

HAVERFORD COLLEGE

BOARD OF MANAGERS

1/19/51

BUSINESS FROM THE PRESIDENT OF THE COLLEGE

A. For Action By The Board:

(1) Faculty Reappointments

After favorable discussion with the Faculty Representatives to the Board and with the Executive Committee it is recommended that the following reappointments be approved by the Board, effective 9/1/51:

Martin Foss -- Lecturer in Philosophy for 3 years at \$5,000 per year. He currently is serving at this rank at a salary of \$4,400. This reappointment would bring him to the retirement age.

H. M. Somers -- Professor of Political Science at \$6,200 per year. He now is completing a 2 year appointment as Associate Professor at a salary of \$5,900. His teaching has been effective, his research has been creative, and his administration of the department has raised the standards and improved the offerings.

(2) College Policy in the War Emergency

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

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

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

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

graduate courses at the College might fall as low as 100. This is the roughest type of estimate.

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

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

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

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

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

The present war mobilization proposes universal military training which runs contrary in both ideals and method to the basic purposes of the College. In contrast, Haverford has an opportunity and a responsibility to stand for that aspect of American education which looks toward long-term constructive action by intelligent and principled men. Haverford has been founded, managed and in large measure supported by a religiously-centered group which has sought to live by virtue of that life that takes away the occasion for all wars.

If it were certain that in continuing this emphasis in the years immediately ahead the College could so reduce expenditures and so supplement its income as to avoid an operating deficit, there would be little need to stop to appraise our policy now. The prospect is that the College will not be so fortunate. Facing a deficit, the Board should recognize that some colleges are counting upon R.O.T.C. units or some new but as yet unannounced military training programs (none has been specified) to carry them around the financial rapids ahead. On 9/15/50 the Board expressed its approval of a policy suggested by me of refraining "from entering into" such programs. In view of the prospect outlined above the Board may wish to reconsider its stand.

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

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

*to realize
the spiritual
foundations*

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

When a policy on this question is decided it would be well to make it the theme of an early issue of Haverford Trends in which the present resources of the College to deal with the emergency in this fashion would be described.

B. For Information:

(1) Faculty-Managers Dinner

Members of the Board are reminded that the annual dinner will be held in the Common Room at the College at 7:00 P.M. following the Board meeting.

(2) Graduate Program

The new program in Social and Technical Assistance was announced publicly on 1/16/51. Its administration has been placed in the hands of a Faculty committee composed of Harry Pfund (Chairman), Douglas Steere, and Howard Teaf.

(3) Philosophy Department

William Ernest Hocking is completing his semester as Visiting Professor of Philosophy, and will return to his home in New Hampshire. Douglas and Dorothy Steere have returned from their travels in Germany and Scandinavia, and Douglas will take up his teaching during the second semester.

(4) Leaves of Absence

The following leaves have been discussed with the Executive Committee and have been arranged with the Faculty members concerned under the policy of the Board affecting such leaves:

- a. William Docherty -- leave for military service, effective 2/1/51.
- b. Emmett Dunn -- sabbatic leave for second semester of 1951-52.
- c. H. Field Haviland, Jr. -- leave for one-quarter time during second semester to work for Carnegie Endowment on study of political activity of U.N. General Assembly.
- d.. Gilbert T. Hoag -- sabbatic leave for 1951-52.

(5) Social Security

In accordance with the action taken by the Board on 11/17/50, the College employees have been consulted as to coverage under Social Security, all but 7 have elected to be covered, and the proper certificate has been filed with the Social Security Administration.

(6) Main Line School Night

During the autumn and winter the College has collaborated with the Main Line School Night in offering three weekly courses for interested adults. These differ from the usual School Night and Junto courses in that they require outside reading as well as class discussion on a college level. The courses are: "Comparative political and economic systems", "Great issues in contemporary literature", and "Mathematical workshop". They have been well attended -- both quantitatively and qualitatively -- and the Faculty have felt encouraged to look to continuing and expanding the program next year.

(7) Class of 1898 Lectureship

This lectureship was opened with a Collection talk on 1/9/51 by Hugh Keenleyside, Director General of the United Nations Technical Assistance Administration.

(8) The Impact of Inflation

The enclosed statement from the Commission on Financing Higher Education may be of interest to Board members in indicating the impact of recent inflation upon private and public colleges and universities.

Gilbert F. White