Committee on Choosing a New President

Minute 1: The Faculty agreed to hold a special meeting at 4:10 this afternoon, in the Common Room, to hear a report from the temporary representatives of the Faculty on the Board of Managers Committee to recommend a new President, and to elect permanent representatives for this committee.

Returning and New Faculty Members

Minute 2: The President welcomed back those Faculty members who had been on leave, and introduced new members of the Faculty.

Committee on Security Checks

Minute 3: Dean Cadbury announced that revised copies of the Report of the Special Committee on Government Security checks were available for all members of the Faculty. See Annex I.

Representatives to the Board of Managers

Minute 4: Wallace T. MacCaffrey reported for the Faculty Representatives on the Board of Managers that the Board

(a) had established, or re-established, a joint Board-Faculty Committee on Faculty Pensions, one of whose problems was to try to establish a fixed percentage relation between the retirement pension of a faculty member and his salary at the time of retirement; and

(b) was considering the question as to whether it would be advisable to add another entry to the new dormitory at this time, drawing on capital funds in order to do so.

Adjourned, 10 A.M.

Thomas E. Drake
Secretary

Approved, 10/3/55
Committee to Choose a President

Minute 1: Cletus C. Oakley and Louis C. Green, temporary Faculty representatives on the Committee of the Board of Managers to Recommend a President, reported on the work of the Committee thus far.

Minute 2: The Faculty encouraged individual members to make known in writing to their representatives on the committee their judgment as to Haverford's proper educational goals, and their opinion of the criteria which the Committee is setting up as a guide for their search for a President. Faculty members were also asked to suggest names to the Committee.

Minute 3: Louis Green and Cletus Oakley, on signifying their willingness to continue their work on the Board of Managers' Committee if the Faculty so desired, were elected permanent Faculty representatives on the Committee to Recommend a President.

Alternate Representative on the Board of Managers

Minute 4: Laurence W. Wylie was asked to continue to serve as our Alternate Faculty Representative on the Board of Managers for the current year, in spite of the fact that he is on leave from active teaching.

Adjourned, 5:30 P.M.

Thomas E. Drake
Secretary
Statement of the Haverford College Faculty on Government
Security Checks 1/
May 19, 1955

1. 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."

2/ 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.

2. The basic assumption of the security program is that the Government has a right
to, and indeed must, protect itself from disloyalty and subversion. Ascertainling
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
invariably involves considerations of beliefs or opinions of both the person
being investigated and the person being asked for information. 3/ 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.

3. 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.

1/ This statement is based in part on the information contained in a memorandum
to the faculty by the Special Committee on Security Checks.


3/ 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 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. See appendix memorandum.
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 forward 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 was 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.
FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President White presiding

October 3, 1955
4:10 P.M.

Minute 1: Minutes of the two meetings of September 26, 1955, were approved as read.

Committee on Admissions
Minute 2: Vice-President MacIntosh reported that applications for entrance in 1956 will be considerably more numerous than in former years.

Committee on Academic Standing
Minute 3: Dean Cadbury stated that reports on the work of Freshmen will be required by November 2, and upper classmen by November 18.

Committee on Curriculum and College Program
Minute 4: Philip Bell reported as to the Committee's proposed areas of study this year:
a) Continued study of the optimum course load.
b) An evaluation of Project, Reading Courses, and the Senior Seminar.
c) A review of the analysis of Haverford's grading system which was instituted by the Students' Curriculum Committee.

Committee on the Graduate Program
Minute 5: Ira Reid reported that four students are enrolled this year in the abridged program in Social and Technical Assistance.

Library Committee
Minute 6: Wallace MacCaffrey reported that this year the Committee had decided to reduce the total sum available for division among the various Departments by $1,000, and to add this amount to the General Fund; Departments will be invited to submit requests to the Librarian for the purchase from this Fund of unusually expensive books in their fields.

Committee on Arts and Sciences
Minute 7: Kenneth Woodruffe reported that two students were being permitted to take for credit here the Art Appreciation Course at the Barnes Foundation.

Philips Visitors Committee
Minute 8: John Roche reported that a large proportion of the visitors this year are departmental-teaching visitors.

Development Committee
Minute 9: Howard Teaf reported that $65,000 remains to be raised by the end of 1955.

Adjourned, 5:30 P.M.

Thomas E. Drake
Secretary
Regular Meeting
President White presiding

October 20, 1955
11:10 A.M.

Minute 1: The minutes of the meeting of October 3, 1955, were approved as corrected.

School and College Study
Minute 2: Dean Cadbury called attention to the recently distributed information sheet concerning Haverford's experience with The School and College Study for Admission with Advanced Standing (See Annex I).

Committee on Faculty Compensation
Minute 3: The Faculty asked the Committee on Faculty Compensation to present a progress report concerning their plans for Faculty medical expenses and care at a special meeting to be held on Monday, Oct. 24, 1955, at 4:10 P.M. in the Common Room.

Rhodes Scholarship Committee
Minute 4: On the recommendation of L. A. Post, speaking for the Rhodes Scholarship Committee, the Faculty agreed to endorse the candidacy of Michael E. Smith, of the Class of 1956.

Faculty Representatives to Board
Minute 5: Field Haviland reported that the Board of Managers had approved a plan of compensation to employees of the College in the event of disablement by sickness or injury.

Thomas E. Drake

Adjourned, 12:07 P.M.

Secretary
The School and College Study for Admission with Advanced Standing was originally proposed by Gordon Chalmers, President of Kenyon College, with considerable emphasis on the possibility of acceleration. This aspect of the program has apparently receded into the background. Most of the people concerned with the program seem to be in agreement that it has a substantial beneficial effect on the relationship between school and colleges and gives a stimulus to good teaching in the school, but that the number of students who will use it for purposes of acceleration will probably be relatively small.

Our experience in the two years in which some of our Freshmen have come in after taking courses under this program has been that most of these students are relatively indifferent to the matter of credit. I have had to go out of my way to get them to request credit. They do, however, feel that the courses which they took under the program were well worth while.

Last year, five students took SCS examinations and three of them received some credit. This year, eight of our incoming Freshmen took SCS examinations and four of them received credit. In addition, one student who graduated from school last year and stayed out for a year, entering Haverford this fall as a Freshman, took the examination in Chemistry and did well enough to receive credit but some red tape must be unravelled before that goes on his record. Another student who finished school in February and entered Haverford as a Freshman at mid-year's last year took the examinations in Latin and Mathematics after a semester's absence from those courses, and received credit for one semester of Mathematics. The details of the other students are on the accompanying page.

It is my impression that it is not necessarily the best students who take these courses. Rather it depends on the school to which the student goes and, even at some of the schools which are offering these courses, not all of the eligible students take them. The examinations seem to be fairly stiff and I think that we can anticipate that there will continue to be many students who try for credit who do not receive it.

So far none of our students who took the tests have done particularly well in English (this seems to be a fairly widespread complaint). I assume that no matter how well the student did, he would be expected to take our Freshman English course since it is so different from anything that he may have gotten in school. If, however, a student should do well enough to receive credit, we should give it to him even though he would thus receive credit twice for what appears on the record as Freshman English.

William E. Cadbury, Jr.
Dean
SCS Results - Class Entering September, 1955:

Student A. took examinations in English Composition and English Literature and was not given credit.

Student B. took examinations in English Composition, English Literature, Mathematics, and Physics, and received credit for a year's work (two courses) in each of Mathematics and Physics.

Student C. took examinations in English Composition, English Literature, Mathematics, and Physics, and received credit for a year's work in Mathematics.

Student D. took examinations in English Composition and English Literature and received no credit.

Student E. took examinations in Mathematics, Physics, and Chemistry, and received credit for one semester in Mathematics.

SCS Results - Class Entering September, 1955:

Student A. took the examination in Latin and received no credit.

Student B. took examinations in Mathematics, Physics, and Chemistry, and received credit for one course in Mathematics and two courses in Physics.

Student C. took examinations in Physics and Chemistry and received credit for two courses in Physics.

Student D. took examinations in English Composition and English Literature and received no credit.

Student E. took examinations in English Composition, English Literature, and Mathematics, and received credit for two courses in Mathematics.

Student F. took examinations in French and French Listening and received no credit.

Student G. took examination in Chemistry and received no credit.

Student H. took examinations in Mathematics and Chemistry and received credit for one course in Mathematics.
Special Meeting
Vice-president Macintosh presiding

October 24, 1955
4:10 P.M.

Minute 1: The minutes of the meeting of October 20, 1955, were approved as read.

Committee on Faculty Compensation: Medical Care and Expenses
Minute 2: After hearing a detailed report from Howard Teaf on the Committee's progress in working out plans for Clinical Medical Care for the Faculty, and for compensation in case of Major Medical Expenses, the Faculty gave its approval of both plans in principle and encouraged the Committee to proceed in its presentation of the plans to the Board of Managers.

Pensions
Minute 3: On being informed that the question of the adequacy of retirement pensions, particularly for men in the lower age brackets, had been raised by members of the Board of Managers, the Faculty directed the Committee to inform the Board that although the amount available this year for compensation was insufficient to consider in connection with pensions, that the Faculty is very much interested in a further exploration of the problem.

Adjourned, 5:30 P.M.

Thomas E. Drake
Secretary
Special meeting
President White presiding

October 31, 1955
4:10 P.M.

Minute 1: The minutes of the special meeting of October 24, 1955, were approved as read.

Minute 2: As a follow-up of an earlier Curriculum Committee report on progression in academic work (see regular meeting of February 17, 1955, Minute 2, plus annexes), the faculty heard reports on the two foundation courses taken by all freshmen. Kenneth Woodroofe discussed the aims and organization of English 11-12, listed in the catalog as "Reading and Writing on Human Values" (see Annex 1), and Ira Reid presented the new version of Social Science 11-12, "American Issues in Mid-Twentieth Century" (see Annex 2). Since the Social Science course is taught by members of the departments of Economics, Political Science, Psychology, and Sociology, and is a prerequisite for all courses in any of these four departments, the question as to "how successful it appears to be in terms of horizontal as well as vertical integration" seemed to deserve further attention. Another important question which - because of lack of time - could likewise not be explored during the meeting, involved "the relationship of the imaginative subject-matter of the Freshman English course to verifiable, social fact," and by implication the relationship between English 11-12 and Social Science 11-12 in the students' educational experience.

Adjourned 5:30 P.M.

Gerhard Friedrich
Acting Secretary
HAVERFORD COLLEGE
Haverford, Pa.

English 11-12

Reading List

The Inner Life

Huckleberry Finn (Mark Twain)
Sons and Lovers (D.H. Lawrence)
Dubliners (James Joyce)
Self-Reliance (Emerson)
The Moon and Sixpence (Somerset Maugham)

The Outer Life

Brave New World (Aldous Huxley)
Major Barbara (Bernard Shaw)

The Complete Life

Man's Fate (André Malraux)
A Free Man's Worship (Bertrand Russell)
Pulvis et Umbra (R.L. Stevenson)
The Way of Life According to Lao Tse (Tr. by Witter Bynner)
The Lady's Not for Burning (Christopher Fry)
The Brothers Karamazov (Dostoevsky)

Louis Untermeyer's anthology Modern American Poetry and Modern British Poetry will also be used throughout the course.
**American Issues in Mid-Twentieth Century**

Problem Area I. Russian Communism: Vision, Realities, and the Cold War Challenge

Problem Area II. American Freedom 1955: The Problem of Loyalty in a Democratic State

Problem Area III. American Freedom 1955: The Problem of Individual Participation in an Industrial Society

Problem Area IV. American Material Welfare: The Problems of Economic Growth and of the Distribution of Income

Problem Area V. American Equality: The Problem of Minority Groups and Social Status

Problem Area VI. Community Projects

Problem Area VII. The Problem of America's Health Needs

**Problem Area I. Russian Communism: Vision, Realities, and the Cold War Challenge**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Sep 29</td>
<td>Introductory Meeting (All students, 11 o'clock; Union Auditorium)</td>
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<td>The Problem and the Vision</td>
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<td>Where Do You Stand on Communism? (Discussion of Stouffer poll)</td>
<td>(excerpts)</td>
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<td>The Revolutionary Background</td>
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<td>(Suggested pp. 168-215)</td>
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<td>18</td>
<td>Soso Djugashvili Joins the Fray</td>
<td>Wolfe, pp. 357-465.</td>
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<td>20</td>
<td>Intrigue and Disunity</td>
<td>Wolfe, pp. 465-534.</td>
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<td>25</td>
<td>The Build-up - World War I Activities</td>
<td>Wolfe, pp. 558-637.</td>
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<td>(Suggested pp. 534-558)</td>
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<td>27</td>
<td>Film: &quot;From the Czar to Lenin&quot; (8:15 P.M., Union Auditorium)</td>
<td>Seton-Watson, H., <em>From Lenin to Stalin</em>, pp. 22-43, or Reed, J., <em>Ten Days That Shook the World</em></td>
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*Note: The assignments and dates are placeholders and may not reflect the actual content or schedule.*
The Terror

Oct 31 Lecture - The Political Network  

Nov 1 Russian Purge  

3 Russian Purge (continued)

The Disillusionment

8 Class and the Economic System in the USSR  
(Extra suggested reading: articles by Hans Speier in Syllabus I)

10 Science in the USSR and Personal Despair

Russia and the West

14 Lecture - Russia and the West - End Product? (One View)

15 Russia and the West - End Product? (Another View)

17 Russia and the West - End Product? (Still Another View)

22 HOUR EXAMINATION

Begin project paper on comparison of USSR with various aspects of Naziism, drawing on articles in Syllabus I, nos. 19-29.

Koestler, A., Darkness at Noon, pp. 1-118  


Orwell, G., Nineteen Eighty-Four, Section I, pp. 3-80.

Kennan, G., "America and the Russian Future" (21p.);  
Wiles, P., "The Soviet Economy Outpaces the West" in Foreign Affairs, v. 31 (July 1953), pp. 566-580.
PROBLEM AREA II: AMERICAN FREEDOM 1955: THE PROBLEM OF LOYALTY IN A DEMOCRATIC STATE

Nov 29 The Oppenheimer Case: Background and Essential Documents

Dec 1 The Oppenheimer Case: Interpretation

5 Lecture - Science, Security, and Loyalty

6 Security and Loyalty: a Broader View

8 Security and Loyalty: a Broader View (cont.)

12 Loyalty and Education - Lecture

13 Some Recent Philadelphia Cases and the Fifth Amendment

15 Positions of the AAU and the AAUP
PROBLEM AREA III. AMERICAN FREEDOM 1955: THE PROBLEM OF INDIVIDUAL PARTICIPATION IN AN INDUSTRIAL SOCIETY

Jan 3 The Plight of the Urban, Industrial Worker, the Hawthorne Experiments, and the Motivation of Man


5 Conscious vs. Unconscious Motivation


6 Lecture - Motivational Concepts

Benedict, R., Patterns of Culture, Chapter 4.

9 Lecture - The Dominance of Culture

Benedict, Chapter 6.

10 The Zuni

12 The Quakiutl

16 Lecture - Human Engineering: a Two-headed Monster?

Whyte, W., Is Anybody Listening?, Chapters 8-10.

17 Conscious or Unconscious & Conformity

Haire, M., Group Dynamics in the Industrial Situation (12p.)

19 The Ethics of Manipulation
Minute 1: The meeting took place in an atmosphere of fellowship and serene understanding, unbroken by factional squabbles or differences of opinion. This may in large part have been due to the refusal of any committee to ask the Faculty for opinion or decision, leaving only Professor Gutwirth willing to jeopardize this unity of spirit. (See Minute 2)

Minute 2: Marcel Gutwirth suggested that, in view of certain Faculty experiences in the area of housing, a standing Faculty Committee on Housing should be established. The Faculty approved this proposal and urged the President to take the necessary action.

Adjourned 11:35 A.M.

John P. Roche
Acting Secretary
Regular Meeting
President White presiding

December 12, 1955
4:10 P.M.

Minute 1: The minutes of the special meeting of October 31, 1955, and of the regular meeting of November 17, 1955, were approved as read.

Committee on Faculty Compensation
Minute 2: Howard Teaf and T.O. Jones announced that the plans for reimbursement for Major Medical Expenses, and for Clinical Medical Care had gone into effect as of December 1, 1955. (See Annex I)

Faculty Representatives to the Board
Minute 3: Wallace MacCaffrey reported that the Board of Managers had decided to postpone for a year a decision as to whether to build another section of Leeds Hall. He also reported that the remainder of the special fund for faculty compensation this year, most of which has been devoted to establishing the plans for medical care and reimbursement, would, with other funds, be distributed to the faculty in the form of a "salary adjustment" before Christmas.

Field Haviland reported strong support in the Board for increases in faculty salaries, and said that the question had been referred to the Administration for recommendations.

Faculty Committee on Housing
Minute 4: In reference to Minute 2 of the meeting of November 17th, urging the appointment of a standing Faculty Committee on Housing, President White stated that although he considered occasional special committees of this kind useful, he felt that a standing committee would be an encumbrance to the administration of faculty housing. He therefore would not appoint such a committee.

Committee on Fellowships and Prizes
Minute 5: Douglas Steere reported that the committee wished to concur in the recommendation of last year's committee that a program be established for the publication of student (and perhaps faculty and visitors') writings. The committee noted that such a program would require adequate financing, a faculty editor and advisory committee, and the hearty support of the President and the faculty.

The committee recommended and the faculty approved the request of the History Department that it be allowed to extend the terms of the S.P. Lippincott Prize in History so that the award might be granted for an essay written for honors or in a course, as well as for an essay written especially for the prize competition.

The committee urged other Departments to consider such a broadening of their departmental prize regulations when possible.

The committee reported that the date for the competition for the Alumni Prize in Composition and Oratory would be April 10th.
Curriculum Committee

Minute 6: Philip Bell presented a report from the Curriculum Committee concerning the Senior Seminar and the Reading Course Program. (See Annex II)

Adjourned 5:30 P.M.

Thomas E. Drake

Secretary
A. Individuals Eligible for Participation

The following shall automatically be participants in the Haverford College Medical Expense Reimbursement Plan, entitled as individuals to receive benefits:

1. All full-time members of the Faculty and Administration who have been in the employ of the College for one year or more, their wives, and unmarried children until their nineteenth birthday. Children are participants from date of birth, except for routine nursery and doctors' care for the first seven days after birth.

Provided that, for the purpose of this provision, Administration shall include the President, Vice Presidents, Dean, Comptroller, Registrar, and Assistant to the President.

2. All full-time members of the Library staff and full-time secretarial and clerical employees who have been in the employ of the College for one year or more.

3. Part-time members of the Faculty and Administration who have been in the employ of the College for one year or more and their wives and unmarried children until their nineteenth birthday, all of whom shall be entitled to benefits provided according to the provisions of Article II, Section B, paragraph 1, f.

B. Effective Date of Eligibility

1. Eligibility of all participants shall begin one year after their effective date of employment. For those appointed on an academic-year basis, eligibility shall begin on September 1 next following the academic year for which they were first appointed.

2. At the inception of this Plan, the eligibility date shall be the first day of the month in which the Plan shall be approved by the Board of Managers of Haverford College.

C. Termination of Eligibility

Any participant who, for any reason, leaves the employment of the College shall be eligible for benefits until the end of the current benefit year. This provision shall include eligible family members of deceased participants.

D. Leaves of Absence, Vacations

Participation in the Plan and eligibility for benefits shall not be suspended during sabbatical leaves, vacations, or leaves without pay not exceeding one year.

E. List of Eligible Participants

For the purpose of this Article, the Comptroller of the College shall furnish to the Administrative Committee at the beginning of each College fiscal year a list of the full-time members of the Faculty, Library Staff, and secretarial and clerical staff, and a list of part-time members of the Faculty and Administration with an indication of the fraction of their time for which they are employed at Haverford College. For persons on these lists who have been in the employ of the College for less than one year, the date of employment shall be given.

After review by the Administrative Committee, these lists shall be posted on the Faculty bulletin board.
Article II. BENEFITS

A. The Benefit Year

The benefit year shall be September 1st to August 31st.

B. Determination of Benefits

1. Amount

a. When the total of the eligible expenses incurred by an eligible participant in a benefit year exceeds $200, said participant shall be paid 75% of the balance of the eligible expenses incurred by that participant for the remainder of that benefit year. Benefits will be paid in each benefit year on the same basis.

b. Provided that the total reimbursement (in any one benefit year or over several benefit years) to any individual shall not exceed $2,500.

However, after $1,000 benefits have been paid to any individual, that individual may be reinstated to full coverage ($2,500) upon presentation of medical evidence that the cause of medical expense has been eliminated and acceptance of that evidence by the Administrative Committee.

c. And provided that medical expenses incurred during the last three months of any benefit year, used to satisfy the deductible, may be reused to satisfy the deductible required for the following benefit year.

d. And provided that, if two or more participating members of a family are injured in a common accident, a common deductible of $200 will apply in the benefit year in which the accident occurred or in the following benefit year, if the preceding paragraph (e) is applicable.

e. And provided that a participant who is a member of Blue Cross, Blue Shield, or other medical- or hospitalization-insurance plan, or who receives medical- or hospital-expense benefits by reason of employment by an employer other than Haverford College shall be entitled to benefits under the Haverford College Medical Expense Reimbursement Plan in any benefit year only for the excess of eligible expenses over $200 or over the amount of benefits received from the other plan, whichever is greater.

f. And provided that a member of the Faculty or Administration who is employed part-time at Haverford College, or the wife or child of such part-time person shall receive a fractional proportion of the normal benefit, calculated according to the preceding provisions, corresponding to his fractional employment at Haverford College.

2. Eligible Expenses

a. Eligible medical expenses are the customary charges actually made to the participant for:

- Surgical operations - surgeon's fee, operating room, cost and administration of anesthesia;

- Hospital - room and board and other charges (up to $20 per day for room and board if private accommodations are used);

- Physician's services;

- Local ambulance services;

- Nursing care by a registered graduate nurse;

- X-ray and laboratory examinations, excluding dental X-rays unless rendered for dental treatment of a fractured jaw or of accidental injuries to natural teeth within six months of the accident;

- Physiotherapy; X-ray Therapy;

- Major medical supplies, including blood plasma, artificial limbs, rental of a wheel chair or hospital-type bed or iron lung, etc.;

- Drugs, medicines, and dressings prescribed in a hospital and such as may be continued thereafter by order of the physician;

- Diagnostic examination (up to $150).
b. Exclusions

No benefits shall be provided on account of:

1. Services received or other expenses incurred by a participant because of any injury arising out of or in the course of his employment or any sickness entitling him to benefits under any worker's compensation or occupational disease law;

2. Disease contracted or injuries sustained as a result of war, declared or undeclared, or any act of war, or in the course of military service;

3. Dental care and treatments, dental surgery, or dental appliances, unless such charges are made necessary by accidental bodily injury inflicted solely through external means and occurring while the participant is eligible under this Plan;

4. Eye glasses or hearing aids or examinations for the prescription or fitting thereof;

5. Surgery or treatment for cosmetic purposes;

6. Treatment or hospitalization for mental illness;

7. Medical or hospital fees for maternity and other expenses arising out of pregnancy shall not be eligible, but benefits are payable for the performance of intra-abdominal surgical procedures in connection with a pregnancy and for charges incurred thereafter because of the pregnancy, and for other severe complications of pregnancy, such as toxemia of pregnancy including eclampsia, hemorrhage, and puerperal infection, but excluding psychiatric care, provided that the pregnancy giving rise to the aforementioned complications had its inception while the individual was an eligible participant;

8. Travel, whether or not recommended by a physician.

c. A charge is considered as incurred on the date the service is received, rather than on the date the bill for services is rendered or received.

c. Claims

1. All claims for reimbursement under this Plan shall be made in writing, supported by bills received from the hospital or physician. Bills shall indicate the date or dates of service and the name of the individual served.

2. Claims for reimbursement must be filed within thirty days after the end of the benefit year in which the expenses were incurred. Provided that claims may be filed at any time during the benefit year, after the accumulation of sufficient expense to satisfy the deductible.

3. Claims for reimbursement shall be submitted by the claimant or his representative to a member of the Administrative Committee, preferably the Chairman. The Administrative Committee will consider all claims, and the Committee's approval is required before payment can be authorized.

Article III. FINANCE AND ADMINISTRATION

A. Medical Expense Reimbursement Fund

1. Upon approval of this Plan by the Board of Managers of Haverford College, the sum of $10,000 shall be established as The Haverford College Medical Expense Reimbursement Fund.

   a. $5,000 shall be appropriated from a special donation of the Philadelphia Quartz Company.

   b. $5,000 shall be appropriated from the current College budget.

2. It is expected that during the operation of the Plan, $5,000 will be appropriated each fiscal year from the current College budget, but it is understood that the Board of Managers, after consultation with the Administrative Committee, may discontinue the appropriation for any benefit year after August 31, 1958.
3. The Reimbursement Fund shall be held by the Treasurer and/or the Comptroller of the College, either of whom shall be authorized to make such payments therefrom as from time to time may be certified by the Administrative Committee.

4. The unexpended balance of the Reimbursement Fund at the end of any fiscal year shall be carried forward and made available for the payment of benefits in subsequent years.

5. Prior to September 1, 1958 the Administrative Committee and the appropriate committee of the Board of Managers will make a recommendation to the Board concerning the desirability of continuing the Plan, together with possible changes therein.

6. If, at any time, the Medical Expense Reimbursement Plan shall be discontinued or the Fund shall be reduced, the balance in the Fund or the released portion of the Fund shall be made available solely for Faculty compensation or other Faculty benefits, as may be agreed by the President of the Corporation, the President of the College, and the Faculty Committee on Faculty Compensation.

B. Administrative Committee.

1. Composition

a. The President shall appoint three members of the Faculty to serve as the Medical Expense Reimbursement Administrative Committee. Such appointment shall be for the ensuing benefit year.

b. The President shall name as Chairman one of the appointees, preferably one who has previously served on the Committee.

2. Duties

a. The Administrative Committee shall pass on all claims for reimbursement of medical expenses, as provided in this Plan. It shall certify to the Comptroller those claims which are approved for payment.

b. The Administrative Committee shall, from time to time, beginning not later than the end of the third benefit year of the Plan's operation re-examine the benefit terms of the Plan, the amount of claims that have been paid, the accumulated balance of the Reimbursement Fund, and the relationship among these three. The Committee may, at its discretion, recommend to the Faculty, the President, and the Board of Managers:

Changes in benefits, or

A change in the annual appropriation to the Reimbursement Fund (the amount of any reduction to be applied to other forms of Faculty renumeration), or

A combination of these, or

Termination of the Plan

III. Benefits Are Non-Contractual

A. The benefits provided under this Plan are non-contractual. They are the distribution by the Faculty of certain sums of money provided by the College.

B. Nothing contained herein shall be construed as creating a liability of the College to any individual. The only commitments of the College are the provision of the indicated sums of money and their custody, as above provided.

12/2/55
HAVERFORD COLLEGE

**Clinical Medical Care for Faculty Families.**

The purpose of this Plan is to provide basic medical care for Faculty and Administration members and their immediate families, out of funds available for Faculty compensation. Initially, the contract for this service is to continue to August 31, 1957. Some time prior to the expiration of the contract, the operation of the Plan will be reviewed; if it is not continued, the contract sum will revert to other forms of Faculty compensation.

The Physician and His Services:

WILLIAM R. WATSON, Jr., Haverford '41, University of Pennsylvania, M.D. '50.

Office: 2 Cushman Road, Rosemont (north side of Lancaster Pike, 50 yards east of Lowry's Lane, which is the traffic light at the top of the hill beyond Rosemont Station). Telephone: Lawrence 5-0344.

Present office hours:
- Monday 9-11 a.m., 1-3 p.m., 7-9 p.m.
- Tuesday 9-11 a.m., 1-3 p.m.
- Wednesday 9-11 a.m., 1-3 p.m.
- Thursday 9-11 a.m., 1-3 p.m., 7-9 p.m.
- Friday 9-11 a.m., 1-3 p.m.
- Saturday 9-11 a.m.

Office visits by appointment only.

Is a member of the staff of Bryn Mawr Hospital.

In Beverly, prior to his moving to Rosemont, 50% of his practice was in pediatrics.

In addition, he had there some experience with a contract with an industrial concern for examination and care of its employees. Well recommended by Dr. Eilen Stokes, based on Beverly experience.

Extent of Medical Care Provided:

- Only office visits and inexpensive inoculations, etc. will be provided under the contract with Dr. Watson. Home visits, laboratory service, expensive inoculations, etc. must be paid for by the patient. (These are eligible expenses under the Medical Expense Reimbursement Plan.)
- Physical check-up examinations are included.
- Pediatric care included.
- Minor gynecology included.
- Maternity and obstetrical care not included.

Eligibility:

- All members of the Faculty and Administration (President, Vice Presidents, Dean, Controller, Registrar, Assistant to the President) of Haverford College, their wives, and unmarried children to their nineteenth birthday.

This Plan has been approved by the Board of Managers and is effective immediately.
Dr. Watson has agreed to maintain cumulative records of the extent of use of this Plan by Faculty families. This will give both parties to the contract a basis for evaluation of the Plan in operation, judging the adequacy of remuneration etc.

Whether or not eligible families expect in the immediate future to avail themselves of this service, they are urged to submit registration cards, in duplicate, right away. These are to be used only for basic records; no obligation is attached to the filing of the cards. Return the cards to T. O. Jones, for the Committee.

12/2/55
From: the Curriculum Committee  
To: all faculty members  
Re: Senior Seminar and Reading Course Program  

December 8, 1955

INTRODUCTION

The Curriculum Committee has been wrestling with the problem of the future of the program involving Haverford 100 and the introduction of reading courses, which is now in its third year on a three-year grant from the Rockefeller Foundation. We would like to devote part of the special meeting of the faculty, December 12th, to elicit expressions regarding the significance of the program and to discuss specific recommendations and suggestions about the program's future. We here present (a) a summary of the program as it was originally framed, (b) a statement of the experience the college has had with the program, and (c) some suggestions and recommendations for the future.

THE PROGRAM AS IT WAS ORIGINALLY FRAMED

1. The objective of the program, in the original request for funds, was "the fostering of a common intellectual experience stimulating the individual student to inter-relate his experiences in the several disciplines." This was to be done by establishing a senior seminar, where students who have diverged from general courses in freshman and sophomore years into specialized fields could concentrate together on "a problem, or series of problems, of an essentially philosophical character which would involve the use of evidence from each of the major disciplines," and could "read, converse, and write on these problems, bringing to bear their experience from previous course work and reading, and sharing that experience with students who have specialized in other fields."

2. The overall program was to have two parts:
   a) the senior seminar, to be planned and, in the first year, executed by four faculty members (Parker, Benfy, Post, Roche) in any way they saw fit;
   b) the development of reading courses in order to: (1) give students experience with entirely independent work, and (2) reduce the teaching load of the faculty by an amount equivalent to the increase which would come from the introduction of the senior seminar, thus making the program self-sufficient at the end of the three-year grant.
EXPERIENCE WITH THE PROGRAM

A. The Senior Seminar

1. Experimentation in Haverford 100 thusfar has been along two lines: (a) different topics, and (b) different methods of organization. Five topics have been tried, and a sixth is in process:
   I "To What Extent Does and Can Man Control His Own Destiny?"
   II "Alternatives to the H-Bomb"
   III "Who Am I?"
   IV "Are Knowledge and Peace Compatible?"
   V Cultural study of a country or region
   VI Philosophy of science.
Three principal methods of organization have been tried:
   I a seminar of around 12 students with, at different times, four, two, and one faculty members, and often outside guests from within and outside the faculty
   II a seminar of 3-4 students
   III individual tutorial sessions.

2. Tentative plans for this spring include three separate seminars on topics not yet fully formulated by Post, Feitzel, and Roche.

3. On the part of students, there has been more interest in the seminar from natural science majors than from students in either of the other divisions. Student reaction has been mixed; there was scepticism at the start, and this has never fully been overcome. Nevertheless, in one or two of the seminars there seemed to be nearly universal approval, and in others there were usually some students who felt that they had gained a good deal from the experience.

4. Faculty opinion (of those who participated) has similarly been mixed. It has been clear that four people with diverse ideas cannot carry off a seminar successfully. But when given freedom to experiment on their own, some faculty members -- Parker and Post in particular -- have felt that a considerable amount of success has been achieved.

B. Reading Courses

1. It seems fair to say that reading courses have hardly been tried in the context of their original purpose. Only in Astronomy was the effort made to substitute a reading course for one regularly offered (Astronomy 21,22). Louis Green felt that this was successful for some of the students, a failure in the case of one or two; he spent approximately 100 hours of work on it over the year. History 1-2 was a substitute for two courses but did not replace them. In other cases (English 85, Economics 72), the reading course was really a supplement to the offerings of the department, with mixed success.
ALTERNATIVES FOR THE FUTURE: SUGGESTIONS AND RECOMMENDATIONS

1. In discussions this fall, members of the Curriculum Committee felt that perhaps there might be a change in emphasis in the stated objective, that what we were seeking here was more modest than the inter-relationship of each student's experiences in the several disciplines -- namely, the moderation of narrowness.

The Curriculum Committee feels that many students at Haverford tend to over-specialize in upper-class years, in the sense that they fail to see any relationship between their specialized work and other fields and that, therefore, the objective of attempting to moderate this sort of narrowness is a desirable objective. This is not meant to imply that there is too much specialized work, but merely that if there is sound, deep penetration of a field of study, many students may wish to, and would be wise to, look for the forest which undoubtedly eluded them the first time around in freshman year.

2. There may be various possible ways of implementing this more modest objective, including:
   a) a very deep penetration of one field such that "one comes out the other side," as Oppenheimer stated it in discussion with the Committee when he was here -- a device which may be feasible at the Institute for Advanced Study but presumably is not practicable in undergraduate work at Haverford;
   b) a deep penetration of a second field ostensibly unrelated to one's major;
   c) exposure to visitors who demonstrate breadth, such as Philips Visitors who have built bridges between fields;
   d) joint meetings in departmental 100 or other senior courses in two or more departments around a common problem, to which each group might be able to contribute;
   e) a seminar which would bring together different disciplines to attack a common problem or problems, a pooling of divergent points of view and skills, i.e. a senior seminar.

3. We pass by alternative (a) and assume that alternative (e) will be continued. We feel that alternatives (b), (d), and (e) each offer certain advantages and disadvantages and that it would be wise to experiment or continue to experiment with all three where this is practicable.

--- Re alternative (b), we feel that a few students should be encouraged to dig deeply into a second field unrelated to his major, i.e. not Math-Physics, Political Science-Economics, etc., but rather Music-Physics, German-Economics, etc. These may well be the exceptional students.

--- Re alternative (d), we feel that where faculty members desire it and it is practicable to do so, there might well be joint meetings, especially in departmental 100 courses, over problems of mutual interest to two or more disciplines -- e.g. philosophy and economics majors might meet together over the problem of the establishment of social goals for economic activity, or ethical problems of capitalism. Such joint work on a common problem would have to be carefully thought out and planned in advance of the meetings.

--- Re alternative (e), we feel that continued experimentation with a Senior Seminar would be wise if this is possible. There have been two main stumbling blocks to the Senior Seminar program: (1) the problem or problems around which such a seminar might be built, and (2) the problem of faculty staff for such a seminar because of varied interest in and aptitude for handling it on the part of different faculty members as well as departmental problems of releasing the time of faculty members who might wish to participate.
1. With respect to the problem or problems around which such a seminar might be built, the Curriculum Committee recommends that when and if it becomes practicable to do so, a seminar or seminars be offered on some short period in history, encompassing the various inter-related developments among different disciplines during that period and the implications of these developments on the world at that time and on the future. The period in Europe between 1660 and 1680, for example, seems to offer great potentialities; perhaps the second half of the 18th century or other periods would do as well. We do not mean to exclude other topics; we feel that study of a short historical period in Senior year offers good possibilities of success in achieving the objective stated above.

5. The principal difficulty in continuation of Haverford 100 concerns faculty staff. The Curriculum Committee feels that this problem must be left largely in the lap of the faculty and the new administration. We therefore recommend that:
   a) Haverford 100 be continued;
   b) any faculty member who is willing to give a regular course of his own as a reading course or who has an extra possible free niche in his schedule and wishes to offer a senior seminar with the above objective in mind should be encouraged to do so, contingent upon the approval of the president;
   c) where it is feasible to do so, the Philips Visitor program be used to provide staffing for a senior seminar, under the guidance of some faculty member and with the approval of the president;
   d) in making new appointments the president consider the problem of staffing the senior seminar.
RARE BOOKS POLICY

At its meeting on 22 November, the Library Committee recommended for submission to the President the following general policy to govern expenditure of Philips Funds for rare books, to be applied on an experimental basis during the next three years, 1956-7, 1957-8, and 1958-9.

1. Principal expenditures should be directed towards the building of collections centered on particular themes.

Nature of collections:

a) Collections will be approved only if they

1) fall within the time period covered by the original Philips Collection (1472-1755), and

2) are related to the teaching needs of the College. ("We appreciate the breadth of the term "teaching needs," realizing that in the various departments of the College many varying teaching techniques are used.)

b) The Library Committee strongly recommends that these collections be built of works not available in good modern reprint editions, particularly since it is in the interests of economy and the over-all usefulness of the collections that they supplement works already available on the current or second-hand market. With the Library Committee's approval in each case, however, early editions of works that do exist in modern reprint form may be purchased.

Procedure in Acquisition: A specified fund (we recommend $1,000 per year) should be allocated for the development of each collection.

a) The responsibility for selection of titles appropriate for each collection will rest entirely with a member of the faculty expert in the fields concerned.

b) Responsibility for actual purchases, for determining matters of bibliographical detail, condition, and whether or not to acquire any particular copy of the title recommended, rests entirely with the Librarian.
2. Single acquisitions outside the range of these collections should still be possible during the 1958-59 period, subject, as in the past, to approval by the Library Committee, the Librarian, and the President of the College.

This recommendation will be reported to the faculty at its meeting 19 December. Comments are invited.

Faculty members are also invited to submit proposals for the collection under the above policy. The following three collections submitted in response to the earlier memorandum circulated are being given serious consideration and are illustrative of the type of theme which may be approved under this policy:

- Literary Theory in the Renaissance
- Early Development of Ideas on Mechanics
- Political Theory of Relations among Nations in the Renaissance.

Additional suggestions should be in the hands of Wallace MacCaffrey, chairman of the Library Committee by 5 P. M., 14 December in order to receive consideration.
FACULTY OF HAVERFORD COLLEGE

Regular Meeting January 19, 1956.
Acting President MacIntosh, Presiding 11:10 A.M.

Minute 1: The minutes of the meeting of December 12, 1955, were approved as read.

Admissions Committee
Minute 2: Archibald MacIntosh reported that applications for admission have been considerably more numerous than they were at this time last year. He also reported that the average enrollment for this year would be above 450, and that he anticipates an average of 450 to 455 next year.

Library Committee
Minute 3: Wallace MacCaffrey reviewed the Library Committee's projected program of buying rare books for the next three years. (See Annex I)

The Committee was asked to investigate whether or not some extension of the time area involved, perhaps including the nineteenth century, might be authorized by the College counsel.

Minute 4: The Secretary was asked to send a letter of condolence to Mrs. Comfort on the death of President Emeritus William W. Comfort.

Adjourned, 11:55 A.M.

Thomas E. Drake

Secretary
Regular Meeting  
Acting President MacIntosh, Presiding  

February 16, 1956.  
11:10 A.M.  

Minute 1: The minutes of the meeting of January 19, 1956, were approved as corrected.

Committee on Curriculum and College Program
Minute 2: Philip Bell presented a detailed proposal for a major revision in the schedule of courses. (See Annex I) The committee was instructed to obtain information from individual members of the faculty as to their opinion of the proposed change, and as to how they would like to schedule their own courses under such a plan. On the basis of this information the committee will try to determine whether such a revision is practicable.

Faculty Representatives to the Board of Managers
Minute 3: Field Haviland reported that the Board had set up a joint Faculty-Board committee to consider the advisability of building more houses on the campus at this time.

Minute 4: The Secretary was directed to send a letter of sympathy to Mrs. Dunn on the death of Professor Emmett Reid Dunn.

Adjourned, 11:55 A.M.

Thomas E. Drake  
Secretary
To: Faculty members
From: Curriculum and College Program Committee

February 16, 1956

At various times over the past two years, the Curriculum Committee has been approached by faculty members and asked to "do something" about the schedule for academic and non-academic work. This has led to a reconsideration of the college schedule and to its proposed revision along the lines indicated on the accompanying sheet. Please note that the changes shown are not finally set. We would like faculty approval in principle of such a schedule. Given this, we will ask for information from individual faculty members on their courses for next year so that a full revised schedule may be made up.

The major advantages we see for a schedule along the lines of that proposed are:

1. It increases flexibility. Courses may be given in three one-hour sessions a week (there are six possible times for this -- the same number as exists in fact now), two one-and-a-half-hour sessions (there are six possible times for this), one three-hour session (two possible times), or two-hour or two-and-a-half-hour sessions (four possible times, in the afternoon) -- all within the prescribed hours for class work. The variation in possible pattern and freedom to organize courses as one wishes will, we feel, make possible (a) better teaching, (b) better schedules for faculty members, and (c) fewer schedule conflicts and therefore a wider choice of courses for students. There has been some deviation from straight, alternate-day scheduling of one-hour meetings with the second point (b) in mind, although the normal pattern could easily be reinstated at 10 o'clock. (Note that some one-hour periods conflict with one-and-a-half-hour periods; a preliminary survey indicates that courses which elect these two types of meeting time are not generally conflicting courses.)

2. One-hour lectures in large courses which in effect have consumed Monday and Tuesday evenings for a great many students have been put at 12 noon on special days, freeing those evenings for long seminars.

3. The schedule delineates clearly time reserved for academic contact work and time for non-academic contact work. There has been a steady fusion between these two, to the detriment of both.
## Proposed Schedule Revision

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<td><strong>11:00 - 12:00</strong></td>
<td>VI</td>
<td>Collection</td>
<td>VI</td>
<td>Meeting</td>
<td>VI</td>
<td>Occasional Lectures</td>
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<td><strong>11:00 - 12:30</strong></td>
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<td><strong>Evening</strong></td>
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<td>Glee Club</td>
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</tbody>
</table>

### Notes:

1. Laboratories will be given 1:30-4:00 P.M. Monday through Friday. Since athletic events are to be concentrated on Wednesday and Saturday afternoons, it would be better if Wednesday afternoon labs were scheduled only in those courses in which more than one lab period is made available, freeing students on certain athletic teams on Wednesday afternoons.

2. Roman numerals I - X are separate three-hour sequences of different types. Letters subscripts signify the following:
   - A. one-hour class three times a week.
   - B. one-and-a-half-hour class two times a week.
   - B1 & B2. afternoon classes of one-and-a-half hour length twice a week (e.g., VII_B1 - VII_B2) or two hours or two-and-a-half-hours once a week (e.g., just VII_B2).
   - C. three-hour seminar, which may, of course, be less than this.

3. There are many adjustments which may be made in such a schedule once the demand for different types of sequences is known in full.
Regular Meeting
Dean William E. Cadbury, Jr., presiding
March 5, 1956
4:10 P.M.

Minute 1: Kenneth Woodroffe, chairman of the Arts and Service Committee, discussed the rationale and the development of the Arts and Service Program.

Minute 2: The Faculty decided that in the interim between presidencies it was not advisable to act on a New York University Press offer to publish books by members of the Haverford College Faculty under a Haverford College Press imprint.

Minute 3: Faculty members expressed themselves in favor of a special meeting at which Howard Teaf has offered to discuss TIAA questions.

Adjourned 5:15 P.M.

Gerhard Friedrich
Acting Secretary
Regular Meeting	 March 22, 1956.
Acting-President Macintosh, presiding	 11:10 A.M.

Minute 1: The minutes of the meetings of February 16 and March 5 were approved as read.

Committee on Fellowships and Prizes
Minute 2: Upon recommendation of the Committee, the Faculty approved the granting of the First Cope Fellowship, of a thousand dollars to C. Robert Ruppenthal, and a second Cope Fellowship with a token award of one hundred dollars to Robert R. Traut.

Committee on Curriculum and College Program
Minute 3: John A. Lester, Jr., speaking for the Committee, presented for discussion and possible Faculty action at the meeting of April 9th, a proposal for a reconsideration of the standard of satisfactory academic performance.
(See Annex I)

Adjourned 12:03 P.M.

Thomas E. Drake
Secretary
From: Curriculum and College Program Committee

To: Faculty

Date: March 1956

Re: Recommended reconsideration of the standard of satisfactory academic performance

I. Present standard of satisfactory academic performance:

a. A total of 10 course-credits (5 credits per semester) is required for successful completion of each College year, hence 40 course-credits in all for graduation.

b. The minimum passing grade for each course is 60, with the exception of 100 courses, in which a minimum grade of 70 is required.

c. Freshmen are required to achieve a general average of 60 for promotion to the next higher class. Sophomores a 65 average, Juniors a 70, and Seniors a 70 for graduation.

II. Evaluation of the present standard: The present system determines the adequacy of a student's academic performance on the basis of separate course-credits (10 per year for advancement, 40 for graduation); by so doing it bases the decision on a view of many separate grades and separate pass-or-fail judgments, rather than on a unified view of the student's yearly work as a whole. This system appears to have certain advantages and certain disadvantages:

Advantages:

a. It attempts to set a specific minimum standard of performance for each of the student's 40 College courses. In courses taken to meet the limited elective requirements the minimum grade may have particular significance as a guarantee that the student has achieved a certain degree of mastery in fields outside that of his special interest.

b. Quantitatively it is a neat and clearly manageable system, giving no credit for any course grade below the passing level and full credit for every grade above.

Disadvantages:

a. Borderline cases, just above or just below 60, are often difficult to judge, and a system based on a separate all-or-nothing course-credit evaluations possibly tempts the instructor to raise a grade in the high 50's to a 60 simply to avoid depriving the student of the course-credit involved.

b. When the present system has required either repetition of a course or summer-school work to make up a course-credit deficiency, there has often been doubt as to the educational value of the experience to the student. Repetition of a course often entails boredom to student and instructor alike; summer-school courses always raise the question of equivalence in content and quality with Haverford courses; and in general the possibility of picking up missing course-credits elsewhere conveys the notion that a college education consists in the amassing of 40 separate credits rather than in four years of creditable academic work.
III. Recommendation: Feeling that the disadvantages of the present standard of satisfactory academic performance outweigh its advantages, we recommend the adoption of the following standard:

a. Eligibility for promotion from one class to the next, and for the senior year, should be determined on the basis of the general average of a student's academic work. We recommend that the requisite averages be as follows:

<table>
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<tr>
<th>Promotion Level</th>
<th>Average</th>
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<tr>
<td>Freshman to Sophomore</td>
<td>65%</td>
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<tr>
<td>Sophomore to Junior</td>
<td>70%</td>
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<tr>
<td>Junior to Senior</td>
<td>70%</td>
</tr>
</tbody>
</table>

100 courses: 70%

For the Senior year: 70%

b. The present sharp distinction between "pass" and "fail" in individual courses should be discontinued, in favor of a judgment of the adequacy of a student's work as a whole. The student should take, as at present, five courses per semester (and 40 courses in all), but the requirement for graduation should be not the accumulation of 40 course-credits, but rather the completion of four years of academic work above the specified general averages.

(The grade for each individual course would be reported, and entered as now on the student's transcript, and thus be available as at present for interpretation by graduate school, fellowship committee, etc.)

c. To permit placing this primary evaluation on the quality of the student's academic performance as a whole, the following specific conditions should apply:

1. Courses with prerequisites should specify the grade which must have been achieved in the prerequisite course.

2. The range of numerical grades entered on student transcripts would run from 50% to 100%. The record of a grade submitted below 50% would be kept in the student's folder, but the grade would be entered on the transcript and averaged as 50%.

3. If an instructor concludes that a student has seriously neglected his work in a particular course, either wilfully or because of circumstances beyond his control, the instructor may recommend to the Academic Standing Committee that the student be required to do make-up or summer-school work even though his general average is above the requisite minimum.
Regular Meeting	 April 9, 1956.
Acting-President MacIntosh, presiding	 4:10 P.M.

Minute 1: The minutes of the meeting of March 22 were approved as read.

Committee on Curriculum and College Program

Minute 2: Standard of Academic Performance.
A revised version of the proposal submitted for the Committee by John A. Lester, Jr. for changes in the required standard of academic performance was adopted. (See Annex I). The changes are to be effective for all courses beginning with the academic year 1956-57, but individual students who have previously incurred some liability under the former system will be held to that liability.

Minute 3: Course Schedule
Philip Bell reported that the Committee had completed its study of the proposal for a major revision in the schedule of courses which was first presented at the meeting of February 16, 1956. The Faculty approved the new schedule with the understanding that it would go into effect in September, 1956.

Minute 4: Changes in Biology Course Offerings
As a part of a revision and renumbering of courses in the Biology Department, the Committee recommended and the Faculty approved the following changes:

a) Biology 31-32. Microbiology, to replace the course formerly taught under this number.
b) Biology 34. Reading Course in Modern Evolution, to replace the present Biology 55.
c) Three senior tutorial courses will be offered as Biology 61-62, 63-64, and 65-66, the latter of which will not be given next year.

Minute 5: Changes in English Course Offerings
As a part of a major revision of courses in the English Department, the Committee recommended and the Faculty approved the following:

a) English 24 will replace the present English 27.
b) English 32 will replace the present English 31-32.

Committee on the Graduate Program
Minute 6: Ira Reid, Chairman, presented a report on the Graduate Program in Social and Technical Assistance, with the recommendations that the program for 1956-57 be suspended, and that the Committee review the future possibilities of such a program before February 1, 1957. (See Annex II).

Adjourned 5:20 P.M. 

Thomas E. Drake
Secretary
From: Curriculum and College Program Committee  
To: Faculty  
Re: Recommended Revision of the Standard of Satisfactory Academic Performance  
Date: April 9, 1956

1. The student should take, as at present, five courses per semester (and 40 courses in all), but the requirement for graduation should be not the accumulation of 40 course-credits, but rather the completion of four years of academic work above specified general averages, as follows:
   - For promotion Freshman to Sophomore  65%
   - Sophomore to Junior  70%
   - Junior to Senior  70%
   - Departmental 100 courses -- -- -- -- 70%
   - For the Senior year -- -- -- -- -- 70%

2. The range of numerical grades entered on student transcripts would run from 0% to 100%.

3. Courses with prerequisites would require a grade of 60% in the prerequisite course, unless otherwise specified.

(This Recommendation will be presented for final consideration at the Faculty Meeting this afternoon at 4:10 p. m.)
1. The Graduate Program in Social and Technical Assistance has operated during the academic year 1955-56 under the faculty mandate of May, 1955, which recommended its continuance through the academic year 1956-57 only, if it were not possible to secure the full-time direction and the funds regarded as necessary for the program's development.

2. The STA program has operated this year with a minimum of student personnel, a minimum financial allocation, and a fractional staff. The courses taken have been of this order—
- regular undergraduate offerings;
- special courses offered to STA students as additional faculty load;
- special courses offered as regular faculty load;
- regular courses offered at other institutions.
In almost every respect, curriculum-wise, this has been an inadequate graduate program.

3. The STA program has operated with a minimum of financial assistance. An amount which has from time to time been supplemented by the administration with additional scholarships and funds that permitted such activities as the subsidy of two students for a field trip to Puerto Rico. Efforts to secure additional financial support have been restricted since sources with which we have been in contact have suggested that no commitments could be made until the matter of the College's presidency had been determined.

4. There is a continuing interest on the part of students in the USA and in other countries who wish to pursue this type of course. During this academic year we have had fifty-six inquiries but have entertained no applications.

5. It is the sense of this Committee that there is validity in retaining the idea of a graduate program in social and technical assistance at the College, but that such a program needs to be more adequately conceived, developed, and financed if it is to serve the intellectual and social purposes for which it was initiated.

6. It is therefore proposed, that

a. The STA program for 1956-57 be suspended;

b. On or before February 1, 1957, assuming the selection of a president during the interim, the Committee on Graduate Program be empowered to delineate and explore the potentials for staffing and financing, an adequate program in this field, and the possibilities for initiating such a program in the academic year 1957-58.
Despite the document's title indicating a meeting, there are no explicit references to a meeting or a specific date and time. The text appears to be a collection of minutes from a meeting, discussing various topics such as the election of representatives and an ad-hoc committee for faculty housing. The minutes are numbered and signed by the secretary at the end. The document is formatted in a standard letter layout with paragraphs and bullet points summarizing the discussion points. There are no tables or figures present in the text.
A STATEMENT OF LONG-RANGE OBJECTIVES
IN THE DEVELOPMENT OF THE
HAVERFORD COLLEGE LIBRARY

MARCH 1956
The aim of this Statement is to provide a blueprint for the development of the Haverford Library for the next thirty years, 1956-1986, and an estimate of the approximate costs of making these plans a reality. There are many intangible and variable factors involved in drawing a plan for such long-range developments; faculty judgments and curricular demands are certain to change; library resources and bibliographical techniques are constantly developing. Several of the proposals in the statement, made with the knowledge that relevant factors are changing even now, are admittedly simply the best predictions we can make on the basis of available evidence.

Such uncertainties are ones which will beset any statement of long-range Library objectives made at any time; and meanwhile there is evident need, in the administration of the Library and in planning long-range College development, for a basic statement of policy in the light of which current decisions can be made. The present Statement aims to provide such a guiding policy. It is subject to reconsideration periodically, and to revision where revisions are necessary. As an over-all plan for the Library's development, it should provide us with a philosophy and a direction which have not been available in the administration of the Library before.

This Statement consists of four parts:

I. Book Collections
II. Orientation and Reference Services
III. Staff and Technical Procedures
IV. Physical Plant

Parts I and II have been drawn up largely by the Faculty Library Committee; the Library Staff has helped substantially in the study of Part II, and has had primary responsibility in stating Part III; and the Library Committee and Staff have worked together in drawing up Part IV.
I. BOOK COLLECTIONS

A. Basic Principles

1. Character of collections:

a. In building the main book collection of the Library, the two guiding principles should be to acquire,

1. Books needed by students in their curricular study, and

2. Books needed for Faculty study in preparation for curricular courses.

b. It is also properly the concern of the Library to acquire notable books of current interest, both within and outside of the fields of curricular study at the College. A specially endowed fund for this purpose (witness the very successful Dixon Collection at Princeton University Library) would make a marked and valuable contribution to the intellectual and cultural life of the Haverford community.

c. Advanced seminar and project courses frequently demand expanded collections in specialized areas of study. It is recommended that so far as possible these areas be concentrated and stabilized so that collections may be systematically built. As such special collections are contemplated, consideration should be given to,

1. Special collections already available in nearby libraries, and

2. Ways in which rare book funds and special gifts might help in building such collections.

2. Extent of collections:

a. The ultimate measure of both the present needs and optimum size of the departmental book collections lies in the judgment of the chairmen of the departments on these matters. RECOMMENDATION: Evidence of departmental needs for book funds has been surveyed periodically during the past seven years. It indicates (see Appendix A) that the optimum total annual funds needed for books (exclusive of periodicals) is $10,550.00, whereas our present annual departmental book funds total $7,600.00.

Additional Funds Required - $2,950.00
b. For the special fund for the purchase of notable books of current interest, we suggest that the optimum annual income needed is $1,000.00, where at present we are able to devote about $300.00 annually to this purpose.

Additional Funds Required — $800.00*

c. The determination of the needs and proper scope of the Quaker Collection rests primarily with the judgment of the Curator of the Quaker Collection. Whereas our present annual book funds for this purpose total $500.00, the Curator estimates $650.00 as the optimum amount needed.

Additional Funds Required — $150.00*

3. Effect of curricular changes: Since developments in the academic curriculum have an intimate and direct bearing on Library needs, we recommend that, as a major change or re-direction of the curriculum is proposed, formal and detailed consideration be given to the needs it will pose for Library books and services.

B. Detailed Policies. Library needs for the maintenance of present book collections, for further development of the collections, and for conservation of shelf-space indicate that the following specific policies should be followed:

1. Maintenance of collections:

   a. Re-location of collections. We recommend that the following shifts of books and newspapers be made as soon as practicable:

      1. Files of recent newspapers, from their present location in the periodical area to shelves to be constructed in the South Vestibule.

      Additional Funds Required — $*

      2. Philosophy periodicals, classifications B-BR1C5, from Library No. 2 to the 5th floor of the stacks, to link up with the EX-BX7599 section already shelved there.

      Additional Funds Required $*

* An asterisk following Additional Funds estimates in this Statement indicates that the amount is required annually, as an increase in the annual budget; estimates without asterisk indicate that a single outlay only is needed.
3. Art books (N classification) from their present 4th floor location to Library No. 2.

Additional Funds Required $

b. **Music Department Library.** The reasoning which justifies the establishment of a separate departmental library, namely that its books are most needed in close proximity to classroom or laboratory work, appears to apply soundly to the proposal of a separate Music Departmental Library. We recommend that such a library be constructed if and when space can be made (in the Union Building?) to house it.

Additional Funds Required $

c. **Binding.** In the absence of funds for a program to maintain our book collections through re-binding, several areas of our collections have become seriously in need of repair. A survey of the three worst areas—reference, Haverfordiana, and Folios—reveals 205 volumes now in need of re-binding. We recommend the allocation of special funds to complete this re-binding as soon as possible.

2. Development of collections:

a. **Rare books.** In the Philip Bequest's provision for the acquisition of rare books, the College possesses a resource nearly unique among small college libraries. The search for types of rare book which will be of special value at Haverford, and for ways of giving them direct impact in undergraduate education, must be continuing and imaginative. The plan of acquisitions proposed (see Appendix B) for the next three years should be carefully reviewed and, if it seems wise, revised or replaced by a further plan.

b. **Micromaterials.** (See also below under "Conservation of Shelf-space") Rapid new developments in microfilm, microprint, and microcard are making available many large sets, periodicals, and reference works which have long been out of print and unobtainable. Their relatively low cost—and low demands on shelf-space—bring within range of the small college budget major resources which previously only much larger universities could afford. It is impossible to predict what micromaterial acquisitions will be available and worth acquiring during the next two decades. For the present it seems wisest to try to accommodate such acquisitions on general book funds as estimated on p. 3 above.
c. **Duplicates.** In general the Library should avoid purchasing duplicate copies designed for students' continued use in the classroom as textbooks. Under unusual circumstances an exception to this policy can be made, always realizing that book-funds and staff-time for doing so are thereby diverted from the acquisition of new books.

d. **Map Collections.** Though very few of the large maps in the possession of the College have been catalogued and only a few are actually housed in the Library, the Library has been properly designated as the center of information regarding the Haverford map collections. We recommend that an Acme Visible File be prepared, listing all maps and their campus locations, to be kept with the Periodical List on the Circulation Desk of the Library.

**Additional Funds Required $**

Plans for further development of the map collections (now for the most part housed in Sharpless Hall No. 302) must await the appointment of a geographer to the Haverford Faculty.

e. **Phonographic Recordings.** Ideally the Poetry Room frequently proposed at the College (see English Department response to Questionnaire of Nov. 11, 1953) should be located in the Library, yet it seems impossible, if the present Library is to serve adequately for the next thirty years of growth, to make room for it there. We recommend that the Poetry Room and recordings be housed outside the Library, and that it be included in the plans when an enlargement of the present Library building becomes necessary.

3. **Conservation of space.** Present estimates indicate that the Library building as it now stands can be made to serve our needs for the next thirty years. This will be possible only if the following four steps (listed in order of priority) are taken:

a. **Extended use of micromaterials.** Many of our present little-used sets (especially in parliamentary records and government documents) and back-runs of periodicals might well be replaced by micromaterials, occasionally with little or no cost to the College. It is difficult
to foresee what particular sets will be approved by individual departments for conversion to micromaterials, but it is clear that the first step is to set up our present micro-reading center on an attractive and efficient basis.

**RECOMMENDATION:** We urgently recommend the conversion of Library No. 3 to a Micromaterials Reading Room, to be equipped with our present Recordak Reader and Film Cabinets, plus a microprint reader, table and chairs. This improvement would presumably require the creation of another seminar room elsewhere on the campus (Whitehall No. 157), but it is only with an adequate, well-equipped micro-reading center that the essential changes to micromaterials can be begun.

**Additionals Funds Required: $**

b. **Weeding.** Some Faculty members have undertaken in recent years to review the book collections in their fields and weed out volumes no longer needed. In the next few years, a systematic program of weeding must be carried out. The weeding process is costly, involving Faculty advice and staff-time in de-cataloguing and checking with the Union Catalogue, but considering the shelf-space that it frees it is a substantial over-all economy.

c. **Removal of AFSC Archives to new quarters.** As the shelves on the 5th floor of the stacks are brought into increasing use, the need will increase for the shelf-space and floor-space now occupied by the AFSC Archives. Plans are underway to house these Archives elsewhere on the campus; it would seem safe to estimate that there will be room to house the Archives in the present Library until 1965 but no longer.

**Additionals Funds Required: $**

d. **Renovation of South Wing and Relocation of Circulation Desk, Reading Area, and Shelving in central portion of Old Library.** The periodical and reference areas of the Library have long been excessively noisy. In order to meet both this problem and the increasingly acute shortage of space for shelving both books and periodicals, we recommend the following alterations:

1. **Renovation of South Wing,** with a balcony adequate to house all the books now housed in that Wing.
2. Removal of current periodicals into the ground area of the South Wing, redesigned to house all current and recent issues of periodicals, plus newspapers and atlases.

3. Unification of Circulation Desk with Reserve Book Room, adjoining it to the South.

4. Construction of shelving and reading areas on approximately the following plans:

![Diagram showing the layout of the new areas.]

Measured estimates indicate that this re-arrangement would solve many problems at once, providing us with a quiet periodical area with adequate shelving and reading space, a more efficiently placed Circulation Desk, a quiet and light reading area, adequate reference reading area with a staff-member nearby (at the Circulation Desk) for consultation, plus enough added shelf-space to permit at least four full years of Library growth.

Additional Funds Required $
A final resort which will go far toward meeting the space problem will be the erection of a Deposit Library in cooperation with Bryn Mawr College. Bryn Mawr has felt the shortage of library shelf-space earlier and more acutely than we; there have been occasional discussions between the librarians (ref. letters in Librarian's files of Dec. 11, 1951, and March 3, 1952) and presidents (ref. memo's from President White, March 12, 1952, and Nov. 29, 1954) of Swarthmore, Haverford, and Bryn Mawr as to the feasibility of establishing a joint deposit library. Such a library, centrally located, and retaining one copy only of little-used sets and volumes, would mean a great saving of shelf-space and would require far less maintenance and supervision than that provided in the main libraries. As the space problem grows more pressing at Haverford and Bryn Mawr Libraries, the plan for a deposit library should be discussed again, as a major device forestalling the necessity of building a further addition to our present Library.

II. ORIENTATION AND REFERENCE SERVICES

A. Orientation

1. Publications: After extensive analysis and consideration of over forty library handbooks now in use in other libraries, it has been concluded that a library handbook would not substantially advance the effective work of the Haverford Library. It would be of greater value to the Library to work out a planned relationship between two types of College publication which have in fact been in existence in the past, namely a Library leaflet and a research handbook.

a. Library leaflet. This should be directed at freshmen, visitors, and other newcomers to the Library, and should include such matters as:
1. **Map—diagram of book locations.**

2. **Brief instructions on how to find a book, and on how to find special types of information—periodicals, encyclopedias, etc.**

3. **List of major reference works, and a note as to their use.**

4. **Library hours, reserve and borrowing regulations, and schedule of fines.**

5. **Other library resources nearby, the Union Catalogue, and the Interlibrary Loan System.**

The leaflet now in use at the State Teachers College, Trenton, New Jersey, seems the closest approximation to the leaflet we propose.

b. **Research handbook.** A handbook similar to the Guide to the Preparation of Research Papers now in use, but substantially revised in the light of faculty experience and suggestions. Such a handbook should include:

1. **Elementary guidance in research methods.**

2. **Principles and forms of documentation and bibliography.**

3. **Elementary guidance in bibliographical method in each of the three divisions of the curriculum.**

4. **Lists of the major reference and bibliographical works in general liberal arts study and, in greater detail, in each of the three divisions of the curriculum.**

2. **Orientation Sessions:** It is felt that orientation sessions at the start of the student's freshman year, whether in the form of a tour of the Library or a classroom hour or two devoted to Library procedures, do not serve any lastingly useful purpose.

   Instead we recommend that a period of orientation instruction in the Library be developed. For each of the three divisions of the curriculum, to be directed at juniors at the start of their period of major concentration.
B. Reference Services. It has long been felt that the reference services provided by the Haverford Library should be improved and extended, and the matter has been the subject of surveys, questionnaires, staff consultations and many conferences in recent years. It seems clear on the one hand that our reference services need to be substantially improved, and yet equally clear that the addition of a full-time reference librarian to the staff is not warranted now or in the foreseeable future.

The problem of reference services devolves into two questions: 1. What questions can be answered most effectively by signs, reference works, and indexes? 2. What questions require the services of a trained and designated reference librarian?

1. Reference Works and Indexes.

   a. Reference Collection. Reference works have a particular value in a small college library in that they give the student an awareness of and direction to wider areas of scholarly investigation than are represented in the books immediately available. Our reference collection must therefore be maintained with great care.


   Additional Funds Required $

   In addition there are two major bibliographical resources which would greatly speed and strengthen our reference work:


   Additional Funds Required $

   b. Standard Indexes. As a necessary short-cut in cataloguing procedures we have for some years omitted analytical cataloguing of serials and continuations indexed in the Essay and General Literature Index, International Index, Monthly Catalog, Public Affairs Information Service, Reader's Guide, Short Story Index, and United Nations Documents Index. We recommend that all of these indexes be moved to shelves in the Card Catalogue Room and that a sign be
designed to make clear that materials not found in the card catalogue may possibly be found through these standard indexes.

Additional Funds Required $ __________

c. Government Depository and International Documents Collections. The problem of making accessible the extensive uncatalogued materials in these collections has long been baffling, to Haverford as to many other libraries. Faculty suggestions and expressions of the need for reference services make it clear that the primary need is to enable students to find their way around among these two special collections.

We recommend that the following plan of readers' services and staff-records be put in effect as soon as practicable:

Readers' Services:

1. Notice of Collections.

   a. A large sign should be designed for the Card Catalogue Room, calling attention to the existence of the GD and ID Collections and their locations, and advising the reader to check list in the Special Collections Card Catalogue (No. 2a below).

   b. In the "U.S." and "U.N." card catalogue drawers, and elsewhere with cards for special agencies whose publications appear in these collections, special cards should be inserted at intervals calling attention to the existence and locations of the GD and ID Collections.


   a. Special Collections Card Catalogue. Built on the present card file, with some revisions, and located in a separate cabinet in the Card Catalogue Room, this Catalogue will provide a complete listing of GD and ID items received.

      The Special Collections Card Catalogue will provide:

      1. Call Number, if the item is catalogued;

      2. Separate cards, where irregular cataloguing or other complications require it;

      3. A write-in of titles of occasional agency publications; and
4. A check-in of all continuations and serials currently, and of periodicals yearly (when a volume is complete).

Consolidated with the Special Collections Card Catalogue will be the agency change-of-name record which has already been completed as of 1952.

b. Together with the Special Collections Card Catalogue will be kept recent issues of the Monthly Catalog and the United Nations Documents Index, with a brief notice of how to use them to secure more detailed information regarding these two collections.

3. Guidance at Location of Collections.

a. The guide-board to the GD Collection should be continued, and a similar guide-board constructed for the ID Collection, as guides to the actual locations of the documents.

A notice should accompany each guide-board advising the reader, if he has been unable to find a given document through the Special Collection Card Catalogue and the guide-board, to consult the staff-member in charge of the collections.

b. For both collections shelf-labels should be made, giving key numbers and the names of the issuing agencies.

c. Likewise tier-end labels are needed indicating the span of key numbers and also the span of agencies shelved in each tier.

Staff Records: The general procedure should be to check in or write in all incoming GDC and IDC materials in the Special Collections Card Catalogue; but to this procedure, for the reasons given below, there must be three exceptions:

1. Periodicals. To assure accessibility to the general reader and closer control during their period of currency, current GDC and IDC periodicals should be controlled by the Periodicals Department. This will entail:

a. Check-in of current-year issues on staff-room Periodicals Kardex File (and noting in the Special Collections Card Catalogue that current issues are checked-in on the Kardex File).

b. Shelving of current issues on the periodical tables.

c. Check-in of whole volume in the Special Collections Card Catalogue at the end of the year, before the year's issues are shelved.
2. Binding. Because binding records require more space than the 3 x 5 catalogue card permits and because those records must be readily accessible to the staff-member in charge of binding, a second record must be kept for GDO and IDO materials requiring binding:

a. Periodicals to be bound: recorded in Periodicals Kardex File.

b. Continuations and serials: absorbed into staff-room Continuation File.

c. Occasional agency publications: write-in in Special Collections Card Catalogue, plus special records and routing slips as needed.

3. Library of Congress cards. GDO and IDO items to be catalogued frequently incur a delay while LC cards are obtained, which in turn necessitates a special checking-in procedure. We recommend the following:

a. Such materials should be checked-in in the Special Collections Card Catalogue on arrival.

b. They should then be turned over to the Cataloguing Department and dealt with in the same way as books to be catalogued. If there is a delay pending arrival of LC cards the materials may, on special request, be consulted in the staff-room.

Additional Funds Required: $100

3. Designated Reference Librarian. In view of the type of frequency of reference question met with in the past, it does not seem justifiable to recommend the addition of a full-time reference librarian to the staff. Rather we recommend that one staff-member be designated as on call for reference questions, and be made known to faculty and students as the person to consult for reference guidance. If demands on her time as a result of such designation warrant it, it may be that a further reference assistant should be added to the staff; but present estimates seem to make this unlikely.

When the re-arrangement of the Circulation Desk and reading area recommended on p. 6 is effected, there should be an appreciable gain in reference service through having a staff-member on hand to assist persons in finding reference information.

As to the extent of reference service which the Library staff should provide, we recommend the following policy:

a. Undergraduates: Our aim should be not to answer detailed questions, but to guide them to the sources of the information needed.
b. Administration: Questions from this source should be answered fully wherever possible, and other recourse suggested where our Library cannot provide the answer.

c. Outside Calls: As a working basis, we should aim to spend no more than fifteen minutes in research on questions from this source. For complex or unduly time-consuming questions we should refer the inquirer to a better-equipped source of information wherever possible.

III. STAFF AND TECHNICAL PROCEDURES

Recent studies of our operations in the Reserve Book Room and the Order and Bookkeeping Department have led to several improvements and to some assurance that our work in those areas is proceeding efficiently. There are four areas of Library staff operation, however, in which we must look forward to substantial developments in the years immediately ahead. These needs are listed in approximate order of urgency.

1. Cataloguing Department. A series of surveys made of the time required for cataloguing each of the five main categories of catalogued accessions to the Library makes it very clear that our present staff is seriously short-handed in the Cataloguing Department. Our present cataloguing strength, when the portions of time spent on cataloguing by each of five staff-members are added together, amounts to slightly less than one and one-half cataloguers full-time. This amount is barely enough to keep pace with the year's acquisitions of new titles by purchase. It does not permit us to keep pace with the great quantity of revisions and reclassifications by which the Library of Congress system copes with rapid changes and expansion in many areas of knowledge; it
does not permit us to process substantial gifts which come
to Haverford each year. The list of such uncatalogued gifts
and special collections now numbers over a dozen—in all,
well over 1,000 volumes; they clutter the staff-room shelves,
an eye-sore to visitors, not least so to the donors them-
selves. The William Pyle Philips Collection itself has not
yet been catalogued.

Intimately associated with the need for an increase
in our cataloguing staff is the problem touched on under
Staff Organization, below—the serious shortage of pro-
fessional as compared with non-professional members on our
present staff. Our only two full-time trained librarians
are the Assistant Librarians, which means that by far the
greater portion of their time is diverted from cataloguing
to supervision of many—virtually all—of the Library
staff-operations. Every time a change occurs on the staff,
their time is necessarily diverted for some days or weeks
in training the new member.

In view of these problems, and of others described in
the Librarian's Recommendations to the President and Comptroller,
March 1, 1956, we strongly urge the addition of one fully-
trained cataloguer to the Library staff at the earliest oppor-
tunity.

Additional Funds Required $

2. Circulation Department. The inefficiency of our present
charging system and its severe drain on staff-time have been
evident for some years. The evaluation by the Middle States
Association in 1953 made particular note of this deficiency.

The following report states our recommendation for re-
vision of the present charging system:

a. Difficulties with the Present ("Double-Record")
Charging System:

The present system of charging out books from the
Haverford College Library has two distinct merits in that
it permits

1. rapidity in finding out who has withdrawn a
given book, and
2. reasonable ease in finding what books are
charged out in a given borrower's name.

It has three distinct disadvantages:

1. Much staff-time is consumed in copying the
accession number and borrower's name to the
accession card.
2. Maintaining two files (of borrower's slips
and accession number cards) doubles the
possibility of filing errors.
3. The practice of charging more than one book on one borrower's slip leads to frequent confusion in accession numbers and consequently in charging records.

b. Advantages of a Single-Entry Charging System:

A charging system which collects all records of a book's circulation on a single card would overcome all three disadvantages of our present double-record system:

1. No copying to a second card is involved;
2. Only one file is maintained;
3. Only one book is charged per borrower's card.

The single-entry system at the same time preserves a rapid access to information as to who has withdrawn a given book.

With a single-entry system it does become somewhat more difficult to discover what books are charged out in a given borrower's name. This information is essential, however, only once a year — for seniors just before their graduation in June. The time required to search the card file once a year for books charged out to graduating seniors would be far less than that needed to maintain our present double-record system.

c. Recommendations:

In view of the above considerations, we recommend changing over to a single-entry system of charging. Preliminary study indicates that there are three types of single-entry system which might well be adaptable to the Haverford Library situation:

1. INKED TAB SYSTEM (now in use at the University of Pennsylvania Library)
2. PUNCHED CALL CARD SYSTEM (used in many university and college libraries)
3. DATE TAB SYSTEM (now in use at the Woman's College of the University of North Carolina Library).

With the adoption of any one of these systems it might well be advisable

1. to eliminate the "two-week book" — permitting all circulating books to be borrowed on one-month loans;
2. to have books fall due on two stated days in each week rather than on every day.

In determining which system is best adaptable to the Haverford Library one must keep in mind that for more than one-half of the Library hours the Circulation Desk is operated by student-aid employees. This means that any system adopted must be simple and easily managed by unskilled desk-attendants.
Our tentative conclusion is that systems no. 2 and no. 3 on previous page are most promising. Before either is adopted, however, further detailed tests will have to be run to give us firm basis for making the final decision.

Additional Funds Required: The change-over would entail initial costs of printing new call cards and of carpentry to fit them to the Circulation Desk.

(Thereafter there should be a slight increase in cost of cards - over present borrowers' slips - but a substantial saving in staff-time).

Upon completion of this revision of our charging system and a year or two of experience with it, it is possible that we may effect substantial saving of staff time through eliminating the accession-book record. Most college libraries have long since dropped the accessioning process, but it serves so many purposes in our present Library procedures that we should not abandon it without careful advance study.

3. Staff Organization: In designing an optimum table of staff organization for the Haverford Library there are several changes one might wish to make. Chiefly, we must aim for a heavier proportion of professional to non-professional library staff - which in turn will permit more efficient use of student and clerical work. Plans have been submitted to the President and Comptroller which would start development in that direction when circumstances permit.

In consideration of our present staff balance, the table of staff organization now in effect seems to work satisfactorily.

One urgent requisite, for present use and future reference, is a Staff Manual, giving detailed and exact job descriptions. This would serve not only to clarify present operations, but also to facilitate the training of new staff-members and suggest new job alignments.

4. Periodical Department. Our major recommendation affecting this department concerns the desired move of the current periodical section into the South Wing. The plan is detailed on p. 7, and on the following page (p. 18).
IV. PHYSICAL PLANT

The major foreseeable physical needs of the Library appear to be the following, arranged in order of their urgency and feasibility:

1. Designation and equipment of a Micromaterials Reading Room in Library no. 3 (see p. 6).

   Additional Funds Required $

2. Elevator in stacks and electric power in staff-room book-lift. (This has been a repeated recommendation, in the "Librarian’s Survey of Physical Needs of the Haverford Library," May 28, 1951, and before).

   Additional Funds Required $

3. Air-conditioning or greatly improved ventilation, to combat summer heat and humidity which have been severely detrimental to staff work and, through moisture and mildew, to the book collections.

   Additional Funds Required $

4. Extension of card catalogue to the north wall of the Card Catalogue Room. (The date when this need will become imperative is difficult to predict, but it will certainly be within the next ten years and will be predictable at least two years in advance).

   Additional Funds Required $

5. Renovation of the South Wing and Relocation of the Circulation Desk, Reading Area, and shelving in the central portion of the Old Library (see pp. 6-7). (Again, the time when this improvement becomes imperative will be dictated by needs for periodical shelving space and accessible book shelf-space).

   Additional Funds Required $

6. Book-Mending Space. The present book-mending area, located at the center of the Staff-Room, has drawbacks in that it is space-consuming, messy, far from a water supply, and often too warm to permit proper preservation and use of adhesives. We recommend the establishment of a mending area in the south portion of the Receiving Room, which appears to offer a solution to most of the present difficulties.

   Additional Funds Required $

7. Relocation of the Men's Room and Construction of a Treasure Room Vault (recommended in "Librarian's Survey of Physical Needs of the Haverford Library," May 28, 1951). To move the Men's Room from its present location (possibly to a basement area built under the entrance vestibule) would be highly desirable, and would permit the construction in its old location of a repository for rare books and manuscripts which would be safer and easier to control as to temperature and humidity than the present Treasure Room areas.

Additional Funds Required $ ______________________

8. The construction of a Music Library and a Poetry Room (see p. 4) would seem to be of substantial value to the College, though, in consideration of the need to conserve space, we recommend that these be established outside the main Library building.

Conclusion

We propose that this STATEMENT of long-range OBJECTIVES IN THE DEVELOPMENT OF THE HAVERTFORD COLLEGE LIBRARY be adopted as the basic guide for the development of the Library in the next three decades, that it be revised only in the light of careful and deliberate re-thinking of the portions in question, and that its recommendations be realized systematically as funds permit.
# APPENDIX A

## LIBRARY SURVEY: BOOK COLLECTION NEEDS

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**TOTALS:**  
$6,600.00 $10,550.00

**Present Librarian's Departmental Pool Annex Fund, available for departmental purchases, 1955-1956:**  
$1,000.00

**TOTAL INCREASE NEEDED:**  
$2,250.00
APPENDIX B

PROPOSED RARE BOOKS POLICY

At its meeting on Nov. 22, 1955, the Library Committee proposed that the following general policy to govern expenditures of Philips Funds for rare books be submitted for approval to the President. The proposal is that this policy be applied on an experimental basis during the next three years, 1956-1957, 1957-1958, and 1958-1959.

1. Principal expenditures should be directed towards the building of collections centered on particular themes.

Nature of collections:

a. Collections will be approved only if they

1. fall within the time period covered by the original Philips Collection (1472-1755), and

2. are related to the teaching needs of the College.
   (We appreciate the breadth of the term “teaching needs,” realizing that in the various departments of the College many varying teaching techniques are used).

b. The Library Committee strongly recommends that these collections be built of works not available in good modern reprint editions, particularly since it is in the interests of economy and the over-all usefulness of the collections that they supplement works already available on the current or second-hand market. With the Library Committee’s approval in each case, however, early editions of works that do exist in modern reprint form may be purchased.

Procedure in Acquisition: A specified fund (we recommend $1,000.00 per year) should be allocated for the development of each collection.

a. The responsibility for selection of titles appropriate for each collection will rest entirely with a member of the faculty expert in the fields concerned.

b. Responsibility for actual purchases, for determining matters of bibliographical detail, condition, and whether or not to acquire any particular copy of the title recommended, rests entirely with the Librarian.

2. Single acquisitions outside the range of these collections should still be possible during the 1956-59 period, subject, as in the past, to approval by the Library Committee, the Librarian, and the President of the College.
Minute 1: The minutes of the meeting of April 19th were approved as read.

Committee on Curriculum and College Program

Minute 2: Philip Bell presented the following proposed changes in course offerings:

   Prerequisite: a previous course in French literature.
   A new course. Approved for one year.

b. German 38. Modern German Literature.
   Admission by permission of the Department.
   A new course. Approved for one year.

c. Sociology 43. Criminology.
   " 44. Social Stratification
   Both new courses. Approved for one year.

(Note: Mr. Bell reported that Sociology 81 will be numbered 41, Sociological Theory.
Sociology 61, Social Research, will be numbered 51.)

d. Public Speaking. It was recommended and approved that compulsory training in public speaking, now a part of the program of English 11-12, be dropped. Students who so desire may take the Public Speaking course in the Arts and Service Program. Others in special need of help should be encouraged to obtain it in some such manner as instruction in remedial reading is now provided by the College.

Faculty Representatives on the Board of Managers

Minute 3: Francis H. Parker was elected as Second Alternate for a term of one year, while the term of Howard Teaf, elected First Alternate at the last Faculty meeting, will be considered to run for two years.

Minute 4: At the suggestion of John P. Roche, the Faculty asked their Representatives on the Board of Managers Committee for the Selection of a President to call a general meeting of the Faculty before the end of the semester to discuss the choosing of a President.

Adjourned, 11:10 A.M.

Thomas E. Drake
Secretary
Regular Meeting
Acting-President MacIntosh, presiding
June 5, 1956
9:15 A.M.

Minute 1: The minutes of the meeting of May 24th were approved as corrected.

Committee on Curriculum and College Program
Minute 2: Dean Cadbury recommended for the committee and the Faculty approved the proposal of the Music Department that a new course be offered for the fall semester of 1956-57 only: Music 25. Seminar in Music History.

Library Committee
Minute 3: Wallace MacCaffrey reported in reference to a minute of the meeting of January 19, 1956, that the College counsel was of the opinion that rare books purchased under the Philips Fund must be of the same type as the books in the Philips Collection at the time of the original bequest to the College.

Academic Council
Minute 4: Dean Cadbury reported the following Faculty committee appointments:
1) ad hoc Committee on Housing Policy: Douglas Heath, Marcel Gutwirth, and Ira Reid.
2) Chairman of the Committee on Curriculum and College Program: Cletus Oakley.
3) Chairman of the Student Affairs Committee: Theodore Hetzel.

Awarding of Degrees
Minute 5: The Faculty recommended to the Board of Managers that appropriate degrees be awarded to those students who have fulfilled the requirements.

Honors
Minute 6: The Faculty approved the award of highest honors and high honors to the following men in the subjects indicated:

HIGHEST HONORS
Gerald Stuart Witherspoon Philosophy

HIGH HONORS
George M. Anderson English
John Smith Barrett German
Richard Alexander Isay Psychology
Donald Carlton Mead Economics
Michael Elliot Smith Political Science

Minute 7: The Faculty expressed its appreciation of the special and arduous service to the College which Archibald MacIntosh has performed during the past year.
(Regular meeting of the Faculty - June 5, 1956)

Minute 8: The Faculty also recorded its appreciation of the long and stimulating service of Professor L. Arnold Post and John W. Flight, who are retiring at the end of the current academic year.

Faculty Pensions

Minute 9: Professor Snyder indicated his intention of commenting in writing on the subject of Faculty pensions, and said that these comments would be available for perusal in the Faculty Room in Founders Hall.

Adjourned 9:40 A.M.

Thomas E. Drake
Secretary