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President Harnwell Discusses His Impressions of Soviet Education

In response to a request from the Editor for a personal report to readers of The Almanac, President Gaylord P. Harnwell has graciously prepared the following statement regarding his recent visit to Russian institutions of higher learning:

From June 26th until July 12th I visited the U.S.S.R., and while this period was entirely inadequate to gain any real familiarity with such a vast country and society, my experiences were so interesting that I would like to share a few of them with my faculty colleagues.

We enjoyed the warm hospitality of all whom we met and had many courteous conferences and informal conversations with members of the Ministry of Higher Education, with university faculty and administrative people, as well

as with students and casual acquaintances—in many cities and under many circumstances.

In the older western centers of learning my colleagues and I visited the universities in Moscow and Leningrad as well as research institutes maintained by the Russian Academy of Sciences and technical institutes concerned with specialized training programs.

In the province of Georgia in the Caucasus, we visited the University and a medical institute in the capital city of Tbilisi. Our brief stays in Baku, the capital of Azerbaijan, and Samarkand in Uzbekistan had less to show us in the field of higher education than in that of colorful local culture. On the other hand, the universities of Uzbekistan in Tashkent and Kazakstan in Alma-Ata, as well as the extensive institutes in these cities, gave a remarkable picture of the phenomenal growth during the past forty years of higher education in Central Asia.

The days were filled with such visits as these, as well as some of a more general nature to factories and city administrators. The nights were crowded with delightful entertainment flavored with the background of the folk customs of local areas which are fostered by the provincial governments. On every occasion we were constantly plied with viands and vintages reminiscent of the more exotic flights of Scheherazade's imagination.

To visitors such as ourselves, the most impressive observation is the enormous prestige which is enjoyed by higher education in the Soviet Union and the total commitment to it that has been made by the central and provincial governments. Its importance pervades the entire social system. Education is pursued with an enthusiasm which is only equalled by the rewards which are won by those who successfully attain their goal. He who is sometimes called a "grind" or an "egg-head" upon our campuses is referred to in official publications, if not in casual student conversations, as an "intellectual hero of the State." The concept of anti-intellectualism would be completely incomprehensible to their student bodies.

There is, of course, no teacher shortage, for a post on a university faculty is the most sought-after plum in all the pudding of Soviet careers. Vacancies are advertised and

Faculty Club Officers Chosen

The Faculty Club began its corporate existence on July 2, 1958. The purpose of the Club, as defined in the application for incorporation, "is to advance the interests of the University of Pennsylvania and its schools, departments, and committees by providing a place for meeting to facilitate University business, and by promoting acquaintance, fellowship, cohesiveness, cooperation, and communication among the members of the University's faculty and administrative officers."

The incorporators included President Harnwell, Provost Rhoads, Dr. John P. Horlacher, then Chairman of the Senate, and these members of the Faculty Club Committee: Dr. Edward L. Brink, Assistant Professor of Marketing, Dr. Orin E. Burley, Professor and Chairman of Marketing, Dr. John A. Goff, Professor of Mechanical Engineering, Dr. Samuel N. Kramer, Professor of Assyriology, Dr. G. Malcolm Laws, Jr., Assistant Professor of English, and Dr. Ralph C. Preston (chairman), Professor of Education.

On June 10, 1958, the incorporators provisionally elected the following to the Board of Governors of the Faculty Club: Dr. Kenneth Atkins, Associate Professor of Physics, Dr. R. Jean Brownlee, Vice-Dean of the College

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Know Your University

("Know Your University" will offer, from time to time, information about various centers, clinics, and institutes serving campus and community needs. In the first article below, Dr. Ralph C. Preston, Professor of Education, describes the University's Reading Clinic, of which he is Director.)

The University's Reading Clinic, located in Eisenlohr Annex, was founded in 1937 by the late Professor Francis M. Garver. It was one of the earlier centers



Dr. Preston in the Reading Clinic

devoted to the scientific study and treatment of reading disabilities. It is perhaps best known locally for its diagnostic and instructional work with individuals. Between 150 and 200 cases of reading disability — mainly school children, but also a good many college students and adults — are individually examined each year, each receiving an intensive diagnostic examination over three or four sessions. Of these, approximately 100 receive individual instruction at the Clinic, the remainder being referred for help to other agencies or specialists in their respective communities.

The Clinic works on a large scale with University of Pennsylvania students. It administers screening tests to approximately 1500 freshmen and transfers in nine of the University's schools during Freshman Week. Those whose scores indicate the probability of difficulty with reading assignments are urged to go to the Clinic for further examination and conference. Following the conference, some students enroll in a non-credit course, organized in small sections, in reading and study skills. Some freshmen who do well on the test, and a number of upper classmen and graduate students, also choose to enroll in the course.

Another service to University students is the reading-and-study conference. Any University student may arrange for a conference at the Clinic to discuss reading or study problems associated with his academic work. Last year, 300 students had such conferences, for which no fee is charged. Most of these students, after one or two such sessions, achieve sufficient insight into their

difficulties and needs to enable them to cope with their problems without further help. Some are discovered to have needs that lie in other areas, and appropriate referrals are made.

It is by no accident that the Clinic is part of the School of Education. One of its chief functions from its inception has been the training of specialists through graduate courses for positions in the field of reading in schools and colleges. A significant aspect of the Clinic's training of teachers is its use by schools and colleges as an informal training center for their personnel. For example, in the past year school systems in Pennsylvania and Ohio and a college in Virginia sent teachers to the Clinic for brief periods of intensive study, observation, conferences, and field work. A concomitant function of the Clinic is to inform and provide an overview for other professional workers who take its courses—school teachers and administrators, college instructors and deans, and workers in guidance, psychology, nursing, social work, and other professional fields.

Any university-affiliated reading clinic has a primary obligation for research. In addition to treating the handicapped readers who come to it, the Clinic utilizes its experience and data in the investigation of those aspects of the reading process and reading disability which are still poorly understood. The Clinic's research program is a crowded one. Published research stemming from its work covers areas ranging from the interrelationships between reading achievement and other areas of development to the etiology of so-called congenital alexia.

Lecture Series Announced

The Benjamin Franklin Lecture Series, 1958, bearing the general title "Social Control in a Free Society," will present a distinguished roster of speakers in the Auditorium of the University Museum this fall.

The complete program is as follows:

October 21: Willard Hurst, Professor of Law, University of Wisconsin, on "The Meaning of Freedom";

November 5: Carl G. Hempel, Professor of Philosophy, Princeton University, on "Science and Human Values";

November 12: George J. Stigler, Professor of Economics, University of Chicago, on "The Business of Business";

November 19: Gilbert Seldes, author of "The Great Audience" and "The Public Arts," on "Mass Versus Coterie Culture"; and

December 2: Loren C. Eiseley, Professor of Anthropology, University of Pennsylvania, and author of "Darwin's Century," on "The Ethic of the Group."

Chairman of the University Lecture Committee is Vice-Provost Roy F. Nichols. The programs begin at 8:00 p.m. and admission to the lectures is free.

How to Raise Teaching Standards

"I have long maintained that any college can raise its standards simply by firing annually whichever professor is voted 'Best Liked' by the graduating class."—Clifton Fadiman in an essay on the subject of what makes a teacher great—in the October issue of "Holiday" magazine.

Soviet Education *(Continued from page one)*

filled by critical selection from a wealth of candidates. A professor's salary is of the order of eight times that of an unskilled worker and five times that of a skilled one. He is accorded three times as much living space per member of his family as are they. When he rises to the great heights of the doctor's degree and is accorded membership in the Academy of Sciences, his salary will be more than doubled. He will be provided with living quarters in the country, an automobile, and indeed be the envy of Mr. Khrushchev himself.

In this connection, a remark in passing on the subject of academic tenure in the Soviet Union might be of interest. We had heard that the competence of the performance of everyone in a responsible position is reviewed every five years with the view to determining whether promotion, perpetuation, demotion, or retirement is appropriate. It appears that this interesting practice obtains among faculty members of all grades as well, but as the review is conducted by competent colleagues, the result in practice would not raise the eyebrows of the A.A.U.P. for, except in well-advanced cases of galloping senility, retention or promotion is recommended.

The Minister of Higher Education and the Academy of Sciences constitute a central machine of great efficiency for the communication of knowledge and the pursuance of research. The word "science" is construed very broadly by these agencies—much in the sense of the German "wissenschaft"—for scholarship is included therein, and the emphasis on philology in their academies is as impressive as that on physics or chemistry. The literacy rate has risen phenomenally in the forty years from a situation in which but a few per cent could read to one in which now but a small percentage cannot—and those the extremely young and the extremely old.

Pattern Centrally Planned

The system, however, is a monolithic one with a pattern which is centrally planned and procedures which are centrally master-minded from the city of Moscow, and as such, it has its shortcomings and its hazards. If the Minister of Higher Education is sufficiently omniscient to assess correctly all the minutiae of the nation's educational needs, the nation is greatly to be envied. But if he should be subject to human error, the momentum of the system could carry it far down its present path before the need for change could be recognized and inadequacies corrected. There is, I believe, an analogy with the weakness of all genetically homogeneous populations. There is a lack of the matrix of latent variation such as we enjoy from the diversity of our institutions. This could make it difficult to respond to changing environmental conditions or to adapt itself to new situations or stimuli. In Russia, there are no private or independent institutions of higher education, which have played such a role in our country in keeping the state system alert and honest, and history alone will show the magnitude of this defect.

The higher educational system reflects the ideology of the State. The objective is the public good as assessed by national planners, rather than the evolution of the individual in accordance with his talents, interests, and ambitions. The whole pattern of economic consumption is oriented toward what is deemed to be best for all. Great sums are spent on parks, public buildings, expositions, and

those things which can be enjoyed by many people, whereas clothes, cars, refrigerators, and washing machines are dear and hard to come by. The common weal comes first and the individual is a poor second. This can be an attractive philosophy and satisfying to the Soviet citizen, particularly if the planning approaches perfection; but it would not be an acceptable pattern in America where we are so keenly aware through long experience of the fallibility that is the inevitable characteristic of the planner.

Though the monolithic character of Soviet education has great advantages for a new nation which is bending all of its efforts to the instruction of its citizens, it has little to commend it to us in America. On the other hand, the extraordinarily pragmatic and critical approach to education—the concentration upon what is objectively demonstrable and the insistence that we know what we are talking about in the classroom—may well have certain useful lessons for us. The conversations which we had with our Soviet colleagues were reminiscent of Benjamin Franklin's emphasis on "useful knowledge."

Two Groups of Faculties

In general, the faculties are divided into two groups: that concerned with science, and that concerned with the humanities. While these receive commensurate support in the early stages of the university curricula, the support for science far out-distances that for the humanities when the research phase is reached. Science, however, is conceived of broadly and is by no means limited to physics and chemistry. The earth sciences, the biological sciences, and every area capable of precise quantitative attack is included. On the other hand, the area of the social sciences is relatively uncultivated. Social psychology, anthropology, sociology, political science, and so forth receive but scant attention, and it is paradoxical that a nation characterized by such intensive centralized organization gives so little formal study to human behavior and the organizational aspects of society. There is a tendency on the part of the academic people with whom we spoke to question whether there is, indeed, a subject for study in areas where semantics has always impeded clarity of concept, where argument is diffuse and inconclusive, and where subjective evaluation plays so great a part.

Their pragmatism is again shown in the way in which their resources are used with the greatest efficiency in their educational programs. The ruble is stretched as far as it will go by using their old buildings where these will serve, by employing simple apparatus in elementary courses, and by conducting their beginning instruction in large classes. Where good facilities are essential, these are provided, and advanced students in science have excellent apparatus, libraries are well stocked with foreign and domestic journals, and advanced classes are held in small groups with individual attention in seminars and examinations.

Again the Soviets seem to have appreciated the importance of transferring the responsibility of education at the earliest possible moment from the teacher to the student. Students come with a high motivation and an intense determination to succeed, and these circumstances are drawn upon to transfer to the student in his early years at the university the sense of responsibility for his own progress and to convince him that his rewards will be in proportion to his own efforts.

The emphasis on language instruction and also upon education in the culture of Russia and the other republics

is in keeping with the general pragmatic outlook upon education. The linguistic abilities of the students are impressive. As a result of four years of a foreign language in the intermediate school and from two to six years in the university, it is rare to meet a student upon a campus who cannot communicate reasonably adequately in English, French, or German. English is the most popular, and we rarely engaged in conversations with any sizeable group of students where it was necessary to call upon our own interpreters in order to maintain a lively interchange. The utilitarian aspect of this language competence is obvious. They can communicate effectively with all people both at home and abroad. The literature of America and western Europe is open to them, and the size of the libraries and the presence of many bookstores in the cities convince one that these resources are employed. The nation itself is a polyglot one, and local dialects are often used in the first university years, though Russian is the language of instruction in all universities in the advanced classes.

The emphasis on language carries with it a respect for folk traditions as well as for the civilizations of other nations. The foreigner from India, or China, or the Argentine is almost as much at home in Moscow or Leningrad as is the man from Armenia or Kazakhstan. While the prevalence of Russian tends to unite the Soviet Union, the linguistic abilities of its citizens go farther in promoting the growth of a sense of unity not only with the Soviet provinces, but with other Asiatics and eastern Europeans.

Student Receives Stipend

A student who is accepted in a university receives as a stipend about half as much as he could earn in industry, if he needs such subvention; and if he proceeds in his university career and demonstrates diligence and ability, he can expect to receive in his last year two or three times as much as in his first. The extracurricular activities are surprisingly like our own with the possible exception that these appear in no danger of overemphasis. A student from a distance who attends the University of Moscow is provided with a room in the great University building which is not unlike the room that he would have in one of our dormitories. Students who reside within a reasonable distance are commuters but, spending most of their day at the University, they participate in all student activities. Physical education is a formal part of the educational program during the first two or three years, and after that, intramural sports groups provide opportunities for keen competition with one another. It is clear, however, to the most casual observer, that the rewards to be won in the University are those which come from scholarship and not from physical prowess; and in consequence, sports are pursued in the healthy interest of the participants and are not to be confused with the principal objective of a student's career. Again there are dramatic societies, debating societies, and clubs for games of all sorts which carry on their activities out of hours in the University buildings.

Finally, one must mention the much greater similarity in the educational pattern which is prevalent for men and women than we find to be the case in our universities. This reflects the remarkable extent to which women participate co-equally with men in all activities within the Soviet Union. The discrepancy between our patterns is probably greatest in the area of medicine. Only a small

percentage of the students in our medical schools are women, whereas in a Russian medical school there would be twice as many women as men. In the scientific curricula women are found to a much greater extent in Russia than in America. An engineering institute which we visited considered that it had fewer women in proportion than most other similar institutes although 35% of its students were women. In the faculty of mathematics and physics in Alma-Ata, the capital of Kazakhstan, 35% of the students were women, and this contrasts with a population about one-tenth as great in similar departments at our universities.

The reasons for this are doubtless deeply rooted in our cultural patterns, and we could not change far in the direction of the Soviet Union even if we were desirous of doing so, but to the visitor to Russia the phenomenon is a most striking one and by drawing upon the whole population for students in all areas for practitioners in every profession, they have a broader base than we for growth.

The opportunity for this brief but varied glimpse of Soviet education was stimulating and challenging. In a way, it was also somewhat puzzling and perturbing. The vast enthusiasm, the highly pragmatic approach, and the self-evident success in literacy, training, and practical accomplishments are all most impressive. However, the westerner is haunted with some doubts and fears as to a society which places the presumable common good so far above the obvious individual predilection and which contains within itself so few of the checks and balances or the doubts and humilities which have grown up among our colleges and universities as a result of their individualities and the academic freedom and responsibility which characterize the best of our institutions.

New Social Security Law

Effective January 1, 1959, Social Security taxes will go up. The bigger taxes and the bigger benefits to follow immediately have been provided in a bill signed by President Eisenhower.

At the present time the tax rate is 2-1/4 percent paid by both the University and the individual staff member on a top salary limit of \$4200. The new rate will be 2 1/2 percent for each on a salary as much as \$4800. This change will increase the maximum tax payment from \$94.50 to \$120.00 a year.

Primary benefits under the modification will be increased by about 7 percent. Increases for those already receiving Social Security payments will go into effect early in February. Maximum monthly payments to a retired person will be increased from \$108.50 to \$116.00. A retired staff member and his wife receiving the present top payment of \$162.80 will have the monthly benefit check raised to \$174.00.

Survivor benefits will also be affected. The maximum payment to a widow will go from \$81.40 to \$87.00 per month. Payments for a widow with two children will be increased from the present monthly maximum of \$200.00 to a new maximum of \$232.00.

The new tax rate will be in effect only one year before it is due for another hike. Tax rates are scheduled to be raised again in 1960 and thereafter at three-year intervals until 1969.

Schoolmen's Week — Oct. 8-11

The forty-sixth annual Schoolmen's Week will be held on the University campus from Wednesday, October 8, through Saturday, October 11. It is expected to have a total attendance in excess of 30,000.

The general theme of this year's conference, says Dr. Frederick C. Gruber, Associate Professor of Education and General Chairman of the proceedings, is "Quality and Quantity in American Education." This topic will be keynoted by Dr. James Bryant Conant, Director of the Carnegie Corporation's Study of the United States' High Schools, at the first general session of the conference on Thursday morning, October 9, at eleven a.m. in Irvine Auditorium. Dr. Conant is former U. S. Ambassador to West Germany and former president of Harvard University.

Wednesday's programs, says Dr. Gruber, "will be devoted to a conference on higher education. President Harnwell has invited heads of colleges and universities in Delaware, Maryland, New Jersey, and eastern Pennsylvania to participate in four programs ending with a dinner which will pay especial tribute to our Graduate School of Arts and Sciences and the many scholars and teachers it has produced over the years. Dr. Hayward Keniston, former Dean of the College, University of Michigan, will speak on 'The Future of Graduate Education in the United States.' Other programs will deal with science education in America and Russia, current problems in higher education, and the responsibility of colleges and universities for the training of public school personnel."

Among prominent visitors to the campus will be Robert H. Matthewson, Division of Teacher Training, New York City Schools; Henri Peyre, Professor of French at Yale University; Ralph H. Ojemann, Director of Preventive Psychiatric Research Programs at Iowa State University; Joseph G. Brennan, Professor of Philosophy, Barnard College; and Van Cleve Morris, Professor of Education, Rutgers University.

The Schoolmen's Week Committee is also sponsoring two extension programs, the first at York on Thursday and Friday, October 16 and 17, the second at Lancaster on Friday, October 24. These programs have been arranged through the cooperation of local committees with the campus Schoolmen's Week coordinators.

More than forty members of the University of Pennsylvania staff will participate in the 150 conferences that have been arranged. Elementary programs have been coordinated by Dr. Ralph Preston, secondary education by Dr. Hugh Shafer, and programs in administration by Dr. Lee Garber, all of the School of Education.

Complete programs are available in the Office of the School of Education. Admission to all events is free.

University Offers TV Program

The University is currently sponsoring a new segment of WFIL-TV's well established "University of the Air" series. The new program, called "Frontiers of Knowledge," features members of the Faculty and is conducted regularly over channel 6 at 9:15 a.m. every Monday. Its aim is to "showcase" interesting research at Pennsylvania, explaining its methods and its objectives to the public. WFIL-TV thinks so highly of the project that each program is being reproduced on video-tape for subsequent airing on its affiliated Triangle television stations in Altoona, Binghamton, Lebanon, and New Haven.

Faculty Club (Continued from page one)

for Women, Dr. Orin E. Burley, Dr. James C. Charlesworth, Professor of Political Science, Dr. John M. Fogg, Jr., Professor of Botany, Dr. Alexander H. Frey, Professor of Law, Dr. John A. Goff, Mr. William R. Gordon, University Treasurer, Dr. G. Malcolm Laws, Jr., and Dr. Robert L. Mayock, Assistant Professor of Clinical Medicine.

The Board of Governors held a preliminary organizational meeting on July 10, 1958, and provisionally elected the following officers: Dr. John A. Goff, President; Dr. Orin E. Burley, Vice-President; Dr. G. Malcolm Laws, Jr., Secretary; Mr. William R. Gordon, Treasurer; and Dr. R. Jean Brownlee, Assistant Treasurer.



Dr. Goff

The officers of the Club estimate that it will need more than 1200 members to operate on a sound financial basis. Membership is classified as follows in the by-laws adopted by the incorporators June 10: Regular Members (Faculty with the rank of Instructor on up, Administrative Officers with the rank of Director or any higher rank, and Trustees, all of whom shall be entitled to attend meetings, vote, and hold office); Associate Members (friends and associates of the University, assistant instructors, graduate students, and such senior employees as are recommended by the Membership Committee); Temporary Members (visiting scholars and administrators of temporary research and other projects); and Honorary Members (such members of the Club upon whom the Board of Governors may determine for special reasons to confer such privilege of membership and such members as are emeritus professors retired prior to the formation of the Club. Honorary members shall not be obligated to pay dues, fees, or assessments.)

The tentatively proposed annual dues schedule, which is still being carefully studied, is as follows:

Assistant instructors, graduate students, research assistants	\$25.00
Instructors and Assistant Professors	\$35.00
Associate Professors and Professors	\$50.00
Administrators, Trustees, friends, associates, senior employees	\$50.00

The question of an initiation fee will receive consideration at a later meeting of the Board of Governors.

The Club's Membership Committee at present consists of Mr. Robert G. Cox, Assistant Professor of Accounting (chairman), Dr. John M. Fogg, Jr., and Mr. John L. Moore, Business Vice-President. An intensive membership drive is now under way.

The Faculty Club building, which was dedicated last May 26th to the memory of James M. Skinner, Chemical Engineering, 1911, is expected to be completed by the end of the year.

The first meeting of the University Senate in the academic year 1958-1959 has been called for Friday, October 31, at 1 p.m. in W-51, Dietrich Hall.

Among Other Things

NAMES: *Dr. Walter B. Jones*, Professor of Education and Director of Vocational Teacher Education, is off to Rome on a year's leave of absence to work as Educational Consultant with the European Productivity Agency. The Agency is a branch of the Organization for European Economic Cooperation, successor to the Marshall Plan . . . *Mr. Gene D. Gisburne*, Vice-President for Student Affairs, is now serving as Chairman of the College Scholarship Service Committee of the College Entrance Examination Board . . . The University's Medical Affairs Division was well represented at the First Institute on Veterinary Public Health Practice, held early this month at the University of Michigan. Among those presenting papers: *Dr. Mark W. Allam*, Dean of the School of Veterinary Medicine, *Dr. James P. Dixon*, Professor of Public Health and Preventive Medicine, and *Dr. Tom F. Whayne*, Associate Dean of the School of Medicine. . .

WELCOME: to *Dr. David S. Grice*, newly appointed Chairman of the Department of Orthopedic Surgery and *Dr. Theodore H. Ingalls*, now Professor of Preventive Medicine and Epidemiology—both formerly of Harvard . . . and to these new members of the English Department: Visiting Professor *Thomas H. Johnson* (of Lawrenceville School), Visiting Professor *Lewis Leary* (Columbia), Visiting Associate Professor *Richard W. B. Lewis* (Rutgers), Associate Professor *Tristram P. Coffin*, Assistant Professors *Gerald Weales* and *Charles E. Boewe*, Instructors *Philip R. Micks*, *Robert Y. Turner*, and *Landon C. Burns, Jr.*, and Lecturer *Christopher Davis*. . .

QUOTES: Anyone want to argue with *T. S. Eliot's* observation that "no one can become really educated without having pursued some study in which he took no interest—for it is a part of education to learn to interest ourselves in subjects for which we have no aptitude"?

CONGRATULATIONS: to *President Gaylord P. Harnwell* upon receiving the Navy Distinguished Public Service Award "for his outstanding contributions to the Department of the Navy in the field of scientific research and development" . . . to *Dr. I. S. Ravdin*, Professor of Surgery, on his appointment as Vice-President of the University for Medical Development . . . to *Dr. John McK. Mitchell*, Dean of the School of Medicine, on his appointment as Vice-Provost responsible for the coordination of instructional programs within the Medical Affairs Division . . . to *Dr. Herman Beerman*, Professor and Chairman of Dermatology, recently elected President of the Philadelphia Dermatological Society for the year 1958-59 . . . to *Dr. LeRoy Ennis*, Professor of Oral Roentgenology, recipient of this year's Annual Award of the Pennsylvania State Dental Society for his outstanding service to the science of dentistry . . . to *Dr. Charles C. Price*, Chairman and Professor of Chemistry, who recently received official commendation for outstanding performance of duty to the American Chemical Society Committee Advisory to the Chemical Corps, United States Army . . . and to *Dr. David M. Davis*, Visiting Lecturer in Urology, newly elected Vice-President of the International Urological Society. . .

OBSERVATION: "Universities are full of knowledge; the freshmen bring a little in and the seniors take none away, and knowledge accumulates."—the late *Dr. A. Lawrence Lowell*. . .

ROUNDUP: The University has been awarded a \$36,000 grant from the Rockefeller Foundation to continue and expand a study of landscape architecture in its relation to urban development . . . The Executive Board has changed the name of the School of Auxiliary Medical Services to the School of Allied Medical Professions . . . Also changed: the College Collateral Courses to the College of General Studies . . . *Mr. Harry M. Buten*, Director of the Buten Museum of Wedgwood, invites the Faculty to visit that institution (free) any Tuesday, Wednesday, or Thursday afternoon from 2 to 5 p.m. The Museum, which contains more than 3,000 Wedgwood ceramics dating from 1759 to the present, is located at 246 N. Bowman Avenue, Merion . . . Interested in salary conditions in higher education? There are 55 pages of statistics dealing with nation-wide data in the recently published third biennial study of the National Education Association's higher education series, "Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1957-58." Copies may be ordered from the National Educational Association, 1201 Sixteenth St., N.W., Washington 6, D. C. Price: one dollar. . .

CATCHING UP WITH THE NEWS: An honorary degree of Doctor of Humane Letters was granted to *Dr. Althea Hottel*, Dean of Women, at the June commencement of Douglass College . . . The University's first full-time Director of Foreign Students is *Dr. John F. Melby*, for 16 years a Foreign Service Officer with the State Department and executive vice-president of the National Council on Asian Affairs. Incidentally, the University has close to 600 foreign students now . . . *Dr. Maximilian R. Ehrenstein*, Professor of Biochemistry, recently returned from a professional trip to Europe where he lectured in Hamburg, West Berlin, Darmstadt, Vienna, and Brussels. . .

WORTH ANOTHER THOUGHT: "I liked (Einstein's) views on education. Why all this forcing of a child's memory? Memory—a matter of little moment. Let the child be taught to see, and to think, for itself. And let every child be taught a trade. 'After all,' said Einstein, ' . . . the best thing in the world is a happy face.'"—From *Max Beerbohm's* book of essays, *Mainly on the Air* (Knopf). . .

THE ALMANAC

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The Editors are assisted by an Advisory Committee representing the Faculty, Administration, and Personnel of the University.

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