
NEWS IN BRIEF

POETRY IN MEMORY OF PROFESSOR HOWARTH

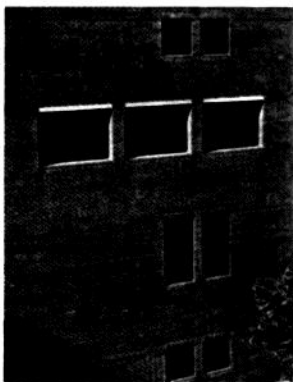
The campus community is invited to attend a poetry reading in memory of Professor Herbert Howarth on Thursday, November 4, at 4 p.m. in Room 200 College Hall. Friends and colleagues of the well loved member of the English Department, who died in July after a long illness, will read the favorites they recall as his.

H.E.W. TEAM ON CAMPUS FOR INTERVIEWS

Two federal contract compliance officers have returned to the University campus to continue interviews on University compliance with Executive Orders 11246 and 11375, concerning discrimination on the basis of race, sex and national origin.

Members of the faculty and staff may contact Robert Adams and John Rother through the Office of Equal Opportunity, Sergeant Hall, Ext. 6993, to schedule interviews on or off campus.

The University has been under investigation by the U. S. Department of Health, Education and Welfare since March 29, 1971, according to campus Equal Opportunity Administrator James H. Robinson. It is one of several hundred institutions that have come under scrutiny since the University of Michigan test case of 1970, which established the applicability of the Executive Orders to colleges and universities holding federal contracts.



*Something
New
at the
Museum . . .
See Page 5*

BOOKSTORE BRANCHES OUT DECEMBER 1

Two branches of the University Bookstore will be in operation by December 1, according to Joel Allison, Director.

Both will be located in the Class of 1920 Dining Commons (the University's newest dining facility, located in the Superblock complex) and will serve to departmentalize some of the books and other supplies now carried in the main store and small medical branch store.

When expansion is completed, the new Health Sciences Bookstore will be about the third largest of its kind on the east coast. It will house a large reference department as well as required medical and dental texts and supplies. Frank McNichols, who has 25 years experience in retail handling and classification of medical texts, will be manager.

Directly across from it will be a Dorm Shop where all student-related items now carried in the main store will be housed: clothing, housewares, student room furnishings and

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Almanac

Volume 18, Number 10

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From the Assembly:

THE COMING UNEMPLOYMENT COMPENSATION MEANS CHANGES FOR FACULTY AND STAFF

As the University prepares for the start of unemployment compensation coverage on January 1, 1972, Personnel Director Fred C. Ford described its implications for both faculty and staff before the Administrative Assembly on October 26.

He updated his spring report (ALMANAC May 11) to say that student spouses will *not* be excluded from coverage as originally announced. The only "excluded" personnel will be temporary faculty and the University's own students *when employed here* (employed elsewhere, they are in no special status). "An interpretation does exist in which the employment of a wife or husband serves as financial aid to the student," Dr. Ford said, "but we most likely will not take this route. The student spouses are a significant addition to our A-3 forces, and there has been sufficient discrimination against this group without adding a new burden."

Employees do not contribute toward unemployment compensation, he said, but the University must pay the state either on a "tax" basis (a percentage of each employee's first \$4200 of salary) or on a "pay-as-you-go" plan (in which the University reimburses the state quarterly for claims that have in fact *been* paid to its former personnel).

Since the University will probably elect the pay-as-you-go option, he said, there is a clear opportunity to keep costs down by care in making appointments; by frank evaluation during the "probationary period" when the University's liability for the unemployment compensation package is less; and by coordination of transfers. "It can be quite costly to let someone go in one department while we are hiring the same skills in another," Dr. Ford said. The Personnel Office will be responsible for coordinating such transfers.

Faculty chairmen can help, he said, by using discretion in adding short-term teaching personnel and by giving the earliest possible notice to those whose appointments will not be renewed, so that they can find new positions as soon as possible. "Teaching personnel who leave us in June without a commitment to return here in the fall, or a commitment to another institution at the end of the vacation, are eligible for unemployment compensation," he explained.

(Continued on Page 8)

THE SENATE

From the Chairman:

NO ROOM IN THE CAMPUS COMMUNITY FOR A CONCEPT OF NUMERUS CLAUSUS

When at the October 20 plenary meeting of the Faculty Senate its Secretary, Alan Kors addressed for the vocally temporarily incapacitated (honestly!) Bill Gomberg a question *cum* statement to President Meyerson concerning University personnel data and policy on behalf of the necessarily absent Ezra Krendel, he referred to the concept *numerus clausus*.

That term, which evoked as many quizzical facial expressions as it did memories of historical application, was explained appropriately by President Meyerson as the notorious quota system so often used by repressive regimes of the past.

I, for one, was well aware of its meaning: as a member of what Mr. Justice Felix Frankfurter so aptly styled "the most vilified and persecuted minority in history" (*West Virginia State Board of Education v. Barnette*, 319 U.S. 646, *dissenting opinion*), I not only became painfully aware of it as a mere boy in Nazi Germany, but along with others I have encountered it in sundry situations and circumstances in the democratic society of which I became a proud and happy part thirty-five years ago. That one is no longer truly or meaningfully affected by it does not erase all memories.

Yet in recalling and condemning that heinous *numerus clausus*—be it invoked by democratic or non-democratic societies—we ought to reject resolutely any policy that resorts to a *reverse numerus clausus*. There is a fundamental distinction, for one, between goals and timetables—and quotas or the *numerus clausus*! If there is any institution in democratic society that must firmly resist exhortations to reverse discrimination—no matter how reasonable or shrill the advocacy may be—it is the University (that most defenseless of our embattled institutions). A quota—the *numerus clausus*—be it "benign" or "malevolent"—is not justifiable either in absolute or relative terms. The democratic ethos demands the eradication of all vestiges of injustice. Thus it demands equality before the law; it demands political equality; and it demands equality of opportunity. It need hardly be emphasized that we have not as yet attained these goals; that the road ahead is not only still long, but that there remain numerous obstacles, often of the crassest kind and type. Yet there *has been* progress—and it is a distinct disservice to the cause of understanding to maintain that there has been none.

The basic quest for justice must continue with vigor both within and without the University—and it will, for its cause is the essence of a just society, and its components will insist upon it on pain of the most grievous strictures. Yet, to reiterate my fundamental conviction, there must be no embrace of the *numerus clausus*. In the words of one old warrior on the liberal barricades, Professor Sidney Hook, the "consequences of imposing any criterion other than that of qualified talent on our educational establishments, are sure to be disastrous on the quest for new knowledge and truth as well as subversive of the democratic ethos."



ADDITION TO THE SENATE RULES

On the recommendation of the University chapter of the AAUP, the Senate last spring looked into establishment of a standing committee on the economic interests of the profession, comparable to AAUP's Committee Z.

On October 20, the Senate adopted the resolution below, submitted by Louise Shoemaker, Herman Levin, June Axinn, Hace Tishler and Alexander Hersh. It should be added to the 1971 Manual of the University Senate, available from the Office of the Secretary, 112 College Hall.

Resolved: To amend the Rules of the Senate by adding Paragraph (d) to Section 8, as follows:

SEC. 8—STANDING COMMITTEES

- (d) (i) There shall be a Senate Committee on the Economic Status of the Faculty, consisting of at least 5 members, in addition to the Chairman and Chairman-elect of the Senate. The members and the chairman of the Committee shall be appointed by the Advisory Committee. The terms of office of the members and chairman of the Committee shall be one year, with no limit on the number of reappointments.
- (ii) The Senate Committee on the Economic Status of the Faculty shall gather and organize data on faculty salaries and benefits and place such data in an appropriate context, both of non-faculty components of the University and of peer institutions. The Committee shall issue an annual report on the Economic Status of the Faculty. The Chairman of the Senate, after consulting with the Advisory Committee, shall each year include as an item on the agenda of a Senate meeting any report that the Senate Committee on the Economic Status of the Faculty may bring and any resolutions appropriate to.

OPEN LETTER ON THE S.C.U.E. COURSE GUIDE

On behalf of the Student Committee on Undergraduate Education, I wish to convey the following to my colleagues:

To: All Faculty Teaching Undergraduate Courses

From: Eric Fisher, Editor, 1972 S.C.U.E. Course Guide

The S.C.U.E. Course Guide has made two innovations in its evaluations of undergraduate courses. First, this year's evaluation form for students will be an optical-scanning computer form. This will aid the Course Guide and the S.C.U.E. academic advising program in obtaining a more complete set of data on all undergraduate courses. Second, the evaluation forms will be distributed through each of the six undergraduate school offices, during registration for spring courses, to aid in obtaining a more representative return for our evaluations.

Also, we are again distributing through each department office, evaluation forms to be filled out by all faculty members teaching undergraduate courses. We feel this will aid us in having as complete and accurate an evaluation as possible in the Course Guide.

We will make copies of the computer print out available to all faculty members who desire to see it for the courses they have taught.

Thank you for your cooperation.

—Curtis R. Reitz

As speaker at the 275th Anniversary Convocation of St. John's College at Annapolis, the President of the University of Pennsylvania talked about altering the form and substance of the large universities to regain an "intellectual relatedness" that has been lost to academic specialization.

The Ivory Tower of Babel *by Martin Meyerson*

October 16, 1971

*"... let us go down, and there confound their language,
that they may not understand one another's speech."*

Genesis 11:7

Finding a person satisfied with higher education today is like sighting a snowy egret: a hauntingly rare, lonely character. I sometimes wonder if, in our present efforts to preserve almost vanished species, we should not put some thought to protecting those few people who like education as it is and as it has been.

For these are our years of educational discontent. All who are devoted to colleges and universities are distressingly aware that the present pattern of higher education does not respond to the expectations people hold for it. Students are unhappy with the content and mode of learning including its claimed neutrality and Ivory Tower character. Teachers are uneasy partly because their students and their former protagonists are; also, they see the society changing around them but often do not know whether they should react to the changes, and if they should, in what manner. Supporters seem unwilling to continue to provide for accelerating educational costs, particularly when so many ask if education is achieving its goals. Furthermore, whose goals and which goals are they? And how should achievement be measured? Confusion multiplies confusion; dissatisfaction begets more of the same. There is much agreement that changes must take place but little agreement as to the direction they should go. Faculty, students, administrators, trustees grope for solutions to problems so complex and intertwined that minds are fatigued before many questions—or at least the right questions—are asked.

The Society Contorted

Questions should be asked and solutions groped for on each campus. But many educational confusions are endemic among our colleges and universities, just taking on a localized flavor for the particular institution. Although the effects of our educational ambiguities are felt at specific institutions, they did not originate there and in part are reflections of the contortions we are experiencing in American life generally. No matter what the quality or quantity of campus introspection, ranking of objectives, and girding of energies, some educational dilemmas are insoluble by single colleges or universities. In this respect, institutions of higher learning are like cities. Cities are places where crime and poverty and ignorance and racial conflict are found, but cities are not the primary causes of these complex national phenomena, nor can cities by themselves provide the cures. So, too, in higher education. Who is to be educated and how, and to what purpose and for

whose benefit—such questions must constantly be asked and answered and reanswered by all of us.

Today I shall follow one thread in the labyrinth of educational disquiet. I shall concentrate on academic man. He is over-specialized even at many liberal arts colleges. The structure of learning is fragmented. There is little common discourse, few shared purposes or inquiries. The parts are rarely related to the whole. Professors at universities and colleges often cannot speak with one another. At the common tables in many faculty clubs, the discussion is about the headlines in the daily commercial press or those in the student press, not about common ideas. In large departments, men and women nominally belonging to the same discipline sometimes find it difficult to understand each other's work, let alone to find a meeting ground for intellectual discussion. Professors frequently find it intellectually as well as institutionally difficult to collaborate with colleagues outside a department.

The Language Confounded

And students, coming into the world of academe, are confounded by the Babel, and anxious and despairing of mastery of many special dialects. They, in many instances, retreat into fantasy, communal living, drugs: a strange and private dream-like world. They may not become as angry as they did recently when they tried to shout out the Babel around them. They commonly continue to scorn special dialects as anachronistic, or in today's vernacular, not relevant. Many students are once again apathetic, or perhaps worse, cynically docile.

Students entering our colleges and universities see mostly specialists working on narrow problems. It is as though the efficiency expert had been let loose in the university. Only this time, Frederick Winslow Taylor is not changing the length of shovel handles as he did in 1899 so that the worker can shovel more. But the actions of some of his academic successors are similar. They are concentrating on the length of the publications list and the proliferating details of the effort. The academy has in considerable measure transformed scholarship and professionalism into a kind of mental piece-work. We have narrowed horizons and become pedants.

A production ethic seems to have triumphed. We congratulate ourselves on our specialized activities. We are busy. But parochialism has crept in. Academic men and women talk about topics, not about concepts.

Many specialists feel a great pride in the mastery of a field and the advancement of it. They have every reason for personal esteem: Sumerian tablets would not be translated nor would men have been able to reach into outer space if not for the patient, persevering, dedicated pursuit of knowledge within a limited domain. I applaud these achievements.

It is not specialization or dedication to a discipline that I find troubling. It is over-specialization. Many of the persons

who are narrow experts today were formerly broader than their present students. We live off this residue of broad knowledge now. The fields, in which our eminent scholars work, have expanded and subdivided so much, and the literature has so proliferated, that there is a narrower and narrower academic path to follow. The student today is not as fortunate as his 60 year-old professor was when he was a novice.

Isolated by Learning

And the specialist suffers, even if he can be personally happy in his pursuit of detailed knowledge. He suffers in his collegial relationships; he cannot share as much as he might with his fellow scholars and teachers even in his own or in neighboring disciplines, let alone in more removed ones. He suffers in his institutional relations, in the contributions he can make to the educational guidance of the academic community of which he is a part. It is not surprising, for example, that there is so much difficulty in getting substantive agreement on the content of education from colleagues who are incapable of reading each other's papers. They are isolated by their very learning from each other. When decision making is needed, they mostly concentrate on procedural matters, trying to find some rules they can all acknowledge. When the curriculum comes up for discussion, as it must, well-intentioned professors join in committees and often end up engaging in trades. Yes, we may agree to some science if you will add some history or literature. How often, we forget the relationships among disciplines. And over-specialists, I believe, also must suffer in their own work if they fail to see the interconnections of what they discover and the world into which that part of human experience fits.

It is professors and students alike who feel the brunt of the anomie or alienation which Emile Durkheim so brilliantly described in *The Division of Labor in Society*; Durkheim expounds on the disastrous effects on individuals and the social order when people perform tasks so constricted that the performers lose sight of their collaborators, their relationship to the whole, and the meaning and purpose of their own and other's efforts. We in colleges and universities readily accept Durkheim's diagnosis of almost 75 years ago as an explanation of the boredom, the disaffection, the dispiritedness of blue collar or unskilled laborers. We can readily spot examples of frustration, hostility, disorganization, in the outside society when people find no dignity or purpose in their work. But we have not applied the same insights within the academy. Durkheim was alert to the dangers of over-specialization in intellectual life. He wrote:

Until very recent times, science not being divided, could be cultivated almost entirely by one and the same person. Thus was had a very lively sense of its unity. The particular truths which composed it were neither so numerous nor so heterogeneous that one could not easily see the tie which bound them in one and the same system . . . But, as specialization is introduced into scientific work, each scholar becomes more and more enclosed, not only in a particular science, but in a special order or problems . . . then, science, parcelled out into a multitude of detailed studies which are not joined together, no longer forms a solidary whole . . .

What can be done to avoid the dysfunctions of over-specialization in our colleges and universities? We cannot turn back the clock and be again at that point when one person could comprehend his or her entire culture. But we must be willing to cut our way out of the choking undergrowth of minutiae. We need greater intellectual breadth and vision in our universities and colleges. Specialization or depth in one field should also be used to relate knowledge in that field to other fields of cultural achievement.

We ought to reevaluate the role of the professor. We praise our students as tomorrow's leaders. We insist that we want

them to be capable, thoughtful persons. But these days, we present them with few heroic models to admire and follow. There was a time when the professor was a much admired model. At first revered as a moral example, later as the prototype of a class to which many sought admittance, he has become at most a career model. This is particularly true at large universities. Some students seek a new Comenius, an Anselm, a Socrates or an Abelard.

This is not a plea for Leonardos—the Renaissance has passed and grave problems singular to this time confront us. (And Renaissance man was often a dabbler.) But the least we should expect is that students in colleges and universities and beyond have exposure to a range of thought on man's past, his present and even his future. It is both deeply encouraging and sad that St. John's is one of the few educational outposts with this purpose. Yet many—including professors—dismiss the institution with a rubric about "Great Books," while others wonder at "irrelevant" subject matter. Still others denigrate a school where a teacher daringly teaches outside his own field, a threatening notion to the territorial imperative of the specialist. But when the history of higher education in our century is written and assessed, St. John's will be one of the few beacons, one of the few alternatives to a pattern in which faculties and administrations are abdicating traditional attachments to the liberal learning.

If narrow specialization has made a caricature of the vision of intellectual life, a large portion of our reform, as we call it, has been a reaction based on a desire for educational amnesty by many students. As a result, some colleges and universities have evaded their responsibility for educational thought and development and have catered to immediate student desires. There has been a failure of nerve: few talk about what one might expect an educated person to comprehend but at best what will fit him for a role in society. We may, if we continue in this vein, have a generation that is largely illiterate about the past and, except for most scientists, about the achievements of modern man.

Scientific in Approach

A hopeful sign that we can change is the accomplishment of the very scientists who are sometimes flailed. In many ways, they are more cultivated than the humanists. Frequently, they know not only science but have a wide exposure to music or literature, to philosophy or art. The humanists rarely have a comprehension of the natural sciences nor have they considered the sciences worth investigation. At the same time, a turgid model of scientific achievement has pervaded the humanities and some of the social sciences, causing a harmful distortion. The humanities have become scientific in approach, superficially borrowing the style of scientific analysis without the traditional readiness of the scientist to explore creatively outrageous hypotheses and startling possibilities.

Just as anti-intellectualism has been a major influence on American culture, so astonishingly has it crept into the colleges and universities, with its frequent disdain for the humane and its elevation of the immediate. ("I say," said Cardinal Newman, "that a cultivated intellect, because it is a good in itself, brings with it a power and a grace to every work and occupation which it undertakes, and enables us to be more useful, and to a greater number.")

Over-specialization makes a mock of individual effort by emphasizing individuality as a kind of cult. Learning becomes another mode of disjointedness, with its accompanying inflexibility. We become protective of our specialized duties rather than protective of what should be the intellectual purposes of the academic community, linking the wisdoms we have learned from many paths of inquiry.

Thus I call for a transformation. The intellectual mode which I believe we need, and the academic mode, which now dominates us, are different concepts of the role of institutions of learning and of scholarship. The second is based on a distortion of the idea of the division of labor. The first opens beyond itself and relates forms of knowledge. I quote that wise social analyst, Durkheim, again:

The division of labor presumes that the worker, far from being hemmed in by his task, does not lose sight of his collaborators, that he acts upon them, and reacts to them. He is, then not a machine who repeats his movements without knowing their meaning, but he knows that they tend, in some ways, towards an end that he conceives more or less distinctly. He feels he is serving something. For that, he need not embrace vast portions of the social horizon; it is sufficient that he perceive enough of it to understand that his actions have an aim beyond themselves.

We have got to learn that colleges and universities, if they are to preserve any stature, depend on men and women of learning, able to see linkages between the concentration they choose and the work of others. Teaching and scholarship will gain through such perceptions. There is a Greek word, *agathos*, which being Greek, has several shades of meaning. It means good in the sense of being capable and competent in performance. (This, of course, may apply to the goodness or capability of the thief.) But it also means good in a moral sense, in the transcendental recognition of the good as well as the true and the beautiful. This word blends the ideas I would like to see pervading our universities and colleges—academic concentration and capability tempered by intellectual and moral range and quality.

If what I am saying is right, we ought to choose our colleagues with regard for intellectual horizons as well as for ability in mastering a special field. This matter should not be left to departments alone and should be the responsibility of the entire faculty.

We should devise courses that have more rather than less substance, but substance that is more significant. We should concern ourselves with the affective as well as the cognitive, the perceived as well as the provable. We ought to build bridges between fields of knowledge, demonstrating the linkages among them. (This is not, incidentally, a plea for more survey or interdisciplinary courses.) We ought also to take more chances in concurrently investigating subjects not nor-

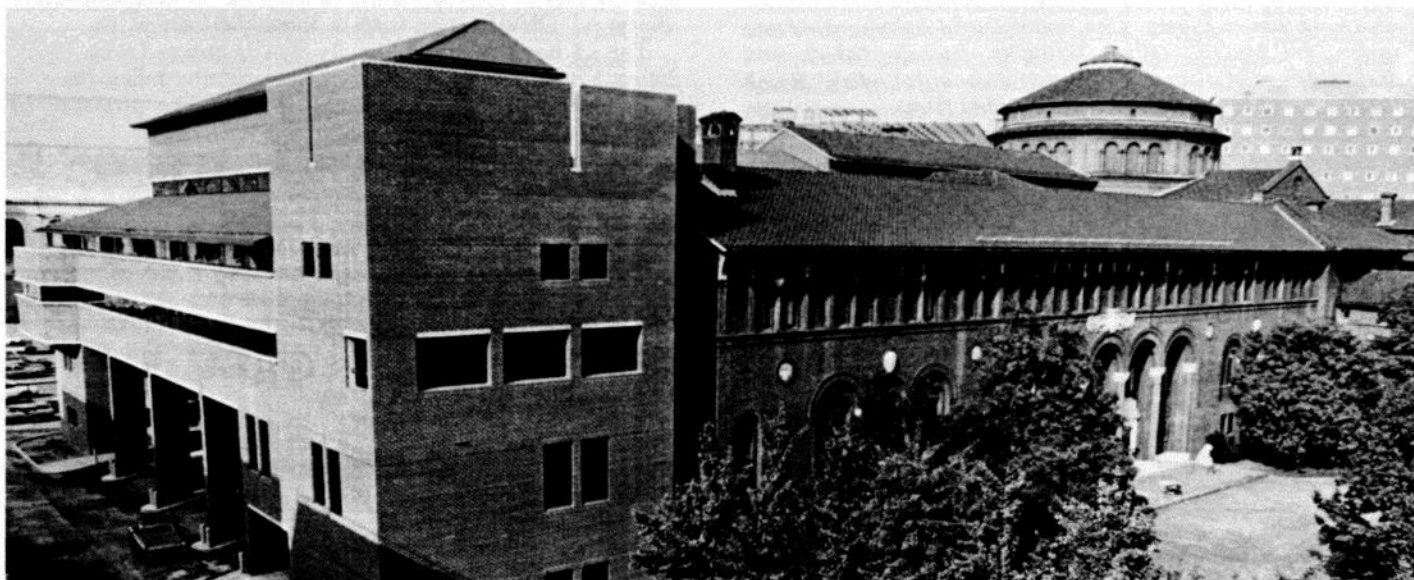
mally linked together. In these matters, we can all learn from St. John's and other institutions.

This fall, my colleagues and I are deliberating about certain substantial educational developments. In considering these developments I thought back to a talk I gave at Berkeley in 1965 before the Faculty Senate there. I quote from it: "We should ask ourselves, 'How shall our vast university produce intellectual centers of identification?' Because we are so large, we can, as I have suggested at other times, offer a large range of choices . . . And this choice need not be in specialized course offerings but also in the organization of knowledge. Thus, for example, if we wish, we could provide an undergraduate option on our campus equivalent to that provided by St. John's College at Annapolis. Students and teachers who wished to join together to explore the great texts of man, including some of the scientific texts, could do so." I have not changed my conviction since that time.

One Language and One Speech

Most colleges and universities should alter the substance and the form of much of what they teach if we are to educate as well as train the far-sighted individuals we require. In addition to academic specialization, intellectual relatedness needs to be fostered and demonstrated. That splendid educator, my old late friend, Alexander Meiklejohn, reminded us more than fifty years ago: "This craving, this zest for unity is the very essence of a life of thought. Only so far as a man expresses it can he be said to live as an individual mind at all. Without it or with little expression of it, he is a bundle of things, a group, a mass, a welter of conscious process. With it, he is a human spirit. . . ."

This human spirit is what we, at our best, are about. Without it, we are contrivers but not creators, discourses but not communicators, conquerors but not explorers of a still to be discovered world. Our greatest poets and other minds have over the centuries reminded us that this world is a related one. And Scriptures tell us that before men became discordant and confused, divided in and among themselves, dwellers in Babel ". . . the whole earth was of one language and one speech." Intellectuals by definition must have access to that speech. They can help make it comprehensible once again. They must if colleges and universities are not to stand as just monuments to lost ideals and ideas.



VIEW FROM THE NORTHEAST: The \$4.8 million Academic Wing of the University Museum opened last week, expanding the Education Section and even providing bus docks for school children. The new wing houses the Department of Anthropology, a 100,000-volume library, more exhibit and storage space, and a restaurant called Potlatch.

WHARTON SCHOOL

FACULTY COMPONENT OF SEARCH COMMITTEE

The Wharton School Faculty has elected five faculty members and one graduate student as nominees for the Dean's Search Committee to be appointed by the President shortly. Acting Dean Richard Clelland has announced. An undergraduate student will be selected by the Faculty from a slate of three submitted by the Community of Students.

President Meyerson will appoint the final committee, adding representatives of the administration and of other schools and colleges in the University.

Four of those elected by the Wharton Faculty were chosen from the constituencies devised for Council, and the fifth from a Wharton assistant professors' constituency. They are:

#14 (Economics, Regional Science) Irving Kravis
#15 (Political Science, Sociology) Henry Teune
#16 (Accounting, Finance, Stat/O.R.) Morris Hamburg
#17 (Business Law, Insurance, Marketing,
Industry) Ronald Frank
Assistant Professors William Hamilton

The graduate student, chosen among MBA, MPA and MS students, is Kenneth Bridgewater.

GOLD MEDAL: Robert G. Dunlop

For the first time in 22 years, the Wharton School Alumni Society will award its prestigious Gold Medal to a Wharton alumnus.

Robert G. Dunlop, Chairman of the Sun Oil Company and a Trustee of the University, will receive the medal at a formal banquet December 2 at the Bellevue-Stratford Hotel. Nelson Harris, former Chairman of Horn & Hardart Baking Company and President of the Wharton alumni body, said the Society will also depart from custom this year by awarding five special medals to alumni of the Wharton Graduate Division to mark the 50th Anniversary of the Division.

COMMITTEE ON STRUCTURE

The Wharton School's Emery Committee, a distant successor to the Mott Committee that studied the School's structure some two years ago, received its written charge this fall from Acting Dean Clelland. Members elected May 12 by the Faculty are James Emery, Chairman; David Solomons, Irving Kravis, Dan McGill, Oliver Williams, Russell Ackoff, and Ronald Miller. Assistant Professors Leonard Lodish, Ralph Ginsberg and Marshall Blume were added later.

October 13, 1971

I am writing to convey to you a formal charge for the Wharton School's Committee on Structure and Organization. This charge is as follows:

The Committee will examine in detail the future structure of the Wharton School in terms of educational programs. It will outline alternative sets of internal programs, the interactions among these, and the further interactions among them and other University programs, that will serve to define the future Wharton School. It will also indicate that administrative organization for the School that is most appropriate for each possible alternative set of programs, and the relationships between the organizational structure and the Administration of the University. Finally, it will state its preferences among the several alternatives presented. In the light of its recommendations, the committee may wish to consider the possibility of a change in the School's name.

In carrying out its charge, it seems inevitable that the Committee must face certain basic issues such as:

1. What is the function of the Wharton School?

2. What changes, if any, should be made in the undergraduate programs?

3. What changes, if any, should be made in the Ph.D. programs?

4. What should be done about the continuing education and evening programs?

5. What should be done to strengthen educational programs generally?

6. What should be done about department structure?

7. What should be done about the Wharton School's Social Science Department?

8. How should budgeting be performed?

There are two general points that I feel require specific mention. The first is the question of feasibility. I suggest that the Committee should not consider its mission to be constrained by the present budgetary situation nor by present administrative arrangements. It should concentrate upon school goals, educational relevance, and program excellence rather than upon matters of implementation.

The second point involves specificity of the program recommendations. I feel that very general statements identifying programs are of little use in the context of your committee's work. To say that the Wharton School should continue its MBA program is not very helpful. To say that the School should continue its MBA program, emphasizing existing Majors I, II, III, and IV while deemphasizing Majors V and VI and starting New Major VII is extremely helpful. Please make your results as specific as you can in terms of programs.

COMMITTEE ON BY-LAWS

In a letter to Committee Chairman Charles Goodman, the Acting Dean of the Wharton School also outlined his expectations for a new two-man committee set up to frame by-laws for the Wharton School's Faculty Meetings:

October 4, 1971

I am writing to give your Committee on By-laws for the Wharton School Faculty its formal charge. As you know, it is my feeling that we badly need a set of by-laws to regularize our formal activity as a Faculty. Also it seems clear that we need to have a thorough discussion of relationships between Faculty and Administration, and I have broadened your charge to allow you to initiate these discussions. So:

The ad hoc Committee on By-laws is charged with formulating a set of by-laws that would carefully define the rules under which the faculty should operate. The proposed by-laws should include such subject areas as the Committee deems appropriate but might well include such matters as:

(1) The constitution of the Faculty (who attends meetings; voting rights)

(2) Rules for the convening and conduct of meetings (notices, agenda, quorum, rules of procedure, voting methods, majorities required, executive sessions, visitors)

(3) Functions and responsibilities of the Faculty including relationships between the Faculty and the Dean and other administrative officers. (When is the Dean acting as agent of the Faculty and when is the Faculty merely "advising" the Dean?)

(4) Nature and status of committee (appointments, functional relationships to Faculty and to administrative officers).

When the Committee has finished its work, it should submit its recommendations to the Faculty.

I am very glad that you and John Stockton are willing to take on this job. I note that you will wish to coordinate closely on some points with Jim Emery's Committee on the Structure and Organization of the Wharton School and possibly also with the Search Committee when that becomes operative.

DO SOMETHING

FILMS ARE A MUSEUM

Theatre Pennsylvania will introduce its new film concert series "Museum Without Walls" with a 55-minute color motion picture, "Picasso: War, Peace and Love", November 8, at the Annenberg Center.

The film series, 11 productions to be offered in five separate programs, was produced by Universal Studios' Education and Visual Arts Department over the past four years under the art supervision of art historian Douglas Cooper.

In the first program, viewers "visit" 22 museums, seven galleries and 11 private collections to get an in-depth look at Picasso's work from *Guernica* to the present. "Goya", a film featuring the Spanish artist's major works at Madrid's Prado Museum will be screened with the Picasso film.

Other films in the series, which continues through December 11, include "Giotto and the Pre-Renaissance", "The Cubist Epoch", "Kinetic Art in Paris", "Le Corbusier" and "The Greek Temple".

University faculty and staff will receive the half-price student rate for tickets: \$4.00 for series tickets and \$1.00 for individual performances when available. There will be 14 showings per week: 1:30 p.m., Mondays through Saturdays; and 7 p.m. and 9:30 p.m. on Mondays, Thursdays, Fridays, and Saturdays.

IRELAND'S GREAT LADIES

In association with Franklin S. Roberts, Theatre Pennsylvania is presenting the Philadelphia engagement of Siobhan McKenna in "Here Are Ladies", a visit with great ladies of Irish literature, at the Zellerbach Theatre in the Annenberg Center, November 12, 13 and 14.

Miss McKenna, Ireland's leading actress, enacts scenes and poems about women as seen through the eyes of Ireland's outstanding writers. It is a fully staged performance with scenery by Sean Kenny and music by Sean O'Riada. Performances are at 7:30 p.m. with a Saturday matinee at 2:00 p.m.; \$6.50 orchestra and \$5.50 balcony tickets at the box office, 594-6791.

CONCERTS: WERNICK'S 'KADDISH' AND OTHERS

The Philadelphia Composers' Forum will present the world premiere of Richard Wernick's "Kaddish-Requiem: A Secular Service for the Victims of Indo-China" for mezzo soprano, tape and chamber group in the Walnut St. Theater, 9th and Walnut Sts., on Sunday, November 7, at 8:00 p.m.

Wernick, chairman of the University's Department of Music, appears frequently as conductor of the Penn Contemporary players.

Works of Schoenberg and Stockhausen will complete the program, conducted by Joel Thome. Ticket information: SH 7-2883.

Baroque

Also on November 7 at 8:00 p.m., will be a Concert of Baroque Music, one in a series of University Dormitory Concerts sponsored by the Department of Music and the Penn Union Council, at the Rooftop Lounge, Harnwell House, 3820 Locust Walk. Highlights: Baroque music played on the baroque violin, viola da gamba and harpsichord arranged by graduate students in music.

Medieval and Renaissance

Collegium Musicum, a workshop to develop special skills necessary for the performance of early music, will present a program of medieval and renaissance music on Tuesday, November 16 at 8:30 p.m. in the lobby of the Annenberg Center. Sponsored by the Department of Music, the program will include works of Monteverdi, Palestrina and Dowland.

Larger Ensembles

The University Symphony Orchestra, conducted by Eugene Narmour, will perform Friday, November 19, at 8:30 p.m. in Room 200, College Hall. Program highlights include the Roman Carnival Overture of Berlioz; Mozart's Symphony No. 38 (Prague); and Bartok's Dance Suite.

Mr. Narmour will also conduct the University Choral Society Tuesday, November 30, at 8:30 p.m. in Room 200 College Hall, in a program of Brahms, Hindemith and Verdi.

THEODORE DREISER CENTENARY

The 100th anniversary of the birth of Theodore Dreiser, will be celebrated with a special exhibition of manuscripts, books, and correspondence from the University's Dreiser Collection beginning Thursday, November 18 and running through December 18 in the Lessing J. Rosenwald Exhibition Hall, Sixth Floor, Van Pelt Library.

Also as part of the Theodore Dreiser Centenary at the University, two visiting professors will lecture on November 18. Dr. Donald Pizer, Professor of English at Newcomb College, Tulane University, will speak on "Dreiser's Fiction: The Editorial Problem" at 2:00 p.m. and Dr. Robert Elias, Professor of English at Cornell University, will discuss "Dreiser: Bibliography and the Biographer" at 4:00 p.m. in the Rosenwald Exhibition Hall.

On Wednesday, November 17, "A Place in the Sun", Paramount's 1951 motion picture based on Dreiser's "An American Tragedy", will be shown in the Zellerbach Theatre, Annenberg Center at 7:30 p.m. General Admission will be \$2.00.

THE HUMAN FORM

"Tribal Images," the inaugural exhibit of the new Academic Wing of the University Museum, comprises 100 of the finest primitive sculptures of the human form from the collections of the British Museum and the University Museum.

Wood sculptures crafted by tribesmen from all over the world are being shown in the main exhibition space of the new wing now through December 5.

The Museum, 33rd and Spruce Streets, is open from 10 a.m. to 5 p.m. Tuesdays through Saturdays, and 1 to 5 p.m. Sundays.

WIT AND REALISM

A William T. Wiley retrospective exhibit—70 paintings, drawings and constructions done from 1959 to the present—will be shown November 17 through December 19 at the Institute of Contemporary Art, Fine Arts Building, 34th and Walnut Streets.

Wiley is a West Coast artist noted for his realistic style and witty themes.

Gallery hours: 9 a.m. to 5 p.m. weekdays; 9 a.m. to 9 p.m. Wednesdays; and 12 noon to 5 p.m. weekends.

BLOCKSON COLLECTION

"Black History: Past and Present," an exhibit of books, prints, and other items in the collection of Charles Blockson, will be on display in the Van Pelt Library, first floor, through November 24. The Library's hours are Monday through Thursday, 8:45 a.m. to 12 midnight; Friday, 8:45 a.m. to 10 p.m.; Saturday, 9 a.m. to 5 p.m.; Sunday, 12 noon to midnight.

WXPB SETTLES ON SPRUCE

In its new home at 3905 Spruce, WXPB held brief dedication ceremonies October 25 to show off new studios for taped and live shows on closed-circuit commercial AM and public noncommercial FM (88.9).

Taking the former headquarters of the ROTC, WXPB now shares a three-story brownstone with the Max Kade German Center and the Student International Meditation Society. Student and alumni broadcasters designed the station and built much of it themselves with the Historical Commission looking over their shoulders to guard ornate tiled fireplaces and carved woodwork.

WXPB was founded at Houston Hall in 1945 by undergraduates led by Harold Prince. Its call letters stand for "Experiment Pennsylvania." Supported by student activities fees, by its own AM commercial fees and by FM marathons, the station hopes to begin carrying poetry and plays as well as its current fare of music (progressive, rock, classics); sports (Penn's home and away games in football and basketball; home games in hockey), and news/public affairs (Connaissance lectures, faculty commentary).

At the dedication, station manager Andy Baum and others recalled the training function which has seen many WXPB alumni go into local media—Art Sando at WFIL, Andrea Mitchell at KYW and Don Angell at WCAU-TV among them. But founder Hal Prince and onetime station manager Curt Reitz went into other fields.

NEWS IN BRIEF CONTINUED

sundries. It will be managed by Margaret McNichols, wife of the Health Sciences Store manager.

The two new stores will provide some much-needed room in the main Bookstore, where a "scholarly bookstore" is the goal. Director Allison said he would like to carry 50,000 titles (in non-required texts) within the next two years.

HEALING FRACTURES BY ELECTRICAL CURRENT

An interdisciplinary team from the University's medical and engineering schools has reported the first successful human case of healing a non-union fracture (in which the pieces of bone fail to grow together after months or even years) with the aid of electric current.

Dr. Carl T. Brighton (Orthopedic Surgery), is head of the six-man team that has spent several years learning the electrical potential of bone and the amount of current that stimulates bone growth, then developing effective techniques.

The investigators hope their laboratory work, demonstrating that electrical current not only stimulates but speeds up healing of fractures, will prove out in limited clinical trials which are set to begin shortly. The procedure was successfully used in place of bone grafting in the case reported in the October *Journal of Trauma*.

On the team are senior investigator Dr. Z. B. Friedenberg (Orthopedic Surgery), who began work on electrical currents in bone in 1962; Dr. Jonathan Black (Orthopedic Research), Dr. Marvin Steinberg (Orthopedic Surgery); and Drs. Edward Korostoff and Solomon R. Pollock (Metallurgy & Materials Science).

NO ACTING DEAN OF RESIDENTIAL LIFE

Vice Provost John A. Russell Jr. has announced that no acting Dean of Residential Life will be named upon Gerald L. Robinson's assumption of the duties of Executive Director of Personnel Relations on November 1.

Mr. Russell will meet regularly with the Residential Life staff and his office will handle such emergencies as might arise. "The Residential Life staff will be able to function smoothly without an acting dean during the time required to find a successor," Mr. Russell said. He added that he expects President Meyerson to shortly name a search committee to recommend a new head of residential life.

BULLETINS

ANNUAL SURVEY

The Annual Survey conducted by the Office of Planning and Design will be distributed during early November to a ten percent sample of students, faculty, and staff. This year's questionnaire covers a broad range of topics, including: housing, modes of travel to campus, and interest in a day care program for pre-school children. The data gathered in this way will provide OPD and other University planning/action groups with the up-to-date information required for their on-going activities. Each questionnaire recipient is, therefore, urged to take the few minutes required for completion and prompt return of his or her response.

—Harold Taubin
Senior Analyst, Planning and Design

ASSEMBLY CONTINUED

Unemployment Compensation (Continued from Page 1)

All supervisors will need to be accurate in designating the employee's reason for leaving, Dr. Ford emphasized. When an employee terminates, he or she is eligible for unemployment compensation under the law unless there is (1) a voluntary resignation, (2) a misconduct charge or (3) a labor dispute. "The old practice of saying 'resigned' to protect a dismissed employee's record for the future is no longer such a casual matter," he pointed out. "If the person *didn't* resign, and wishes to file for unemployment compensation, he or she will rightly challenge that record."

The filing process for employees begins at the local State Employment Office. There a state examiner reviews the record and contacts the former employer to verify salary and to review the stated reason for separation. The employer can appeal the stated reason. But failing appeal, after one week the employee is eligible to receive half of his or her former weekly wage (up to the maximum weekly payment in Pennsylvania, which is \$81 as opposed to the federal maximum of \$60). Payment may continue for as many as 30 weeks.

Colleges and universities have been exempt from unemployment compensation laws since their inception in 1935, Dr. Ford said. The 1970 Amendments to the Federal Unemployment Tax Act requires the states to amend their laws to extend coverage to nonprofit institutions. New York and Connecticut were among the first states to do so and their practices are being watched closely by educators in other states.

AMENDMENT TO THE BY-LAWS OF THE ASSEMBLY

The following was adopted at the October 26 Special Meeting:

ARTICLE V: COMMITTEES, *The Executive Committee*, amended to read

There shall be an executive Committee, consisting of the Chairman, Secretary, Chairman-Elect, Secretary-Elect, the immediate past Chairman, and six members elected by the general membership after they have been nominated in the same manner as the officers. The six elected members shall serve for two years, three being elected each year; they may not succeed themselves without a lapse of at least one year. In the event of a vacancy, the replacement shall be elected for the duration of the unexpired term of the person being replaced. The officers and the Executive Committee should be broadly representative . . . (no change in the remainder of this By-Law).

Procedurally, the Special Committee recommended:

1. That this amendment will have no bearing on the April 1971 elections and should therefore be distributed to the membership after the April general meeting for vote at the first fall meeting;
2. That, if approved, this amendment apply to the April 1972 elections, at which time the membership should elect three members of the then existing Executive Committee for a further term of one year and three new members for a term of two years; and
3. That the retiring Chairman serve as an invited rather than *ex-officio* member of the Executive Committee for 1971-72 at the invitation of the current Chairman.

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