

Almanac

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NEWS IN BRIEF

PRESIDENT/PROVOST'S STAFF: DR. THACKRAY

Dr. Arnold Thackray, Chairman and Associate Professor of the History and Sociology of Science, has been named a Faculty Assistant to the President and the Provost. He joins Dr. Robert Zemsky in that title and succeeds Dr. Renee Fox, who is now Chairman of Sociology.

Dr. Thackray is Curator of the Edgar Fahs Smith Memorial Collection in the History of Chemistry. Harvard University Press, which published his *Atoms and Powers* in 1970, will issue Dr. Thackray's *John Dalton* on November 17. He is currently at work on a study of the cultural uses of science within industrializing Britain.

PRINTING PROCUREMENT: MRS. YEAGER

Auxiliary Services Director George Kidd Jr. has announced the assignment of Mrs. Harriet Yeager as Director of Printing Procurement, effective immediately. She has headed the University Printing Office, which closes November 3.

Mrs. Yeager's charge will be to insure consistent quality and equitable costs for all printing work done for any University budget; she will also authorize all University printing bills for payment. Creation of the post is to allow the University to use its full economic leverage to collective advantage in the purchase of printing, Mr. Kidd said.

KRAVITZ: FLEXNER LECTURE NOVEMBER 8

Dr. Edward A. Kravitz of the department of neurobiology of Harvard Medical School will give the second annual Louis B. Flexner Lecture on "Studies of Synaptic Chemistry in Single Physiologically Identified Nerve Cells," Lecture Room A, Medical School, Wednesday November 8 at 4 p.m.

PARENTS DAY: NOVEMBER 17

Parents of sophomores and transfer students will be on campus all day Friday, November 17, to visit their sons' and daughters' classrooms; attend a seminar of their own; and fire questions at University administrators on athletics, finance, fraternities, student health, placement and vocational advising.

They will also attend a swimming and diving exhibition at Gimbel Gym's Sheerr Pool, a President's Reception at the

Museum and the Penn-Columbia Soccer Game at Franklin Field. Saturday they will hold a box lunch on College Hall Green before the Penn-Columbia Football Game.

A survey last year showed that visits to classrooms were the most popular feature of the annual Parents Day sponsored by the University's Annual Giving Program.

The most disappointing feature: visits to classrooms where a class had been canceled without notice or where an exam was in progress instead of a lecture or discussion. This year, faculty are urgently asked to advise their students in advance if November 17 will not be a normal day.

RESIDENTIAL LEARNING PROPOSALS: NOVEMBER 20

Faculty members and others interested in planning and proposing living/learning projects for the academic year 1973-74 must contact Mrs. Margo Marshall, Director of Residential Programs in the Office of the Vice Provost for Undergraduate Studies, by November 20. The follow-up deadline for the written proposals is November 30. A committee will review all proposals and make its recommendations at the beginning of the spring term.

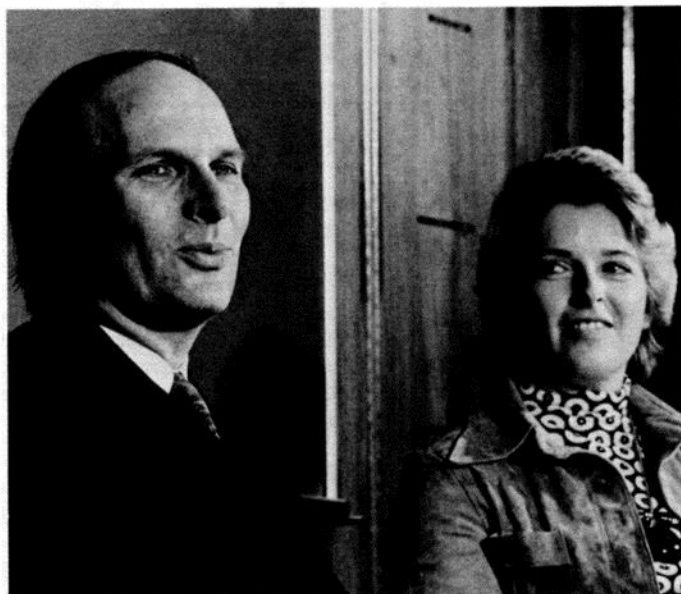
From the AAUP:

Open Meeting: Faculty Rights—and Grievances

What are the rights of a non-tenured faculty member? Do University regulations define these rights clearly and comprehensively? What are the differences between University statements on the subject and the statements of the American Association of University Professors? When faculty members believe that they have been treated unfairly, what recourse do they have? Are the established procedures for handling grievances adequate, and do they work? Should there be special procedures to protect the rights of women and members of minority groups?

These are among the questions that are being asked—with alarming frequency—of and by the officers and committees of our AAUP chapter. The faculty members who come to us with grievances are far more numerous than ought to be the case in a well-run university.

In order to explore some of the problems involved in the defense of faculty rights, and hopefully to find some answers, the University of Pennsylvania chapter of AAUP is scheduling a meeting, open to all faculty members, on Wednesday, November 15, at 4:00 in David Rittenhouse Laboratory A-4. We shall hear at that time from the Ombudsman, from the Chairman of the Senate Committee on Academic Freedom and Responsibility, and from other members of the faculty and the administration.



That Was the Week That Was

Friday, October 20: In almost any office there was only one topic: "I was listening to the news. . ." "I was in the shower and my wife came rushing in. . ." or "I was half asleep when the man from Reuters called. . ."

It sounded as if half the University gets up at 6 a.m. to listen to newcasts while the other half lies abed until someone from New York calls to tell them that a colleague has won the Nobel Prize.

By 8:30 that morning members of the Physics Department had assembled at David Rittenhouse Laboratory ready for action. Led by Drs. Heeger, Langenberg and Wood, they painted and strung a banner (CONGRATULATIONS NOBEL LAUREATE BOB) across Walnut Street to the LRSM Building. Between teaching classes they posted felt-penned signs in the lobbies and ordered champagne and telephoned more people and waited.

The problem was that one man driving on the New Jersey Turnpike didn't have his radio on: the Mary Amanda Wood Professor of Physics, Dr. J. Robert Schrieffer. His wife Anna Grete had phoned ahead to his destination at Linden, packed the children off to school, and then waited with growing anxiety, "What if he doesn't find out all day?"

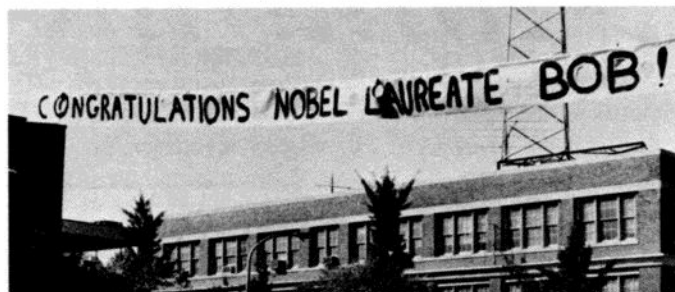
But Bob Schrieffer found out. The colleague he was meeting at Esso in Linden, Dr. Fred R. Gamble, rushed up to his car at the Joyce Kilmer stop on the Turnpike and greeted him with "Congratulations. You just won the Nobel Prize."

Said Schrieffer: "Yeah, what else is new?"

Then he began to believe it. "My friend is a very serious man," he said later, "so I turned around and headed back to Philadelphia."

At campus he met the signs, the banners, the students in transport, and the refined and scholarly jubilation of a faculty that had its first on-site Nobel laureate in the history of the University.

Suddenly the honor of a week before—Dr. Gerald Edelman's sharing of the Prize in Medicine—took on awesome



proportions: Nobel Prizes back-to-back, to alumnus and faculty member in one week. But a final tremor was yet to come. In the early-morning excitement many had missed the announcement of alumnus Christian Anfinsen as one of this year's laureates in Chemistry. It was a reporter at Dr. Schrieffer's afternoon press conference who corrected President Meyerson in mid-speech to make it *three* for the week.

(Seasoned Nobelwatchers also reported that *Almanac's* October 24 list of former Penn men who later won the award should have included the name of Ragnar Granit, a Swedish scientist who was at the Johnson Foundation with Haldan Keffer Hartline in the 'sixties and who shared the prize with Hartline and Wald in 1967. Most remembered Simon Kuznets's award in Economics in 1970, and some recalled that Dr. Otto Meyerhof had already won the Nobel Prize when he came to serve as research professor of physiological chemistry here from 1940 until his death in 1951.)

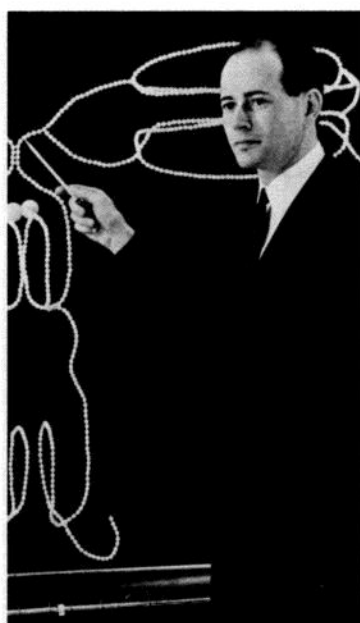
At his press conference, Dr. Schrieffer shone as a scientist and as a man, the gifted teacher explaining to the lay press the theory of superconductivity for which he and Dr. John Bardeen and Dr. Leon Cooper share the Prize.

Dr. Schrieffer was a 25-year-old graduate student of Bardeen's at the University of Illinois when it all happened in January of 1957. Bardeen already had one Nobel. "Cooper was a postgraduate down from Columbia with a strong background in high energy physics. Bardeen had the lifelong interest, the background, the contact with experimental facts; and I was his student," Schrieffer recalled. Leaving out his part in the breakthrough (which others credit to a sudden inspiration of his on a New York subway), he described the feverish 13 days in which they worked out the theory, using disciplines of solid state physics and quantum mechanics to explain what had been unexplainable for fifty years.

Onnes had established in 1911 that the phenomenon of superconductivity occurs—that when some metals and alloys have been cooled to near absolute zero (−273 degrees Centigrade) they become perfect conductors of electricity. The



Christian Anfinsen, above, and Gerald Edelman, right, made it three for the week.



question that nagged for fifty years and got solved in 13 days was *why*.

At high temperatures, electrons are buffeted around by the vibrating atoms and therefore they do not flow freely through the metal, i.e., there is electrical resistance. The B.C.S. theory showed that at low temperature electrons pair up like couples on a dance floor and whirl around each other as in a waltz. Remarkably, the partners of a given pair are so widely spaced that within the area covered by that pair there are typically about a million other pairs dancing. Despite the enormous amount of interweaving, a perfectly choreographed motion results. Because of this perfect meshing, the electron sea gains a rigidity, such that the motion of the electrons is unaffected by the vibrating atoms "trying to trip them." In this way the electron sea flows totally without resistance through the metal.

The B.C.S. Theory has been lauded before, winning such awards as the National Academy's Comstock Prize in 1968. Nobel Prizes take a little longer. By the time this one came, others had begun working out applications for the new theory. It will have implications for increasing power without increasing the size of generators, for a memory element in ultrafast computers, for the improvement of plasma and many other developments just beginning to be explored.

Schrieffer himself has moved on as well, now involved in surface physics with Dr. Langenberg and others here.

But a significant portion of Bob Schrieffer's time now also goes toward issues that are not purely physics in the departmental sense: interdisciplinary studies which take a new look at the application of basic science to social needs, or what he calls "focusing our shots" and choosing that basic work which will underpin the technology and make it ultimately more humane. He is working closely now with Penn's engineering programs, for example, to establish that kind of focus.

He is also working on broader questions of University goals and University quality. As member of the University Development Commission he heads the work team on Graduate Education, but still teaches freshman physics—a practice his whole department follows.

As President Meyerson summed up at the press conference: "Very simply, there isn't a nicer and better and brighter guy to win the Nobel Prize." Then he made his own award: to Mrs. Schrieffer, a bottle of champagne.

Edelman: Medicine

Dr. Gerald M. Edelman's day of celebration came the week before at Rockefeller University, where he was the first alumnus in that school's history to win the Nobel Prize. (He took a PhD. there several years after his M.D. from Penn.)

He shares this year's prize in Medicine with one other scientist, Oxford biochemist Dr. Rodney Porter. The two men were honored for separate research on the chemical structure of antibodies—work that stimulated "a fervent research activity the whole world over, in all fields of immunology in science, yielding practical values for clinical diagnostics and therapy," the Nobel Prize Committee said.

Dr. Edelman (M '54) took his B.S. in chemistry at Ursinus College and developed a strong interest in physical chemistry during his medical school days here, when he worked closely with Dr. Britton Chance and others at the Johnson Foundation. After an internship at Massachusetts General Hospital and two years' medical-military service in Europe, he joined Rockefeller University in 1957 to continue studies in immunology. He took his PhD. there in 1960 and was named a professor in 1966.

According to *The New York Times*, Drs. Porter and Edelman worked from two different points of view on deciphering the structure of antibodies, which is the collective name for a group of blood proteins the body uses against infection and against development of certain diseases.

Both succeeded in breaking down the antibody molecule—Porter using an enzyme and Edelman using chemicals such as urea and sulphur compounds. Other scientists combined their pieces to make a "map" of an antibody. This showed that instead of having a single chain structure, the antibody had both heavy and light (molecular weight) chains. Porter then started on the heavy chains. Edelman and his team tackled both, and by 1969 had deciphered the structure of the entire antibody molecule including both heavy and light chains.

Anfinsen: Chemistry

Dr. Christian B. Anfinsen, who since 1963 has been Chief of the Laboratory of Chemical Biology at NIH's National Institute of Arthritis and Metabolic Diseases, also takes half of this year's Chemistry award. The other half is shared between Drs. Stanford Moore and William Stein of Rockefeller University.

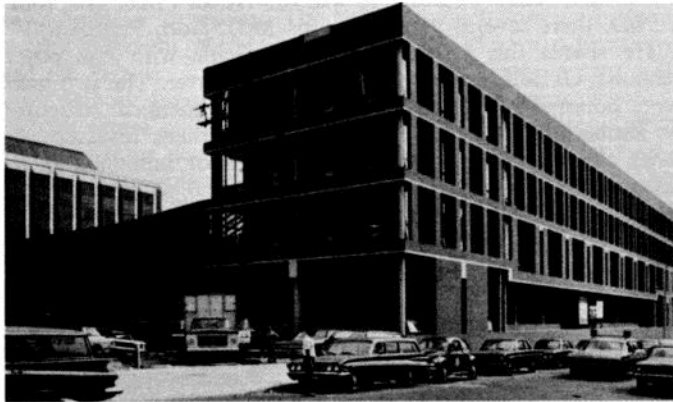
All three worked on breaking down the structure of ribonuclease, a crystalline enzyme found especially in the pancreas. It is a single chain of amino acids coiled into a rough sphere and held in that configuration by bridges.

Dr. Anfinsen and his colleagues "uncoiled the chain" using chemical reagents that break down the bridges but not the chain itself. The work is expected to have implications for understanding such diseases as PKU, certain types of anemia, blood disorders and perhaps some forms of diabetes.

Christian Anfinsen is a native Pennsylvanian who did his undergraduate work at Swarthmore and took his master's degree here under the supervision of Dr. Allan Day. He was on campus as recently as 1969, as Leon Lecturer.

After taking his PhD. in biochemistry from the Harvard Medical School in 1943, Dr. Anfinsen taught at Harvard for seven years and spent one year as Senior Fellow of the American Cancer Society working with Dr. Hugo Theorell at the Medical Nobel Institute. He joined NIH first in 1950, returned to Harvard in 1962, and took his present post in 1963. Dr. Anfinsen is a member of the Board of Governors of the Weizmann Institute, the National Academy of Sciences and the Royal Danish Academy, and winner of Guggenheim and Rockefeller Foundation Public Service Awards.

FACILITIES



Inside Vance Hall

Three lecture halls and an administrative center in the new Vance Hall are specially dedicated to two Trustees, a former dean of the school, and an Emeritus Professor. They honor the late Wilfred D. Gillen, who was Chairman of the Trustees; former Dean Alfred H. Williams; and Emeritus Professor George W. Taylor (with gifts from the manufacturers and the unions of the Men's Clothing Industry).

An Administration Center is dedicated to Gordon B. Hattersley, W '24, and to Mrs. Hattersley; he has been a Trustee.

Many other rooms and areas will later be dedicated to other alumni and friends who have made special gifts to build the new \$7.3 million home of the Wharton Graduate Division. Alumni are contributing a special portrait of Dr. Donald F. Blankertz, the Professor of Marketing who directed the Graduate Division from 1953 to 1969. The Hall itself is named for the late Henry T. Vance, alumnus and Trustee whose initial \$1.2 million pledge led the way to construction.

Inside Tennis

The new indoor tennis pavilion under construction south of Walnut near 32nd Street has been named the Levy Tennis Pavilion in honor of Robert P. Levy, a University Trustee and alumnus; President of the Atlantic City Racing Association; and President of D. R. T. Industries.

"While the new Levy Tennis Pavilion will provide all-weather practice space for our intercollegiate tennis team, the principal use will come from our own students, faculty and staff for whom tennis has become a most popular recreation," according to Fred Shabel, Director of Recreation and Athletics. Six outdoor courts are used from early morning through the evening, but still do not provide for the great number of people who want to play.

The \$585,000 pavilion will contain four courts and will be completed in early 1973. It is being built directly to the rear of the University's Class of 1923 Ice Skating Rink, 3130 Walnut St. Mr. Levy funded a major portion of the cost of construction, with other gifts from alumni and friends.

The pavilion will be a steel-frame structure, 44½ feet high at its peak, and will be sheathed in corrugated panels of enameled aluminum. Air-conditioning will permit year-round use. A gallery will divide the pavilion and provide spectator space with views of all courts. Locker room, shower and office space will be provided.



A Home for the Languages

Former Provost and Mrs. Edwin B. Williams were honored at the dedication October 20 of the new building named for them, where the more than 60 languages taught at Penn are finally drawn together under one roof.

The Edwin B. and Leonore R. Williams Humanities and Language Hall is an eight-story, U-shaped building of brick, limestone, glass and concrete at 36th and Spruce Streets.

The \$7,000,000 structure is a peaceable kingdom housing all the language and language-related departments at the University. Its first three floors provide 45 classrooms. On the upper five floors are seminar rooms and offices for the Departments of Ancient History (711), Classical Studies (720), Germanic Languages (745), Linguistics (619), Oriental Studies (847), Romance Languages (521), Slavic Languages (642), and South Asia Regional Studies (819).

The U-shaped structure and adjacent Logan Hall now create an open court where brick paving, stone benches and other details make a place to linger. The courtyard is reached by two-story openings onto 36th Street and onto the court between College Hall and Houston Hall.

In the lobby of Williams Hall is a portrait of Dr. Edwin B. Williams and a plaque in recognition of Dr. and Mrs. Williams' contribution.

Dr. Williams took his three degrees from the University and served as chairman of the Department of Romance Languages, as Dean of the Graduate School of Arts and Sciences and then as University Provost.

He is best known internationally as a lexicographer (the *Holt Spanish and English Dictionary*, *Diccionario del idioma espanol* and Bantam's *Spanish and English Dictionary*) and as one of the first American scholars of Portuguese, tracing the history of the development of the Portuguese language from its Latin beginnings in a 1938 work titled *From Latin to Portuguese*. He is now supervising the compilation of the French, German, Italian and English dictionaries of the Bantam Dictionary Series.

In preparation for the University Council's continuation of discussion on undergraduate admissions policy and procedures, Dr. Wood outlines here the salient features of present policy, and of recommendations for change that have been made by the 1971-1972 Council Committee on Undergraduate Admissions and Financial Aid. Unabridged manuscripts of both the present policy [MCGILL REPORT] and these recommendations [PROPOSED ADDENDUM] are available for examination at the Office of the Secretary.

On Revising the Admissions Policy for the Undergraduate Schools

by Thomas H. Wood

I. Present Policy and Procedures

Policy and procedures for undergraduate admissions are defined in detail in a document prepared by an earlier Committee on Undergraduate Admissions, chaired by Professor Dan McGill and dated August 1, 1967; this report was approved by the University Council and has since been acknowledged by the Administration to be University policy. It was recognized in 1967 that policies and procedures would have to be amended as our experience developed and as circumstances changed.

The deliberations of the McGill Committee occurred during a period of considerable expansion and optimism in the academic world generally and at Pennsylvania in particular. The quality and size of the applicant pool had improved significantly during the period 1960-1967 and the Committee believed then that it would be possible, under highly restrained and controlled conditions, to obtain a desirable diversity in an entering class by balancing academic factors susceptible of objective measurement against personal qualities and activities not easily summarized in statistics.

This document specifies that two indices are to be determined for each candidate for admission. The first index, the Academic Index or the Predicted Grade Average (PGA), is based on four objective measures of a student's high school performance and academic potential: class rank, average performance in three achievement tests, a verbal aptitude test and a mathematical aptitude test. These four measures are combined in a linear way to produce a Predicted Grade Average (the PGA) that a student, on the average, should achieve at the University of Pennsylvania. The weights given to these four parameters are not chosen arbitrarily but are computed through statistical analyses of academic performances of students who have previously matriculated at this university. The most recent studies indicated that achievement test scores and class rank are the best predictors of academic success in the College.

The second index required under present policy is the Non-Academic or Subjective Index. This index is assigned through appraisals made primarily by the staff of the Office of Admissions of an applicant's talents and creativity (30%), motivation and commitment (15%), leadership and activities (15%), general personality (10%), background or diversity (20%) and desirability to the University (10%). The assignment of weights in these categories reflects the opinions of the McGill Committee; no follow-up studies on this index have been done as techniques have not been designed to test the effectiveness of these parameters.

The present policy specifies that 25% of an entering freshman class is to be admitted on academic criteria only (the Academic Index or PGA); 60% through a combination of both the academic and subjective indices, weighted in such a way as to maximize subjective factors while at the same time improving

the overall academic quality of the class as determined by the Academic Index; and up to 5% on subjective qualities only, with the proviso that none of these candidates should constitute academic risks. The above three groups collectively are defined to be the category of *Regular Admissions*.

Ten percent of the positions in a freshman class are reserved for students who would not normally be admitted through Regular Admissions, but whose enrollments are desirable for various institutional reasons (the Special Admissions category). Up to half of these positions (5% of the class) are reserved for outstanding athletes; up to 3% of the class spaces are specified for socially and economically disadvantaged students (the SE group); and the remaining positions in the Special Admissions category (at least 2% of the class) are allotted for children of faculty, staff or alumni and for special interest cases. Further, this policy allows some students in the Special Admissions category to be admitted even if criteria developed by the University Counseling Service suggest low probability of academic success. Although all SE students can be admitted with this disadvantage, no more than 50% of the remaining students in the Special Admissions Category may be academic risks.

The McGill Report called for continuous statistical evaluation, both of the academic quality of the class as actually constituted and of the various factors contributing to class diversity, though it provided no real guidance as to how admission decisions based on considerations of "diversity" could later be evaluated in terms of participation in the total cultural and non-academic aspects of university life and in terms of students' careers after leaving the University. No precise role was assigned to the faculty in the direct admissions procedures.

II. Desirable Objectives of an Admissions Program

For various reasons the procedural details specified in the McGill Report have not been fully followed in the years since 1967. The requisite financial support has not been supplied by the University for research on the correlations between actual admissions practice and the desiderata of policy, though such research was an integral part of the procedures envisioned in the report. Manpower to document decisions has not been available in the Office of Admissions. The staff in the Office of Admissions has often felt that its role in the admissions process is purely mechanical—the two indices are tightly prescribed and once these indices are available, the decision to admit or reject is generally automatic. Faculty members who in the past have only been able to serve as readers of applications have often shared this opinion and have felt they had no real input into the actual decision making. Compromises on the rigidly prescribed ratios of students in specific categories have been made in order to bring about desirable and even necessary changes in the composition of the student body. It is

most regrettable that we do not know whether the procedures specified in the McGill Report could have produced the desired results; we do not have precise data allowing us to know why most applicants were admitted or why others were not admitted.

The experience of the past few years suggests strongly that any admissions procedure is undesirable which does not include regular and close interactions between the Office of Admissions and the faculty. It is difficult to believe that any system will work without discord in which either the faculty controls policy without direct input from admissions personnel or the Office of Admissions administers policy without direct input from faculty. The Committee on Undergraduate Admissions and Financial Aid and the Dean of Admissions believe that the time has come for changes in admissions procedures that will bring the faculty, the admissions staff and others of the academic community into active and regularized cooperation both in reflection upon policy and in the selection of undergraduate students.

We concur with the general philosophy and objective of the McGill Report and agree that "the admission policy of the University should be designed to bring to Pennsylvania those students whose intellectual ability, interests, and motivation are most closely attuned to the academic and cultural environment which the University is seeking to create." We agree also that within the academic constraints imposed by our primary mission of education we should search for a student body rich in a variety of academic, cultural and ethnic backgrounds. We also believe, as did the McGill Committee, that the specific criteria used to select students should be subject to continuous evaluation so that we may verify whether these criteria do indeed select the kind of student body we desire.

We wish to record our support of one further element of present policy: "It should be, and is, a fundamental tenet of admission policy that no applicant be admitted to the University unless he shows promise of performing at an acceptable level of academic proficiency. There should be no exceptions to this guiding principle, however attractive the non-intellective qualities of the applicant and however strong the external pressures brought to bear".

The University of Pennsylvania is committed to quality education; the attainment of this objective demands intellectual achievement and commitment from our undergraduate students. Admission policies and procedures must place primary emphasis on the selection of students who possess both the ability and motivation requisite for this kind of achievement. On the other hand we wish to continue to admit some students who may not meet the prevailing objective academic standards applied to the majority of applicants but who fall into the categories specified by the Special Admissions Procedure of the McGill Report.

III. Features of the Recommended Admissions Program

The program of admissions procedures that we recommend requires the cooperation of the administration, the faculty, the students, and the admissions staff; its full development and implementation will require at least three years. It differs from the present program in a number of respects, one of them being that for detailed procedures it does not appeal to the authority of a written document. The program to be described integrates policy and procedures in an operational way; an important aspect is that it includes self-correcting mechanisms that will allow change when desirable. Most of our sister institutions in the Ivy Group employ similar programs.

Following the McGill procedure, we recommend that a Predicted Grade Average (PGA) be computed for each applicant and that an Adjusted Predicted Grade Average (AGPA) also be computed by the Office of Admissions, with the best expertise it can muster, utilizing information such as the quality of the applicant's high school, enriched programs pursued, teacher

COUNCIL MEETING NOVEMBER 8

The Proposed Addendum to the Admissions Policy for Undergraduates is on the agenda for action at Council's regular meeting Wednesday, November 8. Also on the agenda is a proposed revision of rules concerning the temporary exclusion of faculty from performance of duties at the University. Members of the University holding views on either of these subjects should convey them to their constituency representatives, listed in *Almanac* September 26, 1972.

recommendations, etc. In doing this, the Office of Admissions has the responsibility to document, insofar as possible, the factors that were considered and the weights assigned.

We also recommend that the specific categories defined in the present policy under Regular Admissions (the academic component; the diversity component; and the high potential component) and special admissions (the athletic component; the socio-economically disadvantaged component; and the children of faculty/staff/alumni/special interest component) be retained, but that no specific percentages of the class be associated with these separate components in an invariant manner.

A. *The Policy Committee on Undergraduate Admissions and Financial Aid:* We support the present role and responsibilities of this committee and its composition of faculty, administrators, school representatives, student representatives and members of the admissions and financial aid offices. We recommend, however, that at least five of its members have previous experience on the Selection Committee; these are to be chosen from a list supplied each year to the Committee on Committees by the Dean of Admissions and Financial Aid.

The Policy Committee shall have cognizance over matters of undergraduate recruitment, admissions and financial aid which concern the University as a whole and which are not the specific responsibility of individual faculties. The Committee shall have authority to carry out studies on academic performance of students, on existing recruitment and admissions procedures and their relationships with existing policies on admissions and financial aid, and it shall be responsible for recommending changes in policy to the Council. It shall make recommendations annually at the February meeting of the Council concerning the size of the incoming class—freshmen and transfer students—after receiving the advice of the individual faculties and of the administration; it shall also report to the Council at this meeting on its recommendations on the composition of the incoming freshman class with respect to the academic, diversity and special admissions components and on the distribution of financial aid. The Committee shall be available to consult with the Dean of Admissions and Financial Aid, and other members of the administration, on interpretation of existing policy and application of policy to specific cases.

B. *Faculty and Staff Readers:* The credentials of all applicants are to be evaluated by at least two experienced readers, one of whom should be from the faculty. The evaluation procedures will utilize, among others, those factors suggested in the McGill Report. A reader will have no knowledge of evaluations given to an applicant by any other reader, and he will clearly record those factors determinative of his decision. Each reader shall place each applicant in one of three categories: Admit, Reject, or Discuss. These evaluations, however, shall not be binding upon the Selection Committee.

C. *The Selection Committee:* Admissions decisions on individual applicants will be made by a Selection Committee consisting of at least six persons, approximately equally divided between admissions staff and faculty, utilizing, among other factors, the adjusted academic index, the recommendations of two readers (one staff, one faculty), and those materials supplied by the applicant; the faculty members generally will have

had at least one year of experience with admissions procedures before sitting on this committee. The Committee should be familiar with policies and procedures and with the limitations imposed by institutional considerations. The first cases discussed each year by the Selection Committee will constitute a sampling of the applicant pool and provide the experience needed for uniform evaluation. It is neither possible nor desirable to specify precisely how the Selection Committee will make its decisions. Final decisions on the vast majority of applicants will be based on past experience in undergraduate admissions, on the admissions objectives of the institution, on the potential of the applicant pool, on the credentials of individual applicants and on the opinions of at least six persons representing a variety of interests and backgrounds. This Committee must record, insofar as possible, those factors that were significant in each decision in order that appraisals may be made later as to whether the factors utilized did in fact predict a productive career at this University and in later life.

Members of this committee must be willing to devote a considerable fraction of their time to these activities over a two to four month period; they will be appointed by the Provost after broad consultation with those in the University who have experience in matters of admissions and undergraduate education.

D. The Special Admission Category: An applicant who is not acceptable in the "Regular Admissions" categories and who has been identified as an outstanding athlete, a socio-economically disadvantaged person (the SE group), faculty, staff or alumni child, or special interest case, shall be given special consideration by the Selection Committee. The Committee will consider applicants from each Special Admissions category and should strive to select the best applicants from each group. No restraints should be placed on the Committee's weighting of academic and nonacademic factors, with the exception that no more than one-half of the applicants admitted in the non-socio-economic groups should have APGAs below 2.0. In selection of the Special Admissions group, the Selection Committee should recognize specific commitments made annually to each component of the group. The Policy Committee shall recommend to the Council each year at its February meeting the maximum numbers of students to be admitted in each component group and in the Special Admissions category overall, and their distribution among the undergraduate schools and colleges, after it has received information from the Dean of Admissions on special admissions in previous years, from the undergraduate academic deans on the academic progress and adjustments of students previously admitted under special considerations, and from the University administration on institutional considerations affecting the numbers of students to be admitted under special considerations. This information should be available by November 1. In no case, however, shall the socio-economically disadvantaged group constitute less than 3% of an incoming freshman class.

E. Calendar for Policy Decisions: Much confusion in past years is related to the postponement of "hard" decisions until the last possible moment in the admissions cycle. To minimize these problems and to maximize responsible planning, the Committee recommends that information which is necessary for decision-making in the area of admissions be available to specific groups early enough to allow planning and discussion. The Policy Committee should receive information by November 1 each year from (1) the Dean of Admissions on profiles of earlier classes; (2) the undergraduate deans on academic progress of previous classes; (3) the administration on institutional considerations which are deemed important; and (4) from other groups on such factors as dormitory accommodations, library services, cafeteria capacity, etc. By January 1 the administration should inform the Policy Committee and the Dean of Admissions on the financial aid budget that will be

available for the incoming freshman class, and of its financial aid priorities. The Policy Committee should report to the Council at its February meeting on (1) total class size (freshmen and transfer students) and its division among individual schools and colleges; (2) total size of the Special Admissions category, its division into specific components and its distribution among the various colleges and schools; and (3) financial aid priorities.

F. Other Issues: Three additional problems—all discussed in the Policy Statement of 1967—have been of particular concern to the present committee: recruitment for applicants, research in admissions, and financial aid. Recruitment has been dealt with in an earlier report (Sept. 28, 1971, on file with the Secretary's Office).

The Office of Admissions does not currently have an adequate budget to carry out research on the success or failure of the procedures utilized, nor is it clear that this activity should rest in that office. However, it is imperative that research on admissions be carried out in a continuing way; this will require a substantial commitment from the University. Much of the confusion associated with admissions over the past several years could have been avoided if proper research and documentation had been available.

The Committee recommends that applicants for admission be evaluated in the first instance by the Selection Committee without regard to financial need. We recognize, however, that in the final stages of the selection process, students requiring financial aid who are not in the top academic component or who are not particularly desirable for various institutional considerations may be at a disadvantage in the competition for those funds controlled by the University.

IV. Some Reassurances

Change is often frightening; some individuals may view parts of these proposals with concern.

Will they work? The proposals recommended here were, in fact, used in the last cycle of admissions. Those involved this past year—faculty and staff—have reacted enthusiastically to this program. The Selection Committee worked smoothly and Dean Seely and his office were able to supply on a weekly basis the pertinent information needed to make decisions. In an operational sense, adoption of these proposals will legitimize procedures which are in current use.

Individual faculty members have expressed concern that a "softening" of the policy and procedures will allow deterioration of the quality of future classes. General agreement on "philosophy" does not assure the quality of the class; the policy and procedures recommended do guarantee faculty participation in all aspects of admissions activities.

Students have expressed concern about admissions procedures which are "mechanical"; these procedures guarantee that every applicant will be evaluated by a broadly constituted group of interested and knowledgeable persons.

The administration may be concerned about a calendar which to some degree advances budgetary decisions; but this schedule should permit better planning and campus cooperation in admissions matters. In no way do these proposals limit the administration since it has the ultimate responsibility, and power, in all matters of admission. Indeed, these proposals juxtapose nicely with many of President Meyerson's thoughts on admissions (*Almanac*, October 10).

The recent Ivy Group agreements on early decisions, rolling admissions for Commonwealth applicants and special acceptances for Benjamin Franklin Scholars conflict in no obvious way with these proposals since we have long had an early decision program; these new programs will affect us in a quantitative way only and the flexibility that is built into our recommendations will allow proper adjustments.



UNITED FUND TORCH DRIVE

October 9, 1972

Dear Colleagues:

The 1973 United Fund Torch Drive begins officially on campus on October 11th. As you know, the United Fund provides financial support for 250 agencies in the metropolitan area offering essential health, guidance, and social services for more than a million people.

Growing demand on the member agencies and inflation have resulted in an increased campaign goal this year. We at the University are asked to contribute \$82,444. This is 4% more than we actually collected last year. As the largest group of non-governmental staff in the community, we should make every effort to achieve this new goal.

Sincerely,
Martin Meyerson

BULLETINS

UNIVERSITY LIFE

Reprints of the October 10 *Preliminary Report on University Life* are available at the Information Center, Franklin Building, and at Houston Hall Information Desk. All members of the University are urged to forward comment and criticism to Dr. Morris Mendelson at W-125 Dietrich Hall.

SNOW NUMBERS

Eleven commercial radio and television stations in the Philadelphia area identify schools and colleges by number when making announcements of closings due to bad weather.

Again this year, the snow number for day classes at the University will be 102 and the snow number for evening classes will be 2102.

WINTER TOURS

University of Pennsylvania Charter Flights has scheduled the following tours:

Philadelphia—London—Paris, December 22-January 15,
\$156 round trip.

London Theater Tour, weekly, January 4-March 31,
\$305 round trip, including hotel and theater tickets.

Philadelphia—Paris, December 26-January 15, \$218 round trip,
\$200 youth fare.

Philadelphia—Estoril (Portugal), January 6-13, \$259
round trip, including hotel, breakfast and dinner daily,
free golf and tennis, round trip transfers, airport/hotel.

University ID and \$50 deposit are required at sign-up. For information, telephone Group and Charter Flights, Houston Hall Director's Office, Ext. 7268.

FOR ARTICLES LOST OR STOLEN

The West Philadelphia Corporation has bought engraving tools for identifying valuable property. Local residents may borrow the tools to mark anything from televisions to jewelry, and they will also receive a decal stating that "All items of value on these premises have been marked for ready identification by law enforcement agencies." "Operation Identification" was suggested at the Corporation's Conference on Personal Security. Another suggestion was that freon horns be used to call for help. The

Corporation is now distributing these horns at cost through representatives of block associations.

West Philadelphia residents who wish information on either the freon horns or "Operation Identification," call EV 6-5757.

NEH FELLOWSHIPS: NOVEMBER 6

The National Endowment for the Humanities offers these fellowships to people who have just completed professional or graduate work or who expect to have completed it before September, 1973. Grants of up to \$10,000 are given for historical, social or cultural studies of U. S. ethnic minorities. Fellows choose a senior advisor to help them plan study programs and work at the advisors' institutions for a year.

Applications are to be submitted directly to the National Endowment for the Humanities, 806 15th Street, N.W., Washington, D.C. 20506.

MAN OF LA MANCHA: NOVEMBER 2-5, 8-12

University groups of ten or more may purchase tickets at \$1 each for the Penn Players' musical about Don Quixote at Harold Prince Theater. Individual reserved seats are \$1.50 for faculty and staff (with I.D.). Call Ext. 7570 for group ticket information and the Annenberg Center box office, Ext. 6791, for regular tickets.

DEATHS

WILLIAM PAGE HARBESON 1882-1972

Dr. William Page Harbeson, Emeritus Professor of English at the University, died at his home in Philadelphia on Thursday, October 19, at the age of 89. He had been John Welsh Centennial Professor of History and English Literature and one of Pennsylvania's most popular professors.

Dr. Harbeson began his career as a lawyer. He earned his bachelor of science degree from the University in 1906 and was graduated from the Law School and admitted to the Philadelphia Bar in 1910.

During a five-year law partnership with the late Robert E. Lamberton, later a judge and Mayor of Philadelphia, he taught English at the University. Dr. Harbeson served in the Army from 1917-18, and returned to Penn to take his Ph.D. in English literature. In 1920, he became Assistant Professor of English and was appointed full professor seven years later.

His published works included *Study of Literature and the Other Arts in Europe, 19th Century*, published in 1952. In 1949 he received an Alumni Award of Merit from the University's General Alumni Society.

Dr. Harbeson is survived by a brother, John F. Harbeson, also an alumnus and former member of the department of architecture, three nephews and one niece; the family ask that in lieu of flowers, contributions be made to the University of Pennsylvania Library.

* * *

JEAN GOLDSCHMIDT (October 23 at 22), 1971 CW graduate scheduled to enter the medical school in September; at HUP, after a few weeks' illness.

RUSSELL B. JONES (September 27 at 61), Chairman of the Advisory Board of the School of Veterinary Medicine since its inception in 1969 and Associate Trustee of the University.

DR. JOSEPHINE W. McNABB (October 13 at 72), zoologist and a lecturer in chemistry at the School of Nursing from 1954 until 1964. Dr. McNabb received her bachelor's, master's, and doctoral degrees here. She is survived by her husband, Dr. Wallace W. McNabb, Emeritus Professor of chemistry at the University.

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