iowa, or William Penn College in that state.

## 1890 MEMORIAL SCHOLARSHIP FUND

Founded in March 1950 by a gift from Andrew L. Lewis of Worcester, Pennsylvania, in memory of his father, John F. T. Lewis, of Class of 1890, "and in recognition of his father's friendship with the members of his class."

The income from this fund is to be awarded as a scholarship by the College to a deserving student. Since in the beginning the income from this fund will not be large enough to furnish an entire scholarship it may be used in conjunction with some other scholarship to insure aid of material size. Increased by \$100 in 1951-52, and \$100 in 1952-53 and \$100 in 1961-62. Additional gifts of Andrew L. Lewis in 1963-64 of \$500; 1964-65, \$1,000; 1966-67, \$500 and 1968-69, \$500. Present book value, \$5,300.

## 1949 CAMPAIGN SCHOLARSHIP FUND

Founded Sept. 1, 1950 by a transfer of \$38,610 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds available for scholarships, in order to maintain the quality and increase the diversity of the student body and to carry on the tradition that personal merit rather than ability to pay is the primary entrance qualification.

Until otherwise ordered by the Board 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$53,106.24.

## MAX LEUCHTER SCHOLARSHIP FUND

The plan for this fund was evolved during the life of Max Leuchter, who died in 1949, and carried out upon his death by his wife Cecila P. Leuchter and his sons, Ben Z. Leuchter and Joel C. Leuchter. Self educated after completion of grade school, becoming editor and publisher of the Vineland Times Journal, Max Leuchter wished to benefit the College to which he sent his son, and which he had come to greatly admire.

The purpose of the donors in making this gift in 1950 of

\$10,000 was to "create a scholarship which shall be given yearly to a student whose need can be demonstrated, whose academic performance meets the College requirements, and who, in addition, gives promise of making an outstanding contribution to the life of the College through his breadth of interest, his love of hard play and of hard work."

The scholarship shall be in the amount of \$300 in the beginning. It may be given to a new student each year or to one student through each of his four years. All income received above \$300 shall be capitalized each year.

"When the income from the fund reaches proportions such that an additional scholarship of \$300 can be awarded, and that at the same time at least \$300 can be returned to the fund, the additional award shall then be made.

"It is the further wish of the donors that, while their interests are primarily as stated above, should the Board of Managers of the College be faced with circumstances which cannot be foreseen now, the Board may, at its discretion, use the income from the fund for College purposes other than the scholarship purposes." The present book value is \$17,356.87.

#### A. CLEMENT WILD SCHOLARSHIP FUND

Founded in 1951 by a first gift of \$4,087.50 of Gertrude T. Wild in memory of her husband, A. Clement Wild, of the Class of 1899. The income from the fund is to be used for a scholarship or scholarships, to be granted without restrictions in the discretion of the College.

In making the gift the donor, though reiterating the freedom from restrictions, expressed the feeling that as A. Clement Wild was born in England, becoming a naturalized American citizen, a grant to an English exchange student or someone in a similar category would be appropriate. Increased by \$4,625 in 1951-52; \$4,300 in 1952-53; in 1953-54 \$4,100; in 1954-55 \$5,300; and in 1955-56 \$2,587.50. The present book value is \$25,000.

#### CAROLINE CHASE SCHOLARSHIP FUND

Founded December 10, 1951 by payment on a bequest of part of the residue of the estate of Caroline Chase, daughter of Thomas Chase, one time president of the College, of Providence, Rhode Island, whose will provided:

"This gift is made as an expression of my father's enthusiastic appreciation for its high standards of scholarship in Greek, Latin and English literature.

"It is my intention that the said share given to said Haverford College shall be used for any of the educational purposes of said College according to the discretion of the president of the time being."

Present book value of the fund is \$6,245.11.

#### ROY THURLBY GRIFFITH MEMORIAL FUND

Founded in 1953 by a legacy of \$5,000 from Grace H. Griffith, who died April 14, 1952, in memory of Roy Thurlby Griffith, Class

of 1919. "The income therefrom to be used for a scholarship or scholarships for such individual or individuals as in the judgment of the trustees of said College shall be deserving of the same. The trustees of said College shall have full power and discretion to determine the number of scholarships, the amount of such scholarships, and the recipients of the same, but it is my desire that wherever possible preference shall be given to boys who have no father and who are in need of financial assistance." Present book value, \$5,000.

#### CLASS OF 1904 SCHOLARSHIP FUND

Founded June 4th, 1954 in commemoration of its fiftieth anniversary by the Class of 1904 and the families of its deceased members, the fund is to be used for scholarship purposes and has a present book value of \$10,000.

#### INAZO NITOBÉ SCHOLARSHIP FUND

Founded in 11th Month 1955 by a bequest of \$10,000 under the will of Anna H. Chace of Providence, R. I. The fund became payable upon the death of her sister Elizabeth M. Chace.

"The income, or so much thereof as said College may deem best, (is) to be used and applied for the education at said Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship." Present book value, \$10,000.

#### THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

Founded February 1956, by a gift of \$1,000 from The Summerfield Foundation, and added to by additional gifts, this fund is to be added to the endowment of the College; the income is to be used for scholarship purposes. Present book value, \$14,000.

#### W. LACOSTE NEILSON SCHOLARSHIP FUND

This fund was established in June 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory.

The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts. The present value of this fund is \$12,575.

#### WALTER R. FARIES SCHOLARSHIP FUND

Founded in 1959 by a gift of securities from Walter R. Faries, Class of 1916, the fund is to be administered in accordance with an agreement with the donor.

Upon the death of certain annuitants "all income thereafter shall be used to provide partial or full scholarships for future students at Haverford with the understanding that leadership qualities



rather than scholastic ability alone shall be considered as far as practicable in making such award. If changing circumstances in years to come shall, in the judgment of the Board of Managers of Haverford College, make the original purpose of this fund impracticable or undesirable, such Board shall have the power to use the income for other purposes of the College," Present book value, \$85,868.27.

#### RUFUS MATTHEW JONES SCHOLARSHIP FUND

Founded Twelfth Month 23, 1959, by gifts of \$1,500 from Clarence E. Tobias, Jr. of Cynwyd, Pennsylvania, as a testimonial to Rufus Jones and in gratitude for "the excellent educational facilities Haverford provided for me and my son," the principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipients will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes additions to the fund from anyone who might be interested.

If changing circumstances in future years make it advisable, the provisions for use of this fund may be changed by the Board of Managers on the recommendation of the president of the College and the chairman of the Department of Philosophy. The present book value is \$2,000.

#### CLINTON P. KNIGHT, JR. NEW ENGLAND SCHOLARSHIP FUND

This fund was established in 1961 by a gift of \$5,465.98 from the Haverford Society of New England, representing accumulated contributions from its members over a period of years while they were maintaining a \$500 annual scholarship at the College.

By agreement of the Board of Managers, a portion of the contribution made during 1961 by members of the Society to the Haverford College Development Program was added to the fund at its inception to bring the total to \$12,500. The income, and principal, if necessary, is to be used to maintain annual scholarships of at least \$500, with preference to be given to a student from the New England area. If at some future time changing conditions make it inadvisable to continue on these terms, the Board of Managers shall have discretion to use the principal or income for other purposes. Provision has been made by the donor for additions by anyone interested in the purposes of the fund.

At the request of the Haverford Society of New England, in recognition of the leading part played by Clinton P. Knight, Jr. '16, in the establishment and building up of this fund, it has been named in his honor. The present book value is \$12,800.

#### GEORGE A. KERBAUGH SCHOLARSHIP FUND

This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh '10, who headed the efforts of the Triangle Society to provide for additional badly needed stands for Walton Field.

At the time the stands were given in 1947-49 it was agreed that the income derived from the stands preferably would be used for improving the athletic facilities of the College as determined by the administration after consultation with the Triangle Society. Changing conditions with regard to admission charges and fluctuations in attendance made it so difficult to arrive at a satisfactory determination of the exact income which these new stands produced that it was decided, in lieu of the previous arrangement, to establish a second Triangle Scholarship of \$700 per annum drawn from the general funds appropriated for scholarships, this being equivalent of 5% income on the original investment in the stands.

George Kerbaugh's many services to the College included his chairmanship of the committee which raised the funds for the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

#### THE F of x SCHOLARSHIP FUND

This fund was established by a bequest from Legh Wilber Reid, who died April 3, 1961, and who was the esteemed professor of mathematics at the College for 34 years.

His will provides that the sum of \$10,000 should be invested in a scholarship fund to be known as "The F of x Scholarship." Income from this fund is to be available "to a student entering the Sophomore, Junior or Senior class in mathematics . . . and who has completed with credit the class in Freshman mathematics at Haverford College, and who shall have shown a real interest in mathematics and gives promise for the future of his work in that subject." The present book value of the fund is \$10,000.

#### M. A. AJZENBERG SCHOLARSHIP FUND

"Established in 1962 in memory of M. A. Ajzenberg for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City." Additional gift of Mr. & Mrs. Walter Selove, \$1,050. The present book value is \$25,175.

#### THE CLASS OF 1912 SCHOLARSHIP FUND

The fund was given in commemoration of the Fiftieth Anniversary of the Class of 1912.

The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student. Present book value is \$7,257.

#### THE CLASS OF 1936 SCHOLARSHIP FUND

Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction. However, the Board of Managers may use the income or principal for other purposes, if in their opinion conditions unforeseen at the time of establishment make it advisable. Present book value is \$17,229.19.

#### ARCHIBALD MacINTOSH SCHOLARSHIP FUND

This fund was established in 1959 and later added to by admirers and friends of Archibald MacIntosh, and shall be used preferably for scholarship purposes. Present book value is \$14,267.13

#### READER'S DIGEST FOUNDATION SCHOLARSHIP FUND

This fund was established in July 1965 by a grant of \$2,500 from the Reader's Digest Foundation and additional grants. The income only is to be used for scholarship purposes. Present book value \$12,500.

#### THE JOSE PADIN PUERTO RICAN SCHOLARSHIP FUND

This fund was established in October, 1966, by a gift from Paulina C. Padin in memory of her husband, Dr. Jose Padin, of the class of 1907. As both Dr. and Mrs. Padin had their origins in Puerto Rico, the donor desires that this fund should benefit deserving students from that island. The amount of scholarships, their number and the method of locating such deserving students is to be in the hands of the administration of the college. It is the principal wish of the donor that Puerto Rico should profit by the education of its students at Haverford College and that this fund should be a perpetual memorial for Jose Padin, who during his lifetime did so much for education in his native country. The present book value of the fund is \$228,437.50.

#### THE HOWARD M. COOPER SCHOLARSHIP FUND

Upon her death, on April 11, 1966, a gift of part of the residue from a Deed of Trust created by Emily Cooper Johnson, a friend of the College, became effective. This fund is for the establishment of the "Howard M. Cooper Scholarship," the use of which is intended for such students as need assistance to acquire education, preference being given to members of the Religious Society of Friends and especially to those affiliated with Newton Preparative Meeting of Friends of Camden, New Jersey, of which Howard M. Cooper was a lifelong member. The present book value is \$55,449.63.

#### ALPHONSE N. BERTRAND SCHOLARSHIP FUND

This fund came to the College as a bequest from Alphonse N. Bertrand, of Swarthmore, who died October 25, 1966.

The income only is to be used to "make non-interest bearing loans to students at the College who, in the opinion of the authorities of the College are of good intellectual promise and who are in need of financial assistance. . ."

The present book value is \$26,093.83.

#### GEORGE F. BAKER SCHOLARSHIP GRANT

This first grant of \$50,000 made in 1968 is to be used for scholarship aid program for students whom the College considers to have an aptitude and potential interest in careers in business.

The principal of the fund is to be fully spent, at the rate of approximately 1/3 of the original grant each year. Expenditures may include financial aid to students, costs of administering the program, summer internships, and related service to acquaint students with business opportunities, and portions of staff time costs included in the operation of the program. It is expected that additional grants will be made each three years for at least three grants, and possibly four. Earned interest is to be applied to the fund. Reports are to be made annually to the Trust.

#### HUGHES SCHOLARSHIP FUND

This fund was established in 1968, by a bequest of a portion of the residue of the estate of James E. Hughes, Class of 1894, who died October 10, 1960. This fund is to be used for scholarship purposes. The present book value is \$21,046.11.

#### HERMAN K. STEIN SCHOLARSHIP

This fund was initiated by a bequest to the College, from Herman K. Stein, 1905, of certain shares of bank stock which, subject to a life estate, are to be used to establish "two Five hundred dollars scholarships to be known as the Herman K. Stein Scholarship to be given annually to such Juniors or Seniors in the Science Department as the College shall designate." Following the life estate, and after certain further bequests, the College is left the residue of the estate, to be added, "if necessary to supplement the scholarship fund," and "the balance shall be used as Haverford College shall see fit." The present book value is \$39,204.00.

#### ALUMNI LIBRARY FUND

Founded in 1863 by contributions from the alumni and other friends of the College. In 1909 the unexpended balance (about \$5,000) of a fund \$10,000 raised in 1892, and known as the "New Library Fund," was merged into the Alumni Library Fund. 1966 additional gift from an anonymous donor of \$10,000. Present book value, \$27,435.06. The income is used for binding and miscellaneous expenses of the Library.

#### MARY FARNUM BROWN LIBRARY FUND

Founded in 1892 by gift of \$20,000 from T. Wistar Brown, executor of the Estate of Mary Farnum Brown. Additions were made by T. Wistar Brown in 1894, \$10,000 for a lecture fund, and in 1913, \$20,000. In 1916, after T. Wistar Brown's death, there was added to this fund \$34,499.78 par value of securities, book value, \$30,149.78, being a trust which he had created for this purpose in 1908 and to which he had made additions in subsequent years. Present book value, \$71,452.56. The purpose of this fund (except \$10,000) is for the increase and extension of the Library. The income only is to be used for the purchase of books, and one-fifth of same is to be spent for books promoting the increase of Christian knowledge. The books purchased with the income of this fund are marked by a special book plate. The income of \$10,000 of the fund is to provide for an annual course of lectures upon Biblical subjects designated "The Haverford Library Lectures." Unused income from the fund, if any, must be capitalized at the end of each fiscal year.

#### WILLIAM H. JENKS LIBRARY FUND

Founded in 1910 by gift of \$5,000 from Hannah M. Jenks, widow of William H. Jenks. The fund was first known as "Special Library Fund," but after the death of Hannah M. Jenks was changed, in 1916, to "William H. Jenks Library Fund." The purpose of this fund is that the income shall be used for the care of the collection of Friends' books made by William H. Jenks and given by his widow to Haverford College, and to make appropriate additions thereto. Any income not used for these purposes may be used toward the general needs of the Library. Present book value, \$5,000.

#### MARY WISTAR BROWN WILLIAMS LIBRARY FUND

Founded in 1914 by gift of \$20,000 from Parker S. Williams '94, as a memorial to his late wife, Mary Wistar Brown Williams. The income only is to be used for the purchase of books for the Library, preferably books coming within the classes of history, poetry, art, and English and French literature. The books purchased with the income of this fund are marked by a special book-plate. Present book value, \$20,306.74.

#### ANNA YARNALL FUND

Founded in 1916 by residuary bequest of \$13,000 par value of securities with book value of \$7,110, and one-half interest in suburban real estate from Anna Yarnall. Additional amount under bequest was received in 1918. Present book value, \$173,078.14. The real estate was sold in 1923 and netted the College \$164,820.50. The bequest was made for the general use of the Library. The testatrix says, "I do not wish to restrict the Managers as to the particular application of this fund, but desire them to use the income arising from it as in their best judgment and discretion shall seem best, for the purchase of books and manuscripts, book cases, rebinding of books, and, if need be, the principal or portions thereof, or the income or portions thereof, for additions to the present Library building, or the erection of new Library buildings. I direct that all books purchased with this fund shall be plainly marked 'Charles Yarnall Memorial' in memory of my father, Charles Yarnall."

#### F. B. GUMMERE LIBRARY FUND

Founded in 1920 by gift of \$635.41, raised among the students by the Students' Association of the College as a memorial to Professor Francis Barton Gummere. The income only is to be used to buy for the Haverford College Library books on the subjects that he taught or was interested in.

The Students' Association voted to raise twenty-five dollars for a special shelf in the Library to be known as the "F. B. Gummere Memorial Shelf." This shelf, with its proper inscription, holds the books purchased by this fund. Present book value, \$635.47.

#### EDMUND MORRIS FERGUSON, JR. CLASS OF 1920 MEMORIAL FUND

Founded in 1920 by memorial gift of \$1,000 from the family of Edmund Morris Ferguson, Jr., Class of 1920, who died at the College in his Senior year. The income only is to be used for the maintenance and increase of the Library's Department of English and American

literature. The books purchased with the income of this fund are marked by a special book-plate indicating its source. Present book value, \$1,002.34

#### CLASS OF 1888 LIBRARY FUND

Founded Sixth Month 15, 1938, by gifts totaling \$5,250 from members and families of the Class of 1888, on the occasion of their fiftieth anniversary. The conditions of the gift are as follows:

- (1) A fund is to be established, to be known as "The Class of 1888 Library Fund."
- (2) The income only of this fund is to be used exclusively for the purchase of books for the Haverford College Library, except as noted below (in Clause 6).
- (3) The fund established now will be added to later by gift or bequest.
- (4) Members of the Class also expect to donate books to the Library, with the understanding that when such books are duplicates of books already in the Library, they may be exchanged for books needed, or sold, and the money so obtained used in the same way as the income of the fund.
- (5) All books purchased by the income of the fund (or obtained as in 4) are to be provided with a special book-plate to be furnished by the Class.
- (6) Income from the Class Fund or moneys obtained by sale of duplicate books may, when necessary, be used for binding or repair of books designated as belonging to the Class collection. Additional donations were made as follows: \$500 in 1939-40; \$100 in 1943-44; \$500 in 1944-45 and \$200 in 1945-46. Present book value, \$6,550.

#### CLASS OF 1918 LIBRARY FUND

Founded Third Month 24, 1938 by gift from the Class of 1918 in commemoration of their twentieth anniversary. The gift was \$1,753.52 of which \$500 was spent for a portrait of the late Rayner W. Kelsey, professor of history, who died Tenth Month 29, 1934; and the balance of \$1,253.52 was used in establishing a new Library Fund, the income to be used for books. Present book value, \$1,253.52

#### QUAKERIANA FUND

Founded 1st Month 8, 1947, by gift of \$600 from President Emeritus William Wistar Comfort '94, as explained in letter from him as follows: "In 1940 some alumni gave me a sum of money to buy books for myself. This I have done, and now there remains \$600 which I wish to make over to the Corporation, the interest of which may provide books or manuscripts for the Quaker collections. As a compliment to the donors of the fund, I should like the enclosed book-plate to be inserted in such future purchases."

#### MOHONK FUND FOR THE RUFUS JONES COLLECTION OF MYSTICISM

Founded Third Month 21, 1949 by gifts totaling \$1,500 from members of the Albert K. Smiley family of Mohonk Lake, N.Y.

The gift was made "to make possible additions to the Rufus Jones Collection on Mysticism in the College Library," with the further provision that "it may be used at the discretion of Haverford College, if the purpose for which it is intended should no longer be applicable or desirable."

The fund is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$1,500.

#### RUFUS M. JONES BOOK FUND

Founded Seventh Month 11, 1949 from bequest of \$5,000 through a deed of trust established by Rufus M. Jones during his life, "the income only to be used for the purchase of books on mysticism, to be added to the collection of books on that subject," which he turned over to the College a few years before his death.

The fund is designated as the Rufus M. Jones Book Fund, is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$5,000.

#### 1949 CAMPAIGN LIBRARY FUND

Founded Sept. 1, 1950 by a transfer of \$22,000 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds with which to buy books, and thus maintain the excellence of the Library.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$39,407.15.

#### THE CLASS OF 1909 RUFUS M. JONES MEMORIAL LIBRARY FUND

Income from this fund, established by the Class of 1909 at the 50th Anniversary of its graduation as a memorial to Rufus M. Jones, is to be used for the purchase of books or special reproductions of rare books, in the area of the humanities, especially in the fields of mysticism, religion, philosophy and literature as representative of the interests of Rufus M. Jones. Present book value, \$2,336.47.

#### RAYNER W. KELSEY FUND

This fund was established by a gift of \$1,000 from Naomi B. Kelsey, widow of Rayner W. Kelsey, who was for many years professor of American history and a curator of the Quaker Collection. It was added to by her friends.

The income is to be used to strengthen the Library collection of books and to promote sound scholarship in the field of American history. The present book value is \$1,335.00.

#### THE SARA AND FRANCIS PAWLING FUND

This fund came into being upon the death of Allison B. Wesley on January 19, 1962, a friend for many years of the Library.

By her will she left certain of her property to establish a fund "to be used as the Library board sees fit." The present book value of the fund is \$13,640.96.

#### JOSEPH R. GRUNDY LIBRARY FUND

This fund was established in 1963 by a grant of \$75,000 from the Joseph R. Grundy Foundation.

The purpose of this grant is to enable the Library of Haverford College to increase its collection of books and manuscripts relating to the history of Pennsylvania, particularly the southeastern Delaware Valley, which would include Burlington County, New Jersey and contiguous areas, with special emphasis on the Society of Friends and the contributions by members of that faith in the development and cultural life of this section of America.

It is understood that both principal and income may be spent in carrying out the above purposes. Present book value, \$70,600.

#### CARLISLE AND BARBARA K. MOORE FUND

This fund was begun in 1966 by gifts from Carlisle and Barbara K. Moore. The fund is to be used for the purchase of books for the Library. Present book value, \$2,317.13.

#### PRESIDENT SHARPLESS FUND

Founded in 1907 by contributions from interested friends of the College, finally amounting to \$40,000. Present book value, \$41,237.08. The income is to be used for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

#### WILLIAM P. HENSZEY FUND

Founded in 1908 by gift of \$10,000 from William P. Henszey, donated in connection with the raising of the President Sharpless Fund, but kept as a separate fund. Increased in 1909 by legacy of \$25,000 from William P. Henszey. Present book value, \$36,758.66. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

#### JACOB P. JONES BENEFIT FUND

Founded in 1909 and increased in 1910 by proceeds of land sold for account of Jacob P. Jones legacy. Present book value, \$68,113.78. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the



president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

#### PLINY EARLE CHASE MEMORIAL FUND

Founded in 1909 by transfer to the College of a fund raised in 1887 in memory of Professor Pliny Earle Chase, and amounting to par value of \$4,173.04. The income of this fund is used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. This income is transferred annually to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund. Present book value, \$3,272.24.

#### HVERFORD COLLEGE PENSION FUND

Founded in 1920 and added to since, being accumulations of income from the President Sharpless Fund, the William P. Henszey Fund, the Jacob P. Jones Benefit Fund and the Pliny Earle Chase Memorial Fund, not needed for pensions. Present book value, \$69,040.33. The income from this fund, together with the income from the four above-mentioned funds, is used for old style pensions. Income not needed for pensions was capitalized until 1932. Now the old style pensions call for more than the income of all these Pension Funds. When the proper time comes in an actuarial sense, the principal of this fund can be used as well as the income for the old style pensions until they cease.

#### THOMAS SHIPLEY FUND

Founded in 1904 by gift of \$5,000 from the late Samuel R. Shipley as a memorial to his father, Thomas Shipley. Present book value, \$5,248. The income only to be used for lectures on English literature at the College. In case of actual need, at the discretion of the president of the College, the income can be used for general expenditures.

#### ELLISTON P. MORRIS FUND

Founded in 1906 by gift of \$1,000 from Elliston P. Morris, 1848. The income is to be used as a prize for essays to be written by students on the subject of arbitration and peace. "The Elliston P. Morris Prize" of \$40 is given in each year, the competition being open to all undergraduates and to graduates of not more than three years standing.

In 1929, it was determined, with the consent of the family of Elliston P. Morris, that when the prize is not awarded the income may be used for the purchase of library books on arbitration and peace. Present book value, \$1,126.75.

#### JOHN B. GARRETT READING PRIZE FUND

Founded in 1908 by a gift of \$2,000 par value of bonds by the

late John B. Garrett, 1854. It was the purpose of the donor to ensure the permanence of a prize or prizes for systematic reading, which he had given for a number of years. The prizes were not awarded from 1922 to 1939 on account of default of the bonds. Re-organization has resulted in 1939 in sufficient recovery of value to provide again for this prize. Present book value, \$4,197.87.

#### SPECIAL ENDOWMENT FUND

Founded in 1909 by gift of \$12,000 par value of bonds, book value \$11,800, from any anonymous donor. The income only of this fund to be used "to furnish opportunity for study of social and economic and religious conditions and duties connected therewith, especially from a Christian point of view." The income is used toward the expenses of Summer Schools for Religious Study, which have been held at Haverford and Swarthmore Colleges from time to time and also for religious education under Friends' care.

On Fifth Month 16, 1930, the Managers adopted the following amendment, made at the suggestion of the donor, now revealed to be John Thompson Emlen, 1900: "If, however, it shall in the course of time be deemed advisable by the president and the Managers that the income of this fund can be used more profitably by the College for other purposes than those herewith stated, it is my desire that they shall act in accordance with their judgment." Present book value, \$9,227.07.

#### SCHOLARSHIP IMPROVEMENT PRIZE FUND

Founded in 1913 by gift of \$2,000 par value of bonds, book value \$1,200, from John L. Scull '05. Present book value, \$2,296.88. The income only to be used to establish two prizes of \$50 and \$45 annually to the two students in the graduating class showing the most marked and steady improvement in scholarship during their college course.

#### ELIZABETH P. SMITH FUND

Founded in 1915 by bequest of \$1,000 from Elizabeth P. Smith. Present book value, \$1,727. The income only to be used as a prize for the best essays on peace written by students of the College.

#### S. P. LIPPINCOTT HISTORY PRIZE FUND

Founded in 1917 by gift of \$2,500 par value of bonds, book value, \$2,546.88, from beneficiary of the estate of S. P. Lippincott '86. The income only to be used as an annual history prize, which is designated "The S. P. Lippincott History Prize." The award is to be made on the basis of a competitive essay. In any year when no award is made, the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$2,546.88.

#### FRANCIS STOKES FUND

Founded in 1919 by gift of \$5,000 in securities, book value,

\$5,000, from Francis J. Stokes '94, in memory of his father, Francis Stokes, of the Class of 1852, and a manager of Haverford from 1885 until his death in 1916. The income is to be used for extending the planting of trees and shrubs on the College grounds. The wish is expressed, but not as a binding condition of the gift, that the Campus Club should have the direction of the expenditure of this income. Present book value, \$5,120.30.

#### GEORGE PEIRCE PRIZE FUND

Founded in 1919 by gift of \$600, and increased in 1920 by further gift of \$400 from Harold and Charlotte C. Peirce in memory of their deceased son, George Peirce '03. The income only is to be used for a prize, to be called the George Peirce Prize in chemistry or mathematics, to the student who, in the opinion of the faculty, has shown marked proficiency in either or in both of these studies and who wishes to follow a profession which calls for such preparation. Unused income is capitalized, as requested by the founders of the fund. Present book value, \$8,239.27.

#### LYMAN BEECHER HALL PRIZE FUND

Founded in 1924 by donation of securities of par value \$2,000, book value, \$1,820, from the Class of 1898 in commemoration of their 25th anniversary of graduation to establish an annual prize of \$100 in chemistry in honor of Doctor Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917. Present book value, \$2,155.

#### NEWTON PRIZE FUND

Founded in 1925 by donation of five shares of General Electric Co. stock by A. Edward Newton, par value, \$500, and book value, \$1,348.25. The income only is to be used for "The Newton Prize in English Literature to the undergraduate who shall submit the best essay on some subject connected with English literature." In 1930, the award was changed to be on the basis of Final Honors, and in any year when no award is made the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$1,397.75.

#### EDWARD B. CONKLIN ATHLETIC FUND

Founded in 1925 and added to in 1926, 1927 and 1929 by Frank H. Conklin '95, in memory of his brother, Edward B. Conklin '99. Present book value, \$2,400. The income is to be used without restriction in any branch of athletics.

#### EDWARD WOOLMAN ARBORETUM FUND

Founded in 1928 by setting aside \$5,000 from proceeds from sale of 5.811 acres of land on the southern boundary and southeast corner of the College farm, and added to by gift in 1951 (through 1949 Campaign) of \$4,775 and by bequest of \$5,000 from Edward Woolman, Class of 1893, who died March 11,

1960, the income only is to be used for the preservation and maintenance and for increasing usefulness and natural beauty of the Arboretum, bird sanctuary and grounds of the College, until otherwise ordered by the managers. The present book value is \$14,362.75.

#### WILLIAM ELLIS SCULL PRIZE FUND

Founded in 1929 by William Ellis Scull '83, by a gift of \$2,000. The income is to be used annually, so long as the managers may judge expedient, as a prize to be awarded at Commencement by the faculty to that upper classman who in their judgment shall have shown the greatest improvement in voice and the articulation of the English language. The prize is to be known as "The William Ellis Scull Prize." Present book value, \$2,000.

#### PAUL D. I. MAIER FUND

Founded Tenth Month 7, 1936, by bequest of \$1,000 from Paul D. I. Maier '96, of Bryn Mawr, Pa. The bequest provides for the continuance of the Class of 1896 prizes of \$10 each in Latin and mathematics, and any balance of income is to be used for general purposes. Present book value, \$1,000.

#### STRAWBRIDGE OBSERVATORY MAINTENANCE FUND

Founded Second Month 13, 1937, from donations of \$5,627.37 from members of the Strawbridge family, being the amount in excess of the actual cost of the rebuilding and reequipment of the William J. Strawbridge '94, Memorial Astronomical Observatory. The income is used for the maintenance and equipment of the observatory. The principal can be used for additional equipment, if so determined by the Board of Managers. In 1938 and 1939 an astrographic camera was so purchased at a cost of \$1,787.83. Present book value, \$3,839.54.

#### C. WHARTON STORK ART FUND

In First Month, 1930, C. Wharton Stork, of Class of 1902, donated to the corporation securities of a then value of \$69,000 on account of a contemplated gift for the purpose of erecting, equipping, and furnishing an Art Museum at the College. Purchases were made by C. Wharton Stork of paintings, which are hung in the Library. This fund is to be liquidated and is not included in the total of the funds.

#### JACOB AND EUGENIE BUCKY MEMORIAL FOUNDATION

Founded Sixth Month 4, 1942 by gift of \$2,000 from Colonial Trust Company of New York and Solomon L. Fridenberg of Philadelphia, co-trustees under the will of Eugenie Bucky, deceased (late of New York), the income only to be used. At the same time accumulated income of \$2,000 was also donated as Bucky Foundation Gift, this amount to be available for use for the same purposes as the income of the foundation. Extracts from Mrs. Bucky's will and codicils in reference to the purposes for the Bucky Foundation are here made as follows:

"The purpose or object of such a foundation or fund is and shall be for the encouragement of them who seek new truths, and who endeavor to free and clear from mystery and confusion our knowledge concerning God<sup>1</sup>; and thereby to enforce more effectively the common laws of mutual love and obligation, peace and goodwill, between and among our several creeds, races, nations, and markets.<sup>2</sup>

"My aim, intention, purpose and object is to help in promoting piety among men, enlightening their ignorance and bettering their condition, by making more and more extensive and by spreading among the public at large not only the preaching but also the practicing of the words of the . . . American motto 'In God We Trust,' and of the . . . Preamble to the Constitution for the United States of America. I believe and therefore I aim, intend and purpose that the uplifting of men, women and children to the standard of life taught in the Scriptures and the Constitution for the United States of America is indeed the work of charity, dispels ignorance, inculcates generous and patriotic sentiments, and fits the public groups and the individual men or women for their good usefulness in the American Commonwealth."

In 1945-1946, 1954-55 and 1966-67, further gifts from the trustees were added to the fund. Unused income, if any, has also been capitalized. Present book value, \$9,925.71.

#### MATHEMATICS DEPARTMENT PRIZE FUND

Founded May 20, 1943 from gifts totaling \$900 of members of the mathematics faculty and others. A further gift of \$125 was made in 1943-44. The unused income is added to principal. This capitalized the annual prizes that had been given by the mathematics professors for many years.

The Mathematics Department Prizes for freshmen, \$25, are awarded annually, in competition, by examination. Present book value, \$2,821.64.

#### WILLIAM T. ELKINTON FUND

Founded Ninth Month 6, 1944, by bequest from William T. Elkinton, of Philadelphia, arising from a trust set up by him during his lifetime. The principal was \$2,491.50. After the death of a life beneficiary, the trust provided: "to pay over, assign and transfer one of said equal parts unto the Corporation of Haverford College (a corporation of the State of Pennsylvania); the principal fund thus passing to said corporation to constitute a part of such endowment as may be established at Haverford College as a fitting

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1. Associated with the American motto "In God We Trust."

2. Associated with the Preamble of the Constitution for the United States of America -- "to form a more perfect union, establish justice, insure domestic tranquility, provide the common defense, promote the public welfare, and secure the blessings of liberty to ourselves and our posterity."

memorial of Friends' relief work abroad, which memorial 'should foster the peaceful relations of the United States with foreign countries by acquainting our youth with the principles of European governments and with international problems'; provided however, that if no such endowment should be established at Haverford College prior to the expiration of one year after the principal of the fund hereby conveyed becomes distributable under the provisions of this deed, the said one-third part of the fund hereby conveyed shall be devoted by the Corporation of Haverford College for such other purpose as the trustees acting hereunder, their survivor or successor, shall designate, preferably for the furtherance of education in some form at Haverford College or for providing assistance in the form of scholarships to promote education."

In accordance with a suggestion from President Morley, concurred in by Thomas W. Elkinton representing the trustees, the managers voted on Ninth Month 22, 1944, that "the income until otherwise directed, is to be used for traveling and other expenses in the attendance at intercollegiate conferences for discussion of international problems by representatives of the International Relations Club at Haverford." The trustee further stated "as long as the activities of the club are closely related to 'acquainting our youth with the principles of European governments and with international problems,' the use of the income by the club would be satisfactory."

#### TILNEY MEMORIAL FUND

Founded in First Month, 1945, by gifts totaling \$2,000 by I. Sheldon Tilney, 1903, in memory of his parents, John S. and Georgiana E. Tilney. The income is to be used "to try to influence the student body towards a more religious viewpoint of life." Permission was also granted by the donor that "the income may be used also in connection with a scholarship for students in the field of philosophy or Biblical literature."

In 1945-1946 the fund was increased to \$5,000, by gifts of \$1,000 from Georgiana S. Kirkbride and \$2,000 from Robert W. Tilney, sister and brother of I. Sheldon Tilney. In 1948-49 a further gift of \$250 was received from I. Sheldon Tilney. In 1949-50 a further gift of \$1,000 and in 1952-53 \$500 was received from I. Sheldon Tilney. Present book value, \$7,000.

#### CLASS OF 1902 LATIN PRIZE FUND

Founded Second Month 2, 1945, by gift from Class of 1902 of \$142.90, being proceeds of sale of security formerly purchased and held by the class to perpetuate a Latin Prize of \$10 annually at Haverford. The class had donated the income for this prize since 1913. An unused balance of \$39 of such donations was transferred to the income account of this fund.

#### CLASS OF 1898 GIFT

Founded Sixth Month 12, 1948, by contributions totaling \$6,100 from members of the Class of 1898 as a 50th Anniversary Gift of their graduation. The conditions of the gift were "For a period of 25 years the income only produced by the fund is to be used to

pay the expenses of lectures at the College by qualified persons on such subjects and at such times as the president of the College, with the advice of the faculty, may think best, including at the discretion of the president, conferences between the lecturers and the students. After August 31, 1973, the income and/or principal of the fund, may, at the discretion of the Board of Managers, be used for any purpose in connection with the College." Present book value is \$6,315.

#### EDMUND J. LEE MEMORIAL AWARD FUND

Founded Eighth Month 31, 1948, by donations totaling \$906.50 from members of the Class of 1943 on the occasion of their Fifth Reunion. The Class desired "to perpetuate the memory of Edmund Jennings Lee, 2nd, its sole member killed in the past war, and to stimulate in the College that spirit of service for which he was known. In 1948-1949 a further gift of \$100 was received from Miss Mildred W. Lee, sister of Edmund J. Lee.

"The proceeds from the invested fund shall be used to establish an annual award to be known as the Edmund J. Lee Memorial Award to be awarded annually beginning in 1949, to the recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit, individuals or in the College as a whole during the year. The award is to be used by its recipient in continuing to render such service."

#### THE DAVID R. BOWEN PREMEDICAL FUND

Established in 1950 by the family and friends of the late Dr. David R. Bowen, who, regretting a definite lack in his own training, believed strongly that men preparing to be physicians should receive a basic liberal education of the kind offered at Haverford College. The income is to be used at the discretion of the president of Haverford College, to purchase books for the use of pre-medical students, pay for professional magazine subscriptions, for lecturers, or for any other projects closely related to premedical training. Further gifts have been made yearly to the fund. Present book value, \$2,089.70.

#### JONATHAN AND RACHEL COPE EVANS FUND

"Founded in 1952, through gifts to the 1949 campaign by the children and grandchildren of Jonathan and Rachel Cope Evans. The principal is to be invested and the income used one-half for scholarships and one-half for the purposes of the Rufus M. Jones Fund for Advancement of Teaching. If, however, at the expiration of 25 years the Board of Managers deems it advisable to use the income, or if necessary the principal, of the fund for other purposes, it shall be free to do so." A further gift was made in 1952-53 of \$500. Present book value is \$15,043.62.

#### EDWARD HAWKINS MEMORIAL FUND

Established in 1953 by a gift to the College from the Class of

1937. The fund is given in memory of Edward Hawkins, a member of that class.

The income to be used for the purchase of equipment required for intramural athletics. If such becomes impracticable, the income is to be used as directed by the managers. Present book value is \$1,457.44

#### WILLIAM W. BAKER PRIZE FUND

"Founded in 1954 by bequest of \$500 from Mertie Gay Baker, who died January 31st, 1954, the fund is to be invested and the income given as a prize in the study of Greek. If the study of Greek at the said College should be discontinued, I direct that the income be given as a prize for the study of Latin and should the study of Latin be discontinued, I direct that the income be used as a prize in the study of ancient history or Biblical literature."

#### JOHN G. WALLACE AWARD FUND

This fund established in 1958 by a gift from John G. Wallace and added to annually, is to be used toward the purchase and maintenance of a best actor award cup for Class Night, "and the awarding each year of a silver plated replica of the trophy to the recipient of the award." Present book value, \$300.

#### CHRISTIAN RELIGION AND THOUGHT FUND

Founded in 1958 by a special grant from an anonymous source, this amount is to be used to establish a fund for purposes connected with the problems of Christian religion and thought.

Until otherwise directed by the Board, the income may be used as directed by the chairman of the Department of Religion, and the administration of the College; the principal may be expended from time to time upon their recommendation and at the discretion of the Board of Managers for the above purposes. The present book value of the fund is \$4,000.

#### THE KURZMAN PRIZE FUND

This fund was established in 1958 by Harold P. Kurzman of New York, to provide a prize for the senior who has generally performed best and most creatively in political science course work. This prize, initially established in the amount of \$125, was given in appreciation of the benefit to Harold P. Kurzman, Jr. '58, from his work in the political science department. In any year when it is the judgment of the department that no work has been performed of sufficient merit to warrant this award, the funds shall be used to purchase books in this field for the Library or shall be expended in other ways for the benefit of the department. Surplus income also may be used in this manner. Present book value, \$2,784.38.

#### THE SCHOLARS IN THE HUMANITIES FUND

This fund was established by an anonymous gift in April 1962, to enable the College to bring to Haverford distinguished scholars in



the humanities. Within this broad field, the administration of the fund is left to the president and the Board of Managers. In 1966, a bequest of \$58,520.70 from Christine L. Hires was added to the fund. The present book value is \$95,420.70.

#### FUND FOR THE DEVELOPMENT OF THE NATURAL BEAUTY OF THE HAVERFORD CAMPUS

This fund was established in 1963 by a gift from John A. Silver, Class of '25, with the hope that it might be added to by others also interested in the beauty of the Haverford campus. The fund was increased in 1966-68 by further gifts of John A. Silver and bequest of Bernard Lester of \$16,145.37.

The principal of this fund shall be retained by the College in perpetual trust with the income therefrom to be used to preserve and maintain the beauty of the campus and grounds of the College:

Through the planting of selected trees and shrubs (preferably with the guidance of a qualified landscape architect) and the proper maintenance of the College's present heritage, particularly specimen trees.

By retaining or improving the natural beauty of the College's wooded areas and pond and the use of naturalized bulbs and plants. Through the well-planned landscaping of the grounds, buildings and gardens.

Should the College establish an arboretum up to one-half of the income may be used in connection with its maintenance and expenses including particularly the acquisition and care of specimens.

It is hoped that the income will not be used for the usual or normal care and maintenance of lawns, paths or grounds unless in the opinion of the Board of Managers it is more than sufficient to carry out the primary purposes of the gift as above outlined.

The fund is subject to a life income plan and has a present book value of \$53,755.37.

#### THE CLASS OF 1964 FACULTY SALARY FUND

The Class of 1964 fund for increasing faculty salaries was started with one hundred percent participation of all the members of the Class upon graduation. After the fund has reached the value of \$10,000, some or all of the annual earnings are to be paid as a bonus to members of the Haverford College faculty in a manner prescribed by the administration of the College. This fund is to provide a supplement to regular faculty salaries and is not to be considered as a fund from which these salaries are to be drawn. The Class of 1964 hopes that various foundations, alumni, and friends of the College will grant the importance of the faculty in a good liberal arts school and generously contribute to the growth of this fund. Present book value, \$4,291.96.

#### HENRY S. DRINKER MUSIC FUND

Established in 1964 from gifts of his friends at the time of the opening of Henry S. Drinker Music Center, the income from this fund is to be used for special programs and items related to the music department not ordinarily included in the budget. In

addition to the fund, many contributions were applied towards the cost of remodeling the William Wistar Comfort house into the music center. In 1966 a bequest of Sigmund Spaeth of \$1,000 was received. Present book value, \$5,005.

#### ELECTRONICS RESEARCH FUND

By a legacy of \$10,000 and a portion of the residuary estate, this fund was established in 1965 under the will of Bettine Paddock Blake. The fund is to be used "for research, study and teaching in the field of electronics, or if this in the judgment of the Board of Managers is not practicable, for these purposes in other areas in the field of physical sciences. Present book value, \$23,584.60.

#### OLD DOMINION FOUNDATION FELLOWSHIP IN THE HUMANITIES FUND

Established by a grant from the Old Dominion Foundation, for fellowships to selected members of Haverford Humanities faculty for such activities as scholarly research; writing, or publications, or for creative writing; for travel or study abroad; for post-doctoral study at a major university or intellectual center; for curriculum planning; or for some other activity important for the teacher's intellectual development or refreshment.

The fund is to be expended over a period of approximately five years. Present book value \$82,000.

#### ADA STEFFEN WRIGHT MEMORIAL CUP

The fund for this cup was donated by Willard M. Wright, Jr., Haverford '34 and Alla Tomashevsky Wright, Swarthmore '33, as a Memorial to Mr. Wright's mother. It is awarded annually to that member of the Haverford College football team and that member of the Swarthmore College football team each of whom, in the opinion of the respective coaching staffs, demonstrates the highest degree of sportmanship and inspirational play during the game. The present book value is \$550.

#### THE ASBY FUND

A life income Trust, founded in 1969 by a friend of the College through a gift of \$10,870 in securities. The fund, when it becomes available, is to be used for the academic program of the College in accordance with the Deed of Trust and the judgment of the Board of Managers. Present book value, \$10,870.63.

#### CLASS OF 1934 REVOLVING LOAN FUND

Established in 1959 by gifts from the class of 1934 (100% participation) to the amount of \$10,784, the 1934 Loan Fund, both principal and interest, is to be used for loans to deserving undergraduates, with preference being given to incoming freshmen. The main consideration in the granting of loans is the need of the recipient. This fund, which at present amounts to \$10,121.23, may be increased by new gifts.

## JOHN SHINN STUDENT LOAN FUND

This fund was established by the Will of Ernest R. Reynolds, who died May 19, 1966, a resident of Long Beach, California.

The loan fund established by this bequest is named for a Quaker ancestor of Ernest Reynolds, who came to America in 1680 acquiring land from William Penn.

Haverford College is to administer the fund, with any additions, "for the benefit of worthy students, charging said students 4% per annum on unpaid principal thereof, and such interest rate shall continue unless, in the discretion of the Trustees, the economic condition of the times warrants a greater or lesser amount." Both principal and interest may be used in making loans. The fund at present amounts to \$116,684.64.

## FUNDS WITHDRAWN

The following funds left to the College with no restrictions, have been wholly consumed to meet in part the corporation's share of the Building Program of 1953-1956; Ellen Waln Fund, Henry Norris Fund, Clarence W. Bankard Fund, Mary Brown Fund, Emma Ridgway Comly Fund, Mary K. Comly Fund, Charles J. Rhoads Fund.

## STATED MEETINGS OF THE CORPORATION AND THE MANAGERS

The annual meeting of The Corporation of Haverford College is held in Tenth Month at such time and place as the Board of Managers may determine. The stated meetings of the managers will be held on the fourth Sixth-day of First, Third, Fifth, Ninth and Eleventh months.

## NOTES

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