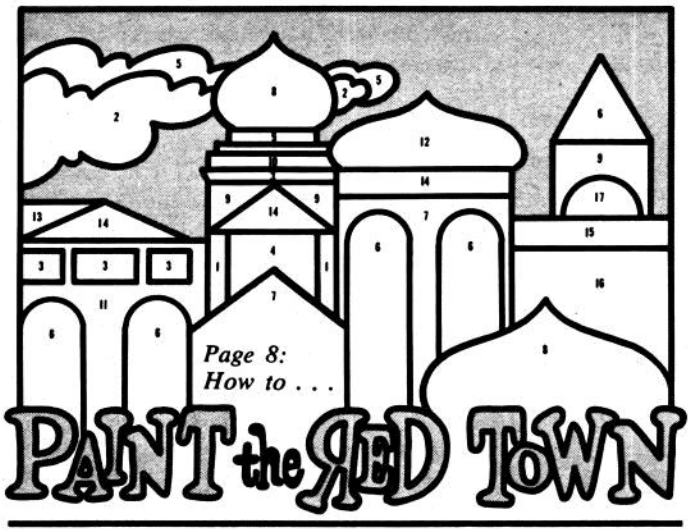

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Almanac

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NEWS IN BRIEF

VICE PROVOST FOR UNDERGRADUATE AFFAIRS

Humphrey Tonkin, 31-year-old Associate Professor of English and Director of Freshman English, has been named Vice Provost for Undergraduate Affairs.

President Meyerson and Provost Reitz announced the appointment, made from a slate submitted by the ad hoc Consultative Committee headed by Professor Van A. Harvey.

Professor Tonkin, a graduate of Cambridge University, took his Ph.D. from Harvard in 1966 and joined Pennsylvania that year as Assistant Professor. He was promoted to Associate Professor this year. A specialist in 16th and 17th Century literature, he has written mostly on Spenser, Sir Walter Raleigh, Gerard Manley Hopkins, and on utopias.

On the Harvey Committee were Professors Stuart Churchill, Richard Dunn, John McMichael, Barbara Ruch and William Whitney; and students Jeff Jacobs and Frances Dunn.

AAUP COLLECTIVE BARGAINING PANEL

Panelists for the AAUP local chapter's December 6 discussion on "Collective Bargaining on the Campus" will be Attorney Matthew Finken of the national office of AAUP; Professor Paul Leath of Rutgers University and Professor Frederick Hueppe of St. John's University in New York.

The discussion, at 3 p.m. in Room 213 Law School, is open to the entire campus community. Moderator Julius Wishner (Psychology) is on the National Council of AAUP.

TRAINING OFFICER: RICHARD GLOVER JR.

Richard (Jack) Glover Jr. has been named University Training Officer, according to Gerald L. Robinson, Executive Director of Personnel Relations. He is a 1964 Temple University graduate who was a USAF training specialist for ten years, and is currently a consultant to industrial management. He will administer the Jobs '70 Program here and will help design training for other campus personnel.

ASSEMBLY REPORT CLARIFICATION

The ad hoc committee of the Administrative Assembly whose report was published in last week's ALMANAC (The Changing of the University: A Pragmatic View) will add a clarification and update in the December 7 issue.

In the meantime, the committee reemphasizes that its report was prepared during the summer (and thus reflects the

(Continued on Page 8)

The President's Conference:

A POTPOURRI OF NEEDED INFORMATION

The development of University Square (Page 7) was one of more than a dozen important information bits exchanged across the Council Room table at the first President's Conference November 15.

The Conference is a new institution in which administrators and aides who once made up a weekly President's Staff Conference now sit monthly instead with representatives of the University Council, A-3 Assembly, Grammateis, Administrative Assembly and other campus constituencies.

President Meyerson, flanked by Provost Reitz and Secretary Owen, chairs the new meeting as he did the old.

Its format includes a special report: this month, Donald Shultis on Security and Safety; it will appear later in ALMANAC.

Emphasis is on information from all quarters, told succinctly around the table in alphabetical order of individuals seated. Thus subject matter skipped rapidly last Monday from academic honor codes and freshman seminars (Brownlee with Stephens) to the patterns of campus complaint (Conarroe: 3% are on money) and on from there to the Libraries' plans (De Gennaro: we can no longer go it alone).

So also between Neal Gross's summary of GSE innovations and a relayed report from absent John Hetherston on University Square came the introduction of A-3 Assembly interim representative Mrs. Gladys Griffiths, telling many of the group for the first time what an A-3 Assembly is and stressing her interim status (elections expected by January).

Associate Provost John Hobstetter explained an innovation in budgeting which will see each budget administrator make "his own trade-offs" between salaries and program expansion; preliminary budgets due by the end of the month will not have salary increase figures, pending federal clarification.

An Affirmative Action Plan is expected to go before the Trustees in January, and a Task Force is meeting now to complete it. President Meyerson stressed that Penn's plan ought only in part to reflect HEW concerns; it should contain "steps we would take with or without federal or state requirements" on behalf of women and minorities.

Minutes of all monthly meetings of the Conference, and of its rare executive sessions, will be available from the Office of the Secretary; agenda items and proposals may be placed before the Conference by both members and observers. Expanded versions of the major items reported at Conference will be published in ALMANAC. This week, see Page 4 for Donald Murray on federal legislation.

THE SENATE

The following address by the former president of Brandeis University is reprinted from the Chronicle of Higher Education's POINT OF VIEW *series at the request of Herbert Callen, 1970-71 Senate Chairman. Mr. Abram, who now practices law in New York, presented the address at Davidson College.*

The Debasement of Liberal Education *by Morris B. Abram*

Americans have a mania for higher education. Our college and university enrollment is almost eight million—in terms of percentage of population, more than twice that of Russia, three times that of Japan, and about five or six times that of Britain, West Germany, and Switzerland.

This condition is not, in my view, an unmixed blessing. Perhaps no more telling indictment of it may be found than in the increasingly vociferous demand on American campuses for educational "relevance."

Most serious students of mathematics and the sciences are reasonably content with the curriculum in these fields in a good university. On the other hand, literally thousands of students of the social sciences and humanities are not; they find the traditional subject matter of these disciplines unrelated—irrelevant—to their lives.

The dissatisfaction which gives rise to their cry for a more relevant education does, I think, have something to do with the curriculum. But much of the real problem, and the answers, lies elsewhere.

Higher liberal education has, I believe, one primary and proper function: to teach those students who have the capacity and desire to learn from books *how* to learn. An education which accomplishes this in the student equipped for and desiring it is, I submit, always and thoroughly relevant. It provides the so-educated man or woman with the skills to make the learning relevant.

For example: At the outbreak of World War II, Oliver Franks, later ambassador to the United States, was a tutor of moral philosophy at Queens College, Oxford. He was called from that post to become Permanent Secretary of the Ministry of Supply—the head of the British war production industries.

What qualified him for the position was not any special training; it was, rather, having the mind, character, and ability to learn—in this case, something as far afield from moral philosophy as the management of British industry.

A Sense of Thorough Mastery

The classical education performed admirably the task of teaching students how to learn. The curriculum they were exposed to had been carefully dissected and had a vast literature, and they were compelled to learn it. Those who finished it were left with a sense of the mastery of something inherently important and difficult, and with the tools and discipline to proceed to other fields on their own.

I am not so naive as to believe that any significant numbers of American students are prepared for or could be enticed into a classical education; the numbers in England, too, are diminishing. Nor do I believe that the classics are the sole route to a liberal education. History, English, politics, French, philosophy—almost any of the great departmental headings defines an area a student might pursue instead. If he acquires a thorough knowledge of it, he will possess the ability to dig deeply into other subjects.

This thorough knowledge, however, is precisely what liberal arts education is failing to provide in so many places today. A liberal arts degree in the better colleges can be gained by a little bit of English, mixed with less French, a smattering of politics, a whiff of philosophy, a dash of history, and a sprinkling of, say, biology. These subjects, while very difficult if pursued to their innermost parts, are all relatively easy at the introductory level, and often the student is not required to go much beyond this level.

The average liberal arts student thus emerges from college knowing a smattering of a lot and deeply of nothing. He is master of no subject and without the experience and too old for further learning on his own. The failure of such an education is recorded not only in the boredom of students, the restlessness of faculties, and the intellectual vacuity of its certified graduates; it is reflected as well in student demands for curricular relevance.

Diagnosing the Trouble

In fairness to the students who set forth these demands, let's admit that they are suffering from something real. They are in the main, however, unqualified to diagnose the trouble; surely they are unable to pinpoint the place to blame.

They know that their studies are frequently unchallenging, and they plainly state that their degrees are educationally meaningless. They think the trouble lies with having to learn ancient truths—and these from books—and they hold the administrations responsible for their four years' indenture to these tasks. Then with black students and political activists in the lead, they demand new courses and credit for work done in urban centers, in the ghettos, and the streets.

In response to such demands, instant departments of black studies sprouted up in many places before there was sufficient literature around which to organize undergraduate departments, or qualified teachers to teach the courses. Knowledgeable faculty members knew that to yield was a disservice to the students. Some were perfectly aware that justified but unarticulated complaints of black students really should have been leveled against the traditional departments which had long ignored the important and intensely interesting confrontation of the black man against the white man and his institutions in America. However, too many faculty were quite content to see the anger and indignation deflected towards the creation of a new department that would leave the old departments untouched and unreformed.

Practical projects outside the campus represent a different kind of attempt to bend the traditional curriculum. They are justified as parallel to the laboratory requirements in the

physical and biological sciences, but there is, I think, a huge and pronounced distinction between them.

Though I have never heard a physical science major suggest that he be allowed to conduct a qualitative analysis experiment before learning the periodic tables, many sociology students, with the consent of some indulgent faculties, are prepared to rush out into the city streets—renamed "laboratory"—without having read a word of Durkheim or Weber.

Chemistry students instinctively know that without a grounding in basic theory, practical exercises are merely piddling. Social science students, however, in many cases totally unprepared for what they experience in their "lab"—the streets—are apt to think they are engaged in the real thing. I think they, too, are piddling, for without the benefit of the theoretical literature in their field, they will be unable to assimilate or conceptualize what it is that they see or try to do.

Experience is undeniably an adjunct to knowledge if it comes after and in addition to conventional study and if the experience is interpreted and analyzed. Do-goodism in the streets, however, is not a substitute for education. The student who experiences an alien and impoverished environment is no more entitled to credit for simply having done so than are the victims who are forced to live their lives in such circumstances.

College faculties must assume much of the blame for this debasement of social science and humanities curricula, and with it, of higher liberal education. Since the breakdown of the classics as a unifying educational framework, the disparate liberal disciplines have engaged more in departmental logrolling, individual back-scratching, and internecine rivalry than in educational statecraft.

Professorial Back-Scratching

Thus degree requirements in many colleges are determined more by the needs of full employment for existing faculty than by sound educational theory. The subtle politics in a typical educational policy committee meeting reveals far more about what the faculty wants for itself than what the student needs for a meaningful education. An overstaffed sociology department may demand and get the right to have an introductory sociology course, or a withering black studies department a course in black ideology.

And within the departments, professors grant to each other favors which make the practice of senatorial courtesy seem amateurish. A professor who has written a Ph.D. thesis on "Attitude Change of American Tourists in the Soviet Union," as one did in 1970, is hardly to be denied the right to give a course on that subject in politics, though the price may be that some other shall teach "Navajo Drinking Patterns," the subject of another thesis that year. Small wonder then that the 32 social science offerings at Columbia University in 1920 has expanded to 383 in 1971. Interesting, if not illuminating, is the fact that the science offerings during the same period, while there was an explosion of scientific knowledge, did not even double.

Science, however, is too important to be trifled with. As a society we demand that our scientists, doctors, and engineers be well-prepared, for what they do is important to us and their failures are measurable. We insist that these graduates have learned the basics to the innermost parts as well as to the advanced frontiers of their subjects. Otherwise buildings and bridges would tumble.

However, if our liberal arts students are permitted to indulge in four years of superficialities, nothing visible will happen immediately. Our civilization may crumble, but that takes a while.

THE MUSEUM

ANTHROPOLOGY, ARCHAEOLOGY AND IDEAS

Many of the problems we face today—overpopulation, drugs, the impact of technology and the revolution of sexual mores—should be examined in anthropological museums of the future, a member of a recent international symposium at the University Museum believes.

Dr. Ignacio Bernal, Director of Mexico's National Institute of Anthropology and History, was one of many scholars, museum officials and communications experts who attended the weekend symposium held October 29-31 in collaboration with the American Philosophical Society.

Its topic was *Archaeology and Anthropology and the Communication of Ideas Relevant to Contemporary Society*, and its participants included the director of the Louvre, the curator of the British Museum's Museum of Ethnology and the heads of NET and of the BBC History and Archaeology Unit.

All of them focused on what an anthropological museum must communicate to people in the world today and how they can do it most effectively.

Dr. Bernal said the problems of drugs, alcohol, overpopulation and many others have been faced and successfully overcome by other cultures. Moreover, other cultures have survived many of our problems, such as the generation gap and changing sexual mores. A museum, then, can give us perspective on our own concerns by showing us how other cultures have treated them.

The consuming growth of technology is another 20th century problem that the museum can examine. British author and archaeologist Jacquetta Hawkes asserted that the artifacts in museums testify to the richness and achievements of societies, who lived without our extensive technology.

By studying the reaction of other cultures to new technologies, we can identify those aspects of technology that benefit man and those that harm and ultimately ruin him, remarked Ignacio Bernal. "Social man has remained far behind technological man," said Dr. Bernal, "and we must show that technology is by no means the whole of human culture."

". . . the Zoo, the Aquarium, the Museum"

Another important message of the anthropological museum, according to James Day, President of NET, is man's physical and social evolution—a process we must grasp in order to understand why we behave the way we do. Sherwood Washburn, Professor of Anthropology at Berkeley and Past President of the American Anthropological Society, felt that a museum should explain man's physical self and its continuity with other forms of life. Both animal and human life should be explored there. We must break down the distinction between the zoo, the aquarium and the museum, asserted Dr. Washburn.

The museum can attest to the rise and fall of all human institutions. Jacquetta Hawkes remarked that this should encourage 20th century western man, because ". . . whatever today's turmoil, the condition of man is better than it was."

In today's atomized, rootless society, the museum is a haven where we may reestablish contact with the common elements that bind mankind everywhere, Miss Hawkes concluded.

Some of the participants explained how:

A museum can show, rather than teach, men about other men, noted Ignacio Bernal. Paul Johnstone, head of BBC-TV's History and Archaeology Unit, carried this further. "Archaeology is not taught in most schools; it lacks the taint of 'education.'

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MUSEUM SYMPOSIUM *(Continued from Page 3)*

With adults particularly we must educate, if at all, by stealth. . . . Archaeology does this entertainingly."

In France, where some sixth-graders *do* study archaeology, the Louvre's Andre Parrot said that all attempts at intelligent popularization—books, TV, films and magazines—play an essential role in the healthy continuation of the scientific discipline.

Archaeological museums have an advantage in the approach they take toward the past. They need not look at one culture chronologically, as most school courses do. Instead they can look at many cultures and many times simultaneously, according to Wallace Edgerton, Acting Chairman of the National Endowment for the Humanities. Walter Sullivan, Science Editor of *The New York Times,* commented that in a day of overspecialization, the museum can look at the past through many disciplines—history, art, economy, politics and law.

Santiago Genoves, Professor of Anthropology at the University of Mexico and producer of many films on anthropology, suggested ways to approach this communication: he emphasized humility, the ability to admit that scientific thinking is not the only route to an understanding of other cultures, and the adventure involved in our survival and adaptation as mankind.

—Michele Steege

A full report on the International Symposium on Archaeology and Anthropology and the Communication of Ideas Relevant to Contemporary Society *is in preparation. Those interested in obtaining it when it is issued may contact Dr. James Pritchard at the Museum.*

WASHINGTON

TWO BIRDS STILL IN THE CONGRESSIONAL BUSH

Although the Senate has passed S659 (Pell Bill) and the House HR 7248 (Green Bill), both of which are designed to aid higher education, there is a long road to journey before any aid will be forthcoming to institutions such as the University of Pennsylvania.

The institutional aid sections of the two bills contain substantial differences which will not be reconciled easily in a conference committee. There are over twenty major sections in each bill and there is out-and-out agreement on very few of them. The Conference Committee will face a major task in attempting to develop some sort of bill that will be acceptable to both Houses. Further complicating the problem is the fact that in addition to problems concerned with the proper methods of handling institutional and student aid and sex discrimination, there are also the difficulties associated with handling the whole matter of desegregation including anti-busing amendments that were added to the House Bill.

It is unlikely that any real work on a compromise bill can get under way for two or three weeks—which means that if Congress adjourns before Christmas (a real possibility), no legislation will reach the floor of the Congress until after the first of the year. Remember also that the two bills are only *authorizing legislation* and that even if some measure is ultimately passed by this Congress a real fight will be necessary to obtain funds for support of whatever may be agreed upon.

—Donald S. Murray

Education is Inherently

The current grading controversy is a moral and political issue. It is not merely a feud between two members of the faculty and the Dean's Office. It is an extension of the political activity of the last decade and the faint beginnings of the political activity of the next. This is not a matter of turning to new issues as the war recedes in consciousness. The very understanding of political activity and what it means to be morally and politically responsible has changed. Political activity is more than the attempt to alter the nature and actions of the government. The political is the inherent social content of all human associations. Being political is a mode of being: it is being responsive to the existence of others. The political is inherently present in all social roles.

There is nothing new in the suggestion that education has social and moral significance. The "politicalization" of the last few years has brought us back in touch with the ultimate ethical criteria for assessing our educational institutions and our practice as teachers. The point of teaching, the point of schooling, is the improvement of individuals and the world. As simple as this sounds, this perspective carries with it an awareness of who we are and what we have been doing.

Our vision of ourselves as teachers has been an exercise in self-ennobling delusion. It is not pleasant to consider the deeper meanings of our activity.

We see ourselves as transmitters of knowledge when in fact we are participants in the process whereby our society distributes its scarce resources of wealth, status and position.

We see ourselves as initiating students into the spiritual life of civilization. In fact we initiate students into this society's debased way of experiencing the self and the other. Personal worth is tied to successful performance within the academic world, either in terms of grades, honors, or admissions. So long as success here is understood competitively, with an 'A' only having meaning if it remains scarce, we condemn ourselves to a world in which self-esteem and that of others is *made* rare and unstable.

We see ourselves as developing rational and reflective patterns of action. In fact, within an economic structure in which success in school means access to the "rewards" of the society, we lead (force?) other human beings through obedience training. As we act out our role as Provider, we give the student reasons for conduct (to get good grades, recommendations, our esteem) and specifications of conduct (read this book, master this body of information, write so many papers) as well as timetables for conduct (this is due then, be prepared to such and such).

We see ourselves as training and preparing students to contribute to society. In fact we train them not to contribute. We help create the needing-to-be-administered-to personality we find all around us. We create them in our own image: "adults" who evade moral and political issues; "adults" who take non-evaluative and self-serving refuge in professional and institutional functions.

Recapturing Meaning

Awareness of the harm we do can be freeing. School emerges as a significant environment that need not be destructive. To begin to think in these terms is only to recapture the meaning of liberal education. Liberal education does not consist of a certain body of subject matter. It is not the restricted province of the humanities and social studies. It is the potential that any area of study can rise to, especially scientific, professional and business studies. It is also the potential that

all of our studies fall miserably short of. As Dewey told us, an education is liberal insofar as it is liberating, insofar as it liberates us from our own narrowness of interest, awareness, and self. It is liberating if it liberates the personality, replacing static inert habits of being with active, reflective, expansive habits of being. The school as an artificial environment has justification only if it is a better environment for persons to develop than the social environment of which it is a part. If we judge that the point of learning subject matter of any sort is the valuable effect this has on the learner as an individual and ultimately all the social wholes of which he is a part, then we must undertake to alter the relationships that constitute that learning environment.

Primarily we must restrict the amount of power that we ourselves as teachers have. What powers are these? The power to grade. The power to directly advance or restrict movement towards the economic resources of the society. The power to determine what a learning group will study. The power to determine what will be read, who will speak, in what style, and on what occasion. The power to compel a person to listen to us, to attend our lectures, and to attend to our views and standards. The power to define the natural boundaries and methods of a discipline. We must recognize that the teacher in the classroom has powers over a group of other people of the sort found in few other areas of our social life.

Initially the alteration of power relations will produce distressing changes. Not testing students will result in their not coming to class. Not requiring written work will result in their not doing any. Not requiring readings will result in a marked drop in amount read. Not being the authority in the class will result in the teacher often finding his comments ignored. Not providing "things to do" will result in marked aimlessness. Not requiring certain courses will result in tremendous decreases in enrollment.

An Index of Failure

The fact that these things will occur is no argument against altering the power relations. Indeed, the fact that students at an elite institution such as ours will respond in this manner is as true an index of the failure of the education they have been getting as any that could be found. Neither the students' initial response nor the faculty members' initial response to the shift in power relations will remain constant. We have found that in time good things do happen. Some students do begin to ask themselves what they are here for, what things are important to them, what things they want to learn. They do begin to develop the ability to work fruitfully without the overbearing authority of the teacher. It would be foolish to imagine that teachers finding themselves without students, and departments finding themselves without students would merely continue their practices as before. The practices will change; the way subjects are taught will alter; perhaps the notion of what constitutes the subject matter will shift; perhaps even the specialization into sharply defined subject areas will shift.

Even if it does not seem so now, these changes will be distressing for all of us. But this is only to be expected. We are the system, significant change means changing ourselves significantly. This is difficult, otherwise we would have done it long ago.

IN PRINT

FROM THE UNIVERSITY PRESS

Two books that highlight the Fall 1971 season of the University of Pennsylvania Press are sketched briefly below. Press books can be ordered from the University Bookstore or from the Order Department of the Press itself. The latter requires payment in full with order.

IN EXILE by Willy Brandt
Essays, Reflections and Letters, 1933-1947

"In Willy Brandt the German people have a natural successor to Adenauer, a man who is of the people and for the people . . . he has a big contribution to make to the consolidation of the Federal Republic. He has contributed much already." So says Terence Prittie in his biographical introduction to Willy Brandt's newly published collection of essays, reflections and letters.

Brandt's writings-in-exile illuminate a vital period in the political development of a man whose achievements recently brought him the 1971 Nobel Peace Prize.

Brandt, Chancellor of the Federal German Republic, calls his book "an objective account of the past"—specifically of the years 1933-1947 when, in order to continue his opposition to Nazi Germany, he went into exile, first in Denmark and then in Norway.

In his writing there emerges both his unswerving loyalty to that "other Germany" and those who were fighting for it, and the philosophy that has governed his actions during and since his period of exile, namely, his belief that internationalism alone is the key to social justice and world peace for the future. "During those years . . . I worked to regain two homelands—a free Norway and a democratic Germany . . . Someday, a Europe in which Europeans can live together in harmony will surely become a reality."

Brandt's rise to leadership in the SAP, his clandestine resistance work with the underground "homefront" in Norway and his growth away from the old Social Democratic Party in Germany are vividly represented within the framework of his *In Exile* writings; arranged by subject rather than chronologically, the work gives emphasis to the origins of a political credo which has brought about, among other things, an acceptance of the free-market economy, private ownership of the means of production and the ending of a tradition of hostility toward established religion. *280pp. 5½ x 8¾ $9.50 Tr*

THE JUSTIFICATION OF THE LAW
by Clarence Morris

The author is a Professor of Law at Penn who has been a Fellow of the Harvard Law School, a Fulbright Fellow, and Senior Research Professor at Cambridge University. He is editor of a number of distinguished legal works, among them Law In Imperial China *(with Derk Bodde) by Harvard University Press.*

Justification of the law, according to Clarence Morris, has three aspects: justice, reason and acculturation.

Of these, justice is most important, says Morris, who has evolved his own theory of justice and built a book around it. Simply stated, his theory is: "the more that law implements the public's genuine and important aspirations, the more just the legal system becomes." This thinking, which according to the author resembles Rosseau's theory of the rectitude of the general will, negates the idea of an "eternally just" law. A law is just only when it provides all inhabitants of a given society "with opportunities to form aspirations for their society."

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Reason and acculturation are viewed as necessary ingredients in formulating justice but "since aspirations involve the heart as well as the head, justice cannot be a product of pure reason." The emotional dimension of reason must be considered. Cultural differences come into play in determining justice among various societies. What is "justice" for one society may not be for a society with a differing ethos.

In the light of this theory of justice, the author examines the complex logic with which the law must tread its way through the maze of human existence; the need for general rules (enacted law and judicial precedents); the function of sociological insights in the development of common law; and the role of statutory penal law, strikingly illustrated from the Chinese Imperial Code. *224pp. 6x9 $12.50Tr*

GRANT TO CONTINUE HISTORY OF CITIES

Volumes VII and VIII in the late Dr. Erwin A. Gutkind's *International History of City Development* will be published in 1972 under the supervision of his daughter, Miss Gabriele Gutkind, who has received a new grant from the National Endowment for the Arts of the National Foundation on the Arts and the Humanities to complete her father's work.

Miss Gutkind, Research Associate at the University's Institute for Environmental Studies where her father was Research Professor, also supervised publication of Volumes V and VI. All four volumes had been written by Dr. Gutkind and were in various stages of readiness for publication at the time of his death in 1968.

Urban Development in the Netherlands and Great Britain (Vol. VI) was published in July by The Free Press, New York and Collier-Macmillan Limited, London.

Urban Development in East-Central Europe (Vol. VII) is scheduled to appear in January, 1972; and Volume VIII, *Urban Development in Eastern Europe,* is due in June, 1972.

Orders should be placed through the University Bookstore. Individual volumes: $25.; for limited time, advance orders on last two volumes: $19.95, complete set: $200.

PUBLICATIONS IN BRIEF

Following are notices recently received by ALMANAC.

Books

Soviet and American Policies in the United Nations: A 25-Year Perspective, co-edited by Dr. Alvin Z. Rubinstein; New York University Press, May, 1971. Dr. Rubinstein is Professor of Political Science in the Wharton School.

Prophet In The Wilderness: The Works Of Ezequiel Martinez Estrada, by Peter G. Earle, Professor of Spanish; University of Texas Press.

Judeo-Spanish Ballads from Bosnia, by Samuel G. Armistead, Professor of Romance Languages (with others); University of Pennsylvania Press Paperbacks.

Colonel Don José Cadalso, by Russell P. Sebold, Chairman of Romance Languages; Twayne Publishers, Inc. Also critical editions of Ignacio Lopez de Ayala's *Numancia destruida* by Professor Sebold; Biblioteca Anaya, Salamanca, Spain.

Publications

"Enlightenment Philosophy and the Emergence of Spanish Romanticism", Professor Russell Sebold, in the *Ibero-American Enlightenment,* University of Illinois Press, pp. 111-140.

"Intellectual Freedom and the University," *Science,* August 31, 1971, by Professor David R. Goddard (Science and Public Policy) and Linda C. Koons, Assistant Ombudsman.

"The Time Is Here For Women's Liberation", by Karen T. Romer, now Dean of Studies at Sarah Lawrence College, and Cynthia Secor (English), in *The Annals of the American Academy of Political Science,* September, 1971. (Material was gathered in interviews with academic women and from questionnaires sent to some 800 women attending the regional conference on Women in the Academic Community held here in February).

GRAMMATEIS

At its first fall meeting, the Grammateis Organization voted to report its minutes regularly to ALMANAC. *The twenty-one-year-old organization, familiarly known as the Chief Clerks' even though its name changed years ago, is made up of some 50 members, primarily senior A-3s and A-1 managerial personnel. It meets six times a year to discuss campus-wide operational problems. Its October 6 report:*

Old Business: President Gloria Olmstead reported that many of the proposals prepared and revised by the Committee for the Improvement of A-3 Benefits and submitted to President Meyerson last May (ALMANAC May 20) have received favorable response. None have been rejected; some are still being studied. Keeping in mind the wage and price freeze, the Administration will be "making an announcement as soon as possible." [ED. NOTE: *See* ALMANAC October 19.]

Announcements: Twelve new representatives to Grammateis from various areas of the University are Mrs. Barbara Bingman (Dental Medicine), Mrs. Delores Bristow (Social Work), Mrs. Betty Chaney (Recreation & Intercollegiate Athletics), Mrs. Dorothy Delevie (Annual Giving), Mrs. Janice Hill (SAMP), Mrs. Veronica Mull (Research Administration), Mrs. Ethel O. Pillot (Student Activities), Mrs. Ruth Smith (Data Processing), Mrs. Elizabeth Stegner (Buildings and Grounds), Mrs. Dorothy Vaccaro (Purchasing), Miss Carol Walker (Treasurer's Office) and Mrs. Viola Wasner (Registrar's Office). It was noted that a replacement for Vera Watts of the Moore School is still to be secured.

New Business: Review of the size of the membership, the replacement of members and the procedure for developing a supplemental list of non-members who would act as substitutes for those unable to attend a particular meeting; and

Election of Mrs. Margaret Weyand as a representative from the Information Center. *—Anne Mengel, Secretary*

EMPLOYEE ACCIDENT REPORTING

When a University employee has an accident, the best way to get prompt medical care is to eliminate as much red tape as possible.

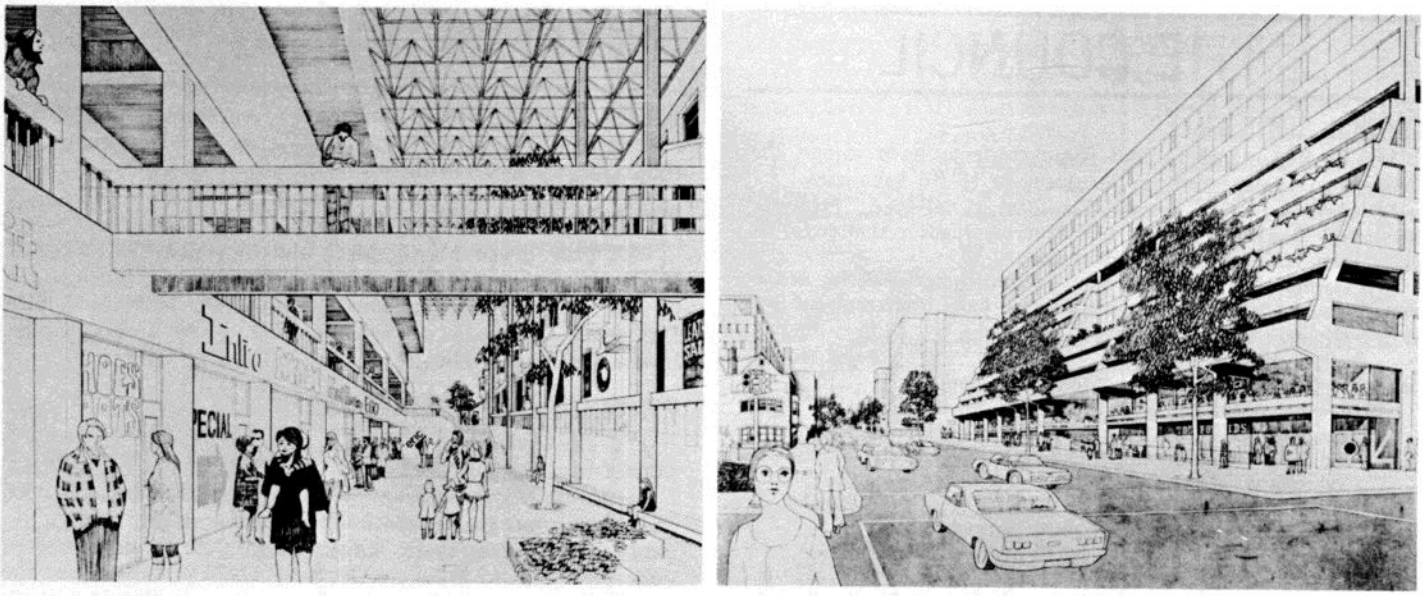
This is one reason for the new Employee Health Service Accident Report system, which consists of a form now available through supervisors in each department.

If the injury is such that a few minutes can be taken to fill in routine information, this will be done by the supervisor and the employee then takes the form with him to the Emergency Room of the Hospital of the University of Pennsylvania. If the injury requires immediate medical attention, the victim goes directly to the emergency room; forms are also available there.

During the treatment process at the hospital, Part III of the form is filled in by the attending physician and the form is then returned by the employee to his supervisor.

The supervisor completes the last two parts of the report in which the circumstances of the accident are investigated so that, hopefully, similar accidents can be prevented in future. This piece of paper is then forwarded to the Safety Office for further analysis and possible investigation.

This new system is designed to be beneficial to both management and employee, Benjamin F. Vilbert, Senior Safety Engineer, said. It should improve management's ability to control accidents and the ability of the Safety Office to provide timely advice in accident cases and most important, it should assure the accident victim greater facility in treatment at the hospital.



Pedestrian mall (left) and Walnut Street view of University Square, projected for completion in 1974

University Square: The Plan for 3401 Walnut Street

Plans for University Square, a major commercial development which will serve the University of Pennsylvania community, moved a step further November 18 with the approval of the concept by the University's 3401 Walnut Street Task Force, an advisory body comprised of faculty, students and administration representatives and headed by Gordon Keith.

The Task Force was appointed by former President Gaylord P. Harnwell in 1970 "to advise the administration and developers on various matters as plans progress and to generally monitor the project to assure insofar as possible that the best interests of the University are served."

In 1964 the University's Executive Planning Committee approved a general use plan for site development. In 1965, a bill was signed by City Council approving the urban renewal plan encompassing the University Square site. In 1969, developers Richard J. Fox and Ramon L. Posel were selected for further negotiation. In November of that year the Executive Board of the Trustees authorized lease of the land to Fox and Posel and in April 1971 authorized officers of the University to execute the lease agreement.

Design for Open Space

The Square will be a complex of about 11 stories, plus penthouse, on the northwest corner of 34th and Walnut streets. It will provide a motion picture theater, two floors of shops with a variety of restaurants and stores, two stories of parking, and seven floors of office space.

Construction is expected to begin in 1972 and completion of the project is anticipated in 1974.

The complex will be bounded on the west by the Franklin Building and on the north by Sansom Street. Its Walnut Street facade will slant back from the street in tiers to preserve views of and from the Franklin Building. An open arcade will be created along the Walnut Street side.

Existing row homes on Sansom will be renovated and remodeled into a variety of small shops, stores and restaurants. A translucent roof will cover a pedestrian mall parallel to Walnut, between the Sansom Street shops and the Walnut Street ones.

Since Walnut slopes downward about 12 feet from west to east at the construction site, the first story of the new facilities will be at street level on the eastern boundary while the second story will be "street level" at the western end.

Because an underground stream precludes below-grade construction, parking will be at the third and fourth levels.

Previous commercial occupants of space along Walnut Street, who formed the University Plaza Merchants Association several years ago, will be given first choice of space in the new structure on Walnut. All student tenants of the site can be accommodated easily within University residences.

Text of the Task Force Resolution

WHEREAS the University has been negotiating with Messrs. Fox and Posel looking toward the development and rehabilitation of the area lying west of 34th Street to the Franklin Building between Sansom Street and Walnut Street; and

WHEREAS the architect for the developer and the principals have met with the Task Force appointed by the President to monitor the development and advise the Administration: Therefore be it

RESOLVED: That the Task Force advise the Administration to approve the schematic plan proposed based upon the following understandings:

1. That title to the ground be retained by the University.

2. That should the developer choose to sell the project at some future date the University shall have the right of first refusal to purchase at a price to be determined by a method satisfactory to both parties.

3. That throughout the life of the project the University shall have the right of first refusal to rent both the commercial and office spaces as various leases expire and that an appropriate mechanism be established to consider and advise the Administration in this regard.

4. That the University shall receive title to the improvements at no cost at the end of the period during which the University will lease the land to the developer.

THE COUNCIL

COUNCIL SEATS FILLED

Six faculty members and three students have joined the Council to replace interim members or to fill vacancies.

Members of the Senate Advisory Committee: Professor Humphrey Tonkin (English) and James Sprague (Anatomy), replace John Wideman and Sol Weinberg.

Representatives of the Faculty Constituencies: Interim representatives of four medical constituencies have been replaced by:

#18 Medicine: Anatomy, DGM, Biophysics, Pathology ..... Peter Nowell

#19 Medicine: Biochemistry, Medical Genetics, Pharmacology, Physiology, Therapeutic Research, Microbiology ..... Howard Rasmussen

#20 Medicine: Otolaryngology, Ophthalmology, Neurology, Community Med., Dermatology, Psychiatric Med., Research Med. ..... Philip G. Mechanick

#21 Medicine: Pediatrics, Orthopedic Surgery, Ob/Gyn, Anesthesia, Radiology, Physical Med. & Rehabilitation, Surgery, Graduate Surgery, Graduate Radiology ..... Brooke Roberts

Undergraduate Students: Curt Foster was elected by the Freshman Class. *Graduate/Professional Students:* SAMP has elected Mary Jo Ann Marino and Veterinary Medicine has named George Farnbach to the combined constituency with Nursing.

ACTION ON BY-LAWS CHANGES

At its November 10 meeting, Council adopted two of the four proposed by-laws changes, adopted one as amended; and remanded the fourth to committee. Adopted were:

Paragraph IV-5: add at the end:

The Chairman of a reporting committee, if not a member of the Council, shall be given all the privileges of membership, including the making of motions, but excluding voting, during the discussion.

Paragraph VI-4: amend the third sentence to read:

The Committee will consist of six faculty members, one undergraduate, one graduate or professional school student, *and one non-academic administrator.*

Adopted with the amendment shown in italics:

Add *Paragraph VI-6* as follows:

COMMITTEE ON RECREATION AND INTERCOLLEGIATE ATHLETICS. This Committee shall have cognizance over integration of recreation and intercollegiate athletics with the educational program of the University, including the planning and provision of adequate facilities for various sports and recreational activities. It shall provide liaison between the faculty, administration, Trustees, students, and alumni in the interest of promoting the fullest and most effective support for *intercollegiate athletics and an outstanding program of recreational activities.* It shall provide ad hoc committees to search for supervisory personnel who will promote recreational and intercollegiate athletic programs compatible with the overall goals and educational values of the University. The Committee will be the faculty-student component of a University-wide committee to be appointed to replace the existing Council on Recreation and Intercollegiate Athletics. The Committee of the Council shall be composed of 6 faculty, 2 undergraduates, and 1 graduate or professional student. The Director of Recreation and Intercollegiate Athletics shall serve as the administrative liaison member of the Committee. The Chairman shall be a faculty member.

Remanded to Committee:

Add *Paragraph VI-15* as follows:

Personnel Benefits Committee. The Personnel Benefits Committee shall have cognizance over all of the personnel benefits available to members of the academic and administrative staffs of the University. The Committee will be the faculty-administration component of a University-wide committee, to be appointed by the President, which will have cognizance over the benefits program of all University personnel.

NEWS IN BRIEF CONTINUED FROM PAGE 1

state of the University prior to June); and points out that this is a committee report only; it has not yet been taken before the Assembly membership.

PAINT THE RED TOWN

Last year Bruce Montgomery and the Glee Club went to Russia, and this year they made a mixed-media musical out of their trip. Tickets for the December 3, 10 and 11 performances are $3 ($1.50 for students). Show time is 8 p.m. in the Zellerbach Theatre at the Annenberg Center.

GRANT FOR NEAR EAST CENTER

The University's Near East Center has received a $15,000 grant from the Gulf Oil Foundation. Dr. Thomas Naff, Director, said the money will be used to support teaching, research and library programs which enable students to acquire regional Near Eastern specialties in addition to their chosen undergraduate or graduate degrees. The Center stresses the modern aspects of life in the Arab states, Turkey, Iran and Israel viewed from a historical and cultural perspective.

The grant marks the fourth consecutive year that the Foundation has aided the Center's programs.

BULLETINS

LIBRARIES

At Van Pelt and Dietrich Libraries, the Thanksgiving holiday schedule will be:

	Main Circulation	*Reserve*
Wednesday, Nov. 24	8:45 a.m.-10 p.m.	8:45 a.m.-10 p.m.
Thursday, Nov. 25	*Closed*	*Closed*
Friday, Nov. 26	9 a.m.-5 p.m. (Rare Books Closed)	9 a.m.-5 p.m.
Saturday, Nov. 27	9 a.m.-5 p.m.	9 a.m.-5 p.m.
Sunday, Nov. 28	*Closed*	5 p.m.-Midnight

The separate libraries of the various schools will devise and post their own schedules, suited to the needs of their schools.

NO ALMANAC NEXT TUESDAY

There will be no ALMANAC Tuesday, November 30. The next issue comes out December 7.

At Christmastime, publication will be suspended on two consecutive Tuesdays, December 28 and January 4. Staff will be present to receive material on all working days during the holiday season.

TOY COLLECTION

As in other years, we are collecting toys for Christmas, to be distributed to an orphanage and to foster homes. If you would like to contribute, please bring the toys to the Purchasing Department by December 14. Toys are needed for both boys and girls between the ages of 1 and 17.

—Purchasing Department, P204 Franklin Building Annex

REMINDER: CAMPUS FORUM

The next Campus Forum with the President, Provost and other campus leadership will be December 1 at 4 p.m. in Room 200 College Hall. Initial topic: women and minorities. Other subjects may be introduced from the floor.

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