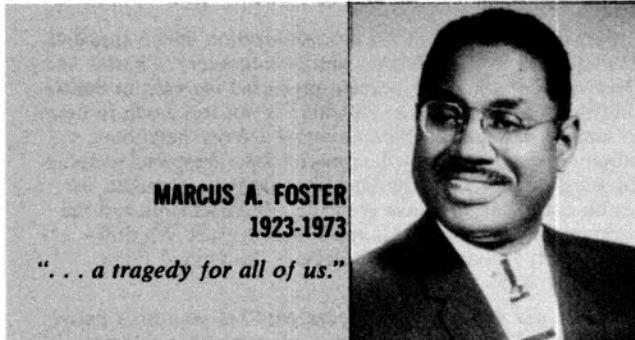


Almanac

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Death of Marcus Foster

Dr. Marcus A. Foster, a University Trustee and alumnus who became famous for converting tough, troubled city schools into proud and productive ones, was killed Tuesday night in Oakland, California, where he had been superintendent of schools since 1970.

Dr. Foster and his aide, Robert Blackburn, were shot in the parking lot of their administration building by persons whose names and motives remained unknown to Oakland police by the end of the week.

Marcus Foster's name became a household word in Philadelphia after his work as principal of Gratz High School. What had been called "the worst school in the city" became under his leadership one of the most thriving, and its truancy rate dropped to a tenth of what it had been. Earlier he had worked a similar transformation on the Catto Disciplinary School. After the Gratz experience, he served as associate school superintendent for community affairs until Oakland tapped him in 1970.

For his achievements he received the 1969 Philadelphia Award and then the 1971 Award of Distinction of Penn Education Alumni.

As a Trustee, Dr. Foster served first on an urban affairs committee, then on educational policy and student affairs committees. Trustees Chairman William L. Day expressed shock at the news of his death. "He was a close friend personally, an educator highly respected by all of us in Philadelphia," said Mr. Day. "We are going to miss him as a Trustee and an advisor."

"Marcus Foster was a distinguished educator, a devoted alumnus and Trustee, and a warm friend," said President Martin Meyerson. "His death is a tragedy for all of us who have known and worked with him."

A native of Georgia, Dr. Foster did his undergraduate work at Cheyney State College, then took his Master of Education degree here in 1949. He completed his Ph.D. at Penn last year, on using the Sellin-Wolfgang Index to measure treatment programs for predelinquent and delinquent boys. Dr. Ralph Preston, a longtime friend and chairman of his dissertation committee, spoke of the "brilliant, strong, warm person he was," and of his gift for leadership that crossed racial lines.

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Dr. Foster is survived by his wife, the former Albertine Ramseur, and their daughter, Marsha.

New Alumni Trustees

Three alumni have been elected to five-year terms as alumni Trustees of the University: Mrs. Margaret R. Mainwaring, Phoenixville, for the metropolitan Philadelphia region; Warren S. Griffin, Atlanta, for the southern region; and Anthony S. Minisi, Paoli, alumni Trustee at-large. Mrs. Mainwaring is the first woman to serve as an alumni-elected Trustee here.

Mrs. Mainwaring, Ed '47, succeeds Julian S. Bers. She has served as president of the Association of Alumnae and of the CW Class of 1947. Mrs. Mainwaring was also chairman of the 1973 Alumni College. She is a vice president of the General Alumni Society and has received its Award of Merit.

Mr. Griffin, W '43, is a former president of Penn's alumni club in Atlanta, where he is general agent for the National Life Insurance Company of Vermont. He is a trustee of the Lovett School of Atlanta and of the Atlanta Chamber of Commerce. Mr. Griffin succeeds James W. Gray Jr., of Tampa.

Mr. Minisi, W '48, L '52, succeeds James A. Salinger of Cincinnati. He was an All-American back and a member of Penn's last undefeated football team in 1947. He is a partner in the law firm of Wolf, Block, Schorr and Solis-Cohen; vice chairman of the Philadelphia Committee of Seventy and a member of the Tredyffrin-Easttown school board and the Eastern Association of Intercollegiate Football officials. He is a former president and reunion gift chairman of the Class of '48.

SPECIAL SENATE MEETING

The Senate Advisory Committee has called a special meeting of the Senate on Wednesday, November 28 from 3 to 6 p.m. The order of business will be the unfinished items on the agenda of the Senate meeting of October 31.

NOMINATING COMMITTEE

The Senate Advisory Committee has issued a call for nominations to the Nominating Committee. Names of candidates to serve on the Committee, which will nominate the slate of 1974-75 officers, may be sent to the Senate Chairman at 303 College Hall, or to any other member of the Senate Advisory Committee.

—Paul Taubman, Chairman of the Senate

OPEN MEETING ON TENURE

The Senate's Subcommittee on Tenure (of the Committee on the Faculty) will hold an open meeting Monday, November 19, to discuss the Proposed Changes in Tenure Rules. All faculty—tenured and untenured, partially or fully affiliated—are invited to the meeting, scheduled 4 to 6 p.m. in the Benjamin Franklin Room of Houston Hall.

—Maria Z. Brooks, Chairperson of the Subcommittee



WHERE IS YOUR PLEDGE CARD?

When the United Fund pledge cards were sent out this year, Senate Chairman Paul Taubman and Director of Memorial Programs Ray Saalbach *promised* you wouldn't be deluged with junk mail, begging letters, coy reminders slyly asking for an impossible allotment from your (we know it) dwindling paycheck. No. And what have Penn's United Fund leaders got for their reticence?

Not enough.

Certainly not enough for an organization which supports 250 agencies in Philadelphia and Montgomery, Chester and Delaware counties. A 5 percent projected increase in Penn's contribution (raising it to \$80,000) is not too much to help so many, particularly when so many are our neighbors. Much of what we give will come back to West Philadelphia to finance community services for youth, for families, for health care. But you have seen the advertisements and the commercials describing United Fund services. We don't need to tell you again how necessary the United Fund campaign is.

Where *did* you put your pledge card? If you don't know call Ext. 6173 and ask for one. And, remember, it's not junk mail.

FOR THE CHILEAN INTELLECTUAL COMMUNITY

Following is the text of a letter sent to President Meyerson on October 12 and to Senate on October 31 along with Dr. Alfred Kutzik's motion, below. The motion is scheduled for discussion at Senate's special meeting November 28.

Dear President Meyerson:

The Chilean intellectual and academic community suffers deeply from the tragedies of the military coup, symbolized by the sacking of the home of the late Nobel Laureate Pablo Neruda and the militarization of the universities. While there is much we cannot do, it is in our hands at least partly to counter the assault upon intellectual freedom in Chile and upon the integrity of the worldwide academic community of which we are a part.

Many of Chile's university faculty members saw the Allende government as a vehicle for societal regeneration. They worked with it to mold what they saw as a model of an alternate development style. Now they have their studies and careers interrupted if not destroyed, their means of livelihood eliminated and in many cases themselves imprisoned, their possessions ransacked, books burned and their very lives in peril.

Our own University, like many others in the USA, has the enriching and ennobling tradition of offering asylum to scholars in need of refuge. It has on its illustrious rolls refugees from many dictatorships. We therefore believe our University has an obligation, and an opportunity, to extend a welcome to a number of scholars now unable to work in Chile for political reasons; to admit a number of Chilean students who have similarly had their studies terminated; and urge that the prestige of the President's office be used to enlist the efforts and resources of the entire University in this cause and encourage similar action by other institutions of higher learning.

Offered a sanctuary, an opportunity for regeneration, at the University of Pennsylvania, the talents and insight of scholars who in many cases were participant observers of some of the most significant events in the developing world, could be put to excellent use in our own University and shared with the larger community. We know that many of our students and faculty would benefit from close interaction with Chilean scholars.

We have the names of a number of possible people in mind—several of whom earlier had distinguished themselves at universities in the United States. We request the opportunity to present these to you, and look forward to your affirmative and supportive action.

Jere R. Behrman

Robert E. Davies

Lawrence R. Klein

William L. Kissick

Alfred J. Kutzik

John S. Morgan

Daniel D. Perlmutter

Charles C. Price

Thomas A. Reiner

W. Allyn Rickett

Donald E. Smith

Henry Wells

PROPOSAL FOR FACULTY SENATE

In view of the tragic and dangerous situation of many academicians and students recently ousted from their universities in Chile, it is hereby proposed:

1. that the Senate support the request of fourteen of its members to President Meyerson to enlist the efforts and resources of the University to provide places here for a number of scholars and students now unable to work and study in Chile for political reasons;
2. that the Senate urge each department and school to consider appointment for the coming term of one or more Chilean academicians as visiting professors or lecturers and that the University seek special funds to supplement existing departmental resources for this purpose;
3. that the Senate urge the University administration to arrange for admission during the coming term of a number of qualified Chilean students;
4. that the Senate call upon members of the University community in a position to do so to volunteer home hospitality and work space for such faculty and students until they are able to make other arrangements, and;
5. that the Senate call upon the administration to provide leadership for University action in this area.

—Alfred J. Kutzik, Assistant Professor of Social Work

The following report, submitted to the President and to the Provost this fall, is being circulated to various University committees and consultative groups for comment. Responses may be sent to the Office of the Secretary, 112 College Hall.

Report of the Task Force on University Athletic Policy

September 30, 1973

The spirit of this report is one of conservation and consolidation. This posture entails a redefinition of the role of intercollegiate athletics and recreation in a major educational institution with its particular social base and environment. If the recommendations of this report are put into force, we believe that the present athletic programs can be expected to assume a major role in the educational and intellectual life of this University.

The context from which we approached our analysis and prescription is the history of the University and the aspirations for its future. In addition to our awareness of historical considerations, we were conscious of the circumstances that led to the creation of this task force. The University has undergone and is now in the midst of considerable change. This change called for a review of the athletic sector and its relationships within and without the University. We have concluded that continuing support for a strong athletic program will benefit the University as a whole and will facilitate the achievement of its goals.

*Chat Blakeman
Henry Teune
Ralph Preston, ex-officio
Philip Mechanick, chairman*

I. PROCEDURES AND METHODOLOGY

On March 16, 1973, President Meyerson appointed this Task Force on University Athletic Policy in accord with the final recommendations of the University Development Commission. The purpose of the Task Force, as described in the Development Commission report and in the subsequent implementation document, was to recommend policy for establishing proper levels of University support for athletics and recreation.

In its final report of January 1973, the Development Commission gave the following background for recommending such a Task Force:

....The Department of Intercollegiate Athletics received a subvention of approximately \$1,300,000. Controversy rages over whether this is justified. Many claim that athletics are important to alumni support of the University; others are skeptical. With the development of a large undergraduate student population in residence, athletic events are increasingly popular and attractive; they encourage intramural athletics; and they are valuable to the athletes. On the other hand, some faculty and some students feel that the present program is too costly when academic activities face financial cuts. Over the past few years, eight freshman and five junior varsity sports have been dropped and the budget committee has continuously scrutinized the department. Furthermore, since Pennsylvania belongs to the Ivy Group and plays in athletic events as part of its membership, it is aware of the variety of considerations which motivate its sister schools in athletics.

The Implementation Report of February 20, 1973, added: "Such a study should be charged with recommending policies for support of athletics and recreation. The Task Force will have to consider Pennsylvania's possibilities in the light of Ivy practices and policies. The Council and others will be asked to comment on the findings and recommendations."

This addition reflected the opinion and advice of the University Council in response to the preliminary draft report of the Development Commission, which had recommended that the University's athletic subvention be left unchanged.

The Task Force set out to define its goals in terms of these recommendations. It interpreted them to be:

1. To formulate a philosophy and rationale for recreation and athletics for a university such as Pennsylvania.
2. To recommend policies that would realize these goals.
3. To identify components of the recreation and intercollegiate athletic department activities so as to provide a basis for budgetary allocation and planning.

The Task Force was charged with completing its work by September 30 and we decided to make every effort to comply with this deadline. With this time constraint, we had to decide upon realistic and efficient procedures to accomplish our goals.

The way in which we sought to gather information and ideas was to define groups and constituencies within the University. First, we ourselves determined the most obvious of such organizations and areas and solicited individuals with key roles in them to meet with us. Second, we consulted with knowledgeable people in the University administration and faculty to identify others who would provide useful perspectives on the issues involved. Third, those who appeared before us were asked to suggest additional individuals. Finally, we communicated to the entire University through notices in the *Daily Pennsylvanian* and *Almanac* the nature of our undertaking and solicited all ideas and views. We were open to all written communications and, as time permitted, we met with those who responded. In addition, in order to reach alumni, we asked for the assistance of the Vice President for Development and Public Relations, whose office sent out a similar communication to alumni.

The Task Force takes full responsibility for the selection of the groups and individuals with whom it communicated. We are fully aware that there are many other people who could have contributed, had there been time. The procedure we adopted was designed to elicit ideas and perspectives, rather than opinions and attitudes. Although we explored the possibility of systematically gathering opinions by polling within the University, we decided that such surveys were of dubious value because the cost and time constraints prohibited our doing so in a professionally acceptable way.

The Task Force held hearings approximately four hours a week, in two sessions, from April through June. Interviews varied generally from one half hour to one hour in duration. Because we were under substantial time pressure to meet with those who would be leaving campus at the end of the academic year, students and certain faculty members were scheduled early.

We were aware that publicity of our deliberations and undertakings could have created difficulties and misunderstandings, especially among those not situated on the campus. We made every effort, therefore, to prevent this.

The Task Force worked entirely from internal sources. The Task Force did not consult with persons outside the University nor attempt a detailed comparison of Pennsylvania's athletic program with others.

II. DATA COLLECTED

The data base of the Task Force consisted primarily of internal reports and documents and interviews with members of the University community. Among reports at our disposal were:

1. "The Ivy Group Agreement," 1954 and as revised
2. Report of the Athletic and Physical Education Survey Committee, January, 1965
3. "Report of the Faculty Committee to Study Athletic Policy of the University of Pennsylvania," June, 1965

4. "Faculty Perceptions of Intercollegiate Athletics at Pennsylvania," November, 1971

5. Minutes of the University Committee on Recreation and Intercollegiate Athletics and the Council Committee on Recreation and Intercollegiate Athletics.

In addition, the Task Force received a wealth of financial data from the administration, including the DRIA (the Division of Recreation and Intercollegiate Athletics). The data offered not only a broad overview of DRIA expenses and income, but also showed the approximate costs of each of its programs, the amount of financial support each program received from alumni and other friends, and so forth.

As stated earlier, interviews with members of the community were not intended as a poll of various opinions. Rather, we wished to elicit new ideas and perspectives on the athletic program at Pennsylvania. A summary of these ideas follows.

Ours has been a small task force, and we recognized from the outset that any pretense of representativeness was unrealistic. The three members of the Task Force had no history of direct involvement with the athletic program, except insofar as Mr. Blakeman's previous tenure as editor-in-chief of the *Daily Pennsylvanian* may be viewed as such. The ex-officio member of the Task Force was appointed because of his position as chairman of the University Committee on Recreation and Intercollegiate Athletics and of the Council Committee on Recreation and Intercollegiate Athletics. We agreed from the beginning that (a) we could present our own judgment only and (b) we could not offer expert or professional judgments.

The Task Force interviewed members of the University community during regular semi-weekly meetings. These interviews were advertised in campus publications and every attempt was made to schedule early those who would be away from campus during the summer. In addition, the Task Force met with several alumni and received numerous letters from other alumni.

Three main themes appeared in the interviews: the administrative relationships of the DRIA; the scope of the intercollegiate program at Pennsylvania; and the recreation and intramural athletics programs at the University.

A. Administrative Relationships

1. Faculty members and members of the administration who testified to the Task Force often commented on the DRIA's estrangement from the administrative structure of the University. Students also indirectly indicated that a problem exists through comments that the administrative staff of the DRIA are inaccessible to them.

We learned that the administrative structure of reporting for the DRIA involves relating to several different senior officers of the University who are concerned with different budgets. The testimony of all parties concerned, including the Director of the DRIA, indicated that this arrangement is unsatisfactory. Several modifications were suggested:

1. That the Director of the DRIA report directly to the Provost, emphasizing that athletics and recreation are essentially part of the academic program;

2. That the Director of the DRIA report directly to the Vice President for Management, emphasizing the role that athletics plays in public relations and Commonwealth relations; or

3. That the director of the DRIA report to an administrative group, consisting of the President, the Provost, and the Vice President for Management.

One consistent theme was that the current structure, in which the Director of the DRIA is directly responsible only to the President, is unsatisfactory.

B. Intercollegiate Athletics at Pennsylvania

Testimony to the Task Force made one thing perfectly clear very early: The University should remain in the Ivy League. There was nearly unanimous agreement on this fundamental point. Beyond that, opinions differed.

1. Level of competition within the League

Nearly everyone who testified thought the level of competition within the Ivy Group is too high, for it is approaching a degree of professionalism that is not within the spirit of the Ivy League agreement. Most also felt that it would be unwise for Pennsylvania to act unilaterally on this matter and that the only way to reduce this level is for the Presidents of the member schools to negotiate such a reduction on a League-wide basis. Administrative officers from the DRIA and athletes were most emphatic in stating that it would be wrong to send athletes from Pennsylvania into competition in which opposing teams had an advantage. Others commented that Pennsylvania could act unilaterally. A few suggested that, since Pennsylvania is significantly responsible for the current escalation and is the strongest athletic force in the League, it could take certain steps on its own without disadvantaging our athletes.

Another suggestion was to eliminate round-robin tournaments within the League, keeping the Ivy League structure, but eliminating a League "champion." It was suggested that the University could schedule half the members of the League one year and half the next, on an alternating basis. It was suggested that this procedure would soon reduce the level of competition.

2. The scope of athletics at Pennsylvania

There was considerable discussion as to whether it was wise for the University to field seventeen male teams in intercollegiate competition. Those in favor of the status quo felt it would be most difficult to keep and attract qualified personnel to an athletic program which appeared diluted in any way. Such personnel are interested in the total athletic program and not just the individual sports. Also, some commented that Pennsylvania's ending its Ivy League competition in those sports which do not usually enjoy a large audience or receive much publicity would appear to the public as a brand of "commercialism." The current program emphasizes a wide variety of sports, they said, which reaffirms Pennsylvania's desire to involve the largest number of spectators and participants possible.

Many others, especially students, and faculty also felt that the minor sports (those other than football, hockey, basketball, and soccer) should be fielded on a local basis only. They saw few benefits resulting from Ivy competition in such sports as golf, fencing, baseball, and wrestling. They commented that travel and coaching costs could be reduced if competition in these sports were put on a local level.

3. Benefits from the current program

Those who testified before the Task Force pointed out benefits both internal and external to the University resulting from the current intercollegiate athletic program. Internally, it was agreed that successful teams contribute to a sense of unity and bolster morale. The success of the basketball team in recent years was a case in point most often cited. Such success is beneficial not only to the participants but to the many spectators as well. The athletic events also provide a forum

where students, faculty members, and administrators can meet informally and in a way that is not often possible in other areas. That successful teams enrich campus life was a point seldom disputed.

The external benefits from the program are more varied. Intercollegiate athletics form a vital link between alumni and the University. Whether this translates into more successful fund-raising is an unanswered question. As one person stated: "The factors affecting the productivity of the University's sources of gift funds are too many and too diverse to permit the correlation of fund-raising results with any single factor, whether it be athletics or activism."

It was a general feeling of those responsible for such fund-raising, however, that a successful athletic program serves not only to create an atmosphere of enthusiasm and optimism, but also a forum at which alumni can renew their ties to the University. Members of the Development and Public Relations office were able to demonstrate that, at the very least, athletics constitute a strong link between the University and some of its most generous benefactors.

A large number of alumni with various associations with the University wrote to the Task Force about the intercollegiate athletic program. Almost unanimously, they said that they opposed any reduction in the size of the program. Many expressed enthusiasm that Pennsylvania teams, especially in basketball and football, were finally having winning seasons, and they remarked that a return to the time when these teams were not winning would be most unwise. Many commented that they attended games and felt a strong bond with the teams and expressed pride that Pennsylvania was now leading the Ivy League in a number of sports.

Commonwealth relations were also mentioned as an area to which athletics makes a contribution. Members of the legislature do follow the won-lost records of Pennsylvania teams and are favorably impressed by winning teams. Moreover, as with alumni, legislators often attend sports events, especially basketball and football games. Some administrators commented that the games provided a unique and important forum for meeting with legislators and other political leaders.

C. Intramural Sports

The third major theme which emerged in these interviews was intramural sports. Generally, students felt that the intramural program does not receive the attention it deserves. While there are a great number of students who participate, these programs receive little publicity, and there is a lack of programs related to various residential houses. Students specifically pointed to the need for a central place for daily posting of game results and team standings. They suggested that a member of the DRIA's staff have the administrative responsibility for seeing that this is done.

The point was also raised that discontinuation of the physical education requirement has left a void not effectively filled by the current recreation program. No one suggested a return to mandatory physical education classes, but many felt that a program more strongly linked to the academic sector is in order. This consideration would seem especially important in such carry-over sports as tennis and swimming which can be enjoyed throughout life.

We also found also that, for a great many students, the intramural program does not offer a level of competition commensurate with their abilities and experience. For example, many students who played varsity sports in high school, some even recruited for their athletic abilities, are not able to make the varsity team at Pennsylvania. Others are sufficiently

talented but do not wish to devote the time necessary to varsity competition. Based on the interviews it would seem that an appreciable number of men and women, both graduate and undergraduate, fall into this category. For them the present intramural program is not sufficient. Many of those for whom regular intercollegiate competition is inappropriate would like to compete on a less competitive scale with other schools.

Women's varsity sports are also offered under the Department of Recreation. The women with whom we spoke felt that this arrangement has resulted in their not receiving the kind of coaching and supervision they feel necessary. It should be noted that they were confident that the DRIA was giving attention to their endeavors, but they felt that it would be more appropriate administratively for their varsity sports to be classified under intercollegiate athletics rather than recreation. As it is now, there are eight women's teams, each of which plays a local schedule of about 7 games. We were told that the program is not developed enough, from either the player or coach standpoint, to engage in Ivy League competition in the near future.

Overall, then, we were told that the intramural program, while serving the needs of many, contains a potential for unifying the student body which is not being realized. Many students remarked that, given a little more attention, the intramural program could be a unifying force as strong as the intercollegiate program, especially given the evolution of the residential life of the University.

D. Costs of the Current Intercollegiate Program.

A number of faculty members commented that the athletic program costs an inordinate amount of money and that the recruitment of athletes damages the quality of incoming classes. On the other hand, officers responsible for admission and financial aid stated they do not feel that the current program hurts the quality of incoming classes in any dramatic way, although the average recruited athlete has test scores below the average.

Others said that the current program was so strong that it overpowers other activities, such as theatre and music, so that it damages the intellectual climate of the University. They pointed out that attention seems riveted to the performance of certain teams at the expense of non-athletic activities. Still other faculty members expressed their strong support of the present intercollegiate athletic program, feeling that it significantly enhances the academic experience and constructively complements other extra-curricular activities.

III. THE PRESENT CHARACTER AND PURPOSES OF THE ATHLETIC PROGRAMS

A. Historical Context

It is necessary to be aware of the evolution of the present athletic programs at Pennsylvania, for that evolution has been decisive in shaping the choices we now have. We have reviewed the relevant events and trends in the recent history of the University, and we have based most of our conclusions on our interpretation of these historical developments.

In considering the recent history of the athletic program, we started with 1931, when the so-called "Gates plan" was approved: ".....intercollegiate athletics, heretofore practically under alumni management, became a budgeted department of the university.....Not only were professionalism and doubtful practices in football and some other sports eliminated or much diminished, but the number of students taking part in competitive games and in ordinary outdoor exercises was much increased." (From the History of the University of Penn-

sylvania, Cheyney, 1940). After two decades, this policy of stressing amateur participation was replaced by a new emphasis on success in intercollegiate competition: "Victory with honor will continue to be the objective of the Red and Blue in intercollegiate athletics. A competitive spirit should be encouraged, and teams should never be content with defeat." (From the Report to the Trustees by President H.E. Stassen, 1953).

In the following year, however, the University signed the Ivy League Agreement which regularized competition among its members and espoused the philosophy of the scholar-athlete. Pennsylvania subscribed wholeheartedly to this philosophy and subsequently again de-emphasized varsity athletics.

The decline of athletics which followed this agreement also reflected the primary concern of the University in the 1950's with the development of academic programs and facilities. The consequences of the decline of athletics at this time were expressions of dissatisfaction on the part of alumni, poor attendance at athletic events by students and faculty, and widespread concern about the public image of the University.

In 1964, President Harnwell recommended to the Trustees that a broadscale survey be made of the entire athletic program at the University. Upon formal authorization by the Trustees, an Athletic Survey Committee of twelve was appointed. Trustee members were designated by the Chairman of the Trustees, faculty members by the University Council, and alumni by the General Alumni Society and the Varsity Club. In January 1965, it presented its report, recommending, among other things, a faculty-student-administration-trustee athletic council that would be given authority for concrete action, a director of athletics responsible to the President, more effective recruitment of students with athletic ability, increased financial aid to every student who needs help, an improved tutoring program, an eligibility policy that would be more therapeutic and less penal than the one then prevailing, and improved athletic and recreational facilities.

A Faculty Review Committee, chaired by Professor Dan McGill, was appointed by President Harnwell to evaluate the Athletic Survey Committee's report. It supported some of the latter Committee's conclusions, differed on others, and offered some of its own.

Some of the recommendations were:

1. That the Athletic Council give highest priority to a re-examination of the University's programs in intramural athletics, informal sports and physical education.
2. That the President discuss with other members of the Ivy League whether additional controls can prevent escalation of undue competitive pressures among members of the Group.
3. That the athletic and physical education activities of the University be organized within a single department.
4. That an Athletic Council be appointed by the President to advise him on Athletic Policy. The Council was to be composed of 21 members: five administrative officers, including the President, Provost, and the Assistant to the President for Athletic Affairs; seven faculty members nominated by the Steering Committee of the University Council; three trustees nominated by the Chairman of the Board of Trustees; three alumni nominated by the President of the General Alumni Society; and three students, at least one of whom would be a woman.
5. That the Chairman of the Department of Athletics and Physical Education report to the President through an Assistant to the President for Athletic Affairs. The Assistant to the President should be appointed from faculty members on the Athletic Council and should serve concurrently as Chairman of the Athletic Council and a member of the University Council. These were the blueprint for the present intercollegiate

program. By the end of the 1972 academic year, these goals related to the intercollegiate athletic program were essentially realized.

Shortly after the 1965 reports were issued, the academic status of the physical education program was relegated to that of a voluntary recreational program, managed by the newly-unified DRIA. The goals of the new Department of Recreation program were to achieve wide participation in a variety of sports by all members of the University community, with professional instruction in those activities where facilities and demand justified. During the subsequent years participation in intramural sports has become extensive and has included almost all sectors of the University community. For the most part, the original goals of the recreation program have been fulfilled.

Another significant aspect of the historical context is the transformation of the University from a partially residential institution to one that is primarily residential for students and has an identifiable and coherent campus. Concurrent with this development, there was a decline in the traditional organizations for undergraduate life, such as fraternities and sororities. Moreover, the University embarked on a program to diversify the character of the student body. Still another related change was the abandonment of the *in loco parentis* policy. As students came to be viewed as members of the academic community, the University sought to provide facilities and programs to enrich its community life. In the face of these changes, each making a greater demand on University resources, sources for new funds have decreased, and many of the old sources have diminished or disappeared.

The concept of the University of Pennsylvania as an urban university has taken shape during the last decade. This development has been shaped by the twin goals of maintaining coherence in the campus community and of reaching out to the surrounding community. As a result, there has been an increase in costs and expectations that strain the capacity of the University to build community internally and establish new relationships externally.

Also important has been the changing relationship of the Commonwealth to higher education. In particular, the creation of new and the expansion of old State-related universities highlighted the need for the University of Pennsylvania to justify its continuing support by the Commonwealth. The increasing demands on the State for its resources have resulted in an actual decline in the proportion of the University budget supported by the Commonwealth. Furthermore, public universities throughout the country have dramatically improved their quality, so that they are attracting many of the best of students. The rising costs of private education have challenged acceptance of the distinctive benefits of private education. Finally, the relationship of the University with its alumni has undergone significant change in the past several years. Increasingly, the alumni are maintaining on-going relationships to the University.

Partly in response to these developments, but chiefly due to a deteriorating financial situation, the University undertook to formulate a policy for the future through the work of the University Development Commission. The thrust of the report of this Commission was that the quality of the undergraduate experience should be strengthened and improved through renewed emphasis on undergraduate education and the enrichment of University life. The integrity and unity of the University was a key theme, with emphasis on the significance of all aspects of campus life, both academic and non-academic. The success in achieving these goals is dependent on the University's attracting the very best students in the face of an anticipated decline in the total available pool of such students.

B. Implications of These Historical Considerations with Respect to Athletics.

A determination of the character and purposes of athletics cannot be made independent of these historical and contextual factors, for athletics is involved with and relates to all of them:

1. Recruitment of Students: Achieving Excellence and Diversity Crucial to the fulfillment of the goals for the University set forth in the report of the Development Commission is the recruitment of a diverse student body of academic excellence. The University must necessarily, therefore, provide the full range of opportunities available at the institutions with which we are competing for these students. At present, Pennsylvania cannot attract these students on the basis of its academic excellence alone. Our ability to compete effectively lies in other factors which are difficult to assess. Our judgment is that, among these factors, a successful intercollegiate athletic program and full range of athletic activities are instrumental in making Pennsylvania attractive to applicants and in inspiring them to come here. There is some evidence that a strong athletic program is especially attractive to students from middle-income families, particularly those in small communities. This is one of the groups that the University aspires to attract in order to diversify the student body. The point has also been made that athletics are one arena in which some students from minority and socio-economically deprived backgrounds may be able to distinguish themselves and thereby foster their college careers.

2. The Changing Character of Campus Life

One of the decisive changes at the University in recent years has been the evolution of a student body that is primarily residential and for whom the campus is the focus and center of their personal lives during the academic year. Our evidence is that intercollegiate athletics and recreation meet the need for on-campus activities, having unanimous support from all sectors. For young people in particular, sports provide an important means for active physical expression, which in turn has significance for their physical and emotional well-being. The wide participation in intramural sports at Pennsylvania is a measure of the success of the policy decision to discontinue the required physical education and to provide, in its stead, a broadly based voluntary recreation program. It is not clear, however, whether this transformation has also been successful in instilling interest in carry-over sports, as had been hoped. The changing character of our campus life has also had implications with regard to the inter-collegiate athletic program. Given the diversity and size of the University, there are very few opportunities for people to come together on the basis of their shared membership in the University community, rather than as students, faculty, or administration. Intercollegiate athletics is one of the few focal points for community participation. Because of the increased residential nature of the campus and decline of fraternities and sororities, the University has recognized the necessity of building sub-communities within the University. One of the bases for such small sub-communities is the fostering of their identities by reinforcing internal social structures through intramural athletic competition and through attendance at spectator sports.

3. Relationship to Alumni

Our evidence is clear that the alumni view athletics as a critical link to their University. This attitude appears to be universal among the alumni who responded to our inquiry. (They included alumni who did not appear to have a primary emotional investment in athletics) We have found that a good athletic program is highly important to alumni, although we cannot judge its precise relationship to Annual Giving. There are no hard data available to clarify this question. Our impression, gained from members of the administration who work with alumni, is that there is such a relationship and that our athletic program has a catalytic effect in fund-raising.

4. Relationship to the Surrounding Community

The University is no longer considered by the local community as an entity unrelated to its interests. The University's programs, activities, and facilities are increasingly utilized by this section of Philadelphia and by the wider community, as well. The athletics area serves as one important vehicle by which Pennsylvania has served the community, without impairing the University's primary commitment. We see this as a significant contribution which athletics have made to the University's goal of reaching out to the community.

5. Relationship with the Commonwealth

Our intercollegiate athletic program has provided an important means by which the name of the Commonwealth has been enhanced regionally and nationally. While athletic success cannot by itself justify Commonwealth support, it does provide an area of interest common to the University and to political and other leadership in the Commonwealth that has facilitated communication and understanding. It is our opinion that there are no equivalent alternatives to an attractive athletic event and to an effective athletic program for these purposes.

6. The Public Image of the University

The University's membership in the Ivy League, which is essentially an athletic conference, put the University in a category with several of America's top schools. The Ivy League has been a consistent and significant means by which the University has come to the attention of the general public. We recognize that we receive academic prestige through such an athletic association, and we also recognize that this benefit embraces the danger of relying on athletic achievement as a substitute for academic excellence. Although the University obtains substantially more media coverage through its research endeavors, sports news probably has a more extensive, and a greater emotional, public impact. Sports are, in the American setting, an important means by which most universities and colleges relate to the general public.

Thus far we have viewed athletics with respect to the variety of ways in which it serves the University. We must also consider the resultant problems in cost, both financial and non-financial. The University has achieved the goal established in 1965 of a successful athletic program that yields a variety of important benefits. During the intervening years, however, the major developments we have discussed have directly impinged on the fulfillment of these goals: the rising cost of the athletic program in the face of declining resources; the related need for increased Commonwealth support; the development of a campus life that requires investment in new social structures; the commitment to local community outreach; and, most recently in the work of the Development Commission, the goal of achieving "One University," which integrates the various divisions and which is hallmarked by academic excellence.

These changes have brought to the fore a number of questions and problems: (1) The fulfillment of the goals adopted in 1965 required that Pennsylvania matriculate students who could successfully compete in what are now seventeen varsity sports. The overall impression is that the academic standing of these students is less than the average of the student body. We have not been able to assess this cost in a precise way but note that this situation contrasts with the goal of upgrading the academic quality of the student body. (2) The extent to which the intercollegiate athletic program is successful may offset or be a substitute for the image of academic excellence to which we aspire. Where a university has manifest academic quality as well as successful athletic teams, such success is viewed as consistent with the superiority of that institution. Where academic excellence is less strikingly evident, investment in successful athletic teams may be viewed as compensatory and even as a sign of deficiency. (3) The fact that the athletic

program successfully fulfills its task with respect to the University community may divert attention from alternate means of achieving these goals, such as performing arts, intellectually-oriented societies, participation in contemporary issues of national and international importance. A successful athletic program can, by its sheer size and impact, overshadow these alternate modes. (4) The requirements of a successful intercollegiate program are distinct from those of an intramural athletic program that successfully contributes to the quality of campus life. In many respects, the two sets of needs are mutually complementary, but there are also inherent tensions in attempting to balance them.

IV. INTERPRETING AND UNDERSTANDING PROBLEMS RELATED TO ATHLETICS

A. *The Problem of Ambivalence toward Athletics*

Perhaps, of all the programs at the University, the one that has been singled out most for scrutiny and study is athletics. Virtually on a cyclical basis there have been periodic re-evaluations and resultant shifts in policy. We viewed these alternating attitudes as reflective of intense ambivalent feelings toward athletics in the various sectors of the University. Illustrative of this ambivalence is the individual who enthusiastically attends basketball games while opposing, in principle, the University's support of a strong athletic program. We felt we could best understand the nature and basis of this ambivalence by considering the component issues.

1. The values of a competitive athletic program under professional guidance are incompatible with many of the values that characterize inquiry and scholarly investigation. At the risk of overstating differences, we would pose the following:

- a. In scholarly investigation uncertainty and ambiguity must be tolerated. In athletics decisiveness in the framework of win-lose is characteristic.
- b. Scholarly inquiry is generally dispassionate and demands objectivity. Competitive athletic involvement is passionate and partisan.
- c. Scholarly inquiry takes place within the privacy of the laboratory and the library. Athletics takes place in the public arena and seeks notice and attention.
- d. The argument is made that the personal qualities of the athlete and the scholar are parallel, in that they share such common characteristics as perseverance, cooperativeness, and determination. The requirements for success in the two areas are, however, basically different: one is deliberative, the other decisive. One demands contemplation, the other demands training and automatic responses. One is intellectual, the other is physical. One is based on persuasion, the other on physical dominance.

2. The goals and purposes of athletics and academics are different. Sports, at the very minimum, attempts to demonstrate superiority in physical accomplishment and to enhance the physical well being of the participants. Academic efforts are in the service of advancing and transmitting knowledge.

3. The orientations of the two areas differ. Academic departments have their primary direction internally through their campus constituencies. Athletics are primarily directed externally through its competition with outside institutions and through its concern with public relations.

4. The styles and *modi operandi* of the two areas are also different. The fundamental principle of the academic sector is equality collegiality. Athletics must necessarily be hierarchical. We wish to stress that these discrepancies do not, in our opinion, carry value judgments. They simply reflect the different goals, values, orientations, and styles, that are inevitable

in two widely differing endeavors. These differences do, however, lead to misunderstandings and tensions, even though both converge in their commitment to the welfare of the University. These differences serve to explain the unease of many faculty and students with a highly visible athletic program, on the one hand; and, on the other, the sensitivity of members of the athletic department to attitudes and opinions about athletics expressed in the academic sector.

B. The Problem Relating to the Ivy League

At the level of the Ivy League, there was an attempt to resolve these conflicting principles by legislating a re-affirmation of the classical ideal of the totally rounded individual, the competent scholar with athletic prowess. The Ivy League agreement states as follows:

The Group affirm their conviction that under proper conditions intercollegiate competition in organized athletics offers desirable development and recreation for players and a healthy focus of collegiate loyalty. These conditions require that the players shall be truly representative of the student body and not composed of a group of specially recruited athletes. They further require that undue strain upon players and coaches be eliminated and that they be permitted to enjoy the game as participants in a form of recreational competition rather than as professional performers in public spectacles. In the total life of the campus, emphasis upon intercollegiate competition must be kept in harmony with the essential educational purposes of the institution.

This agreement did not, in our opinion, confront the fact that resources were not equally able to attract athletes. Members in less favorable positions, therefore, felt compelled to recruit more intensively in order to be competitive. This situation in turn, has led to higher levels of competition within the League. Another factor in this tendency has been the impact of the trend in American professional athletics to increase the quality of teams and escalate competition. This trend directly affected intercollegiate athletics, inasmuch as professional teams are keenly interested in and recruit college players. One result of this has been mounting pressure at the intercollegiate level to provide performance that is increasingly better than amateur and, thereby, achieve a greater degree of public interest.

This problem of mounting escalation has been recognized by the members of the Ivy League, but there is no indication of any imminent resolution of it. As a consequence, Pennsylvania is faced with the dilemma of either continuing to be competitive with its peers or unilaterally effecting a change, either by downgrading its intercollegiate program or withdrawing from the League.

C. The Problem of Appropriate Opportunities for Competitive Athletics

The pressures which led to highly competitive intercollegiate athletics have created a situation where students not in varsity sports are confined to the category of recreation. In this category are intramural athletics, which have engaged a significant number of students, particularly men. We have evidence that there are a number of students who were recruited on the basis of their academic and/or diversity qualifications who are skilled and motivated athletes, but are below the level of Ivy League competition. In addition there are students who were sought by the University because of their athletic abilities but who, for various reasons, do not make the team once they matriculate. The students from both these groups are athletes, in the traditional amateur sense, whose

opportunities for participation in sports at the level of their competence are presently limited.

Another element segregating intercollegiate athletics is the Ivy League requirement that participants be undergraduates. Thus, graduate students, regardless of their abilities, are relegated to the recreational program. There is no middle ground. Many members of the University community have, as a result, come to view the varsity athletes as a special and virtually separate group within the community.

D. The Problem of Recreation

Both recreation and intercollegiate athletics are administered as departments in a single division. As a whole, this arrangement has led to substantial efficiencies in the utilization of personnel and facilities. With these advantages in mind, we see a problem in the fact that the rewards to the DRIA for each of these two activities is quite different. Success in intercollegiate athletics leads to enhancement of professional careers of staff, respect and status among their peers and in the community at large, and appreciation and satisfaction from the individual athletes with whom they work. In recreation, on the other hand, the rewards for a successful program are much more subtle and less compelling: appreciation by the University community, statistical indication of a high degree of participation, and personal satisfaction from successful programs. Indicative of this difference in rewards is the discrepancy in publicity which each activity enjoys. Some members of the University community have questioned whether the DRIA pays sufficient attention to its recreation component. We have found no case in which a reasonable need or request for a recreation activity has gone unmet. What we have found, however, is that the policy of the University towards recreation is perceived as one of passive response to demand, rather than active initiation and stimulation of programs. This perception is reinforced by the reward system.

The importance of a strong recreation program is intimately linked to the need for diverse activities on campus. Closely linked to this consideration is the challenge of meeting these needs in a University which is located in the midst of an urban setting.

E. The Problem of Administrative Linkage

Because of its diverse functions, there is no obvious way that the DRIA can fit into the administrative structures of the University. Under the Ivy League agreement the presidents of the member institutions retain ultimate authority over League policies, which mandate a degree of access between the director of intercollegiate athletics and the president.

Because of its important role in relation to the alumni, Commonwealth, local community, and the region, the DRIA must necessarily coordinate its fund-raising activities through the Development Office. At the same time, the DRIA is inextricably involved in student life, both officially through questions of eligibility, and unofficially in terms of the quality of campus life. Therefore, it must relate closely to the Provost and members of his staff. Finally, the DRIA is officially linked to the University Council through the latter's Committee on Recreation and Intercollegiate Athletics. Illustrative of the complexity of these relationships is the arrangement in recent years whereby the Council Committee has functioned as part of a larger University Committee on Recreation and Intercollegiate Athletics, which included Trustees.

The 1965 reports implicitly recognized some of these complexities and the problem involved in attempting to work out appropriate administrative linkage for the DRIA, and par-

ticularly its relationship to the academic programs of the University. To solve these problems, the office of Assistant to the President for Athletic Affairs was created. This officer was to advise the President on athletic policy and to "handle day-to-day problems in the Department."

This hoped-for solution ultimately did not succeed, and eventually the office itself was abolished. What evolved in its stead were a variety of informal and formal arrangements, many on an ad hoc basis, by which the Director of the DRIA related to the various administrative officers as needs dictated. As far as we can judge, these informal arrangements have been adequate from the standpoint of the DRIA. Regardless of the inherent difficulties, the Director has managed to work out a set of functional solutions. All those concerned in administration and in the DRIA recognize that these makeshift arrangements are less than optimal for planning and communication. From the standpoint of the faculty and students, there is a sense of isolation and inability to affect policy in an orderly and productive way. The University Council Committee on Recreation and Intercollegiate Athletics has not, in our opinion, fulfilled this need. The Committee has perceived its role largely as advisory to the Director and the President and is not able to respond to the concerns and expressions of the students and faculty. As a result, effective bilateral communication between Council and the DRIA is not evident.

F. The Problem of the Relationship between the DRIA and the Academic Sector

Until the mid-sixties the athletic department was governed by the rules and standards familiar to the other departments of the University: it contained a teaching faculty subject to the general requirements and procedures of faculty appointments. There had been a continuing question about the appropriateness of physical education meriting academic credit. This question was resolved in the late 1960's when required physical education was abolished and the academic status of the department was withdrawn. A new concept was advanced in the form of a broad recreational program that would encourage widespread participation and, hopefully, prepare students to develop interest in sports that could be carried through into later life. Crucial to this change, however, were the restructuring of the athletic department for managerial effectiveness. From the information data we have developed, we find that the DRIA has excelled in managing its affairs and in fulfilling its mission.

The success of the DRIA has manifested a high degree of managerial competence. This style of operation is, however, incongruous with that of academic departments, and consequently, members of the academic community perceive the DRIA as alien and even inimical to academic interests. The DRIA seems to regard most faculty and many students as uncomprehending of the responsibilities and demands made on it. As a result, there has developed some degree of mutual suspicion and uneasiness between the staff of the DRIA and members of the academic community. To be sure, there have been several notable exceptions among faculty and students who have felt at home in both sectors, but these have been relatively few and have not had much impact in the academic sector.

Ambiguous and uncertain administrative linkages have compounded these difficulties. The DRIA has related to the office of the Provost only in regard to specific issues, such as eligibility or the budget for recreation. We note that the recently adopted proposal for an office of University Life leaves the relationship of athletics to academics unresolved. The debate in University Council which led to the appointment of this Task Force was, in our opinion, symptomatic of the state of estrangement and misunderstanding between academics and

athletics. We believe that this state of affairs has reached the point where these activities are viewed as mutually exclusive, in brief, a zero sum situation—a dollar for athletics is a dollar taken away from academics.

The University has some of the finest athletic facilities in our region, with significant implications in the University's concern about being a resource for its surroundings. As we have noted, making available its recreational facilities to members of the local communities has been a major component of the University's outreach. This effort does, however, create tensions in terms of the University's ability to provide adequate availability of these facilities to all students. Moreover, we have found expression of concern by some of our students about the consequent dilution of the sense of University community.

G. The Problem of the Budget for Athletics

We have identified and attempted to interpret a number of problems in relation to the athletic program. Ultimately these questions become encapsulated in the financial aspects of the program, both as they reflect current fiscal pressures on the University and the development of the new University budget system. These fundamental financial issues now confronting the University are reflected in the question of the size and scope of the athletic program.

The DRIA is viewed by many members of the University community as a financially excessive activity which is controlled poorly from the standpoints of both fiscal responsibility and University policies. The undercurrent that we perceive in these concerns is that the moneys expended for athletics, and now we speak primarily of the varsity athletic program, cannot be justified in the face of curtailment of academic programs. The issue was epitomized in the demand that, at the very least, the athletic department be subject to the same degree of budgetary cutback as other sectors in the University. Many felt that the athletic program should not be exempt from the same budgetary constraints and controls that are now being imposed throughout the University. Out of these considerations came the recommendation that the DRIA should be a budgetary responsibility center.

We believe that there are significant problems in making this division a responsibility center, in that it has significantly different characteristics from those of schools and other academic units:

1. It has a heavy current expense cost which involves two and three year commitments in terms of the Ivy League schedule, over which the DRIA has minimal or no control, e.g., the costs relating to scheduled travel.

2. The DRIA is a hybrid division, with both recreation and intercollegiate components. The recreation program is a service of the University to its members and has limited capacity to generate income. Indeed, many have even questioned the appropriateness of requiring token fees for usage of facilities. It would seem unlikely that increasing such fees to fund recreation from users would be realistic. Such an approach would require discretion to curtail or abandon certain activities. Like such facilities as the library, we are concerned with encouraging use and not inhibiting its availability through direct cost to the consumer.

3. From the standpoint of performance criteria, it is necessary to segregate recreation from intercollegiate athletics costs. To do so requires interpretation which must necessarily reflect opinion and is, therefore, imprecise. The economics which ensue from integrating these two programs through the same personnel and facilities must be maintained.

4. We feel that there are important consequences to be considered, even if intercollegiate athletics were to be

separated out through accounting means as a responsibility center:

a. The DRIA would have to be given the freedom to develop its independent sources of income. While there are some limited funds given to the DRIA for its own use, they are not a significant amount in the overall budget. University policy has been to control and manage external gifts to the DRIA, so as to subordinate athletics to overall development goals. To ask the DRIA to fund itself as a responsibility center would require some relaxation of these constraints. Moreover, other sources of income, such as additional charges for attendance, would need be put at the discretion of those responsible for this budget. Such charges might curtail the role of athletics as an all-University activity and a meeting place for the University's external constituencies. In brief, we believe that the responsibility centered structure for the DRIA conflicts with the University's policies regarding the role of intercollegiate athletics.

b. We have noted that the move of athletics away from the academic sector was the source of many of the current problems, particularly those which stem from the management-oriented character of the department. In our view, to make intercollegiate athletics a responsibility center would serve to carry it even further away from the central educational mission of the University. It would give additional emphasis to the need for success on a national scale and for public attention.

Coming back to the question of the size and scope of athletics, then, we believe these must be determined on the basis of the aims and purposes to the University related to its resources. The first order of consideration here is our membership in the Ivy League. Realistically speaking, we see no indication that members of any of the University constituencies would support withdrawal from the Ivy League. To be sure, there are unwelcome consequences to this membership in terms of the escalating level of competition and its particular impact at Pennsylvania. The necessary solution to this problem cannot effectively occur at the local level and must be addressed through the Ivy League itself.

We do not see any viable or realistic alternative to our remaining in the Ivy League. Given this decision, we must then consider what sort of a member of the League we wish to be, that is, at what level of competence we choose to perform. With regard to this question we found a full range of opinion. In general, there was no wish that we should be a weak member. Many with whom we spoke felt that the most appropriate solution was for Pennsylvania to be competitive in a few sports but not in others. There is a question, though, whether we have a realistic choice here. To attract the quality of both students and staff that will provide strong performance in a few sports requires that we offer an athletic program of equivalent status to our Ivy League competitors. An essential component of that equivalent status is a full range of good to excellent varsity sports. We believe that the various components of a successful athletic program are interrelated and that, therefore, our approach must be holistic. Further, how well Pennsylvania can compete depends on our competitors, and the level and nature of this competition shifts over time. We must, in short, have the flexibility to determine where we can excell.

Related to these considerations were a number of proposals made to the Task Force to place internal constraints on the DRIA, e.g., setting the level of expenditures for a specific sport and restricting financial support to the "major" spectator sports (football, basketball, soccer, hockey). We believe that approaching athletics through a high-quality integrated program allows for allocation of resources that is effective and which is responsive to the changing requirements of intercollegiate competition and to shifts in interest in recreation.

V. RECOMMENDATIONS

In the past several years many changes have occurred in this University that have highlighted a sense of need to make changes in the athletic program. Nonetheless, we see no need for any substantial change in the University's basic policies on athletics. In our view, the most recent fundamental shift in policy toward athletics was the 1965 decision to make athletics strong and competitive and an important part of University life. The rationale for that decision is still valid and compelling today. In fact, it is only now that the goals sought then have been achieved. It has taken the intervening years of effort and investment to reach this point, and we are persuaded that we are now benefiting significantly from this outcome. In many respects, the nature of the specific recommendations which follow are an attempt to fulfill further the goals of the Athletic Survey and McGill Reports and to rectify certain failures in their implementation.

We have commented on the ambivalence which has characterized attitudes toward athletics. We see this conflict as inherent and inevitable. We do not feel that the interests of the University are well served, however, if policies toward athletics are characterized by vacillation, swinging from one side of the ambivalence to the other, as various sets of feelings and issues come to the fore. In our view, such vacillation is extremely costly and detrimental. Worse yet, it ignores history and compels us to repeat what has been laboriously learned and implemented by our predecessors. We recognize the serious concerns with which the University is faced in an era of constricting support, with challenge even to its value as a private institution. We believe that these difficulties, at least insofar as they relate to athletics, can largely be resolved by a commitment to:

1. A strong and competitive intercollegiate athletic program.
2. An acceptance of athletics as an integral part of University life.
3. An appreciation of the value of participation in athletic activities, particularly those that can be carried on through life.
4. A recognition of the role of athletics in the University's relationship to its alumni and to its external constituencies.

The primary cause of the issues concerning the athletic program lies in its ill-defined and vaguely structured relationship to the remainder of the University. As the result of the relative isolation of the DRIA within the University, communication and collaboration have been impeded. Common interests and goals are viewed as discrepant and discordant. It is unhealthy to continue a situation in which athletics is viewed as a drain and detraction from the educational purposes of the University, in the face of evidence which points to its integral role.

The thrust of the recommendations that follow is to move toward making the DRIA a recognized and legitimate part of University life, rather than an alien and competitive appendage. The perception of the DRIA as an uncertain and perhaps unqualified member of the University community fosters the dynamics of suspicion, hostility, and misunderstanding.

The success of the athletic program in contributing to the goals of the University requires that the DRIA be effectively integrated into administrative operations and that it receive ongoing attention by the administration. Of all the recommendations that are to follow, we believe that the most crucial involve these administrative relationships.

Establishing appropriate accountability and clear lines of responsibility for the DRIA was recommended in the McGill report. An appropriate administrative structure has not been created for the DRIA, nor has consistent and explicit accountability been required from it on an ongoing basis. The rather loose and, at times, ad hoc administrative arrangements have, in our opinion, encouraged the DRIA to operate independently and to focus on its particular needs and interests.

A. Administrative Reorganization

1. We recommend that the DRIA be made directly responsible to the Provost, and that the Director, thereby, become a member of the Provost's staff. The necessary liaison with the President would be maintained through the Assistant to the President, in his dual role as the President's staff officer and as a member of the Provost's staff. Nothing in this arrangement would impede linkages with other administrative officers such as the Vice President for Management and the Vice President for Development and Public Relations.

This recommendation will provide a clear line of responsibility to the academic sector of the University and should reduce the ambiguity of the DRIA's relationship to that sector.

2. We recommend that the Assistant to the President be an ex-officio administrative member of the Council Committee on Athletics and that the Council Committee should function as an entity separate from the University Committee on Recreation and Intercollegiate Athletics, which includes trustees, alumni, and members of administration.

This recommendation will serve to strengthen communication between the faculty and student committee members and the administration in the formulation of policy. Separation of the Council and University Committees will clarify roles and make the Council Committee a more effective instrument for expression of student and faculty opinion and concerns.

B. Strengthening the Recreation Program

1. We recommend that the DRIA, through budgetary processes, be given greater incentives to initiate, expand, and diversify its programs in recreation. We should like to see the DRIA take a more aggressive and active stance in originating, organizing, and maintaining programs. Such an assertive approach would be more congruent and compatible with educational objectives, which are to provide opportunities to help individuals explore alternatives and define their interests and capabilities, rather than solely to provide them opportunities to express existing interests.

2. Specifically, with regard to such a budgetary incentive, we recommend that the administration seek means to reward increased quantity and diversity of recreational participation by members of the University community. We believe that special emphasis should be placed on participation in carry-over sports. This recommendation entails what would probably be a modest increase in the recreational budget, but we believe the increase is justified in terms of the benefits to the quality of campus life.

3. We recognize that there is a specific need to provide stronger programs in recreation and in varsity sports for women. We believe that the above recommendations for administrative restructuring and for a more aggressive role for the DRIA will provide the basis for addressing this need. We realize that athletics has traditionally been oriented to men, but we find that the present DRIA has been flexible and its responsiveness to women, both in recreational and varsity sports. What we are seeking is a more aggressive and active effort in this regard.

It is our belief that the implementation of our recommendations for a more assertive stance on the part of the DRIA would be consistent with the thrust of the recent recommendations of the Women's Athletic Group.

4. Consistent with this increased level and quality of participation in recreation, we recommend that the DRIA endeavor to establish within the Philadelphia region regular intercollegiate competition for men and women, embracing insofar as possible graduate students as well as undergraduate students. Certain of these activities could be organized on a club basis. We believe that this approach would, for a very modest sum, achieve the following:

a. Provide for a more adequate level of competition and recognition for athletes than is possible in intramural sports.

b. Create appropriate relationships with institutions and publics in our immediate area.

c. Realize better the ideal of the scholar-athlete.

C. Maintaining a Competitive Stance in the Ivy League

1. We recommend that we maintain a strong competitive position in the Ivy League.

2. We recommend that financial support for the intercollegiate athletic programs be maintained at a level consistent with maintaining this competitive position.

3. We recommend that the Director of the DRIA continue to determine in which sports we should compete on the varsity level, and at what level, as consistent with an overall athletic program.

4. We recommend that the President, in conjunction with the Director of the DRIA, continue to pursue his efforts to reduce the intensity of competition within the Ivy League through its policy-making body. We recognize that this must be a gradual process of negotiation.

D. Clarifying our Commitments to the Local Community

We recommend that priority be given in the access to the athletic facilities to building a sense of community on campus. We recognize the commitments and potentialities in relation to the surrounding community, but we feel that the success of our whole development efforts rests on the creation of an identity as "ONE UNIVERSITY."

E. Resolving the Budgetary Question

1. We recommend that the DRIA be given increased appropriate financial incentives through approved modes of producing income, such as increased gate receipts from the outside public and fees from the media.

2. Because of the unstable fluctuations in its expense and income, we recommend that the DRIA be cycled through a three-year budget, rather than the present yearly budget.

3. At the present time, we do not see that budgeting the DRIA on a responsibility center basis is justified. We recommend, therefore, that its budget be structured as before, with its subvention determined through the deliberation by relevant administrative officers.

We have addressed the question of whether there is a formula to be found by which the subvention could be identified by the contributions of this activity. We have concluded that perhaps no such formula can be found because of the complexity of what is called athletics and the purposes we want them to serve. A formula, even if constructed, would not substitute for the necessary deliberation and political decision-making intrinsic to this multi-dimensional enterprise. We use the word "political" to emphasize the high degree of uncertainty in planning for athletics, in considering its relationship with the University's external environment, which ranges from our supporters to our competitors.

We believe that our recommended administrative restructuring would permit better budgetary deliberations by allowing for retrieval of information from the DRIA, and by improving its sensitivity to the needs of the University. Indeed, the very fact that this task force was asked to define a formula for the DRIA's budget is symptomatic of the problem of its present administrative relationship. What we have recommended is that the budget be responsive to the academic mission of the University and still allow enough flexibility to the DRIA to be responsive to the University's external relationships.

COUNCIL

Year-End Report IX. Bookstore

The first eight council Committee reports for 1972-73 appeared in *ALMANAC* September 18 and 25. Since the Bookstore Committee had no opportunity to meet over the summer, Professor Graham notes that this is a Chairman's report rather than a Committee report.

The Committee met five times during the year, including one public meeting.

The Committee believes that the University has an outstandingly good bookstore, probably the best in the Philadelphia area. The University is fortunate in having an intelligent, active, knowledgeable, and innovative director in Joel Allison. The Committee has found Mr. Allison well-informed and helpful and has been able to work very effectively with him.

The Bookstore is badly crowded and needs additional space or new quarters. This year's Committee has not dealt explicitly with the problem of space, but it endorses the previous committee's report stressing the need for additional space.

The greatest weakness in the Bookstore's present operation is in the trade (i.e., non-text) book department. The selection of books in many sections is haphazard, and the inventory control system is inadequate. The Bookstore management is well aware of the problem, and attributes it to limitations on the size and pay level of the Bookstore staff. It is, indeed, unreasonable to expect an intelligent selection of scholarly books to be made by inexperienced and untrained personnel paid minimum wages and subject to frequent turnover.

Mr. Allison has made a strong case for relieving some of these problems by the installation of an automated and computerized inventory control system. This should at least provide for a current listing of titles in stock and allow prompt reordering of books sold. The Committee feels that such a system would be a step in the right direction and favors its installation providing it can be shown to be economically feasible. The Committee did not feel that it was competent to judge the economic issue.

Early in the year, the Committee was concerned with the effects of replacing the Bookstore's internal charge account system with the commercial BankAmericard and Master Charge systems, which occurred in September 1972. Experience through the first term was generally good, and this is no longer a major problem. Difficulties continue to exist in the issuing of credit cards to undergraduate and graduate students, and there has been some decrease in total sales which may be attributed to the change in charge systems.

A major activity of the Committee was to recommend a change in the discount structure of the Bookstore. Our suggestion was to make all discounts at the register (rather than in the marked price of the books), to simplify the variety of discounts on different classes of merchandise and to different classes of customers, and generally to reduce discounts in an effort to reduce losses in the store. The revised discounts were to have gone into effect in the summer of 1973, but new budget limitations decreed that even smaller discounts be instituted. The Committee reluctantly agreed.

A perennial problem is the allocation of space and staff to various classes of merchandise. Some members of the University feel strongly that the Bookstore should sell only scholarly books and perhaps stationery. Others favor the addition of non-scholarly books, phonograph records, sundries, etc., but object to gift items and clothing. This is an endlessly debatable question, and the Committee has spent a good deal of time in debating it. The consensus of this Committee was that gift items have proved their popularity by their sales and that the profits on gift items are necessary to help offset losses on book sales.

Mr. Allison pointed out to the Committee that certain faculty members do not give the Bookstore their lists of required texts, preferring to send their students to competing stores. At the request of the Committee, Mrs. DiFabio (textbook manager) com-

piled a list of the faculty members in this category. The chairman sent each of these a letter pointing out the problem and requesting reconsideration. A number of answers was received, which were of intrinsic interest; and at least some of the faculty agreed to send their lists to the Bookstore in the future.

The Committee hoped to explore the possibility of some kind of cooperation with the Drexel Bookstore, which will move into new and larger quarters in autumn 1973. However, a prolonged strike at Drexel preoccupied the Drexel management and no positive action was taken. This should be an active topic for the future.

At the suggestion of the Committee on Committees, a public meeting was held in April. The meeting was advertised in the *Almanac* and the *Daily Pennsylvanian*, but only three persons outside the Committee attended.

—C. D. Graham, Jr.

FACULTY DATA: CORRECTION AND DEBATE

In *Almanac* October 30, Dr. Phoebe Leboy questioned the net effect of the goals and timetables that project Penn's hiring of some 60 women over the next three years. An error in the table she published (-267 instead of +267) was *Almanac's*. In addition, Provost's Executive Assistant Dr. James Davis said that her figures do not reflect the projected retirement of some 63 faculty members, "probably 60 of them men," and that her table overestimates the attrition of women. Dr. Davis said that the data being used are greatly in need of refinement if affirmative action goals are to be projected with any degree of accuracy. Dr. Davis added that the necessary data are being obtained, and that he and Dr. Leboy will consult on the preparation of a new table to be published in *Almanac*.

PERSONNEL CHANGE

Omitted from the November 6 administrative appointments was the naming of Scott Lederman as Executive Assistant to Vice President for Management Paul O. Gaddis. Mr. Lederman, former director of administration and planning at the Wharton Graduate Division, has been Mr. Gaddis's assistant for more than a year.

NONFACULTY DATA: ADDITIONS

In the Nonfaculty Goals and Timetables published October 9 as part of the Report on Affirmative Action, two areas of the University were not reported:

EXPECTED WOMEN AND MINORITY GROUP APPOINTMENTS TO NONACADEMIC POSITIONS, 1973-74 TO 1975-76

| Job Category | Total number 12/1/72 | Number women 12/1/72 | Number minorities 12/1/72* | Est. new hires next 3 yrs.† | Est. new women next 3 yrs. | Est. new minorities next 3 yrs. |
|-----------------------------|-------------------------|-------------------------|-------------------------------|--------------------------------|-------------------------------|------------------------------------|
| HEALTH AREA SCHOOLS | | | | | | |
| Sr. Administrator | 18 | 1 | — | 11 | 2 | 1 |
| Administrator | 54 | 28 | 3 | 28 | — | 4 |
| A1 Professional | 95 | 30 | 2 | 79 | 8 | 3 |
| A3 Professional | 203 | 160 | 9 | 199 | — | 9 |
| Secretary | 137 | 137 | 22 | 215 | — | 12 |
| Secretary/Admin. | 164 | 161 | 20 | 141 | — | 8 |
| SCHOOLS (AGGREGATED) | | | | | | |
| Sr. Administrator | 7 | — | 1 | 6 | 1 | — |
| Administrator | 57 | 29 | 3 | 55 | 1 | 3 |
| A1 Professional | 61 | 21 | 2 | 54 | 2 | 4 |
| A3 Professional | 12 | 4 | 2 | 13 | — | — |
| A3 Technician | 64 | 23 | 12 | 46 | 1 | 1 |
| Secretary | 166 | 165 | 27 | 253 | — | 10 |
| Secretary/Admin. | 171 | 168 | 16 | 110 | — | 15 |

*Includes Negro, American Indian, and Spanish-surnamed American only, as reported on employee census.

†Estimation based on turnover for the past years.

OF RECORD



CLASSIFICATION OF A-1, A-3, A-4 POSITIONS

Following is the University's new Salary Administration Policy and Procedure governing the classification of all full and part time A-1, A-3 and A-4 positions.

I. Purpose

This statement is for the guidance of department heads and supervisors. It sets forth currently existing policy and procedure for the orderly processing of requests for classification of positions.

II. Policy

The University seeks to assure equitable salary administration. Such administration is based upon the establishment of appropriate position classifications. Such classifications must be equitable in relation to classifications of other positions in the department and also in other departments of the University, based upon the relative difficulty of the duties and responsibilities of the positions.

III. Administration

Department heads and supervisors share responsibility with the Personnel Office for the establishment of appropriate position classifications. Salary Classification Committees are responsible for making final decision when there is disagreement on classification between the department head and the Personnel Office.

IV. Procedure

A. New Position

1. The department submits a written position description to the Salary Administration Section of the Personnel Office, normally accompanying the "Request for Employee Services". The position description should summarize the functions of the position and specify the duties and responsibilities in sufficient detail to provide a basis for evaluation.

2. The Salary Administration Section studies the position description and makes comparison with other positions in the University, contacting the department if additional information is needed.

3. The Salary Administration Section notifies the department of the classification for the position. If the department agrees, recruiting to fill the position begins; if not, the Salary Administration Section refers the case to the Salary Classification Committee for final decision in accordance with the procedure outlined in paragraph V below.

4. The classification must be established and the salary to be offered must be agreed upon by the department and the Personnel Office before any offer may be made to a prospective candidate from inside or outside the University.

B. Existing Position

a. Position Vacant

1. Before recruiting to fill the position begins, the same procedure as for a new position should be followed (see IV, A

above) if the content of the job has changed or is about to change.

b. Position Occupied by an Employee

1. The department asks the incumbent to complete the appropriate portion of a "Position Classification Questionnaire" if the duties and responsibilities appear to have changed. A supplemental form is also needed if the department believes the position should be reclassified to Administrative Assistant or Business Administrator. The employee's immediate supervisor and the department head or dean complete the indicated portions of the Questionnaire. A cover letter by the department head or supervisor may be used, if desired, to emphasize major responsibilities. The department forwards this material to the Salary Administration Section. (Classification Questionnaire and supplemental material should describe the duties and responsibilities of the position and the qualifications necessary to perform them. Comments on the incumbent's performance and qualifications do not aid in evaluation of relative difficulties of positions.)

2. The Salary Administration Section studies the material submitted by the department and makes comparison with other positions in the University. If necessary, a representative of the Personnel Office interviews the supervisor and/or the employee to secure additional information.

3. The Salary Administration Section notifies the department of the classification for the position. If the department agrees, the classification is established; if not, the Salary Administration Section refers the case to the Salary Classification Committee for final decision in accordance with the procedure outlined in paragraph V below.

V. Resolution of Disagreements

The Salary Classification Committee reviews the material submitted to it. If necessary in the Committee's opinion, it may assign an audit team to review the case. The audit team may meet with the supervisor and/or employee if desirable in order to clarify the material submitted to it. The audit team makes its recommendation to the Committee. If the Committee deems it necessary, it may ask the supervisor and/or the employee and a member of the Salary Administration Section to meet individually with the Committee to present their respective positions personally. The Committee, acting as "the court of last appeal", makes its decision and communicates it to the Salary Administration Section of the Personnel Office which notifies the department.

VI. Forms

A supply of the forms referred to in this statement is available in the Personnel Office.

—James J. Keller, Director of Personnel Administrative Services

OPENINGS

Dates in parentheses refer to publication of full job description in ALMANAC. Those interested should contact Personnel Services at Ext. 7285 for an interview appointment. Inquiries by present employees concerning job openings are treated confidentially by Personnel staff.

ADMINISTRATIVE/PROFESSIONAL (A-1)

ACCOUNTANT III responsible to appropriate authority for operations of accounting installations and the management of personnel. *Qualifications:* Graduation from a recognized college or university with major in accounting. At least five years' progressively responsible accounting experience including significant supervisory duties. Comprehensive knowledge of the field of university accounting and proven competence in management of a department. \$11,800-\$14,700 (midpoint.)

ADMISSIONS OFFICER, Law School (10/16/73).

APPLICATION PROGRAMMER (3) (11/6/73).

ASSISTANT DIRECTOR FOR EMPLOYMENT AND AFFIRMATIVE ACTION (10/30/73).

ASSISTANT MANAGER, Contract Accounting (10/30/73).

BUSINESS ADMINISTRATOR II, Family Study Department (11/6/73).

BUSINESS ADMINISTRATOR IV (10/23/73).

ELECTRICAL ENGINEER II (9/18/73).

PROJECT MANAGER (11/6/73).

RESEARCH SPECIALIST II (11/6/73).

SUPPORT STAFF (A-3)

ADMINISTRATIVE ASSISTANT I, continuing engineering studies. Coordinate all office functions. Editing, rewriting course brochures, coordinating their layout and publication. Obtain mailing lists, courses and maintain financial records; pay bills, submit cost analysis and assist in preparing budget. *Qualifications:* At least three years' office experience, excellent English skills, knowledge of calculator, proofreader's marks and simple accounting procedures. Typing skills and ability to deal with people. \$6,250-\$7,350-\$8,450.

ADMINISTRATIVE ASSISTANT II, Houston Hall (10/30/73).

ADMINISTRATIVE ASSISTANT II, medical research department (10/23/73).

ADMINISTRATIVE ASSISTANT II, Veterinary Department (Lippincott Bldg.). Administers V.M.D.-Ph.D. training program, keeps financial records for training and research grant budgets, orders supplies. Responsible for personnel transactions, typing manuscripts, grant applications and routine correspondence. *Qualifications:* Five years' progressively responsible office experience. Excellent language skills, typing, shorthand/dictaphone, bookkeeping knowledge. Medical terminology helpful. \$6,725-\$7,950-\$9,150.

DATA CONTROL CLERK, Data Processing office (10/30/73).

DATA CONTROL COORDINATOR, Dental area (10/9/73).

ELECTRON MICROSCOPE TECHNICIAN II (9/18/73).

ELECTRONIC TECHNICIAN/ENGINEER (11/6/73).

LAB EQUIPMENT ENGINEER, research area on campus. To be responsible for operation and maintenance of equipment; assisting and instructing in use of equipment and related duties. *Qualifications:* Ability to evaluate equipment, perform reliable experimental functions and evaluate results from technique used. Ability to assist and communicate with investigator. Must be able to recognize and correct malfunctions in highly complex equipment. Experience in inorganic materials processing/preparation preferred. \$8,800-\$10,050-\$11,275.

MECHANICIAN, College department. *Qualifications:* Ability to operate power and hand tools. Ability to lift heavy materials and

do strenuous work at times. Experience preferred. \$6,000-\$6,925-\$7,850.

MTST OPERATOR, Undergraduate Admissions (11/6/73).

NURSE TECHNICIAN, to be responsible for the orientation and supervision of patients in hemodialysis unit. Assembling and setting up equipment used for hemodialysis; also on call for emergency dialyses at night and on weekend. *Qualifications:* Previous nursing experience on a medical service with acutely ill patients. \$8,600-\$9,850-\$11,075.

RESEARCH LABORATORY TECHNICIAN III to perform operations on brains of small animals. Electronic experience would be helpful. *Qualifications:* Electronic instrumentation with experience in small animal surgery. BA with science major. \$7,525-\$8,825-\$10,100.

SECRETARY II, Morris Arboretum, Chestnut Hill (10/30/73).

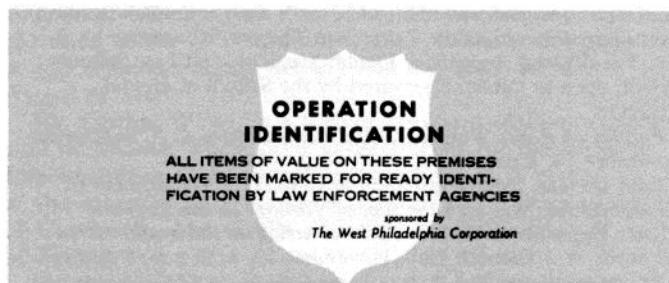
SECRETARY II (2) (10/30/73).

SECRETARY III (4) (10/30/73).

TYPIST II, Dental School office (11/6/73).

PART-TIME positions: 2 Secretarial, 1 Keypunch Operator (11/6/73).

PENN TEMPS: temporary assignments for people who have excellent typing and, in some cases, shorthand or dictaphone. Information: Clare Trout, 130 Franklin Bldg., Ext. 7287; hours: weekdays, 9 a.m.-noon.



The West Philadelphia Corporation's "Operation Identification" program is hearteningly successful in deterring burglary, according to a survey published by the Corporation. Ninety-three percent of the University City residents who returned the survey questionnaire have not been burglarized since joining the program, although the homes of 54 percent had been robbed at least once in the years before.

Under the plan, which has been in effect for a little more than a year, West Philadelphia householders use engraving tools loaned by the Corporation to mark valuable possessions. A sticker for doors or windows warns that "All items of value on these premises have been marked for ready identification by law enforcement agencies." The system is so effective because a permanently marked camera, for example, would be difficult for a burglar to pass on to a fence and, if stolen, could be more quickly and easily returned to the owner.

Researchers further found that 70 percent of the 88 percent of residents who felt their blocks were safer since "Operation Identification" began live on streets organized by the Block Association of West Philadelphia. Among the Association's crime-prevention efforts, which might be termed generally a good neighbor policy, are monthly meetings to exchange information and ideas, nightly patrols to check on vacant houses and shut-ins, and an emergency warning system using small freon horns.

The Corporation's engraving tools were all on loan at the time of writing, but University City residents who want to join "Operation Identification" can call the West Philadelphia Corporation at EV 6-5757.

COHR RESEARCH PROGRAMS

Center for Oral Health Research will receive proposals for financial support of oral health research by *February 22, 1974*, for work to begin *June 1, 1974*. Inquiries as to the form of the proposal and other requirements may be made at the Office of the Business Administrator, Henry Gimpel, Room 115 Levy Building, Ext. 6571.

COHR's Visiting Scientist Program is open to Penn faculty members as well. Participants would be involved in one of seven continuing Center projects with one or more senior investigators. Applications will be reviewed throughout the academic year; acceptance will be based on physical space and on the applicant's career interest in Center programs. Applications should include a detailed curriculum vitae, a statement of area of research interest and the name of the principal investigator with whom work is desired. Correspondence and information: director's office, COHR, Ext. 8986.

THINGS TO DO

LECTURES

Nancy Hanks, Chairman of the National Endowment for the Arts, will give the seventh and last Tiffany Lecture on *Design for America's Third Century*. November 14, B-1 Fine Arts, 4:30 p.m. Tickets must be obtained in advance from the deans' offices, E-111 or E-116 Dietrich Hall, or the Graduate office, Vance Hall.

Bite Mark Evidence. Dr. Lester W. Luntz, Connecticut state police surgeon and Hartford (Conn.) police dental surgeon, will speak and show slides on the use of teeth marks in identification and criminal investigation. Zellerbach Theatre, November 14, 8 p.m. Faculty and students of Dental Medicine and Law Schools invited; open to public. Sponsored by the School of Dental Medicine.

Politics of Rape. Women's Self-Defense Series, C.A. auditorium, November 14, 8 p.m.

John Ingram, federal rail administrator, U.S. Department of Transportation, will lead the second seminar in the Regional Science Department-Wharton School series on the *northeastern rail crisis*. W-1 Dietrich Hall, November 19, 3:30 p.m.-5 p.m.

PSI Phenomena: The Oldest Communications Frontier. Annenberg School colloquium with Dr. Jack Schwartz, founder of the Delaware Valley Society of Parapsychology, on current research in psychic phenomena. Colloquium Room, November 19, 4 p.m.

F. Gordon Foster will talk and show slides of *ferns in their natural habitats* at the Associates Evening of the Morris Arboretum. Mr. Foster, author of *The Gardener's Fern Book*, is honorary curator of ferns of the Brooklyn Botanic Garden. Woodmere Art Gallery, 9201 Germantown Avenue, November 20, 8 p.m. Open to the public.

SYMPOSIUM

Sexuality and the Aging Process. Third annual symposium of the Marriage Council of Philadelphia. Marriott Motor Inn, Bala-Cynwyd, December 6, 2 p.m.-5:30 p.m., dinner, 6:30 p.m.-9 p.m.

Program

Part I. *Sexual Behavior in Late Life.*

Dr. Eric A. Pfeiffer, project director, Older Americans Resources and Services Program; professor of psychiatry, Duke University Medical Center.

Margaret Kuhn, convener of the national steering committee, Gray Panthers.

Part II. *Sexual and Marital Counseling in Late Life.*

Dr. Ellen M. Berman, director of training and clinical services, Marriage Council of Philadelphia; Assistant Professor of Psychiatry, University of Pennsylvania.

Dr. Otto Pollak, Professor of Sociology and director of the graduate training program in sociology of health and welfare, University of Pennsylvania.

Accredited for physicians. Open to public, limited to 250. Symposium rate for Penn staff and students: \$10. Dinner: \$15 individual, \$25 per couple. Reservations must be made by November 26. Information: Marriage Council, EV 2-6680.

MUSIC

University Symphony Orchestra. Eugene Narmour, conductor. Shostakovich, Symphony no. 1; Brahms, "Tragic Overture"; Haydn, Symphony no. 97. Hopkinson Hall, International House, November 16, 8:30 p.m.

St. Cecilia Concert. Pennsylvania Pro Musica, Franklin Zimmerman, director. Purcell's ode to the patron saint of music, *Welcome to all the pleasures*, and first modern performance of a Handel serenata. Old Pine St. Church, 4th and Pine streets, November 18, 2 p.m. Tickets: \$2.75. Student tickets on sale day of performance.

Museum String Orchestra. William Smith, director. Music of Georg Phillip Telemann. Museum, November 18, 2:30 p.m.

THEATRE

Repeat Performance. by Slawomir Mrozek. Annenberg Auditorium, November 13-17, 8 p.m. Film of Mrozek's *The Police*. Studio Theatre, November 13, 8 p.m.

The Au Pair Man. by Hugh Leonard. First of the New York Shakespeare Festival productions. Joseph Papp is producer; Gerald Freedman director; Julie Harris and Charles Durning are the leads. Zellerbach Theatre, Preview November 24, 8 p.m. Opening November 26, 7:30 p.m. Performances November 26-December 1, December 3-8. Matinees Wednesdays and Saturdays at 2:30 p.m.; all evening performances at 8 p.m. Tickets: Annenberg Center box office; Ext. 6791.

FILM

Nanook of the North and Dead Birds. Robert Flaherty's 1922 film about daily life among the Eskimos and a 1964 film by Robert Gardner which we hope is *not* about deceased avian creatures. Annenberg School documentary film series, Studio Theatre, November 14, 4 p.m. and 8 p.m.

The Living North. Lapland child among reindeer herds—true story. Museum Children's Program, November 17, 10:30 a.m.

OBSERVATORY OPEN NIGHTS

Anyone at the University (and children, other guests) can stargaze on the roof of Rittenhouse Lab every Monday evening from now until December 10 at 7 p.m.-8:30 p.m. If the sky is even mostly clear, the Astronomy Department will hold open house with their telescope at the Campus Observatory; roofward stairs are on the fourth floor next to room 4C23.

Experienced amateurs may use the telescope by appointment only by applying to the Astronomy Department. No appointment, and no experience with telescopes, are necessary to attend the Monday open nights. Dress warmly.

OTHER

Penn Charter Flights: *Winter Excursions.*

Hawaii (December 22-30 and December 29-January 5)

Acapulco (December 23-30 and January 5-12)

Nassau (December 23-January 1)

Jamaica (December 24-January 1 and January 5-12)

Freeport (December 25-January 1 and January 7-14)

San Juan (December 22-January 1; December 25-January 1 and January 5-12)

Lesly Stalford, travel coordinator, has price and booking information; Houston Hall director's office, Ext. 7268.

Paper Things. Huge murals by Nick Coviello, '72 Fine Arts graduate. Bowl Room, Houston Hall, until November 30.

Football at Columbia with alumni cocktail party after the game at Boat House adjoining Baker Field. Columbia, Baker Field, November 17, kickoff 1:30 p.m. Game tickets, \$6.

ALMANAC: 515 Franklin Building (I6) Ext. 5274

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