Almanac

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IN THIS ISSUE

NEWS IN BRIEF

LORD MOUNTBATTEN AT SCHEIE DEDICATION

Admiral of the Fleet the Earl Mountbatten of Burma, KG, will be a key speaker at the 4:30 p.m. dedication Thursday of the Scheie Eye Institute connected to Presbyterian-UP Medical Center.

The dedication is a highlight of the Fall Trustees Meeting October 12-13, and will feature also Dr. Harold G. Scheie, for whom the $9.5 million institute is named; Paul J. Cupp, chairman of the Board of Trustees of the Medical Center; William L. Day, chairman of the University Trustees; and Dr. Thomas R. Hedges, Jr., of the Alumni Ophthalmological Association.

President Martin Meyerson will present an honorary degree to Lord Mountbatten in pre-dedication ceremonies near the Institute, which is the new six-story cylindrical building at Myrin Circle, 51 North 39th Street. (See Page 15 for additional information on the Institute.)

Bullhead Strangers . . . Page 14

HILLEL CONFERENCE

Dr. Irving Greenberg, chairman of the department of Jewish Studies at the City University of New York, will be the keynote speaker at a program on "Jewish Studies and Undergraduate Education" which will be held at the Hillel Foundation October 19 from 3:30 to 9 p.m. The conference is sponsored by the Hillel Faculty Group; Dr. Alfred Kutzik (Social Work) and Dr. Bernard Steinberg (Moore School) are co-chairmen. Participants from the University will include Professors A. Leo Levin (Law), Van A. Harvey and Laurence Silberstein (Religious Thought), Jeffrey Tigay (Oriental Studies), and Seymour Mandelbaum (City Planning).

Faculty members from colleges and universities in the Philadelphia area are invited. For information: Hillel Faculty Group, 202 S. 36th Street.

WEOUP ADVISORY COMMITTEE

University women are invited to meet the Advisory Committee of WEOUP (Women for Equal Opportunity at the University of Pennsylvania) at a wine and cheese party on campus Tuesday, October 17, at 6 p.m. Telephone Rachel di Stefano, Ext. 7121, for details.

On the newly-elected Advisory Committee are:

Sadie T. M. Alexander, Esq., Philadelphia attorney who earned four degrees from Pennsylvania including the first Ph.D. awarded a black woman in the U.S.; Beatrice Chernock, a former school principal who is now an at-large member of the Philadelphia City Council; Dr. Jean Ferson, child psychologist at St. Christopher's Hospital and chairperson of the Philadelphia chapter of NOW; the Hon. Lois Forer, Court of Common Pleas; Inez Gottlieb, director of community programs, WCAU-TV; Dr. Doris A. Howell, chairperson of the Department of Pediatrics, Medical College of Pennsylvania; Dr. Emily Mudd, Emeritus Professor of Family Studies at Pennsylvania and former chairman of Governor Shapp's Commission on Abortion; and Dr. Dorothy S. Thomas, Emeritus Professor of Sociology here.

TORCH DRIVE KICK-OFF

The kick-off meeting for the University 1973 United Fund Torch Drive will take place Wednesday, October 11, at 1 p.m. in Houston Hall Auditorium. Faculty and staff members chosen as departmental solicitors will receive their supplies for the Drive and will be briefed by the campus co-chairmen: Dr. Jean Crockett, Faculty Senate Chairman, and Dr. Fred C. Ford, Director of Personnel Studies.

Frank Hall, Director of Community Relations for Station KYW-TV, will be a special guest at the meeting.

The goal of $82,444 set for the University in 1973 represents a 4% increase over the amount raised last year.

PRINCELY EVENING

There will be two gala performances for the New Phoenix Repertory Company productions: *The Great God Brown,* October 18, 7:30 p.m.; and *Don Juan,* October 19, 7:30 p.m. In addition to the casts and directors of each play, Joel Grey, Leonard Bernstein, Diana Sands, and other stars will attend the parties following each performance, and so may Penn faculty and staff.

Tickets to the benefits are $25 for orchestra and $20 for balcony seats (in part tax deductible). For reservations, phone the Annenberg Center Box Office.

THE SENATE

RESIGNATION OF DR. GIRIFALCO

Senate Chairman-Elect Louis A. Girifalco has announced his intention to resign his Senate post as soon as a successor can be chosen, Chairman Jean Crockett announced at the Senate's fall meeting October 5.

Dr. Girifalco made his decision after becoming the new Director of the School of Metallurgy and Materials Science, she said. The Senate's nominating committee under Dr. Richard Kadison is in the process of selecting a nominee.

Before introducing the McGill Committee report (Page 16), Dr. Crockett also announced the formation of two of

(Continued on page 16)

ADMISSIONS

An Ivy Proposal

A special Ivy Group meeting on admissions has approved in principle five points that aim toward a new set of procedures for the eight schools. At the two-day meeting in September attended by Admissions Dean Peter Seely, the following proposals were framed:

1. Each institution within the Ivy League would be permitted to operate an official early decision program along the guidelines specified by the College Board.

2. Because of the special relationship which exists between the University of Pennsylvania and the Commonwealth, Pennsylvania will develop and administer a rolling decision program for Commonwealth applicants.

3. Each institution will be permitted to develop and run an early evaluation program along the lines already developed by Princeton. This program will run from late fall until mid-winter.

4. The University of Pennsylvania will, at its discretion, mail out official acceptances to Ben Franklin Scholars at anytime during the admissions cycle.

5. The Ivy League schools will publish a pamphlet to be co-signed by each member institution which will clearly outline for prospective students both the student's obligations and responsibilities to the institution to which he is filing applications, and more importantly, the institution's procedures, responsibilities, and obligations to the students.

The University's Admissions Office is now studying implications for Penn's admissions policy if the new timetable is to be followed.

A second Ivy meeting was held October 3 to study athletic policies as they relate to admissions, financial aid and athletic budgets. President Martin Meyerson, who attended, reported that a series of further proposals will be considered by the Ivy presidents at their December meeting.

An Education Worth the Cost

Preparing for a meeting last June with Admissions staff members, President Meyerson outlined some thoughts on admissions which he said "should not be taken as 'an admissions policy' (though some might well form the basis of such a policy), but rather as points of departure for a full discussion.

"In part our admissions dilemma reflects conditions beyond our control," the President said in his letter; "an uncertain national economy, the shriveling of the job market and general questioning of the importance (intellectual as well as monetary) of quality private education—and, not least, the seemingly inexorable rise in the cost of such an education. . . .

"But a simple truth remains," he continued. "We will not attract the very best students, no matter how imaginative our recruiting or how thorough our admissions procedures, until we can emphatically say, a Pennsylvania undergraduate education is worth the cost. That other independent institutions may share this problem makes it no less significant for us.

"We should also recognize that our admissions process suffers from certain "political" liabilities. A variety of groups believe they have a special interest in admissions. Each has cultivated its own sources of information and developed its own tactics for influencing policy and procedure. In the past, this battle was fought *in camera* and thus reinforced the conspiratorial image which plagued the admissions office. In the last academic year, with support from Curtis and me, many barriers to information about the admissions process were removed. More faculty and students than ever before became directly involved in the admission of a new class. At the same time, we paid a price for this kind of decision process. A campus which hitherto was denied basic data was suddenly treated to a surfeit of information, some of it unpleasant in terms of the faculty's and student's historical image of their University."

The President added a set of specific proposals:

1. Recruiting

As our first priority for next year we should establish an aggressive recruiting program.

a) We should plan our efforts in terms of a several-year time span.

b) For the first year we should give priority to Commonwealth recruiting. (There are more than enough qualified students of sufficient diversity to more than fill our class. Thus the proportion of the class—perhaps 40 percent—from the Commonwealth should be of unquestioned quality.)

c) While we seek a national student body, staff recruiting outside the Commonwealth in this coming year should be limited to a few metropolitan areas. Indeed, the *first responsibility* of the Admissions Office staff should be this recruiting.

d) Alumni efforts. For reasons both obvious and obscure, our alumni recruiting, important as it is, has not borne sufficient fruit. Here again we should think in terms of a several-year time span. During next year, the Dean in conjunction with Craig Sweeten's office should target a limited number of areas for extensive development. In each area the Dean in conjunction with our alumni staff should seek to identify a core group of alumni which is articulate, energetic, knows Pennsylvania and is perhaps somewhat younger than the average alumnus. Perhaps some on-campus training ought to be given to these groups. Hopefully, over the course of the next five years, the reinforcement of our secondary school committees, revitalized a few at a time, will provide the University truly national coverage.

e) Faculty efforts. Perhaps the greatest untapped source of recruiters are our faculty. . . . Hopefully greater involvement in recruiting will lead to a greater intellectual commitment to undergraduate education—and vice versa. I envision a dual role for the faculty.

1. National recruiting: Many of our faculty travel to scholarly meetings for which the University bears a significant portion of the travel costs. Most of these faculty members would, I believe, be willing to devote a portion of their time to talk to potential applicants provided that arrangements would be handled by the office of Admissions. To this end the Dean should begin a pilot program for next year with primary responsibility for the recruiting of faculty members for such a program being lodged with Humphrey Tonkin's office.

2. On-campus interviews: Every prospective student who is seriously interested in the University and who visits the campus ought desirably to see a faculty member and a student. Our literature ought to urge the applicant to make an appointment in advance. Again Humphrey Tonkin's office might arrange for the recruitment of the necessary faculty members and students.

f) If we embark on such a recruitment program two caveats are important.

A recruited applicant is not guaranteed admission.

Recruited applicants should not require extraordinary financial aid as a group.

2. Admission Procedures and Criteria

After a decade or more of contemplating new admission procedures and criteria, it is now time to act. We must be prudent, but we should also be prepared to take certain risks as we move toward an admission process which is less mechanistic, less committed to statistical indicators (such as S. A. T. scores) and less regimented. In undergraduate education we are beginning to emphasize the importance of optional tracks towards undergraduate degrees. We should develop an admission process similarly offering the applicant several procedural options. Below I suggest one kind of option package.

a) Standard Option: This would encompass procedures now in effect: stress on class rank, S. A. T. scores, and quality of secondary school. Even for this group, however, I would hope gauges

more robust than the current P.I. could be developed and a greatly simplified application be designed.

b) The Exceptional Student Option: Can we not say that any applicant who has combined S. A. T. scores of 1400 *and the positive recommendation* of his/her secondary school is automatically admitted? Here a one-page application could be used, giving basic personal data and name of secondary school. . . .

c) Personalized Option: Here primary stress would be placed on secondary school record, in-depth interview, and samples of student work. For this option, S. A. T. scores would *not* be required. It is here that the slate committees would play a significant, indeed primary role, responsible for interviewing the applicant and assessing the sample work he/she has submitted. Again, a new, simplified application should be designed clearly instructing the applicant on the kind of essay to be written, the work to be submitted, and the nature of the interview to be conducted.

3. Class Size and Composition

Traditionally the twin issues of class size and composition have attracted principal attention yielding two rather simple slogans: no more students and no more special interest groups. Without intending to be equally simplistic let me outline a few axioms and suggest a few corollary policies.

a) Class Size.

1. We should simultaneously reduce the size of our freshman class and maintain the current size of our student body. In short, we must make it easy both to transfer into and out of our University.

2. Hence the Admissions office should design a full program for transfer recruitment complete with cost figures and a guess-estimate on potential yield and quality.

3. Bruce Johnstone joins our staff on June 5. Working with the Admissions and Financial Aid staff, a major loan/financial aid plan should be available for review by mid-August. It should include provisions for graduate and professional students as well as undergraduates.

b) Class Composition. No other issue, I suspect, causes more discussion than this one. There are, it seems, two prevailing views. One holds that the McGill Report rightfully committed the University to a path of intellectual as well as socio-economic diversity; that our social and institutional commitments are correct, beneficial to the University and hence deserving of continued support. Most who hold to this view believe McGill set minimums and that specific categories should be allowed to rise in conjunction with the University's social and moral obligations.

The second view holds that McGill is essentially unworkable, first because it is inherently too expensive, and second because we essentially pre-sell our class spaces. Indeed, holders of this view argue that we have created a situation in which our "institutional commitments" absorb an ever increasing proportion of our financial aid budget.

"I am not very sympathetic with either view," the President went on, "largely because each conceptualizes the applicant pool in terms of *mutually exclusive* categories. . . . I believe the McGill Report should be interpreted more broadly, in terms of a class profile rather than class components. In this light our admission policies could take on a much different cast. We should expect that a successful recruitment and admissions policy would yield a class with roughly the same proportion of blacks, athletes, Commonwealth students, alumni children and so on as in the recent past. But such figures are not immutable. If black applications are down, so will be black admissions. And if the quality of respective groups decreases relative to the rest of the applicant group, then so will admissions.

"But quality is difficult to measure. Our current P. I. probably favors white suburbanites. To say, in terms of the P. I., that we want a stronger academic class is to say we want more white suburban students. To say we want students from the top 10 or 15 percent of their respective cultural cohorts is to say something quite different. . . .

"We must encourage our athletic department to ask . . . questions about quality, in terms of the student-athletic pool. We should also expect our coaches to recruit more heavily within the Commonwealth, just as we should concentrate a great deal of general recruiting activity within the Commonwealth.

"I have not directly responded to the notion that spaces in our class are pre-sold. Rather I believe the problem can better be approached through more effective recruiting, changing admissions criteria and procedures, and a way of conceptualizing the class in terms of a broad profile rather than specific components and mutually exclusive categories."

A variety of topics remain, the President added. Among them: a common freshman year and/or class; admission of students without secondary school degrees; financial aid; the Benjamin Franklin Scholars program which he hoped might involve the Benjamin Franklin Professors soon; and encouragement of students from the better high schools to apply in the junior and occasionally the sophomore year.

"Clearly," he concluded, "we need more gifts (including endowments) for scholarships and fellowships. What we must avoid is an attempt to 'buy' an adequate class. Financially we cannot do this even if we wished to do so. Ultimately our success depends on the quality of our educational program.

"The most attractive students must want to come to Pennsylvania, even if it means paying their own way."

Transportation Studies Center:

Research Proposals Invited

The Transportation Studies Center of the University invites interested faculty members and Research Associates to submit proposals for small research projects to be conducted during the fiscal year 1973-74.

The topic should deal with one of the significant aspects of contemporary urban transportation problems, with particular emphasis, if possible, on the public transportation side of the problem. The TSC will finance the projects from a special grant awarded to the University by the Urban Mass Transportation Administration of the Department of Transportation.

The following guidelines for proposals should be kept in view:

1. Should be submitted on or before October 31, 1972 (in all cases we should be informed in detail by November 6, 1972). The last date of our submission of application to UMTA is Dec. 1, 1972. Adherence to the deadline of Oct. 31, 1972, is therefore necessary for the grant application to be compiled within stipulated time.

2. Proposed budget should not exceed $7,500 (preferably in the vicinity of $5,000). Proposals for larger budgets may also be submitted, in which case the TSC will make an effort to negotiate funding with the UMTA separately.

3. The topic should clearly involve one of the important problems of contemporary urban transportation systems and/or institutions in this field.

4. The principal investigator should be acceptable according to University regulations.

5. Emphasis of the research should be on generic ideas and conceptual problems rather than on extensive data collection and analysis. Educational significance is also desired. (A list of topics approved by UMTA is available for guidance. This list should not, however, prevent principal investigators from submitting other proposals of broader interest and applicability.)

6. The proposal should include a description of the problem to be researched, methodology, personnel, time and the details of budgetary requirements. A resume of the principal researchers and selected bibliography should also be added.

Proposals will be evaluated by an *ad hoc* committee of the TSC and the determination of the final recipients will be made by the Management Advisory Committee of the TSC. The names of recipients will be announced early in the spring of 1973.

For further information: Dr. Anthony R. Tomazinis, Director, Transportation Studies Center, 3400 Walnut Street; Ext. 8481.

JOB OPENINGS

BULLETIN #483

ACCOUNTANT I *responsible for preparation of journal entries; supervises or is responsible for preparation of subsidiary ledgers, and audits same; prepares financial statements & reports; checks & approves vouchers; reconciles bank statements.*

Qualifications: Business school or 2 years of college, with coursework in accounting. Some experience in accounting department desirable. Ability to supervise others. *Salary Range:* $7000-$9100

ADMINISTRATIVE ASSISTANT I *Medical.*

Qualifications: Accurate typing and shorthand. Figure work. Medical and college background desirable; previous office experience necessary. *Salary Range:* $6100-$7900

ADMINISTRATIVE ASSISTANT I *Medical area.*

Qualifications: Excellent typing; shorthand optional. Graduate of business school or college with at least 4 years experience. Budget experience. *Salary Range:* $6100-7900

ADMINISTRATIVE ASSISTANT I *for a science area.*

Qualifications: Stenography, typing. Three to four years experience necessary. *Salary Range:* $6100-$7900

ADMINISTRATIVE ASSISTANT I *Business area.*

Qualifications: Three years general secretarial experience and/or college graduate preferred. Knowledge of computers desirable. Budget responsibilities. *Salary Range:* $6100-$7900

ASSISTANT TO THE DIRECTOR *for campus business office.*

Qualifications: Willingness to travel throughout the country (50% of time). Ability to get along well with people. Ability to speak effectively. Penn grad preferred. *Salary Range:* Open

EKG TECHNICIAN I (2) *for clinical work related to EKG section. Operation of an electrocardiograph machine.*

Qualifications: Graduation from high school; courses in biology and physics desirable. Ability to work with sick patients. *Salary Range:* $4600-$5600

ELECTRONICS TECHNICIAN II *to construct and wire various types of detailed and complex electronic assemblies; perform servicing operations on various types of complex electronic equipment; perform or assist in systems checkout of electronic devices; operate all types of test equipment; assist in audio-visual operations.*

Qualifications: Graduation from an electronics technician course with 3 years direct experience; or 5 years experience as an electronics technician. *Salary Range:* $7000-$9100

ELECTRONICS TECHNICIAN IV *to assist principal investigators in the conduct of plant physiology research where matters of instrumentation are involved.*

Qualifications: Proficiency in the use, design and construction of instrumentation. Three to five years direct professional experience in specialty field. *Salary Range:* $8500-$10,900

ELECTRON MICROSCOPE TECHNICIAN III (2)

Qualifications: Graduation from an approved college or university with a science major or medical technology degree. Must have experience in electron microscope work. *Salary Range:* $7700-$10,100

HISTOLOGY TECHNICIAN II *familiar with the complex aspects of tissue technology and/or the supervision of such technology.*

Qualifications: Graduation from high school. Must be registered as a histological technician by the American Society of Clinical Pathologists. At least two years direct experience. *Salary Range:* $6400-$8200

MEDICAL RECEPTIONIST *for medical office on campus.*

Qualifications: Some college-level work preferred. Desire to learn X-ray work required. *Salary Range:* $4800-$6300

MUSEUM SALES, *part-time as soon as possible through December 23.*

Hours: M-F: 11-12
Sat.: 12-5
Sun: 1-5

RESEARCH LABORATORY TECHNICIAN III (3) *to participate in varied research programs in medical areas of the University.*

Qualifications: Graduation from an approved college or university with a science major—preferably in biology, zoology, microbiology, bacteriology or other related fields with one to two years of chemistry. *Salary Range:* $7000-$9100

RESEARCH LABORATORY TECHNICIAN IV (2) *for medical research programs.*

Qualifications: Graduation from an approved college or university with a science major, including 3 years of college chemistry. Experience in biochemistry research techniques. *Salary Range:* $7300-$9400

RESEARCH SPECIALIST II—*tissue culture technician.*

Qualifications: BS degree, with emphasis on microbiology, or past experience in tissue culture. Must furnish references. *Salary Range:* $9000-$11,500

RESEARCH SPECIALIST IV *to be responsible to a department chairman for provision and maintenance of an electron microscopy service facility for research investigators.*

Qualifications: Graduation from a recognized college or university with an appropriate scientific degree; MS or PhD preferred. Skill in preparation of mammalian tissues as well as bacteria and viruses for electron microscopy. Ability to train and supervise students and technicians. At least ten years direct professional-level experience in this specialty. *Salary Range:* $13,700-$17,200

SECRETARY I (4) *for business and academic areas.*

Qualifications: Accurate typing, proficiency in spelling. Some shorthand or dictaphone may be required. *Salary Range:* $4400-$5400

SECRETARY II (8) *for business, academic and medical areas.*

Qualifications: Good accurate typing; shorthand and/or dictaphone. Ability to perform varied duties pertinent to the area; some experience required. *Salary Range:* $5000-$6500

SECRETARY III (2) *for academic and medical areas.*

Qualifications: Interest in working with figures. Excellent typing; shorthand and/or dictaphone. Ability to work with minimum of supervision in performing varied responsibilities. *Salary Range:* $5500-$7000

SENIOR PROGRAMMER *for campus computing operation.*

Qualifications: At least 2 years OS/360; PL 1 and/or COBOL; OS JCL & OS utilities; ISAM & Direct Access familiarity. Applications programming experience. College degree. *Salary Range:* $13,100-$19,500

Those interested should contact the Employment Section of the Personnel Services Department (Ext. 7285) for an interview appointment.

PENN TEMPORARIES

The Personnel Office is developing its own temporary services for work on campus. Call Clare Trout, Personnel Office, 130 Franklin Building, Ext. 7287, Monday—Friday after 2 p.m.

FOR COMMENT

University Life: A Preliminary Report

The following Preliminary Report of the Joint Subcommittee of the Faculty Affairs Committee and the Committee on Student Affairs is submitted to the University community for comment and criticism. Responses should be sent to the subcommittee chairman, Dr. Morris Mendelson, at the Finance Department, W-125 Dietrich Hall.

PART A. GOALS

I. Introduction

A university does not have inescapable responsibility to do anything in particular outside of strictly academic matters. Whatever it chooses to do in addition to classroom work will depend upon its conception of its character, values, purpose, and the quality of life it wants to encourage. The importance it attaches to the relation between intellectual activity and other aspects of life will determine the scope of its activity and its perception of the needs of its students.

Since the inception of American higher education in 1636, the idea that education is not limited to the classroom, that what happens outside the classroom is also important for education, has been the radical principle of our colleges and universities. The core of educational philosophy has been the belief that a proper conception of education must recognize the effect of the total institutional environment upon the student and address itself to his whole personality. The history of higher education in this country is in very important respects the story of the varying attempts to deal with the implications of this belief, and there have indeed been considerable periods of time when the development of the complete character and personality of the student was considered far more important than the training of his intellectual faculties.

Nothing is more traditional, nothing more in the age-old spirit of American education, than the charge to this subcommittee to articulate the goals and character of University life and to suggest ways in which we may develop a comprehensive, coordinated approach to life at Pennsylvania whereby we may exploit all our potential as an educational community for the successful pursuit of educational goals. We are in essence charged and challenged to determine and devise means by which the University can live up to our deepest traditions and founding purposes.

Our task then is to clarify the theoretical and practical aspects of education at Pennsylvania and devise responses to problems and deficiencies in the total educational process when these are isolated. But problems and deficiencies cannot be perceived except against the measure of clearly stated ideals, goals, and purposes. We must ask ourselves several questions: What should a university, particularly one like the University of Pennsylvania, aim to do? What will the character and resources of this University allow it to do by way of matching its stated values and responsibilities? In what aspects is the University missing opportunities or failing to recognize its limitations? In short, we should be asking: What special contribution can Pennsylvania make in the context of American education and how do we mobilize our resources (tradition, money, administrative structure, faculty, students, physical plant, location) to make that contribution as rewarding as possible?

In answer to the first question, perhaps the basic principles of American higher education have not been stated more simply and cogently than they were by Provost William Smith when he set the "grand aim" for the liberal education he designed at what was to become the University of Pennsylvania: the development of adults capable of "Thinking, Writing and Acting Well". He thus set the purpose and rationale of a university as a center for the refinement and enhancement of knowledge, sensibility, thought, values and talent. He included not only Thinking and Writing, but Acting as well. With the addition of that third goal he commanded the University to address itself to all facets of the student's life and character, refusing to limit the University's concerns to academic performance. This concept of higher education includes all of the traditional statements of university purpose: that its goal is the diffusion (teaching/learning) and advancement (research/publication) of knowledge; that its purpose is to teach men and women to observe and to think; that the environment and facilities it provides must make it a place adequate for action, contemplation, and creation; that it should be a community of scholars, with all the characteristics implied by the word "community."

These concepts with their attendant attitudes have been echoed repeatedly in recent years, at Pennsylvania as elsewhere. The Springer Report of 1965 stated its conviction that the creation of an appropriate cultural and intellectual climate must be viewed as an educational problem to be dealt with in the context of other educational concerns of the University. There have been calls for the creation of a pattern of undergraduate educational life which will be remembered and valued by students as an exciting and rewarding experience. Most recently, the charge to this subcommittee has expressed the desire for a broad conception of educational life in the approach of Pennsylvania to its students. It asks that this conception include academic, cultural, social, residential, athletic, and recreational concerns to create an "intellectual and cultural life for our community" which will enhance education and help create a true University community, and charges us to devise means "by which our University can be knit together to serve the interest of all its members and promote a more effective relationship with the general community."

All of these statements, taken together, rest on the belief that the primary purpose of higher education is to develop the intellectual capacity and life of students and faculty; but must go further than this, to claim or imply that such development cannot be divorced from the general pattern of a student's life. Some aspects of the diffusion and even advancement of

knowledge proceed best when divorced from the formal atmosphere of the classroom. Life outside class impinges powerfully on classroom activity and attitudes toward learning. Intellectual values relate directly to the way in which people function within their social, recreational, religious, political, economic, and physical environments. The claim is that if the University does not address itself to these connections, then it is doing a disservice to its principal goal. It isolates and thereby downgrades intellectual life and values. It renders them irrelevant to the life of the student after he has left the University and suggests that what we have to offer is not very important after all.

II. Alternatives

Traditionally the response of the University has been the policy of placing the University *in loco parentis*. Such an attitude was an attempt to see educational responsibility in the broadest possible terms and involve the institution in all aspects of a student's life. In fact, the *in loco parentis* policy was the first and longest-lived systematic response to the challenge of a broad concept of education extending beyond the classroom. It was part and parcel of the pattern of educational life known as "the Collegiate Way" and characteristic of American colleges until the development of the university movement after the Civil War. The Collegiate Way has left its enduring mark upon higher education and can never be erased entirely. The value of its concern for the totality of student life is reflected in our charge, but we have disavowed the policy of *in loco parentis* so long associated with it. Its underlying philosophy was one of considering students charges of the university community rather than an integrated part of it.

The core of the paternalistic attitude was the belief that since the college was responsible for the social and moral life of the student, as well as the intellectual, it was appropriate to transfer the authority of the classroom to these other areas. So colleges and universities attempted to influence all aspects of a student's life by trying to regulate his conduct. Regulation included his living arrangements, hours, eating habits, athletic activity, and social life, involving the institution in all manner of disciplinary activities.

Such a policy no longer seems possible or desirable. It denies the student the full dignity to which he or she is entitled. Educationally it hinders the full development of a student and is not consonant with the pre-college patterns of living of most contemporary students. Values, attitudes, habits, and common experience have been so altered that a paternalistic response outside the classroom not only serves no obvious educational purpose but may be counterproductive. Its abandonment frees the University for more fruitful activities and in fact enhances our educational potential in terms of social and ethical development by allowing students the opportunity for making such personal decisions and accepting the responsibility for living with their consequences.

The abandonment of *in loco parentis* forces a change in the University's role in the life of the student outside the classroom. Basic trends in our society have rendered the traditional role hopelessly inappropriate. In this situation one possible response of the University is to adopt a pattern of *laissez-faire* and simply ignore the life of the student outside the classroom, thus essentially adopting the German or Italian conception of the function of a university; a solution never successful for very long in this country and alien to the basic historical character of American higher education. Such a policy seems neither possible nor desirable. Student needs for community and for an integrative educational experience are in no way diminished. The impact of the traditional concept has left Pennsylvania, like most institutions, with a physical plant and organization geared to a responsibility for the whole life of a student during his undergraduate years. We have in existence a structure of services designed to fulfill a broader responsibility, including the various counseling offices, advising offices, placement, extracurricular organizations, athletics, student health, exchange programs, Houston Hall, etc. It hardly seems possible to abolish this structure, considering the value of the services, our historical commitment, the expressed desires of students, and the importance of intellectual capacity and values to all aspects of life. The developments of the last few years, whereby we have committed ourselves more fully than ever before to becoming a residential university with facilities looking to all aspects of student life, render the radical solution of adopting a *laissez-faire* policy even more illogical.

In short, both of the responses discussed *(laissez-faire* and *in loco parentis)* meet with apparently insurmountable practical, historical, and philosophical objections. They ignore either the realities of our physical plant and organization or the nature of contemporary life. They would involve a great drain on energies and resources either by distorting or distracting from educational purposes and values. They do not represent the stated values of the Pennsylvania community (faculty, students, or administration). The one ignores the historical commitment of the University to a broad concept of education, the other its historical responsiveness to changes in patterns of culture and interest.

There is a third response to our present situation, one implied by the charge to this subcommittee: an Integrative Educational Life. This policy would address our educational resources to the full University community, inside the classroom and out, in an attempt to unify this community and make use of its full potential for the comprehensive education of the student. Such a policy rejects the narrowness involved in a *laissez-faire* attitude and the regulative paternalism inherent in the concept of the institution as occupying a position *in loco parentis*. It recognizes the interdependence of the many facets of life, the importance of the intellectual component in the life of a person, and the goal of helping the student choose and develop a coherent outlook and pattern of life.

III. An Integrative Educational Life (IEL)

The call for the development of a coherent pattern of educational life at Pennsylvania, one which would help to create a true community of interests and energy, recognizes that the quality and character of a university depend on the richness, intensity and seriousness of its intellectual life and that these in turn depend upon a consistent concern with what goes on outside as well as inside the classroom. It asks for the creation of a style of life that contributes positively to the educational aims of the University. It recommends that certain patterns and kinds of environment may not only fail to make such contributions but may hinder the realization of our educational goals and effectively cancel out much of the positive impact of classroom experience.

This possible response also takes greater account of the logic of a university situation than either of the other two. When an institution brings over 20,000 people into a particular area it must see that at least some minimal provision is made to take care of the influx. Eating facilities, certain kinds of stores, and provisions for parking are the minimal necessities. When a large segment of the influx (i.e., students) must reside near the university, housing, health and recreational facilities become necessary. Supplying such facilities should not be confused with subsidizing them. The University, however, can choose not to supply any of these requirements; but it must then face the consequences of a fragmented and

isolated student body, diminished educational impact, and difficulty of communication among the various segments of the University population.

A policy which entails providing these services should not be confused with the placing of the University *in loco parentis*. Such services do not involve watchful regulation of student life, invasion of privacy, or discipline. They are simply a response to the consequences of the presence of the University in an area, an acknowledgement that causing such a concentration of students entails some responsibilities (civic and educational), and an attempt to create a coordinated, helpful, and attractive environment for the pursuit of study. They also present the University with the opportunity of affecting the social and moral development of students as well as their intellectual growth in a coherent and integrated manner. Just which of these services are most necessary and helpful, and whether any serve no real purpose, is a matter for close consideration in the devising and implementation of any broad policy for the enhancement of educational life. Those services which simply reflect a parental relation to the student should be abolished. The general necessity for services of this sort, however, seems obvious.

If we adopt the broad, non-regulatory concept implied in our charge we must then ask ourselves what sort of patterns and environment are consonant with that concept and, from among these, which are possible for Pennsylvania. We can ask the further question of whether what we are doing now is the best that can be done given present circumstances and limitations, whether in fact there is any need or possibility for immediate change at all. There is, after all, no point in advocating change unless there is a reasonable presumption that it answers a present need and has a decent chance for success. Neither of these requirements is met by changes that ignore the character of the institution and the limitations imposed by actual conditions. This preliminary report is not the place to consider specific options for the implementation of the third general response, but we should keep in mind that one choice is simply to go on as we are, making changes gradually as circumstances warrant.

Another point to remember involves the variety of educational purposes: while enhancing and encouraging one sector or set of goals, we must be careful not to damage another. If we so tie up our faculty in teaching and informal contact that they neglect their research and/or family, in short order we shall have a faculty with very little to contribute. The outside interests of faculty members which have been so beneficial in their dealings with students (as so often noted by students) will fast evaporate if we do not leave faculty members time to pursue outside interests.

In terms of the first requirement for legitimate change, there does seem to be a present need for at least some alteration of policy and practice. This subcommittee's work emerges from a rich context of articulate expressions of that need, including the Springer Report of 1965, the Committee on Student Affairs Report of 1971-72, various other reports (relating to undergraduate education, faculty affairs, university organization), and several features of recent history. Among the latter is the fact that Pennsylvania is now for the first time in its history a largely residential university. This new factor in our environment seems obviously to demand responses and policies not necessary before. More students are spending more time involved in University activities, and there are now over 200 student organizations in operation. Again and again we hear the expression of a desire for greater student-faculty interaction. The quest for self and University identity and the concern for the facelessness of the University noted in the Springer Report have not disappeared.

Somehow we must use our present resources and rich tradition to provide for greater interaction across disciplines within the faculty and student body and between faculty and students. We must bring the administration closer to both faculty and students, make it less faceless, forbidding, and unfathomable. We must facilitate greater graduate student participation in University life. We must recognize that residences and residence policy are central to the quality of life and pervasive in their effects on students and the educational environment. They go to the heart of the character of the University. At the same time we must try to preserve and enhance the character of the residences as a place where students can have privacy and resist intrusion into their personal lives, where they can enjoy a high degree of personal freedom and pursue personal interests. We must also acknowledge the crucial nature of the transition from the home environment to the entire educational experience of students and address frankly and openly the problem of special residences, counseling, and special educational programs.

If we are to be fully committed to a broad idea of the University's role we must also take account of our special opportunities and potential: our location not just in an urban area but particularly in Philadelphia, which offers opportunities not found in New York, Detroit, Chicago, etc.: the Annenberg Center; the University Museum, our various professional schools; our large and varied faculty; International House; our resources in urban affairs, American studies, languages, economics, archaeology, and anthropology; the cultural and historical opportunities of the area. The University is already exploiting some of these, but perhaps more can be done.

While contemplating the possibilities for change, we should also keep in mind the special character of Pennsylvania. We are a university comprising many schools, kinds of faculty, and kinds of students. Some faculty live close by, but very many live a considerable distance away. Some students reside on campus, some off-campus in West and other parts of Philadelphia, and some commute from the suburbs. Those who live on campus do so in a wide variety of dorms. We have undergraduate, graduate, and professional students in a wide range of fields. The elective system, division into schools, and centrifugal portions of the faculty and student body do not give us a ready-made community with uniform interests, values, goals, pursuits, and requirements. Any reform which does not take this variety into account as both a limitation and an opportunity will surely fail. For instance, the range in kinds of residence both demands flexible policies and programs, and presents the opportunity for a varied and proportionately rich living experience.

Whether we like it or not, what changes we can effect will be limited by our character, traditions, and funds. Such limitations include those already mentioned plus our architectural environment, location, and existing facilities. We must also take into account those decisions of the past decade or more, as well as the longer trends of our history, which have brought us to our present state. Because we have chosen to do certain things, our opportunities to do certain others have been preclosed. We exist always within the context of our tradition as it has continued to unfold in very recent years as well as the more ancient decisions which have determined our location, basic facilities, the strength and weaknesses of our faculty and student body, and our standing relative to other major educational institutions.

A coherent and profound understanding of the nature and special potential of Pennsylvania is especially necessary in view of the sometimes obscured truth that we cannot *invent* an identity or pattern of life. We cannot impose whatever we wish upon an institution or community imbued with any sort

of character at all. Such an identity and pattern must be *discovered* within the institution itself. Programs and reforms should emerge organically from our tradition, location, facilities, and structure. The most we can do is facilitate that emergence. The programs and reforms should be the authentic children of the University of Pennsylvania and not supposititious offspring suckled elsewhere and foisted upon us in the misguided belief that we are, can be, or should be infinitely adaptable. The institution which can find a home for every kind of program, solution, and scheme has no character and no particular contribution to make, no identity of which to take advantage.

We cannot be another Harvard, Chicago, or Swarthmore. We possess advantages of location and tradition unavailable to Wisconsin or Stanford; resources to call upon of which Michigan, Chicago, or Berkeley can only dream; the chance for an intimacy in education and a coherent community impossible to Columbia; a variety and flexibility denied to Princeton; a freedom for experiment and range of options no longer allowed at Yale or Harvard. We have things to offer which these and other schools do not. Imitative solutions do not germinate well in alien soils. Not only do they amount to a confession of failure, but they do the additional disservice of convincing ourselves that we have little worthwhile to draw upon and lead to an opinion of self as unjustifiably low as it has been frequently voiced, especially by students. And perhaps this has been the greatest area of neglect on the part of administration and faculty. We have failed to be true to ourselves and to convince our own students that Pennsylvania is a worthwhile place to be. If we continue not to recognize our institutional character and tradition, not only will our programs not work, but we shall also be missing the real opportunities for a distinct role in American education while providing an environment for which neither faculty nor students will have much use.

When we have perceived what we are and wherein our opportunities reside, then we shall be able to attempt reforms, because we shall understand what we have to work with and what specifically we want to do. At this point in our proceedings it will be well to remember the admonition of Edmund Burke, the admonition he wished to become so familiar as to acquire the status of a proverb: To innovate is not to reform. True innovation would be to confess truth in the pervasive feeling just noted that, to paraphrase the now familiar remark of Gertrude Stein, there is no *here* here. The continued lack of any developed sense of identity and purpose will inevitably result once again in a rush helter-skelter into another swamp of ad hoc so-called innovative programs which have no real relation to this university as a particular place. Now is the time for very careful consideration. The concept of education embedded in our charge leaves open a wide range of programs and specific goals. We should choose those which this University can do better than any other.

PART B. AGENDA

I. Introduction

The charge of this subcommittee was twofold: (1) To examine the validity of the concept we have chosen to call the Integrative Educational Life; and (2) To propose a structure and program for its implementation (if the subcommittee did indeed find the concept valid) with due regard for safeguarding the interests of each constituency, determining the support system required for students, and promoting a more effective relationship with the general community.

The subcommittee will now turn its attention to the second of these charges. In general we hope to review the many programs and projects now in operation or under consideration, evaluate the concept of "projects" and the concept of performance. We hope to suggest new programs that will facilitate the extra classroom interaction of the several components of the university community, administrators, faculty, undergraduate and graduate bodies.

In addressing ourselves to these concerns we anticipate facing a host of problems. The object of the implementation of the IEL is to facilitate the emergence of vital intellectual and cultural activity that is nascent in a community whose *raison d'etre* is the perpetuation and enlargement of our cerebral heritage.

II. Student-Related Problems

Realizing that the formal classroom education must be complemented by a stimulating and rewarding intellectual cultural, and social environment, the University has supported a number of educational programs centered in undergraduate residences. Some of these programs have been in operation for over a year and we must determine what can be learned from them that will cast light on broader problems of implementing an IEL. But also with respect to these projects we must investigate and consider the extent, if any, to which the residence orientation precludes or inhibits the participation of non-resident students, faculty, and administration. Since forty-five percent of the student body, and almost the entire faculty and administration live outside the University residential complex, it is important to evaluate the degree, if any, to which such members of the Pennsylvania community can benefit from residence-oriented programs.

It is also the concern of the subcommittee to evaluate the extent, if any, to which such residential projects drain the vitality of other areas of potential interface such as Houston Hall. This is especially important since personal and material resources are limited. It is critical that we attempt to evaluate the rewards and costs of a system of small academic-residential communities in terms of the larger University community in which such projects will not be evenly distributed nor equally desired. Included in our investigation must also be a concern for the question of the extent, if any, to which a system of residential colleges and residence-related programs fragment the University community. Such fragmentation, if it occurs, may be either beneficial or damaging.

In all of this we must recognize that some members of the community may prefer to refrain from participating in an IEL and the choice of doing so must be available to them.

In addition, as we develop our philosophy and design programs to achieve the integrative educational life, we should consider the *relationship* of the educational life experience for students here to their future life-style patterns, to insure that we do not foster a climate or establish expectations which prove dysfunctional when students are ready to move out of the formal academic setting.

III. Faculty-Related Problems

Essential to the work of this subcommittee will be the question of determining the means by which the faculty might be induced to participate more fully in the educational life of the University beyond the classroom. What programs, circumstances or opportunities in fact attract faculty members to the campus and lead to increased interaction with the student body? What successful models currently exist for increased faculty-student contact? What hinders or inhibits such increased contact for those members of the faculty who willingly would increase their intergration into the life of the total University community?

Where are the viable areas of interface between faculty members and students? This question needs to be posed in reference to almost all the provinces of University life. Are

there adequate commons-areas in schools and departments, and do these in fact serve as magnets for both faculty and students? Are faculty offices conducive to a faculty which works on campus instead of at home, and are these accessible enough to students and conducive to private and group conversations? Are there dining areas for those students and faculty members who would choose to dine with each other? Are there adequate arrangements for faculty members (and their families) who would choose to live in University residence, or perhaps to spend a few weeks in such circumstances? Which faculty members are currently being drawn to such living arrangements, and how could this option be made more attractive to a broader group? Is information concerning the programs which involve genuine student-faculty interaction currently available to those at the University who would find them most agreeable and profitable? In short, what can the University do to encourage and to provide the proper circumstances and means for those faculty members who voluntarily would increase their contact and communication with students beyond the setting of the formal classroom?

We must recognize, however, that an expanded interface of faculty and students will require faculty members to cut back on either research or family time. In the case of some, it may be consulting time. None of these contractions of time are without cost to the individual, to the University, and to society. We must examine how the contribution of faculty members to these hitherto unrewarded extraformal parts of the educational process can in such an environment be considered in the promotion and tenure policies of the University. Without an altered reward system, the cooperating faculty member may bear an unfair share of the cost of the IEL. This is particularly true in the case of younger members of the faculty who constitute the most natural interface between the student and faculty on the informal level, but it applies to all ranks. From the societal point of view, it is possible the net cost may not be as great as it would first appear. It may be spared some of the verbal pollution that the publish-or-perish syndrome has tended to overwhelm us with. This would be true, however, only if the least competent researchers, but not necessarily the least brilliant of minds, showed a marked proclivity for participation in the extracurricular activities.

In many respects the University is the hardest of all taskmasters. Though the nonacademic world marvels at the 6- and 9-hour teaching loads of the faculty, the 40-hour week is practically unheard of and practically no institution other than a university would consider demanding a 60-hour week with great regularity.

Another constraint on our ability to generate the kind of atmosphere the new concept calls for is the physical environs of the University, and this must be considered. A significant portion of the faculty does not consider those environs safe. That portion is therefore unwilling to participate to any significant extent in the after-dark activities that must constitute part of the warp and woof of the total educational environment.

IV. The Environment Problems

The University of Pennsylvania is not an intellectual island that is located by a stroke of misfortune in an urban community. It is physically, if not spiritually, a part of that community, and while it is recognized that its West Philadelphia location provides limitations on efforts to promote a faculty-student community, campus development must provide more than boundaries within which such a community is to evolve.

We must investigate the nature of our responsibility (1) to provide programs that draw on urban resources; and (2) to consider the needs and development of the West Philadelphia community in which it resides. To the first point, a student selecting an urban university over another located in a more residential community expects that the cultural and educational opportunities of a large city will outweigh the disadvantages of an urban campus. We must examine how to make the most of these opportunities, drawing on cultural and historical sources, emphasizing urban studies and interdisciplinary fields, and providing various field work programs in such a way as to emphasize the "value" of an urban campus education.

To the second point, the University cannot pursue a policy of development and expansion that ignores the feelings and needs of the West Philadelphia community, and overlooks the fact that any improvement to the West Philadelphia area will ultimately be an asset to Penn.

In addition the questions of how best to rehabilitate the Quad, many parts of which can only be described as institutional slums, must be considered. The extensive renovations that are needed provide substantial opportunity for significantly increasing the potential for interface.

V. The Supportive Services

There is at present within the University community a wide range of supportive services available to students. The Committee on Student Affairs for 1971-72 recommended a set of structural rearrangements designed to make these services more available and relevant to students. Last year's report does not recommend adding or discontinuing any of these supportive services nor, and perhaps more importantly, does that report make explicit a rationale for any of these services other than that the present services be continued on the basis of what appears to be a need as expressed by students. We do not know which students—graduate or undergraduate, resident or nonresident—and we do not know how many students expressed these needs and the University's responsibility in this regard. We do not then know how pervasive student interest in such University-provided supportive service is.

In the report of the Committee on Student Affairs for 1971-72 the following appears:

> In all, the academic, vocational and social horizons (of the students) have been broadened, leading to a larger set of needs and problems that reflect the student's academic performance. Students spend more time involved in University-oriented activity and it has become evident that the educational process can be beneficially extended beyond the classroom.

That same report continues:

> While the University has met these changes with a wise shift away from *in loco parentis* it still must realize that it plays an important supportive role in the life of its students given the present emphasis on University residential life.

A subcommittee of this same committee (Student Affairs, 1971-72) concerned itself with supportive services. This subcommittee called for a flexible system capable of serving students' needs, and the utilization of many types of outside resources in all advising functions, as well as the definability of a Central Advising Facility. This same subcommittee perceived the need and opportunity for increasing the use of University resources outside the Division of Student Affairs. In addition the report calls for services that would include psychological counseling, vocational advising, pre-law and pre-med advising, effective coordination of references for academic advising and finally psychiatric services.

These excerpts from the 1971-72 report serve to illustrate the extensive network of services which are now at least theoretically available to all students who need and choose to use them. It seems less clear that the scope of these services ex-

tend to graduate students and the appropriate programs within the University.

We in the present subcommittee must explore the relative importance of the many components of the complex of supportive services to the interpretive educational life that our charge requires we attempt to develop. We must further develop a rationale for those services that we propose and that rationale must encompass a range of services appropriate and needed by the larger University community.

It may be easier to add or delete services on the basis of whim or wish but that would be frivolous. We must substantiate need, appropriateness and feasibility (exploring the many variables that influence feasibility) and we must set forth clearly the rationale, functions and structure of those supportive services which finally seem justified in the context of our charges to help afford an intergrative educational life.

VI. The Administrative Structure

The problem of the administrative structure to implement the programs and deliver the supportive services is a delicate one. The subcommittee has not made and does not intend to make an evaluation of the personnel associated with the student affairs programs. It has detected organizational flaws and it devoutly hopes that its examination of organizational considerations will not be taken as a criticism, implicit or explicit, of the existing personnel.

One of the charges of this subcommittee is to devise an administrative structure that will be conducive to the generation of such programs as are needed and facilitate their efficient implementation. There are some things we believe we can say now.

Such an administrative structure must have two components—a planning and an operational component—and these two must be kept separated. Planning is a staff function. Operations is a line function. If those charged with the implementation of policy are also charged with ultimate planning responsibilities, unfortunate consequences will follow. The essential unity of the policy will be eroded and the division may grow unduly. These consequences are not independent. Administrators are often natural empire builders. Administrative personnel try to expand their own spheres or influence and find innumerable reasons why the expansion is in the communal interest. Such are the subtleties of human nature that they often are fully convinced of the rationale they offer.

One of the things that stands out clearly from a review of the reports of the Committee on Student Affairs and the gradual evolution of the Division of Student Affairs is that the basic needs of the University Community swing sharply. Flexibility of organization is thus essential if the division is to adapt continuously to these changing needs. Flexibility of organization is difficult to achieve when the planning responsibility is lodged solely with line personnel. Hierarchical restructuring is status-threatening and likely to be resisted vigorously by both those whose fears are real and whose fears are imaginary. Thus we tend to get a perpetuation of services long after the services have outlived their usefulness. Changes must be imposed from above but that is not likely to happen in a timely fashion unless the peak authority has the benefit of independent scrutiny and feasible alternatives. He needs a staff planner. Currently this function is fulfilled episodically by the Committee on Student Affairs. Whether the committee will review the overall picture depends upon its composition and the intensity of the dislocation. Pending the more or less accidental selection of the right personnel, unhealthy situations may be allowed to drift for considerable periods of time.

Furthermore the Committee on Student Affairs is handicapped by a lack of familiarity with the details and often the nuances of the division's operations. The power structure is often not accurately reflected in the organizational charts and the sources of difficulty may be the unofficial power structure.

To return to the main theme, however, in the process of empire-building the relative strength of the components of the division may be altered in a fashion determined by the forcefulness of personalities responsible for those components. Functions may be assumed which are inconsistent with the overall strategy. It must be remembered that in this process the advocate of expansion has an advantage over his superiors. The upward flow of information is always filtered, as indeed it must be if those at the top of the hierarchy are not to be overwhelmed by communications. The filterer is thus more intimately acquainted with the details of his jurisdiction than his superiors and acquires some of the aura of an expert.

Staff personnel are also subject to the censoring of the upward flow of information but are much more likely to discover the gaps in the course of countering resistance to their recommendations.

In our preliminary investigation of residential life we have detected what appear to be difficulties arising from the existence of overlapping authorities. This is especially true in the case of academic residential projects in which the jurisdiction of the Director of Student Affairs and the Office of the Vice-Provost for Undergraduate Studies overlap. This seems to generate friction and a lot of resentment of personnel honestly trying to achieve the goals with which their administrative unit has been charged. We shall seek organizational reforms that will minimize such problems.

The theme of the Springer report was that "those entrusted with administration of student affairs must be concerned with the total educational experience of the undergraduate." Among its principal recommendations was that central to its conception of the goals of the Division of Student Affairs is "the conception of the Vice-Provost as an accepted member of the academic community [addressing the] challenging educational problems of . . . activities outside the classroom." If an IEL is the goal of the University it must be the goal of the division responsible for student life. Other aspects of campus life must be subordinated to that goal and the way to make sure that that is the case is to make those in charge of the delivery of supportive services and the creature comforts of residential life clearly subordinate to the educationally-oriented head of the division. In quoting the Springer Report we refer to the division head as a Vice-Provost. Given the educational orientation of the head, it is important that he be as high in the hierarchy as possible. Furthermore if the positions immediately below the head are to be filled with highly competent people, the positions must be at levels in the hierarchy that are sufficiently high to attract personnel with the requisite competence.

Extending the educational process beyond the environs of the classroom creates substantial friction between the execution of routine administrative chores and the execution of fluid educational plans. There is in that an inherent organizational problem that will have to be examined.

The concept of an IEL postulates that education in the classroom and education in the broader environs of the campuses are on a continuum. To prevent a dichotomy of the educational process a link between the apparatus for delivering formal education and the apparatus making informal education possible must be forged. Determining the problems and potentials for finding such a link will be among the subcommittee's tasks.

Equally important a link must be forged between the Division of Student Affairs and the agencies planning the construction and utilization of physical plant and neighborhood development. The construction of buildings such as the

McNeil Building designed to shield the faculty from students is hardly consistent with IEL. The assignment of office space to research centers and institutes in a program-oriented building such as Vance Hall rather than to the faculty of that program is not consistent with the concept of IEL. Such errors should not be repeated.

Thought should also be given to encouraging the creation of an attractive leisure-time area conducive to interface along the boundaries of the campus.

Finally we shall address ourselves to the question of whether, with the concern of the division with broader participation in campus activities of all elements of the University community, its title shouldn't be changed to one more commensurate with the scope of its activities: the Division of University Life. In considering this question we will bear in mind that such a title change might lead to an overemphasis on the change in orientation and result in a significant sacrifice of students' interest. There is danger that with the more continuous presence of the faculty, the latter may begin to usurp many of the major roles currently played by students.

In closing we would like to bring to your attention the assiduous avoidance of the word undergraduate. Where earlier reports would have been written primarily in terms of undergraduates, this one is in terms of students. We feel that the interests of graduate and professional students should not be sacrificed by an overconcern with the well-being of the undergraduates. We feel that the graduate students should not be treated as afterthoughts outside the classroom.

JOINT SUBCOMMITTEE OF
FACULTY AFFAIRS COMMITTEE AND
COMMITTEE ON STUDENT AFFAIRS

Morris Mendelson, Chairman

Vincent Conti
Alice F. Emerson, non-voting
Clifford H. Jordan
Alan C. Kors
John N. Minyard
Diane Willing

UNIVERSITY LIFE: BACKGROUND

The Joint Subcommitee which authored the preliminary report above was set up by the Council Steering Committee after discussion at its June 12 meeting established the need to broaden the frame of reference of the last spring's Student Affairs Committee Report (*Almanac* February 29 and May 2, 1972).

The charge to the Joint Subcommittee reads in part:

> At present extra-mural athletic activities brings various members of the community together in a common interest regardless of their status. We need to create an intellectual and cultural life for our community that would have a similar common appeal and unifying effect. In the same spirit we must approach recreational activities, extracurricular education and, where appropriate, residential life from the same perspective. The subcommittee is asked to examine the validity of this new concept of University life. (If this concept is found valid, the subcommittee is asked further to propose a structure and program for its implementation.) In addition, it should consider what problems and dangers might arise from this new approach: How can the unique concerns and interests of each constituency be safeguarded? What special needs should still be served, particularly the support systems for students? How much further do we need to go in eliminating services *in loco parentis* for students, such as in the area of health care?
>
> The primary charge of the subcommittee is to seek means by which our University can be knit together to serve the interest of all its members and promote a more effective relationship with the general community.

An open letter to the University family from a professor of electrical engineering and of radiologic physics, who is also Associate Dean for Undergraduate Education at the College of Engineering and Applied Science

Eight Precepts

by Reid Warren, Jr.

During the past ten years many people throughout the world have responded to the conditions of their lives by a marked increase in aggressiveness, exaggeration, personal criticism, and irrational speech and action. Perhaps when people face important transitions in social organization they are likely to respond in this manner. However, such irrational aggression and inhumane speech and action are not likely to lead to the solution of social problems.

I suggest that the University of Pennsylvania is a particularly appropriate place for attempting a new approach to areas of disagreement that require analysis, discussion, decision, and action.

I shall try to be very careful in what follows to avoid any implication that one or another particular group of persons is responsible for the actions which have led to mutual anger and distrust of one another. It seems to me that all of us—staff, students, faculty, and administration—have responded to social pressures at one time or another in a manner that has prevented progress rather than encouraged it—so none of us comes to the present with clean hands.

I suggest that there are eight principles that each of us should consider. If they are acceptable to most of us so that we are willing to apply them, I believe we can demonstrate within this University a method of achieving progress not only in education but in human relations as well.

1. The University will EVOLVE

For many centuries, universities have responded to pressures—intellectual, political, social—by changing gradually. Even when sudden, radical changes appear to have occurred —for example, during a decade or two after the Russian Revolution—it turns out that the changes are more apparent than real. Therefore, to change our University to meet present and future needs, patience, careful thought, and effective planning are imperative. Conversely, attempts to produce major changes suddenly will meet stiff resistance, arouse ill feeling, and delay successful solution of specific problems.

2. Assume that people are capable of doing their Jobs well

In our University a large number of persons at all levels do their jobs well and work with enthusiasm and without undue attention to time. I have remained in university work mostly because I like the people with whom I work—students, faculty members, administrators, alumni, and staff. I think their ability, sincerity, and devotion are superior to what generally is found in industry or government. However, all of us can do better. Therefore, each of us has a privilege and responsibility to offer constructive criticism in a manner that will optimize the likelihood of improvement. To do this frankly and yet effectively requires that each of us:

3. Respect the personal integrity of each of our colleagues

This is really the idea that recurs in religions and philosophies: Each person deserves recognition as a unique individual. Adherence to this principle has both positive and negative

merits. On the positive side, mutual respect is a necessity for productive discussions and an excellent basis for the resolution of differences and agreement for action. On the other side, mutual respect minimizes the chances for antagonistic, condemnatory, unproductive squabbling. Mutual respect might have led to the avoidance of derogatory and often meaningless—remarks such as the following taken, out of context, from the *Daily Pennsylvanian** of the Spring Term 1971-72:

"The students said they were 'committed to continuing the sit-in until the following demands are met: the release of the full University budget for public scrutiny; an immediate rollback of tuition and rent increases; and recognition by the administration in principle of student rights'."

"Humphrey was charged with being a 'war criminal' and was loudly accused of being a 'liar' by the protesters when he attempted to defend his stand on the Vietnam War."

"The letter states, in part, that Reitz 'failed to take cognizance of University Community sentiment as expressed by its responsible spokesman, and has repeatedly acted contrary to the advice formulated by the duly constituted consultative bodies'."

"Despite the poor job President Meyerson and Provost Reitz did in handling the demonstration, there were no arrests."

"The second point applied more directly to Pennsylvania and it concerns the lack of leadership displayed by the administration here. In the instance of the sit-in, the Provost, who was supposed to negotiate with the demonstrators, acted in such poor faith that, had it not been for the good sense of the demonstrators, there most certainly would have been police on the campus arresting students. President Meyerson, while the sit-in was in progress, timidly sat in Logan Hall receiving reports from 'field officers' who had talked with demonstrators."

"Some of the administration's bad faith was more obvious. After promising a crowd of 400 students and faculty members that information concerning the University's budget would be released, the President and Provost concocted a meaningless mish-mash of statistics which showed very little if anything, about where the University spends its money."

"Like howling jackals, breathing down the neck of an apparently helpless victim, the University's administrators and faculty leaders have set upon Penn's latest 'sit-ins' with a fine show of hypocritical vengeance."

"With a viciousness unparalleled at this University, and with little apparent opposition, a mob of vigilantes has begun to 'frantically' compile blacklists and issue ill-considered, unmeasured blanket condemnations."

"It was obvious long ago that the open contempt of a Henry Abraham for student participation in University governance, and the bumbling deceitfulness of a Curtis Reitz in dealing with students and the University Council as a whole have hardly been conducive to an atmosphere of rational deliberation."

"*The Dean's Revenge:* . . . After more than a month Dean Stephens and the Executive Committee of the College have acted and characteristically, have acted 'illogically' . . ."

"*The Faculty as Niggers:* 'Understand that some (faculty) niggers are 'better' than others. . . . These 'oreos' really *believe* in the system. . . ."

4. Respect the University

The University consists of people, buildings, grounds, and less tangible assets. It has been built by people many of whom have devoted their lives to the project; the University is now more than 230 years old.

Not only have we acted in recent years as if the people of the University are unworthy of respect, but we have also mistreated the buildings and grounds of the University. There is something deeply inhumane in the failure of people to work together to make the place in which they live as pleasant as possible. Why do we distribute trash in the buildings and outside? Why do we permit others to pollute the neighborhood? And why do we vociferously argue against the "pollution of the environment" and simultaneously kill the grass and wound the trees while our colleagues try at great expense to help them to grow? In addition to these important failures on our part there are minor infringements that could easily be overcome to the benefit of all of us. Students could clean blackboards when they arrive early for a class. Professors could rearrange the furniture in a manner convenient to their successors in a classroom; they, too, could help clean blackboards for the succeeding class.

5. Recommend improvements and help to carry them out

There is a practical consideration here that seems to be ignored by many of us. It is that well-established human institutions cannot be changed markedly and suddenly. This may be in part based upon an inertia that should be condemned; but it may also be based on a strong and appropriate conviction that important changes in well-established institutions should be carried out with care and patience.

Let us consider an example. We have had a grading system which makes use of the letters A, B, C, D, F. We have added to this a new possibility which is not applicable to all courses: the Pass/Fail concept. We have had in recent years a concerted effort on the part of some students to abolish the grading system and to substitute written evaluation by the instructor for each student. The advantages and disadvantages of the proposed system apparently have not been evaluated nor has there been any careful attempt to investigate the practicability of the new system. Perhaps a viable approach might be to see if there is a department that would like to try a system similar to that outlined above over a reasonable period of time, such as two years, and then to learn what the teachers, the students, and persons outside the University who use transcripts think of the results. If it fails utterly no great harm has been done. If it is eminently successful, it can be applied in other fields with a delay of only two years. It is, however, most likely that it will prove partly successful and partly unsuccessful, and that information will become available by means of the experiment that will permit an effective plan for subsequent use.

Such a partial experimental approach might give us important information.

On the other hand, an attempt by a few protagonists to force a general decision upon a large number of persons simply arouses antagonism and leads to no effective learning about what would be best in the future.

6. Establish Priorities for Learning

Many of the ideas put forth by students who would like to change practices within universities have basic merit and they need to be considered and acted upon with care. However, there has been a tendency to theorize and a lack of willingness to experiment. Thus it is a very tempting theory to say that the way to learn about problems of the cities is to live with the citizens of the city and observe their actions and reactions. It is particularly attractive to consider this procedure favorably because many persons who wish to do so are humane in the best sense of that word. They want very much to learn what can be done to alleviate problems of the ghetto and thereby bring improved living conditions and better opportunities for the future to persons now subjected to

*In most of these abstracts, the quotations were reported in the newspaper to have been said (or written) by persons *not* on the staff of the *Daily Pennsylvanian*.

poverty, dirt, crime, and no promise of future help. However, many of the activities which such persons suggest as part of formal education will, in fact, lead only to superficial knowledge and will not lead to effective action against the evils which are so easily perceived. To learn how to make cities better places to live in for everyone is a challenging and extremely difficult problem. It is going to require the concerted help of many able persons from many fields of endeavor: sociologists, psychologists, physicians, businessmen, politicians, engineers, urban planners, civil employees, citizens of the city, and others. Each such person will have had a long series of educational experiences by which he has acquired at least two prerequisite abilities: (1) detailed knowledge of a field in which he is expert; (2) a broad knowledge which will enable him to communicate with the other persons with whom he will work from other occupations and professions. Some will have wisdom, which is that all-too-rare ability usually based upon knowledge and experience, which enables an individual to evaluate information which cannot be quantified, and to make decisions which lead to results that he wants to achieve.

This kind of ability comes only to persons willing to devote twenty-five hours a day, eight days a week, fifty-three weeks each year, to learning and relating and acting and deciding, and observing, and acting again, and so on. Incidentally, this infinitely difficult process is what education is all about and it represents one of the most exciting human experiences that anyone can have.

7. Learn the similarities and differences among social organizations

Consider any of the preceding six "Precepts". Note that they are applicable to a greater or lesser degree to many organizations of people—a married couple or their family; a club of persons with similar interests such as bridge or baseball or rock music; a group of persons assembled in a class or a committee; a charitable organization; a business or a part thereof; a religious organization; or a university. The essential point is this: If we could learn to conduct our affairs on this campus so that there evolves a sense of progress based upon sincere and enthusiastic actions by thoughtful and sympathetic persons, *we might have an influence on persons outside the University*. Perhaps if we could learn to conduct our own affairs effectively and humanely we would be able to help others to do the same.

Incidentally, there is a very large amount of understanding and good will among us, but it seems somehow to be hidden all too often by reticence or bashfulness, or by antagonism aroused inadvertently by some of the activities mentioned in the first part of this essay.

8. When you speak or act, consider how you would feel if you were on the receiving end.

This, of course, has come to be a fundamental truth that is ignored or passed over as a cliché. It is a fundamental axiom of practically all human religions, and it is a principle that can be reduced to universal practice if human beings are willing to do so. We have knowledge that will enable us to provide adequate food and shelter for every person on the earth, and to permit each person to have a reasonable range within which he may elect what he will do to develop his body, mind, and spirit. Are we willing to start on this road? Are we willing to treat others as we would like them to treat us?

Conclusion

An appropriate conclusion to this essay is the following extract from a letter* written by Edmund Burke in 1791:

"Men are qualified for civil liberty in exact proportion to their disposition to put moral chains upon their own appetites; in proportion as their soundness and sobriety of understanding is above their vanity and presumption; in proportion as they are more disposed to listen to the counsels of the wise and good in preference to the flattery of knaves. Society cannot exist unless a controlling power upon the will and appetite be placed somewhere, and the less of it there is within, the more there must be without. It is ordained in the eternal constitution of things that men of intemperate minds cannot be free; their passions forge their fetters."

*A. W. Salay; *Science*, Volume 160, 601-602.

LETTERS

ΣΦΙΓΞ, ΤΙ ΘΕΛΕΙΣ;

When the Department of Classical Studies was in the process of moving from College Hall to Williams Hall, I uncovered a Latin inscription. Since its content seems timely, I wonder whether your readers might not like to have the following translation:

"TRUEHISTORY OF THE VISIONS OF SIMPLICISSIMUS

Sore troubled by the plague in my town I went to Thebes and sought from the revived Sphinx guidance on the curse. She answered me, 'You need five times five times six.' Still puzzled I went to Nuceria and asked the goddess Urbanitas what the number meant in delivering my town. Urbanitas responded, 'Administrations.' Weary of irresolution I returned to my native Placentia. On the first night appeared to me Pistrina Placentina, a goddess of my place. In the dream I asked, 'What are five times five times six administrations?' And so she responded, 'Doughnuts.' Then I awoke . . ."

Unfortunately the stone on which this account was carved disintegrated before I had made a transcription of the Latin, for long storage in College Hall had rendered it friable.

—ROBERT E. A. PALMER
Graduate Chairman and Professor of Classical Studies

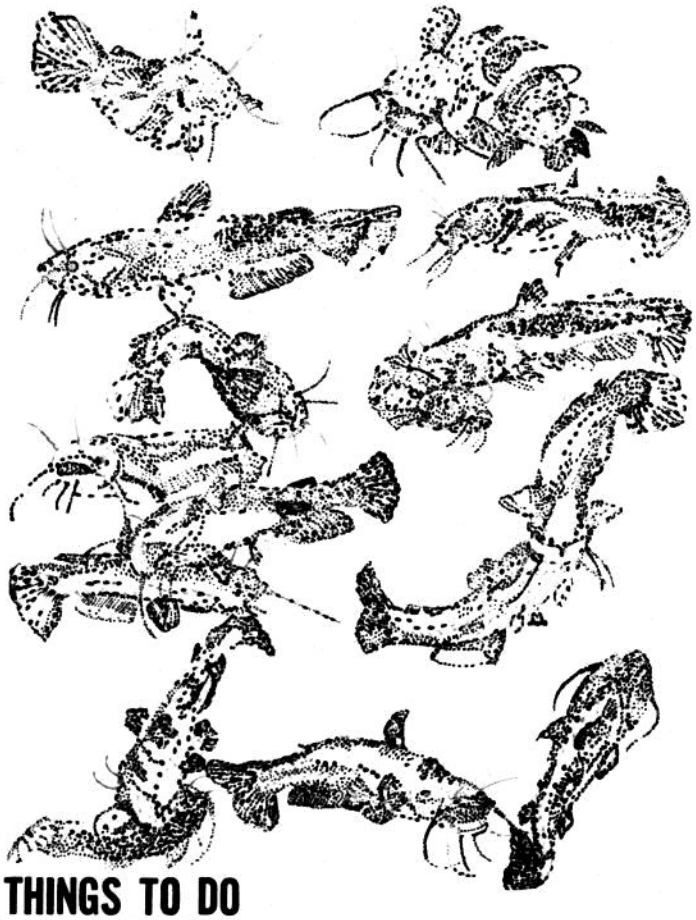
FELLOWSHIPS

YOUNGER HUMANISTS: DEADLINE OCTOBER 16

Teachers who wish to undertake special study in their own or related fields may apply for a six to nine month fellowship or a summer stipend from the National Endowment for the Humanities. Applicants must have completed their professional training and plan to devote full time to fellowship studies. Those wishing summer stipends will be nominated by their academic deans; only those applicants who are not employed by an institution may apply directly to the program. Candidates may write for information and application materials: Division of Fellowships, National Endowment for the Humanities, 806 15th St. NW, Washington, D. C. 20506. Awards will be announced in March.

FULBRIGHT-HAYS AWARDS

Application forms for junior lectureships in American Studies are available at the office of Fellowship Information and Study Programs Abroad, 3537 Locust Walk. Advanced graduate students or people who have recently completed the PhD in American Studies or other fields may apply for teaching positions in France, Spain and Italy until *November 1*.



THINGS TO DO

THREE FILMS BY NANCY GRAVES. Fifth in the ICA's series of new films, Fine Arts Auditorium, October 11, 8:30 p.m. and 9:30 p.m. The artist's 22½" x 30" gouache "Interaction Between Bullhead Strangers" (above) is one of the works in the Graves exhibit continuing at ICA through November 1.

DEVI, by Satyajit Ray. A man dreams his daughter is a reincarnation of the goddess Kali. University Museum Film Program, October 15, 2:30 p.m., admission free.

PREVIEW PERFORMANCE of *The Great God Brown* followed by a reception honoring Kathleen C. Quinn, who was director of the Pennsylvania Players for 25 years. Zellerbach Theater, 8 p.m., Tickets: Orchestra, $9.00 (students $4.50), Balcony, $7.50 (students $3.75). For reservations: Pennsylvania Players, 520 Annenberg Center, Ext. 7570.

ICA GOES TO NEW YORK CITY. Visit to four private collections of contemporary art, with lunch in between, and continental breakfast enroute, costs $50. October 22, 9 a.m., returning approximately 7 p.m. Reservations: ICA, Ext. 7108.

MUSEUM STRING ORCHESTRA, William Smith, conductor. Concert of rarely-performed music, October 29, 2:30 p.m.; free.

HOMECOMING WEEKEND PERFORMANCE of *Man of La Mancha,* preceded by cocktails and buffet dinner at the Faculty Club, November 10. Tickets: $8.00 per person. Reservations, General Alumni Society, Ext. 7811. Other performances of the Penn Players' show: November 2-5, 8, 9, 11, 12; Ext. 6791.

DIE BRUECKE THEATER: Two plays in German. *Woyzeck,* by Georg Buechner, tale of a "rather odd municipal soldier" told in 26 scenes, Irvine Auditorium, November 18, 8 p.m.; and *Der Frieden,* by Peter Hacks, adaptation of an anti-war play by Aristophanes, Irvine Auditorium, November 19, 2:30 p.m. Tickets: $3.50 at door or from German Dept., Ext. 7332.

THE FACULTY

Toward Wastepower

Fossil fuels, which take eons to replace, are being consumed so rapidly that the supply is in real danger of drying up within our lifetime. Waste products, on the other hand, seem to be piling up faster than we can safely get rid of them.

In a new program supported by a $600,000 grant from the National Science Foundation, engineers and scientists from Penn and United Aircraft Research Laboratories will seek practical methods to convert garbage and other organic wastes into methane fuel gas. Their study will also consider the possibility of growing, harvesting, and processing high growth rate plants, including algae and phytoplankton, from the sea for the same purpose.

"We have a highly developed gas technology," says Martin Wolf, Associate Professor at the University's Center for Energy Management and Power, "and we want to know how we can continue to preserve our capital investment in that technology beyond the depletion of our natural resources—and without spoiling the environment."

Methane (CH_4), a colorless, odorless gas that burns with a pale, luminous flame, is the explosive element in coal gas, and is the main component (72-95%) of natural gas. Its fuel value is high, about 1000 BTU's per cubic foot.

Methane occurs naturally as the byproduct of anaerobic digestion—the bacterial decomposition of dead vegetation without the help of oxygen, as occurs under water. This same anaerobic process has been used for many years to reduce and stabilize municipal sanitary wastes, but in most cases, the gas is simply burned off.

An earlier study by United Aircraft indicates that as much as eight percent of our national fuel gas requirements could be met by converting the organic wastes of large cities to methane using processing plants and digesters similar to those used for sewage treatment. Up to 10,000 cubic feet of methane per ton of dry organic material has already been achieved in laboratory digesters. The cost of generating, refining and delivering this gas for commercial use would run between $.30 and $.60 per 1000 cubic feet, the study says. Use of existing pipelines and pumping systems is critical to the economic success of the approach, however.

If, in the long run, it proves feasible to grow and harvest phytoplankton and algae in sufficient volume, and convert it to methane through the same anaerobic process, a mere two-tenths of one percent (0.2%) of the world's ocean area could satisfy the nation's fuel gas needs at present levels of consumption.

Pennsylvania will study the bacterial processes in the di-

gester, control and maximization of the gas production process, fuel utilization, and the environmental aspects of the project. United Aircraft Laboratories will concentrate on actual plant design, construction, and operation.

Major tasks of the three-year project include: recycling the remaining sludge in the form of soil nutrients; using the gas for heat and power generation; studying the stimulation of growth of organic material in sunlight (including phytoplankton and algae) and evaluating the longterm effect of the entire process on the world's ecology.

If the work is successful, the process could be in significant use in the 1980's for the treatment of wastes.

A Cycle of Care

The new $9.5 million Scheie Eye Institute at Myrin Circle on 39th Street is a six-story, cylindrical building designed to provide a continuous cycle of patient care, teaching and research into the causes and cures of eye diseases.

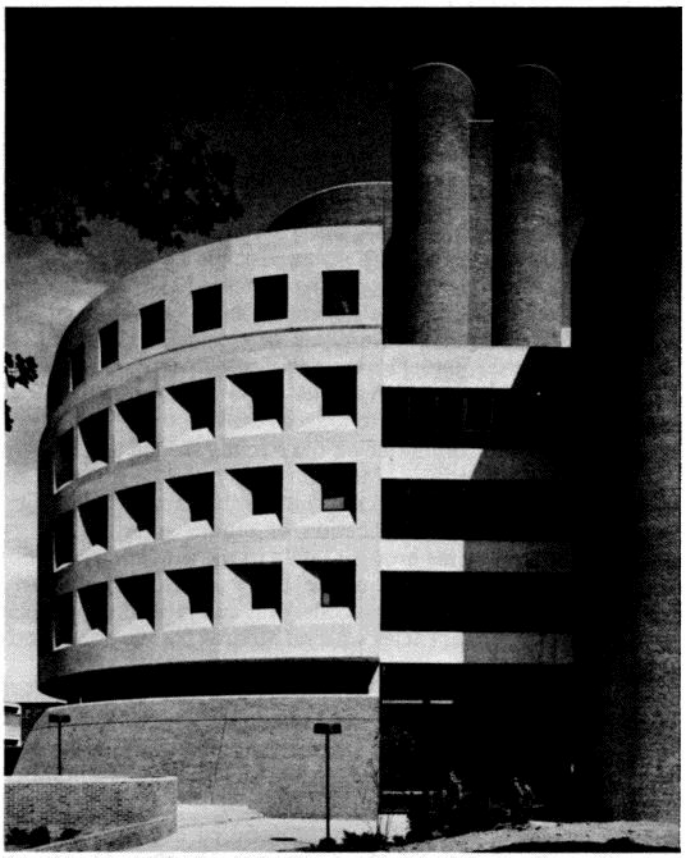
It is the new home of the University's Ophthalmology Department and of the expanded research that will go on in that department headed by Dr. Harold G. Scheie.

A surgeon and developer of important surgical methods (Scheie Procedure, glaucoma) and a scientist who makes basic discoveries (Scheie Syndrome, Hurler's disease), Dr. Scheie believes that combining teaching, patient care and research in one facility assures that patients will benefit immediately from the discoveries of scientists. At the same time, physicians and scientists can involve large numbers of patients with diverse problems in clinical studies.

As a department chairman he has also seen to the development of laboratories—anatomy, physiology, virology, immunology, molecular biology and pathology—to undergird the basic sciences for ophthalmology students.

Space for the ambitious program became a problem some time ago, but an anonymous donor came forward in 1966 with a $1 million starter for the building of a new institute. The donor had two stipulations: that the building be at the site of the Presbyterian-University of Pennsylvania Medical Center, and that it be named for Dr. Scheie.

The remaining $8.5 million also came from another 2000 private donors—making the Scheie Eye Institute one of the very few health care facilities in the country built recently without government money. Dr. Scheie has supervised the fundraising, and is still working to raise another $10 million to furnish the fifth floor, provide research equipment and endow research, teaching and indigent patient care.



In the meantime, space is provided for 3000 inpatients and 50,000 outpatients a year; for the teaching of students and the work of research personnel. And a random sampling of the research in progress shows studies not only on eye infections and congenital cataracts, but on the proteins of the eye, on allergic reactions, the influence of drugs on the eye and many other subjects. The Institute was recently designated as a center for long-term analysis of treatment of diabetes patients. Although insulin saves their lives, after the disease is present 10 years some 64% of patients develop retinopathy, and after it has been present 15 to 20 years, retinopathy occurs in 93%. Among other things, Scheie Eye Institute is working with LRSM on a new vitreous substitute and on developing new instruments and techniques to cure the 5 to 10% of retinal detachments that currently are incurable.

Bellet Professorship

A chair in cardiology has been established in honor of the late Dr. Samuel Bellet, Professor of Cardiology who died in December at 69. The Foundation for Cardiovascular Research endowed the professorship and also gave a portrait of Dr. Bellet at presentation ceremonies in the Museum.

The first incumbent is Dr. Bruce N. Goldreyer, Assistant Professor of Medicine and Director of the Medical Intensive Care Unit at HUP. Dr. Goldreyer, who came to Pennsylvania 1971, is a specialist in the causes of arrhythmias (irregular heartbeat).

The late Dr. Bellet had been director of the cardiology division at Philadelphia General Hospital and director of the division of cardiovascular diseases at Graduate Hospital. He was the author of a classic text, *Clinical Disorders of the Heart Beat*, and worked on discovery of unsuspected heart diseases, the stress of driving cars, and effects of caffeine.

the four ad hoc committees that the Senate will later consider for standing-committee status:

One is a Committee on Students, outgrowth of the committee authorized on April 5 to "remain informed on the operation and effects of the black residence" and on any educational policy questions it may raise. The charge has been broadened to include study on (1) why the experience of black students has been so unsatisfactory to so many here; (2) how a greater sense of community can be generated here (working closely with the Mendelson Subcommittee of Council, whose report begins on Page 5); and (3) the revision of admissions policy, in view of rising costs which render some portions of the 1967 McGill Committee report "no longer feasible" to apply.

The second is a Committee on the Faculty, which will take up (1) grievance procedures, including study and comparison of several proposed alternatives now before the campus; (2) clarification and possible modification of tenure rules, especially in the light of problems brought lately to the academic freedom committees, the Ombudsman and the Provost; (3) an early retirement option and (4) the collection and reporting of racial data to government agencies with safeguards for the confidentiality of records on race and religion of members.

The Faculty committee will be comprised of Professors James O. Freedman (Law), James Sprague (Anatomy), Dorothea Hurvich (Psychology), Robert Summers (Economics) and Brian Chellas (Philosophy). Membership of the Committee on Students will be announced shortly.

The two other committees recommended in the Report on the Structure of the Senate (Almanac October 3) are on Education and on Administration. Dr. Crockett said the Education Committee function is being performed now by the ad hoc Committee on Academic Priorities, and the Administration Committee will be set up "when and if the need becomes obvious."

McGILL COMMITTEE RECOMMENDATIONS

The Senate passed, with minor amendments, the first three of seven recommendations based on the McGill Committee report on appointment policies and procedures (*Almanac* February 8) which had been tabled since the April 19 meeting:

1. The primary responsibility for developing and maintaining a high quality faculty should rest with the individual discipline which in most cases is co-terminus with a *faculty budgetary unit.* All personnel actions *except under extraordinary conditions* should be initiated by the *budgetary unit.*

2. Any member of the department, including junior faculty and students, should have the right to suggest the appointment of a new faculty member or the promotion of an existing faculty member. While the views of all departmental faculty members and other knowledgeable persons should be sought and evaluated, the initial decision as to whether a particular person is to be appointed or promoted should be made by faculty members having a rank above that of the individual or position being considered. Students should not have membership on review committees at the departmental, school, or University level. The departmental chairman should be obligated to forward to the dean any positive recommendations of the review committee, attaching any dissenting comments that he might have. The dean and, at his request, the school personnel committee, should review any negative decision of the department that would have the effect of terminating an individual's appointment. *All of* the foregoing shall be considered as a norm only, and *shall not be* mandatory on any school or subdivision thereof, each such unit being encouraged to experiment with new procedures as it sees fit.

3. The personnel recommendations of the department should be reviewed by a personnel committee appointed by an advisory to the dean of the school in which the department is situated. The committee should be composed entirely of faculty members, with none currently serving as chairman of a department. The positive recommendations of the school personnel committee should be forwarded, with or without the dean's concurrence, to the Provost's Staff Conference. *All of* the foregoing shall be considered as a norm only, and *shall not* be mandatory on any school or subdivision thereof, each such unit being encouraged to experiment with new procedures as it sees fit.

A fourth recommendation, dealing with establishment of an appeals tribunal, was deleted in view of the charge of the new Committee on the Faculty. Motion 5, which called for equal weight to teaching and research and mandatory use of "a standard and statistically validated teacher evaluation form," was amended by substitution by Dr. Morris Mendelson; it passed as follows:

5. Adequate weight should be given to both teaching and research in matters of appointment, promotion and salary, but the weights need not be the same in all parts of the University and should be determined by the individual faculties. Some consideration should also be given to unusual service in such "citizenship" activities as University governance, curriculum development, editing of professional journals, or academic programs carried out in residences. A minimum acceptable standard of teaching competence should be required even of those outstanding in research if they are to be assigned teaching responsibilities. A minimum acceptable standard of competence in research should be required even of outstanding teachers. The determination of competence in research should be made by recognized scholars in the same or closely related disciplines. In identifying good teaching, it is essential to make use both of carefully tested forms for evaluation by current and former students and also of some type of peer evaluation. Teaching evaluation forms need not be standardized among Schools.

The sixth motion, which would establish Academic Review Committees for each school, was referred to the Senate Advisory Committee.

Debate was halted by a quorum call after 6 p.m. on the seventh motion and on a substitute offered by Dr. Phoebe Leboy. The motion:

7. Women applying for and holding faculty positions should be judged by the same criteria that are applied to men. They should be accorded the same treatment as men with respect to all substantive conditions of employment, including rank, compensation, and research opportunities. It follows that there should be no preferential treatment of women (or any other special group), even though directed toward the redressing of inequities that may have existed in the past.

SUBSTITUTE MOTION

7. In all appointment, reappointment and promotion decisions the best candidate should be chosen or promoted and the same scholarly and professional standards should be applied to men and women. Because of the present low proportion of minority group faculty and the inequitable ratio of men to women on the faculty, particularly at the higher ranks, candidates who are women or members of minority groups have, by virtue of their sex or minority group status, attributes which are desirable in the creation of an improved academic community. Therefore, among a group of candidates posessing substantially co-equivalent scholarly qualifications, special consideration shall, at this juncture, be given in favor of women and members of minority groups. This policy is to be reviewed annually.

ALMANAC: 515 Franklin Building, Ext. 5274

Editor .....*Karen C. Gaines*

Assistant Editor .....*Margaret M. McIlmoyl*